

PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM

A Program Proposal Designed to Provide a Doctor of Philosophy Degree (Ph.D.)

Volume I

Submitted July 2012 to the:

Alabama Commission on Higher Education

By

**Alabama State University
College of Education
Program in Leadership, Policy, and Law**

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Volume I

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A. General Information

1. *Institution:* Alabama State University
2. *Date of Proposal Submission:* July 2012
3. *Institutional Contact Person:*
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4. *Program Identification--*
Title: Educational Leadership, Policy, and Law
Degree: Ph. D.
CIP Code: 13.0401
5. *Proposed Program Implementation Date:*
August, 2014
6. *Program Administration*
College or School: Education
Dr. Charlie Gibbons, Interim Dean
Department: Instructional Support Programs
Chairperson: Dr. Necoal Driver
Program Coordinator: Dr. John S. Gooden

B. Program Objectives and Content

1. *To facilitate review of the proposal, please classify the degree program (e.g. Post Baccalaureate Masters, Research Doctorate (Ph.D.), Applied/ Professional Doctorate (DPT, Ed.D., or DBA). If desired, please elaborate in a short paragraph.*

This proposal brings forward a research-oriented Doctorate in Philosophy (Ph.D.) proposal that focuses on preparing adult students to engage in research that addresses issues that occur across the educational spectrum. The Ph.D. program would include a focus on a seamless approach to P-16 education and education-related organizations where practice serves as a research base from which new understandings and theory are developed and established within the educational knowledge base. Additionally, it will have as a focus scholarship/publishing, service, and teaching adult learners. This is because it is anticipated that many graduates from this program will elect to pursue faculty roles in educational leadership, policy, or law in institutions of higher education. The Ph.D. program will be a separate / independent degree track from ASU's existing Ed.D. program. The Ph.D. program is not conceptualized as a cohort program, instead Ph.D. students will be responsible for individually guiding the nature of their studies to mirror what would be expected of them in the academy. Ph.D. students will also be mentored in what it takes to be successful in higher education.

- 2. List the objectives of the program as precisely as possible. The objectives should address specific needs the program will meet (institutional and societal) and the expected student learning outcomes and achievements. This is an extremely important part of the proposal. The objectives should lend themselves to subsequent review and assessment of program accomplishments.*

Program Goals

The proposed Ph.D. in Educational Leadership, Policy, and Law would support Alabama State University's mission, which states that:

Alabama State University as a student-centered, nurturing, comprehensive and diverse public, historically Black university committed to achieving excellence in teaching, research, and public service. The University fulfills its mission through fostering critical thought, artistic creativity, professional competence, and responsible citizenship in its students, by adding to the body of knowledge to enhance the quality of life through research and discovery; and by helping to advance the state and nation through thoughtful public service.

In addition, it would support the College of Education's mission where:

The College of Education (COE) seeks to prepare teachers, instructional support personnel, and other professionals to be decision makers who are equipped with the knowledge, skills, and dispositions necessary to ethically and effectively integrate theory and practice in carrying out their professions. These professionals will possess the understanding of our diverse cultures, the technological capabilities, the intellectual rigor, and the critical thinking and problem solving skills required to make informed

and responsible decisions, to engage in reflective assessment, to implement positive change, and to pursue learning as a lifetime endeavor.

Societal Goals

- a. Develop well prepared, ethical scholar/researchers who have the knowledge, skills, and dispositions to provide research-based leadership in improving education in Alabama, the United States, and internationally, through their own research agendas and educating others.
- b. These scholar/researchers will be prepared to engage in the educational policy dialogue that supports evaluation and improvement of existing educational policies and the development of new educational initiatives.
- c. These scholar/researchers will be prepared with the research knowledge, skills, and dispositions to advance the understanding of educational best practice.
- d. These scholar/researchers will be prepared with the oral and written communication skills to share their research-based knowledge and skills with a wide range of potential participants; this includes the potential for serving as faculty members in higher education. To this end, the program also contains an andragogy component and a substantial research component.

Student Learning Goals

To fulfill its societal goals, the proposed Ph.D. in Educational Leadership, Policy, and Law will establish the following learning goals for its students. Students will learn to:

- a. Create conditions that result in an appropriate, widely shared vision for their organization;
- b. Develop a healthy shared organizational culture that will foster the goals of its clients and the professional growth of its staff;
- c. Ensure effective management of the organization, its operations, and its resources and research activity;
- d. Collaborate with organizational members and the community in responding to their diverse interests and research needs and in mobilizing their resources;
- e. Act with integrity, fairness, and in an ethical manner;
- f. Understand, respond to, and influence the organization's political, social, legal, and cultural contexts;

- g. Create and disseminate research-based knowledge that contributes to best practice in the field of education and that equips the student to participate in the dialog of the profession, through scholarship, service, and teaching, and
- h. Engage in study and research designed to create effective adult scholar/researchers, able to conduct data generation, analysis, and dissemination of findings to organizations.

(Note: The first six learning goals are based on the *Educational Leadership Policy Standards* of the Interstate School Leadership Licensure Consortium, 2008. The final learning goals reflect the unique purpose of Ph.D. programs.)

3. *Will this program be related to other graduate programs at your institution? If so, how?*

This program builds upon existing masters and educational specialist programs at Alabama State University in such fields as instructional leadership, teacher leadership, library education and media, school counseling, and various teacher content areas from early childhood through secondary education. It is fundamentally related to Alabama State University's Ed.D. program in Educational Leadership, Policy, and Law. The primary difference between these two programs is that the Ed.D. focuses on the development of leadership practitioners, whereas the Ph.D. would focus on the development of research oriented scholar/practitioners. As such, the Ph.D. places greater emphasis on the development of advanced research and dissemination skills, a commitment to service in the field of educational leadership, policy, and law, and pedagogical knowledge, while still aiming to produce highly capable educational leaders for a wide variety of educational settings.

4. *Please identify any existing program, option, concentration or track that this program will replace.*

This program is not intended to replace any existing program, option, or concentration. Rather, it would provide a program offering supporting development of research scholars.

5. *Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain*

The enrollment in no program at Alabama State University would be affected by this program other than possibly the Ed.D. in Educational Leadership, Policy, and Law. It is anticipated that some potential Ed.D. students might prefer the Ph.D. program.

6. *List new courses that will be added to your curriculum specifically for this program. Indicate number, title and credit hour value for each course.*

New or changed courses that would be added for this proposed program include:

Existing Course Change
LPL 900 – Dissertation Research: Increased from 12 to 15 (sch)

New Courses

LPL 802 – Field Applications Related to Andragogy (3 sch)
or
LPL 803 – Field Applications of Research (3 sch)
LPL 830 – Advanced Statistical Analysis (3 sch)
LPL 840 – Advanced Qualitative Research (3 sch)
LPL 850 – Legal Research (3 sch)
LPL 860 – Theory and Research in Adult Learning (3 sch)
LPL 870 – Writing for Research Publications (3 sch)

Figure 1:
Changed and new required courses.

7. *Please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related masters programs at your institution.*

There are various undergraduate programs at Alabama State University whose graduates might eventually enter the Ph.D. program in Educational Leadership, Policy, and Law. These include, but are not limited to, all bachelor-level programs in education, political science, social work, and sociology as students move into graduate work. In addition 25 Masters and Specialist programs exist in the College of Education. Many students in these programs, and a few in other areas, have expressed an interest in the Ph.D. program.

8. *a. Program Completion Requirements:*

Credit hours required in major courses: Research 24, Dissertation 15
Field Research 3,
Total = 42

Credit hours required in support courses: Policy 9, Leadership 12, Law 9,
Adult Learning 3, Elective 3
Total = 36
Grand Total = 78 sch

Included above

Credit hours of additional research or free electives: 6 sch
Credit hours of internship (Field Applications): 3 sch
Credit hours dissertation: 15 sch

b. Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

Preliminary Qualifying Examination:

This Ph.D. will require both a preliminary entrance examination (approximately 1 hour in duration with the faculty) and an examination of writing ability.

In addition to masters and other coursework, the Ph.D. requires didactic research coursework (24 sch), one additional field research (3sch), a comprehensive examination, and a dissertation (15 sch).

Internship:

Either the LPL 802, Field Applications of Andragogy or the LPL 803 course, Field Applications of Research. will be required.

Comprehensive Examinations:

Ph.D. students will be required to complete a comprehensive exercise. The exact structure of this exam is under discussion but will include traditional written comprehensive formats and also alternate student/faculty selected exercises and or research projects.

Dissertation:

Each student will prepare a traditional written dissertation in multiple chapters.

Residency:

All Ph.D. program students will take nine student credit hours (three, three-hour courses each semester). They thus are full-time graduate students. This occurs each semester in the first three semesters of study. Students therefore become residential students meeting residency requirements in a traditional sense in the first year of study. Currently, with the exception that two field experiences and possibly as many as two elective courses, all coursework is offered on campus. Note: This program would operate over fall, spring, and summer semesters as does the current Ed.D.

Please attach a typical curriculum by semester to this proposal as Appendix A.

See Appendix A.

9. Accreditation

If there is a recognized (USDE or CHEA) specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation.

There is no recognized specialized accreditation agency appropriate to this Ph.D. program; however, it is included within the College of Education's accreditation process with the National Council for the Accreditation of Teacher Education (NCATE) evaluations. The proposed program will also follow ISSLC Standards.

C. Program Admissions Requirements, Enrollment Projections and Completion Projections

1. Describe briefly the criteria and screening process that will be used to select students for the program.

The Graduate School will coordinate admission to the Ph.D. doctoral program in Educational Leadership, Policy, and Law (ELPL). The program applicant must have an earned Master's or higher degree. An applicant must have a minimum undergraduate grade point average (GPA) of 3.0 and a minimum graduate GPA of 3.5 on a 4.0 scale. Upon meeting general and university requirements for admission to graduate studies, a further determination of eligibility for the doctoral program will be made by an Admissions Committee composed of members of the graduate faculty in the College of Education's Program in Educational Leadership, Policy, and Law. Eligibility will be based on but not limited to the following criteria: (1) scores on the Graduate Record Examination (GRE) and/or the Miller Analogies Test (MAT), (2) Undergraduate GPA, (3) Graduate GPA, (4) a writing sample, (5) at least three letters of recommendation, (6) an interview with a majority of the current ELPL faculty, and (7) the submission of a vita / resume.

The process for admission to the current Ed.D. program will be the same process used for Ph.D. admissions. The applicant should be aware that the typical student score on the GRE or MAT will approximate at least the 50th percentile of all students taking the test during that norming period. The rationale for these values, which approximate the mean of all graduate student scores in the nation, reflect the belief that participants are required to exhibit a high level of verbal, quantitative, and written ability in course work as well as in the undertaking of advanced research study and associated dissertation preparation. The mathematical aptitude implied by these tests supports work in the statistical area and in research, generally. Additionally, applicants will need to clearly be able to address how the Ph. D. degree fits into the professional goals and aspirations to help ensure that students understand the differences between the Ph. D. and Ed. D. programs.

Single forms of assessment are not used in determining current program admissions, and this will be the case for these applicants. The admissions decision process for the proposed program is based on a rank ordering of applicants constructed from a numerical formula. Therefore, the admissions process

incorporates a multi-criterion review process. An Admissions Committee analyzes graduate transcripts closely for indicators of significant improvement in grades earned or on the nature of course work taken. This committee also will consider subjective factors, for example: undergraduate institution attended, graduate study in another discipline, work experience, leadership ability, community service, and evidence of research ability. The committee considers an applicant's level of motivation, personal background, determination, and perseverance. Success in overcoming personal hardship, including poverty or disability, is viewed as an important indicator of motivation. Final admissions will be determined by the program faculty, Graduate Council, the Dean of the Graduate School, Academic Dean, the Provost, and the President of the University.

2. *Please describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please attach a copy of the survey instrument with a summary of results as Appendix B.*

See Appendix B for the survey instrument and summary.

- a. Student Interest

General Enrollment: To sample community interest for the overall program and the proposed Doctorate in Philosophy (Ph.D.), questionnaires were developed and distributed to a sample of qualified individuals who would most likely have an interest in and be served by a doctoral level research program. Information generated was based on three different surveys. The first was the initial survey (see Appendix B) undertaken at the initiation of the current Ed.D. program. The second survey (see Appendix H) was developed by an independent contractor and distributed to superintendents and principals seeking information on employment and the desirability of the Ph.D., while the third was a survey designed to gather similar information from College of Education current students.

In the initial survey (Survey #1), 90% ($n=171$) of the 191 respondents stated that they would be interested in a doctoral program in educational leadership, policy, and law at Alabama State University. Of that number, 90% ($n=154$) of respondents indicated that they would be likely or certain to enroll in the program within the next five years. Based on the current survey (Survey #2), the value decreased to 60%, which is a more realistic response level and one reflecting current economic conditions.

- b. Enrollment by Degree:

In a recent year's state survey of principals and superintendents, the regional results indicate that 33% of principals would choose the Ph.D. compared to 66% for the Ed.D. (See Appendix H--Volume II).

In the departmentally generated survey of students, (see Appendix B), relative to the desire for either the Ed.D. or the Ph.D., the latter was favored by approximately 52% of the respondents.

3. Provide a realistic estimate of enrollment at the time of program implementation and over a five-year period based on the availability of students meeting the criteria stated above.

The projected student enrollment for the Ph.D. program is based on a combination of reliable student enrollment projection practices, which include, but are not limited to, the following: A prospective student interest survey, a superintendent and school administrator survey regarding the need for the Ph.D. program, and the projected K-12 student enrollment through year 2020. However, it is important to note that this proposal is prefaced with the caveat that we are not assuring that our approach or projections are fully accurate. There is uncertainty in these projections, especially in years of graduation and employment years. In line with survey results, projected enrollments ultimately will be maintained at approximately six students each year. This is illustrated in Figure 1. The maximum enrollment in the Ph. D. program at any given time should be between 20 and 25 students.

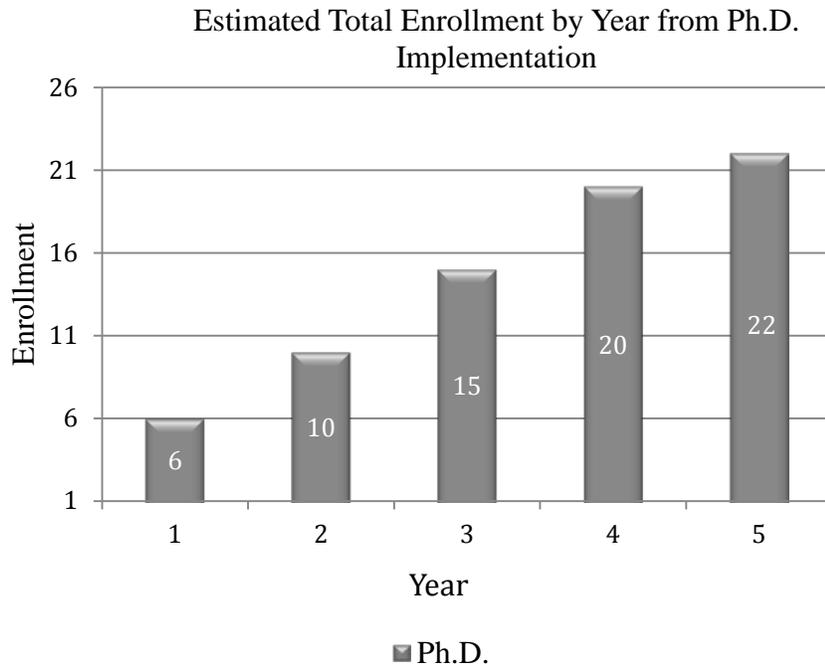


Figure 2:
Total Ph.D. student enrollment projections by year.

Please indicate the projected number of program graduates for the first five years.

Current Ed.D. program graduates reflect estimated potential completion rates for Ph.D. students which, beginning toward the end of the fourth year of enrollment, will rise to between 5 and 8 annually after the fifth year. This fluctuation reflects that there may well be some attrition, personal circumstances vary, research methodologies take different amounts of time, work commitments vary, all of which influence the amount of time it may take to complete the dissertation process. Therefore, a strict ratio of inputs to outputs in a given year is not possible to assume.

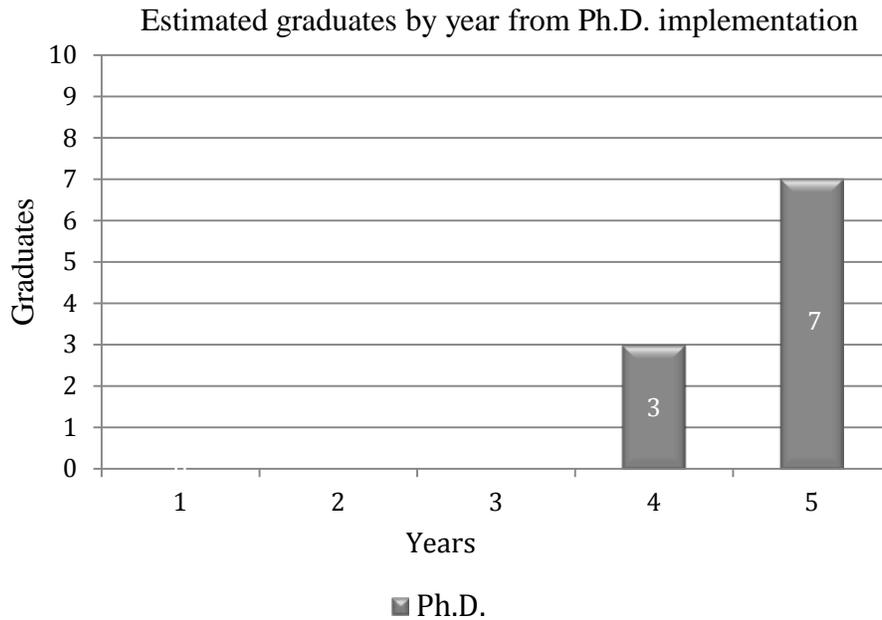


Figure 3:
Graduates by Year from First Ph.D. Enrollments

It should be noted that in the first two Ed.D. cohorts, the only cohorts for which time allows this calculation, graduation rates approached or were at the 90% level. Even when considering the relative high quality of this program, the rate is among the highest in the nation. It is anticipated that Ph.D. graduate numbers will be slightly lower but, above 75%.

D. Program Need Justification

1. Will the program satisfy a clearly documented need (institutional and societal) in an effective and efficient manner? If the program duplicates or closely resembles another program already offered in the State, can this duplication be justified? What characteristics of the identified need require that it be met by a new program rather than an existing program? (Note: In explaining how the proposed program meets this criterion, an institution may refer to the criterion on collaboration and develop a response that addresses both criteria simultaneously). For purposes of this criterion, duplication is

defined as the same or similar six-digit CIP code and award level in the Commission's academic program inventory. Institutions should consult with the Commission staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

a. Need

The Executive Report (See Appendix H—Volume II, Survey #3) of our enrollment survey indicates that one-third of practicing administrators would prefer to enroll in a Ph.D. program. At the same time about 50% of our on-campus students, who are at least at the Master's degree level but are not enrolled in a doctoral program, would prefer the Ph.D. This latter response, from over 100 students, was made with the understanding that two additional semesters of study beyond that required of our Ed.D. students would be required.

There is also a lifelong financial discrepancy between the Ed.D and the Ph.D. According to the national salary data organization, the high salaries for the two degrees are, Ph.D. \$149,848 for a full professor in educational administration while the return for an Ed.D. is \$84,739 for the same individual. Starting salaries are initially and respectively \$42,444 and \$55,000. The difference between the range of the beginning and ending values for each degree is \$107,404 and \$29,739. That is a significant figure and the difference, \$77,655, per year conservatively approaches two million dollars, over a 25 year career. While Ed.D holding individuals tend to be employed in different types of positions from Ph.D. counterparts, the difference in pay scales potentially can serve to the detriment of the former.

PayScal.com research/us/degrees=doctor of education (or Philosophy)/salary.
(PayScale is a market leader in global online compensation data.)

b. Duplication

Three similar public Ph.D. programs (CIP 13.0141) are shown in the ACHE inventory in addition to the three public Ed.D. and one private Ed.D. program that operates within the state. The University of Alabama (UA), University of Alabama at Birmingham (UAB) (currently on hold), and Auburn University (AU) are the public Ph.D. institutions, and Samford University is private. However, the current CIP 13.0401 category does not capture the nature of the policy and law aspects of the proposed program or the adult education component that has allowed several of our graduates to move into productive areas outside traditional and formal educational employment.

Both Alabama State's and Auburn's programs are somewhat similar. This is not unexpected in that they both deal with overlapping fields. However, four areas of difference surface on close examination. Auburn's program appears to focus on operations more closely related to the local school and district. Alabama State's proposed program recognizes this as necessary and valuable. Alabama State's program has a strong focus on district and upper level administration, which includes nine distinct hours in the policy domain area in addition to that information which comes from other coursework. The proposed program

also requires students to be exposed to actual fieldwork in research or andragogy. It contains unique courses such as Research in Adult Learning and Research in Law. The proposed program is built upon a conceptual model of seamless pK-16 education, which is at the forefront of current thought. As such each course blends content related to both public education and higher education, and students come from both backgrounds. Although students from Alabama State's current Ed. D. program have gone on to become faculty members in higher education, it is anticipated that the Ph. D. program would prepare them more fully for such a role, as it includes a focus on andragogy and includes a stronger research component. The program plans to bring a prominent researcher or policy maker to campus for doctoral seminars each year. It will continue to support student presentations at national conferences and in refereed publications during the program, thus making them attractive candidates for university faculty positions. Finally, as with the current Ed. D. programs, it should attract a high percentage of minority students.

Nationally, the number of doctoral level programs in educational leadership, educational policy, and educational law is difficult to calculate. The National Center for Educational Statistics and professional organizations suggest national program numbers in excess of 350. These will not all be Ph.D. programs or programs of level quality. A large number of primarily on-line institutions have come into existence and are offering programs having the same CIP number to Alabama students. These programs are expensive for the student. Enrollments at on-line institutions and the number of programs being offered has expanded dramatically, even in the face of substantial costs. Such institutions, when offering non-certification programs to individuals, can be virtually untraceable within any geographic area. In spite of their potential for duplication, their existence is an indicator of desire and, more importantly, of perceived need.

c. Duplication Justification

See below

d. History

The current Ed.D. doctoral program at Alabama State University is a response to an order under the Knight decision by the United States District Court in Atlanta. Court action was, in part, a solution to policies that were perceived to inhibit the development of the University, that is, a lack of doctoral level education. The University submitted a proposal for an Ed.D. program and a Ph.D. program. The latter was discussed and the University withdrew the Ph.D. proposal recognizing that a lack of faculty, library resources, and other factors potentially limited the success of a quality Ph.D. program. This proposal recognizes that a Ph. D. program was not part of the Knight decision.

We now feel that the original intent of the Knight decision can be supported and furthered by providing Ph.D. level research studies for HBCU students in Alabama.

The university is the largest provider of minority doctorates in leadership in Alabama and our graduates have been successful.

Throughout the Ed.D. program's last decade, Alabama State University has been fortunate in receiving funding, relative to programs nationally, that was and is sufficient to provide for enrollments of 15 - 18 new students annually—a figure equivalent to the current Ed.D. and proposed Ph.D. programs combined. The university is therefore in a position to explore innovative ideas that can take advantage of our current unique financial position.

e. New or Existing Justification

The internal issues that were standing in the way of an initial Ph.D. proposal under the Knight decision are no longer extant. Program funding for educational leadership materials has allowed library expenditures of \$200,000 per year for the last 10 years (\$2,000,000) and this funding will be continued in support of educational leadership acquisitions and staff in the library. The program also has employed an educational research librarian, a computer technician, six Ph.D. and one Ed.D. trained faculty members, a staff associate, two graduate fellows and work study student support. This is a professionally recognized faculty, engaged in the national dialogue of the field and actively published and publishing. They have graduated, from the Ed.D. program, 12 higher education professors, numerous higher education administrators, two superintendents, and three Dissertation of the Year award winners from national organizations. The faculty includes two Walter Cocking Lecturers and a Living Legend, all of which are singular awards given by the National Council of Professors of Educational Administration. A new College of Education facility has been built, with \$10,000,000 of program funding as part of a \$32,000,000 building provided to house the current Ed.D. program. This points to the Ed. D. program having built its capacity and speaks to the need for the Ph. D. program, particularly for those graduates who work in higher education.

2. *Based on your research on the employment market for graduates of this program, please indicate the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.
(See Appendix C)*
3. *Please give a brief description of the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.*

See Appendix C

4. *If the program is primarily intended to meet needs other than employment needs, please present a brief rationale.*

A summary of this program’s basic goals would include the improvement of students understanding of organizational administration as it relates to educational environments at a level that would allow them to add knowledge to the field as scholar/researchers. This includes the development of the knowledge, skills, and abilities needed to function in a leadership role that ultimately leads to improvement within the organization. Although this goal is certainly relevant to P-12, higher education and to administrative employment in such organizations, the faculty envision the mission the proposed program as one that ultimately improves the lives of children and citizens in the state of Alabama and in the nation. Such improvement can be created by individuals better prepared to develop, analyze, and apply research to organizational data. This is newly recognized and emerging need in leadership programs. This goal is focused on creating student skills that can engage in effective organizational improvement through their work in higher education, think tanks, and research organizations.

4. *If similar programs are available at other institutions in the state, will any type of program collaboration be utilized? Why or why not? What specific efforts have been made to collaborate with institutions to meet the need for this program? Address qualitative, cost, and access considerations of any collaboration that was considered.*

Program faculty have been in contact with two institutions, The University of South Alabama and Faulkner University. The University of South Alabama has responded with a suggestion for collaboration on a proposed forthcoming Ed.D. program. The Ph.D. Program will, as requested, provide data analysis, policy development, and program evaluation services to Faulkner University.

5. *Please identify any similar programs at institutions in other SREB states. If the proposal is for a doctoral program, also identify similar programs in the nation.*

At least five programs, at the Ed.D and/or Ph.D. level in education leadership/administration exist in Alabama. With the exception of Samford University, all are public institutions. Table 2 provides information on these programs.

Table 1
Doctoral Degree Programs in Alabama

ALABAMA COMMISSION ON HIGHER EDUCATION		PROGRAM INVENTORY	1/4/2011
Institution	CIP Code	Program Name	Degree
Alabama State University	13.0401	EDUCATIONAL LEADERSHIP, POLICY & LAW	Ed.D.
Auburn University	13.0401	EDUCATIONAL ADMINISTRATION	Ph.D.

University of Alabama	13.0401	EDUCATIONAL ADM	Ph.D.
	13.0401	EDUCATIONAL ADM	Ed.D.
University of Alabama Birmingham	13.0401	EDUCATIONAL ADM (JT. W/UA) (Currently on Hold)	Ph.D.
	13.0401	EDUCATIONAL ADM (JT. W/UA)	Ed.D.
Samford University	13.0401	EDUCATIONAL LEADERSHIP	Ed.D.

6. *Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? If not, why? Address the quality, access and cost considerations of using distance technology in the program.*

It is not presently the intent of the Ph.D. Program to use technology for program delivery to off-campus locations. However, distance education is under consideration and the current program facilities, now in existence, can provide technology in support of instruction, for example: Blackboard, the internet, etc., are, and can be, used. Video conferencing technology and instant messaging, are also available through applications such as SKYPE within program classrooms. All program classrooms, including a dedicated computer laboratory, conference room, and video preparation facility, will be assigned to the Ph.D. program and are currently in use. This equipment is largely used as a support tool for instruction, cooperative interaction with students, schools, other programs, and non-course related lectures, etc. The library has appropriate holdings and data bases for research and can be accessed from off-campus.

E. Program Resource Requirements

1. *Number of currently employed qualified faculty who will teach in the program:*

Primary Faculty—

Full-time: Seven, of which one position will be a replacement of a recently retired faculty member, and one unfilled but allocated position.
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Please attach the curriculum vita of each existing faculty member to this proposal as Appendix D.

Please see Appendix D. In addition, two page short vita are included at the end of this volume.

2. *Number of additional qualified faculty who will be employed to teach in the program during the first five years:*

Primary Faculty—

Full-time: 0
Part-time: 0

Support Faculty—

Full-time: 0 none anticipated at this time.
Part-time: 0

3. *Briefly describe the qualifications of new faculty to be hired.*

It is not anticipated that new hires will be required specifically for delivering the Ph.D. program beyond the seven positions currently allocated to the ELPL program, with the exception of replacement personnel for existing faculty (Overall, the program is currently searching for several faculty, with advertisements in the *Chronicle of Higher Education*, *Higher Education Jobs.com*, and various AERA Special Interest Groups. Such newly hired faculty must hold a terminal degree in a specialty area of educational administration or related field, and have experience in the field of educational administration. They must have or soon become published, maintain a rate of at least six national/international refereed articles over each previous five-year period in professional journals deemed reputable by the faculty of the specialty area, have presented nationally and hold at least an Assistant Professor rank. Similarly, six national/international refereed presentations over the five-year period must have been completed and maintained or soon will be (See Volume 2, Appendix D, for a list of faculty publications, the majority of which are in recognized, peer-reviewed publications).

4. *Briefly describe available and additional support staff that will be provided for the program.*

Primary Staff (These individuals are currently in position but may offer services to other units. The programs Education Librarian will be located in the library.)

Staff Associate: 1
IT Manager: 1
Librarian: 1
Work study students 2
Graduate Research Fellows 1 (and one position open but available)

5. Describe any special equipment that is necessary for this program, indicating what is currently available and what would be added, including the cost of any additional equipment.

No additional special equipment beyond that currently provided by the present Ed.D. Program is required. Estimated annual supplies and maintenance costs for existing

resources is \$35,000, which is in present budgets. In addition, the University has agreed to apply an additional \$25,000 as scholarship support for Ph.D. students. These funds will be from existing budgets.

6. *Describe facilities required for the program, indicating what is currently available and any necessary renovations or additional facilities that would be added. Provide a cost estimate for any renovations or additions.*

The main education facility, the Abernathy complex, is a \$31 million facility consisting of three buildings, one of which currently houses the current program, and is approximately 2-years old. Space dedicated to the existing program, including space for the proposed Ph.D., is more than adequate. This facility space includes video projection and smart-board equipped classrooms, individual offices, offices for research fellows, a reception room and a three room clerical area, a conference/seminar room, a 19 station teaching and student computer laboratory, a technician's office and repair facility, a graphics laboratory, and a student break room. This facility is a state of the art space equipped with state of the art technology, including a compressed interactive video system that can reach most areas of the world.

7. *Using the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), provide an indication of the current status of the library collections supporting the proposed program. Please describe how any deficiencies will be remedied, including the cost of such remedies.*

The following is the conclusion to the ASU NAAL Report. The actual report is located at Appendix G – Volume II.

NAAL Report
Conclusion

Based on the above analysis, our collection is comprehensive enough to sufficiently support the Ed.D. program and proposed Ph.D. program in Educational Leadership, Policy and Law. However, to maintain and sustain a collection at the *Research Level* (the preferred level for these programs), we send forth the following recommendations to facilitate the development of library resources (materials and equipment).

8. *How many assistantship/fellowship stipends will be provided and what will be the range of support involved?*

Doctoral Fellowships 2,	Salary approximates \$20,000 + tuition and fees each.
Doctoral Assistantships 2,	Varies, includes a stipend, tuition and fees.

Work study students,	2 at the Federal rate.
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Student scholarships, As needed \approx \$150,000 total allocation + \$25,000 in new student support as noted.

F. Costs and Financial Support of the Program

Provide a realistic estimate of the costs of the program. This should only include the additional costs that will be incurred, not current costs. All sources and amounts of funds for program support should be indicated.

Estimated New Funds Required to Support the Program

Enrollment is expected to be limited. As such, funding is adequate for the program. Limited (\$25,000.) new funding from existing University resources will be used for scholarship aid. It should be noted that, at times, the current Ed.D. Program has enrolled as many students as is anticipated for the Ed.D. and Ph.D. programs combined. Current funding is adequate and the Ph.D. should add relatively little to anticipated future costs.

The following table reflects the budgets for the past four years and the current budget including the Ed.D. Program. It is presented in that the requested table—increased costs, would be minimal and the presented table may prove more helpful to the reader. However, it should be understood that the Ed.D. Program is, at this time, operating under proration, a condition that will end. In addition, as anticipated, \$600,000 in “start-up costs” have been removed from program support as a result of the close-out of the title six budget. However, even with these reductions the program is adequately funded, as can be noted from Table 2 and Table 3.

Table 2

Ed.D. Program First 5 year Funding History and Current Budget.

ITEM	2008	2009	2010	2011	Current - Proration & new budgeting system	Total
Faculty & Staff & Benefits	\$894,735	\$912,100	\$954,626	\$806,409 Δ	\$925,244	\$4,493,114
Library	\$200,000	\$200,000	\$200,000	\$200,000 *	\$200,000 *	\$1,000,000
Facilities	\$25,000	\$25,000	\$25,000	\$0	\$0	\$75,000
Equipment & Laboratory Software	\$150,000	\$150,000	\$150,000	\$140,000	\$93,800	\$683,800
Staff	With Faculty & Staff	\$0				
Assistantships/ Fellowships / Scholarships	\$174,000	\$174,000	\$174,000	\$174,000	\$166,080	\$862,080
Other	\$837,054	\$859,861	\$281,000	\$205,999	\$138,019	\$1,321,933
Total	\$2,080,789	\$2,120,961	\$1,584,626	\$1,326,408	\$1,323,143	\$8,435,927

Note: 1. A reduction of approximately \$650,000 began in 2010 with the ending of development funding, 2. Faculty and staff budgets reflect varying year to year considerations. Major mid-course corrections are often made indicated by: Δ . 3. While salaries, benefits and the library accounts are fixed annually, all other funding is highly fungible and changes internally month to month. Current year proration is at 30%.

* These funds are transferred to the library for program use but are NOT included in these totals for consistency.

Table 3
Sources and Amounts of Funds Available for Program Support

Source	Year 1	Year 2	Year 3	Year 4	Year 5
Internal Reallocation	\$436,355	\$417,077	\$417,077	\$397,799	\$397,799
Extramural	0	0	0	0	0
Tuition (@ \$12,852 / Year) ²	\$19,278	\$19,278	\$19,278	\$19,278	\$19,278
Total Tuition =	\$886,788	\$906,066	\$906,066	\$925,344	\$925,344
Total ¹	\$1,342,143	\$1,342,143	\$1,342,143	\$1,342,143	\$1,342,143
<p>¹ This is the historic Ed.D. budget, carried as flat for the five years as a reflection of present economic conditions. No new costs are illustrated for the new Ph.D. Students. However, an additional \$25,000 will be provided for scholarship aid.</p> <p>² Tuition and fees: Fall & Spring: \$12,852 - Summer: \$6,426. Total = \$19,278</p>					
Students (Ed.D. & Ph.D.) =	46	47	47	48	48

**Attach a statement identifying actual or probable sources of extramural funds for the program as Appendix E. Be as specific as possible. See appendix E.*

Future funding allocations are uncertain. Projections are therefore approximate and made on current costs.

Tuition: \$312 per Credit hour. All students pay for 63 didactic hours. (312 * 63 didactic hours = \$19,656).

Fees are \$405. For the typical 4 years to graduation = \$1,620. (19,656 + \$1,620 = \$21,276).

Following the fourth year, this generally will be \$2,808 for dissertation hours + \$405 in fees = \$2,808

For out-of-state students, this will be doubled.

Tuition and fees have recently scaled up by over 12%. Projecting this into the future is inappropriate. The best that can be estimated are increases in the range of 3 to 5%, annually.

In addition, former Provost Smith authorized \$25,000 per year from the General Fund to cover expenses associated with the Ph. D. program.

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Following the fourth year, this generally will be \$2,808 for dissertation hours + \$405 in fees = \$2,808

For out-of-state students, this will be doubled.

Tuition and fees have recently scaled up by over 12%. Projecting this into the future is inappropriate. The best that can be estimated are increases in the range of 3 to 5%, annually.

In addition, former Provost Smith authorized \$25,000 per year from the General Fund to cover expenses associated with the Ph. D. program.

G. Institutional Program Evaluation and Approval Process

1. *Please describe the process used by your institution in its internal evaluation and approval of this program.*

The proposed program underwent several internal evaluations. First, the program was developed by cooperative interaction among the current faculty. Members of the current Ed.D. program gave approval at a retreat held off-campus for all personnel (Faculty, Staff, and Fellows).

Following this agreement, the program was reviewed by College of Education faculty and approved. Then the proposal was submitted to the University Graduate Council, and was approved. From the Graduate Council, the proposal went forward to the Provost, the President and the Board. Approvals were achieved at all levels.

2. *It is expected that the institution will utilize one or more external consultants for all doctoral program proposals and the more esoteric or unusual master's programs.*

Please see Appendix F, the consultant's report.

A consultant was used for proposal evaluation. Dr. Glen Earthman, emeritus professor, Virginia Polytechnic Institution and State University was engaged. Dr. Earthman is a

major scholar in educational administration and planning and is the author of several books and many articles in the area.

The Following comment describing our Advisory Board is added to this proposal at this point following the concerns expressed in the consultant's report, Appendix F.

The doctoral program in Leadership Policy and Law (Ed.D.) has, and has had, an Advisory Board consisting of 8 members. Two K-12 senior staff members including a Superintendent and a Montgomery Public Schools administrator, one external to ASU higher educational faculty member in Educational Administration, one program student member, one Alabama State University Administrator external to the program, two Assistant/Deputy State Superintendents, and one member of the Alabama Senate. The current board will also serve as the Board for the Ph.D.

H. Program Review and Assessment

Approval of this program will be on the basis of certain program outcomes agreed upon by the institution and the Commission. The outcomes will be based on the stated objectives of the program and enrollment and productivity projections. In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction. With this in mind, please describe the procedures that will be used in assessing program outcomes. Among other things, include an assessment process for student learning outcomes and a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a doctoral program.

1. University level Assessment and Evaluation

Alabama State University (ASU) is committed to ongoing assessment and evaluation efforts and is designed to produce greater quality student learning outcomes in all academic and support programs and to systemically measure and improve the achievement of student educational outcomes by course-by-course and program curricula. The following internal and external assessments are conducted on an institutional level to ensure, academic integrity, quality, efficiency, effectiveness, and accountability.

The institutional effectiveness process is an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement. WEAVEonline is used as the assessment, planning and management system for collection and analysis of data.

The primary purpose of Alabama State University's program review is to improve academic programs through the processes of; collecting evidence relative to quality, centrality, demand, viability, student success, accountability, efficiency and effectiveness; and constructive feedback through peer and administrative review.

The University QCP (Quality Assurance Program) contains all necessary requirements to ensure effective evaluation of individual student performance. Each syllabus is reviewed at the

department level, and is further reviewed by the Instructional Development Center to ensure compliance with the following items: course objectives stated as measurements of student achievements; award of credit in every course based solely on the achievement of the course objectives; a detailed description of how each objective will be measured; clear standards that constitute achievement of each objective; a clear statement of the relationship between the achievement of course objectives and the grade student receives.

Online administrations of student course evaluations of faculty are administered every fall and spring. Data collected are used for performance reviews of teaching and improvement. Data are used as means to produce useful feedback which the faculty can use to improve instructional quality. The information is used by administrators, along with other input, to make summative decisions, e.g., decisions about promotion, tenure, salary increases, etc. and make formative recommendations. These evaluations are combined with peer evaluations, supervisor evaluations, and results of student test scores to create an overall picture of teaching performance.

2. Program Level Assessment

The program evaluation component for this proposal is based on the University's Program Evaluation Plan – Study, Revise, Evaluate, and Practice (SREP) and, in large measure, on the program evaluation schema which has been used successfully in Alabama State University's Ed. D. program in Educational Leadership, Policy, and Law for the past nine years. To a certain extent, the evaluation process begins with the selection of each cohort, for the goals of the program can only be met if the students selected have the requisite knowledge, skills, and dispositions to benefit from the program and to become the ethical scholar/researchers needed to improve education, in Alabama, the nation, and internationally. This process entails careful screening of all applications, selecting a prioritized group of students to interview (with each interview lasting one hour with the full faculty present and also entailing an extemporaneous writing sample), and then a consensus determination by the faculty of the final cohort membership.

Throughout the program, each course has been, and will be, subject to typical internal faculty evaluations and an end of course written student evaluation using the University's approved instrument. This evaluation is conducted independently of faculty input with results determined by the university scoring process including outcome reports provided to the program coordinator and the professor.

At this time, students complete a formative evaluation survey on the program, as they have experienced it that year. Concomitantly, the program faculty meets and assesses each student's progress during the first year, identifying that student's strengths and weaknesses and determining what adjustments should be made to assist that individual student. Collectively, then, the faculty look at the overall learning of the cohort and use the information to make modifications to the program itself. Although this evaluation step is mandated at the end of the first year of the cohort, it may be invoked at any time during that year for a student or for the cohort as a whole.

This full process is repeated upon the cohort's completion of all didactic coursework (excluding the dissertation). Emphasis in this second evaluation cycle includes the coursework taken, but also the research field experiences and the comprehensive examination.

As the students enter their final semester of didactic coursework, their knowledge and skills are assessed through an eight-hour written comprehensive examination, covering the gamut of their coursework. If the full faculty does not assess their examination results as being clearly at or above the proficiency level necessary, the student is further examined through an oral examination by the full faculty. Students failing this examination are offered the opportunity to re-take the exam the following year, after completing some faculty-designed individual remediation.

The next assessments of student knowledge and skills are at the dissertation proposal hearing and at the dissertation defense. At these meetings, the faculty assesses the student's written product and the student's oral ability to explain and defend that product. The faculty meets yearly to discuss patterns of strengths and weaknesses among the dissertations. A stratified sample of dissertations is submitted to highly qualified, external evaluators for assessment. These outside assessments, in combination with the faculty's internal assessments of the dissertations, provide information for the ongoing improvement of the program.

During the calendar year following graduation from the program, students are mailed a summative evaluation survey on the program to complete. Students who exit the program prior to graduation are asked to participate in an exit evaluation survey on the program. This information serves to give an overall evaluation of the program that can be used for program improvement.

Finally, five years following graduation from the program, the students are mailed a retrospective survey evaluation of the program to complete. This probes what career influences they may attribute to the program, what career moves they have made during and after the program, and their ongoing reflections on the strengths and weaknesses of the program vis-à-vis their professional needs over time.

Appendices

Appendix A: Program of Studies

Alabama State University
Proposed Ph.D. in Educational Leadership, Policy and Law

Ph.D. Semester	Ph. D. Program	
1	LPL 700 – Leadership Studies	<input type="checkbox"/>
1	LPL 720 – Policy, Planning, and Change	<input type="checkbox"/>
1	LPL 775 – Statistics and Research	<input type="checkbox"/>
2	LPL 705 – Administrative Theory	<input type="checkbox"/>
2	LPL 730 – Public Policy	<input type="checkbox"/>
2	LPL 785 – Multivariate Analysis	<input type="checkbox"/>
3	LPL 710 – Curriculum Planning and Evaluation	<input type="checkbox"/>
3	LPL 750 – Constitutional Law	<input type="checkbox"/>
3	LPL 780 – Qualitative Analysis	<input type="checkbox"/>
4	LPL 715 – Fiscal Leadership	<input type="checkbox"/>
4	LPL 760 – Social and Ethical Issues (Law)	<input type="checkbox"/>
4	An Elective	<input type="checkbox"/>
5	LPL 755 – Personnel and Liability Issues (Law)	<input type="checkbox"/>
5	LPL 735 – Educational Policy	<input type="checkbox"/>
5	LPL 830 – Advanced Statistical Research	<input type="checkbox"/>
6	LPL 840 – Advanced Qualitative Research	<input type="checkbox"/>
6	LPL 860 – Research in Adult Learning	<input type="checkbox"/>
6	LPL 870 – Writing for Research Publications	<input type="checkbox"/>
7	LPL 802 – Field Application of Androgyny LPL 803 – Field Application of Research	<input type="checkbox"/>
7	LPL 850 – Legal Research	<input type="checkbox"/>
8	LPL 875 – Research Dissemination	<input type="checkbox"/>
9	LPL 900 – Dissertation	<input type="checkbox"/>
10	LPL 900 – Dissertation	<input type="checkbox"/>
11	LPL 900 – Dissertation	<input type="checkbox"/>
12	LPL 900 – Dissertation	<input type="checkbox"/>
13	LPL 900 – Dissertation	<input type="checkbox"/>
78	Required Credit Hours	

Additional Requirements

Written Comprehensive Exam	<input type="checkbox"/>
2 National Presentations, <> 1 Research Monograph	<input type="checkbox"/>
Written Dissertation	<input type="checkbox"/>

Note: All courses are required other than a choice between LPL 802 or LPL 803.

Figure 4: *Ph.D. Program of Studies.*

Appendix B: Student interest and enrollment surveys

Survey #1

The faculty have developed several surveys of need/desire from students, employers, and a professional statistician. These survey results follow along with discussions on various concerns.

Survey #1 (Table 4) data comes from the initial Ed.D. survey made in 2001 and reflect program interest at that time. Generally, these findings do not seem to have shifted over time.

Table 4:

Data for the Ed.D. Program Survey (2001)

Response	N	Yes	No	N/R	%
Interested	191	171	20	0	89.53%
Enter next 5 years	191	154	16	2	80.63%
For principal ship or district leadership	191	90	89	12	47.12%
For state or policy leadership	191	89	90	12	46.60%
Full Time	191	30	160	1	15.71%
Part time	191	160	30	1	83.77%
Women	191	141	50	0	73.82%
Men	191	50	141	0	26.18%
African American	191	142	49	0	74.35%
White	191	49	142	0	25.65%
ASU Alum	191	78	113	0	40.84%
Auburn/AUM Alum	191	37	154	0	19.37%
Troy State	191	36	155	0	18.85%
Other University	191	39	152	0	20.42%

Survey #2

Program Survey of Student Desire for Doctoral Degrees in Educational Administration January, 2011

Alabama State University is considering offering the Ph.D. degree in addition or as a replacement for the current Ed.D. Program. This change would probably require a semester or two in addition to the current six semesters of coursework. Your input is important as an aid in the College of Education's effort to provide improved services to students. Please check the appropriate circle and enter your major.

1. What level program are you currently working in:

Masters Specialist Doctoral

2. Your Major: _____

3. Are you currently a practitioner in a school/system? Yes No

4. If you were engaged or planning to be engaged in a doctoral program in education, would you prefer a program offering the Ed.D. or the Ph.D? Ed.D. Ph.D.

1. If you wish, let us know what your thoughts are in regard to your obtaining the Ph.D. and Ed.D. in educational administration at ASU.

Use back of page if desired.

2. How likely would you be to enroll in a program offered at reasonable cost, designed for working adults, and with scholarship assistance?

Very likely to enroll

Likely to enroll

Somewhat likely to enroll

Unlikely to enroll

Very unlikely to enroll

Figure 5: Initial page from Ph.D. program survey #2.

Program Survey Results

STUDENT SURVEY OF PREFERENCES FOR OBTAINING EITHER THE EDUCATION DOCTORATE (Ed.D) OR THE DOCTORATE IN PHILOSOPHY (Ph.D.)

Survey conducted at the Alabama State University College of Education graduate classes

Spring 2011

Figure 5. Cont.: Initial page from Ph.D. program (Results) survey #2.

Form	Masters	Specialist	Masters	Jurist	Practitioner	Not Pract.	Education	Philosophy	Very Likely	Likely	Somewhat Likely	Unlikely	Very Unlikely	Comments
A1	X				X		X				X			
A2	X					X	X		X					
A3		X			X			X	X					
A4	X					X	X				X			
A5	X					X		X	X					
A6	X				X		X		X					
A7	X				X		X					X		
A8	X				X		X			X				
A9	X					X		X	X					
B1				X		X		X				X		Leadership
B2	X				X			X	X					
B3		X			X			X	X					
B4					X		X		X					I think it would be wonderful to have the option.
B5	X					X	X		X					
B6					X			X	X					I feel very positive about the program after being a part of the informational session.
B7			X		X		X	X	X					Very interested in the Program at ASU for its reputation.
B8						X	X	X	X					Excellent
B9	X					X	X		X					
B10		X			X		X		X					I feel that the layout of the program is great. I would be honored to be apart of a program of this magnitude.
B11		X			X		X		X					
B12		X			X			X	X					
C1	X				X		X		X					Personally, I am in the process of seeking a school with a n ED.D program. I would love to continue my journey at ASU but, I have already received three degrees from here. If granted admission, assistance and all that good stuff, I will stay and go through the program!
C2	X				X			X	X					Eventually, I see myself as getting on the higher-education management track. People don't have much motivation to assume a leadership position. This will give me the opportunity to see if this is something that I would like to pursue. This would be away to find out more about myself beyond research and writing.
C3		X			X		X		X					I have a problem with the weekend classes. I completed a program before which required me to take a Saturday class every weekend for a year and I was drained. I understand it works better for other people but that is a problem for me.
C4	X				X			X	X					I would be quite interested.

Form	Masters	Specialist	Masters	Jurist	Practitioner	Not Pract.	Education	Philosophy	Very Likely	Likely	Somewhat Likely	Unlikely	Very Unlikely	Comments
C5	X					X	X		X					I would really like to obtain an Ed. D because when I become the instructional leader at my school I would like to be well equipped and knowledgeable in administration.
C6	X				X			X		X				
C7	X				X		X		X					I would love to continue my education at ASU and obtain a Ph.D. or Ed.D in educational leadership.
C8	X					X		X	X					I would love to obtain a Ph.D. from ASU, because I'm a young man trying to reach to the stars.
C9	X				X		X				X			
C10	X				X		X					X		
C11	X				X		X		X					I have given the Ed.D. some thought and considered applying within the next year. However, I would be interested to hear more about the Ph.D. offering. I only considered the Ed.D. over the Ph.D. because of locality, cost and length of the program.
C12	X				X		X		X					Cost is the first and foremost concern for me. There is a pilot program for National Board Certification for Administrators in Alabama. It would be nice for the requirements of this program to mirror the requirements for National Boards.
C13		X			X			X	X					I believe that ASU should offer both programs; that way people with various goals could pursue that there. I don't particularly care for a cohort program. It does not adjust for various degree and experience levels.
D1	X					X		X	X					I would like to obtain my Ph. D in Early Childhood.
D2	X					X		X		X				I would like my Ph.D. to be in Elementary or Early Childhood Education.
D3	X				X			X		X				My preference is in field of Elementary or Early Childhood.
D4	X				X			X	X					
D5	X					X		X	X					I would rather obtain a Ph.D. in Early Childhood.
D6		X			X			X			X			I'm not interested in a doctoral program. I love the classroom and not planning to leave.
D7	X				X			X	X					
D8	X					X		X		X				I would like to obtain a Ph.D. in Early Childhood Edu.
D9	X				X		X				X			
D10	X					X	X		X					
D11	X				X		X				X			
E1	X				X		X			X				
E2	X				X			X	X					I would love to obtain my Ph.D. in Leadership. However, it would have to be designed around my schedule in order for me to participate.
E3		X			X			X	X					In the future , I would be interested in obtaining a Ph.D.from ASU in educational administration if possible. However, I would have to keeping working while doing so.
E4	X				X			X		X				
E5	X				X			X	X					
E6	X				X			X			X			Eventually, I would apply to the Ph.D. program at Alabama State University.

Form	Masters	Specialist	Masters	Jurist	Practitioner	Not Pract.	Education	Philosophy	Very Likely	Likely	Somewhat Likely	Unlikely	Very Unlikely	Comments
E7	X					X		X		X				The ability to obtain a Ph.D. and Ed.D.in educational administration at ASU would be a valued opportunity. It would be a positive for the university to add either program. Diversity is always progressive.
E8	X				X			X		X				
E9	X				X			X	X					I would love to be a part of Ph.D. and Ed.D. educational administration program at ASU. I understand that, I need to obtain the highest of education to compete in today's society.
E10	X				X			X	X					I would like to pursue and Ed.D. and Ph.D.
E11	X				X		X			X				
E12		X			X		X		X					I plan to enroll to whichever doctoral program offered at Alabama State University starting summer 2012 when I complete the EDS program.
E13		X			X		X		X					I feel that a doctorate at ASU will help me continue my present work schedule.
E14	X				X		X		X					Im supportive of the new advancement in education.
F1	X					X		X	X					
F2	X					X		X		X				
F3	X				X			X		X				
F4	X				X			X	X					
F5	X				X			X		X				
F6	X					X		X		X				
F7	X				X		X		X					
F8	X				X			X			X			I would probably continue studies at ASU if I wasn't currently living in Birmingham. The drive would be to much.
F9	X				X		X			X				
F10	X					X		X	X					
F11	X					X	X		X					
F12	X				X			X		X				
F13	X				X				X					
F14	X				X			X	X					
F15	X				X		X			X				
F16	X					X	X				X			
F17	X				X		X			X				
F18	X					X		X		X				I will be interested one day to get in the program.
F19	X				X		X	X			X			
F20	X				X			X					X	My plan is to complete this master program first, and become an effective teacher in the educational setting. Maybe later in the future.
G1	X					X		X	X					If I was looking to obtain this degree it is likely I would attend it, here, at ASU.
G2	X					X	X		X					
G3	X				X		X			X				
G4	X					X		X	X					I am interested in a Ph.D. program. The Ph.D. program offers more opportunities outside of education.
G5	X				X		X			X				
G6	X					X	X						X	I am not interested in pursuing an administration degree.

Form	Masters	Specialist	Masters	Jurist	Practitioner	Not Pract.	Education	Philosophy	Very Likely	Likely	Somewhat Likely	Unlikely	Very Unlikely	Comments
G7	X					X	X			X				
G8	X					X		X	X					
G9	X					X		X		X				
G10	X					X		X	X					In the future I do hope to continue my education towards a Ph.D. degree.
G11	X					X		X	X					
G12	X					X	X		X					
G13	X					X					X			
G14	X					X		X			X			
G15	X				X			X	X					I would like my PHD in counseling.
G16	X					X		X		X				
G17	X				X		X			X				
G18	X					X	X		X					
G19	X					X	X		X					
G20	X					X	X						X	
G21	X					X		X		X				
G22	X					X		X		X				I think it would be great and very helpful to the students that wish to receive a Ph.D.
G23	X					X	X				X			I think the Ed.D would be more advantageous in that it would strengthen teacher development in a more extended way. The Ph.D. being more research based limits the direct impact our students could have on their future students in the classroom.
G24	X					X	X				X			
G25	X					X							X	
G26	X					X	X				X			
G27	X					X		X	X					
G28	X					X		X			X			
H1	X				X			X	X					I would love to be a part of a program fit for working adults at Alabama State University. I obtained my Med from ASU in special ed and as a traveling/working adult the program was very manageable with my many daily tasks and obligations.
H2		X			X		X		X					
Totals	95	15			65	50	53	62	62	30	19	6	7	

Appendix C: Methodology for Determining Employment Vacancies

Methodology for Determining Employment Vacancies

Four factors should be noted prior to describing the process we used in projecting employment opportunities for our graduates:

1. First, the current economic crisis is generating a severe reduction in employment opportunities that has not been seen since the Great Depression. This situation may continue for some time.
2. The proposed program would not start until the fall of 2014. With an expected completion time of about four years, the first graduate would not begin degree-based employment until 2018 at the earliest. This is outside the requested 5th year employment analysis and is beyond the range of most reliable forecasting.
3. As the recession eases, expectations for employees with greater technical skills may well be observed. This could easily be seen in education, where increasing demand for individuals with greater data handling abilities are, even at this time, in demand. Individuals competent in undertaking institutional level data generation and analysis will be needed. This need begins, at the k-12 level, with the principal and similar needs exist throughout K-12 administration and in institutions of higher education as well.
4. Data are derived from multiple sources that do not always reflect similar collection parameters and may seem to be in conflict.

This proposal is therefore presented with the caveat that we are not assuring that our approach or projections are fully accurate. There is uncertainty in these projections, especially in the out years.

Projected Job Openings

Our approach in projecting future employment has been to seek what information can be obtained by survey and by exploring existing data. However, our approach relative to specific and hard data is one that uses such data to obtain information on trends and to develop a general understanding as to what the future may hold.

The Ed.D. program history has defined our local service area (defined by the area having been and currently serving our students) as falling within a circular area in the general region bounded by the state border to the south, the central portion of Chilton County to the north, the state line to the east, just touching Bibb County, and including Dallas county. This area encompasses a region of approximately one hour driving time from campus and includes the second largest municipality in the state as noted in table 5 below.

Table 5:
Population centers in Alabama

City	Population
Birmingham	233,149
Montgomery	200,983
Mobile	192,759
Huntsville	164,146
Tuscaloosa	80,181

Source: US Census 2000

Little competition exists in this area as a result of the potential overlap of our program with other doctorates in the state. These other programs are lying at the extremes of our service area and have contributed very few students (perhaps seven) for our program over the past eleven years.

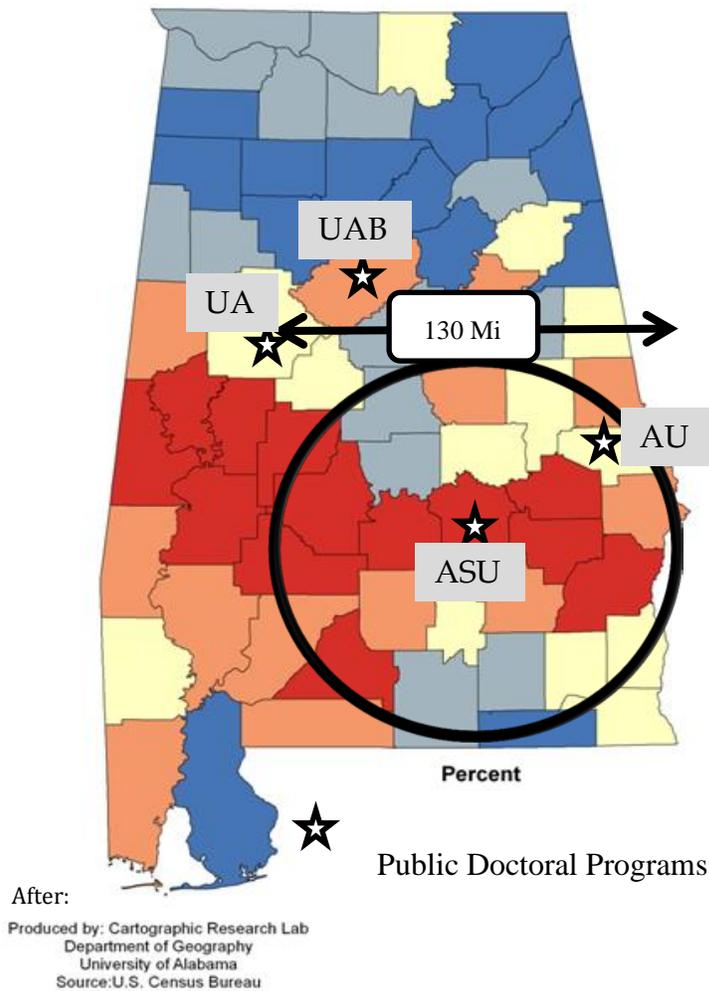


Figure 6: Approximate catchment area for the proposed Ph.D. program.

In addition, it should be noted that our service area does not differ much from the overall state in terms of demographics other than that we are in an area with a large proportion of minority citizens. Therefore, we have treated our local situation as one that needs some additional basic services, but essentially identical in programmatic need to that of the state. However, we are quite regional and non-competitive geographically.

Local and state areas

Table 6 presents information typical of current Ed.D. data and includes projections developed from that data. Information on applications and enrollments is provided using estimates of approximately 3% to 5% growth over each year of a five year period. These percentages reflect typical estimates for the data following figure 5.

Table 6:

Projections on applications and enrollments from current Ed.D. data.

Applications per Year	Future applications	Potential Increase in Applications	Potential Applications
65 - 70	(70 current applications times a .05 increase over each of 5 years)	17.5	87.5
Admissions per Year	Future Enrollment	Potential Increase in Enrollment	Potential Enrollment
14 - 16	(12 current enrollees times a .05 increase over each of 5 years)	3.5	17.5

In the program survey (see survey #3) of Superintendents in the state, respondents were unanimous in agreeing that their districts would be hiring administrators over the next five years. Even considering a modest return rate, the data suggest that a considerable number of openings will exist in the future.

Table 7
Responses to ASU's Survey of Projected Administrator Hiring in Local School Districts.

Will your school district be hiring administrators in the next five years?	Superintendent % Response	Count
Yes	100	29
No	0	0
No Response		2

Source: ASU Survey: An Enrollment Survey of Doctoral Programs in Education, attached as Appendix H

In the open ended response section of the survey noted above, one Superintendent responded in the affirmative noting that:

Although I checked hiring the Ed.D., I have no problem hiring a Ph.D. for an administrative position. There are a smaller number of people with a Ph.D., which would make finding one more difficult if it is a qualification. One other angle you should consider is if the people who pursue the Ph.D. choose to do so because they eventually want to teach at the college level, where the Ph.D. is usually a requirement.

The Alabama State Department of Industrial Relations provides information relative to entry level administration positions.

Employment of education administrators is projected to grow as fast as the average through 2016. As education and training take on greater importance, the need for people to administer education programs will grow. Principals and assistant principals should have the best job prospects.

Source: SOC: 11-9032 Education Administrators, Elementary and Secondary, Career exploration Guide. Alabama Department of Industrial Relations.

These occupational employment and wage estimates are calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in Alabama.

Table 8

May 2011 State Occupational Employment and Wage Estimates Alabama Education, Training, and Library Occupations

	Employment	Employment Rise
Educational Administrators Preschool and Childcare Center/Program	340	28.0 %
Education Administrators, Elementary & Secondary School	2,980	4.6%
Education Administrators, Postsecondary	1,920	4.9%
Education Administrators, All Other	470	4.2%
Sum of Employment	5,719	
Sum of Rise (Individually adjusted and summed) \approx		6.1%
<hr/> Current Overall Employment = 5,719 State Growth = 5% New Positions = 349*		

http://www.bls.gov/oes/current/oes_al.htm#25-0000

*Note: Not including retirements

From this information, it can be inferred that, at least in normal times, education in Alabama will grow and the demand for administrators will also increase. This increase should accelerate. These projections are echoed by the Southern Regional Educational Board (SREB), which has evaluated the growth in graduates of higher education institutions.

The Southern Regional Educational Board (SREB) Region

Projections for the SREB region generally support findings at the state level. The number of college graduates from the region will, with one exception, grow. Among the faster growth in college graduates, Alabama is projected to have a growth in graduates exceeding 5 % annually.

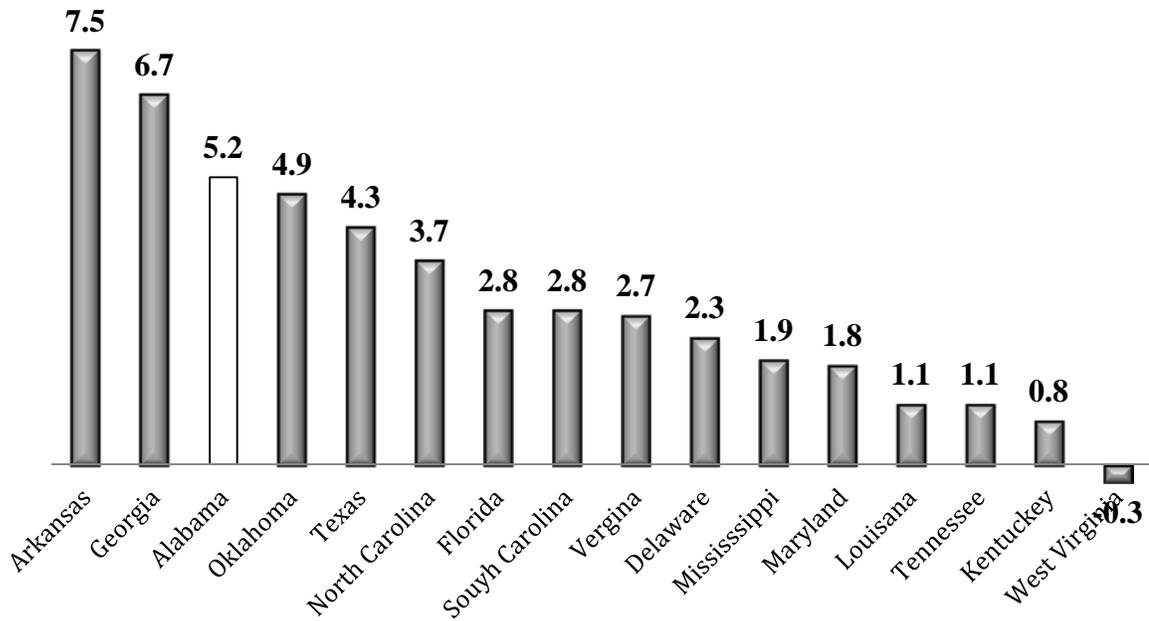


Figure 7.
Alabama's rank among SREB college graduates.

Source: Changes in Degrees and Certificates Conferred, 2007-08 to 2008-09
SREB State Data Exchange: 41 years and still counting, 2009 - 2010 Indicators

During the 10 years preceding 2007, there was a strong increase in the number of students in graduate programs across the SREB region. This gain was in the range of 30 %. This is a 3 % gain year over year.

This suggests a moderate gain in openings. Many of these openings will be available for doctoral level education graduates at approximately the same time as the proposed ASU Ph.D. program in Educational Leadership, Policy, and Law becomes fully functional in its third and fourth years. This provides a somewhat dubious, but working, estimate of an increase in graduates of 3% to 6% per year, and an increase in actual enrollment of between 3 and 4 students, annually.

However, the faculty is not primarily interested in an expansion in enrollment much beyond the current students but, rather, an increase in our applicant pool. The Ed.D. program is currently averaging a 20% acceptance rate and is highly competitive. Future growth would see an increase of about 25% in applications and would allow a broader pool from which to draw students. This pool will allow the program to establish an even stronger group that can build upon the skills and experiences of the total cohort.

The previous illustrations are general and estimates are similar for benchmarks in post-secondary work, as illustrated in Figure 11.

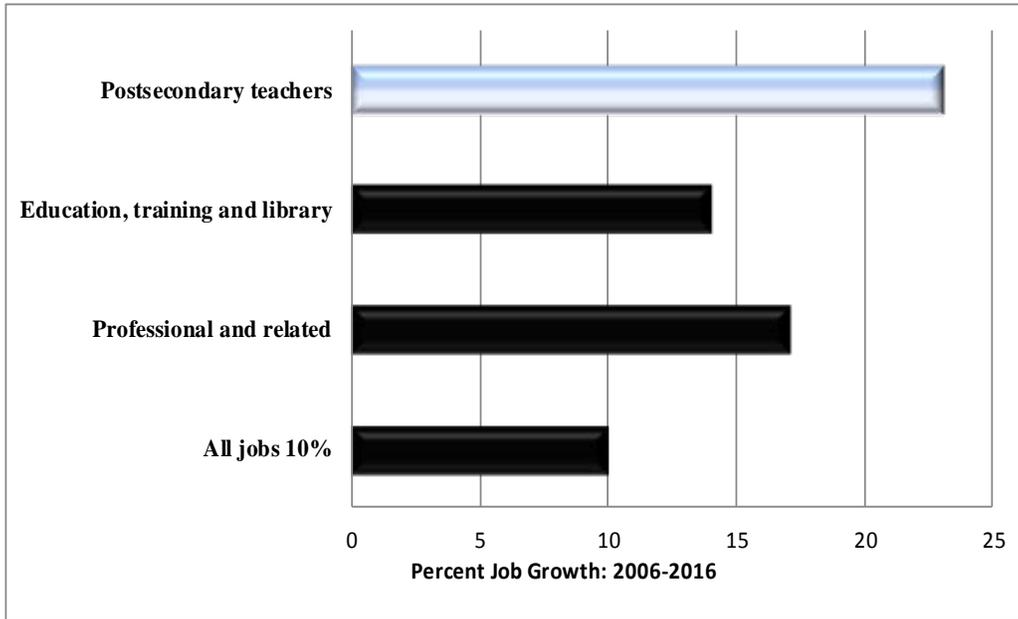


Figure 8: SREB projected percent job growth: 2006-2016.
 After SREB Fact Book 2009, Pg. 157

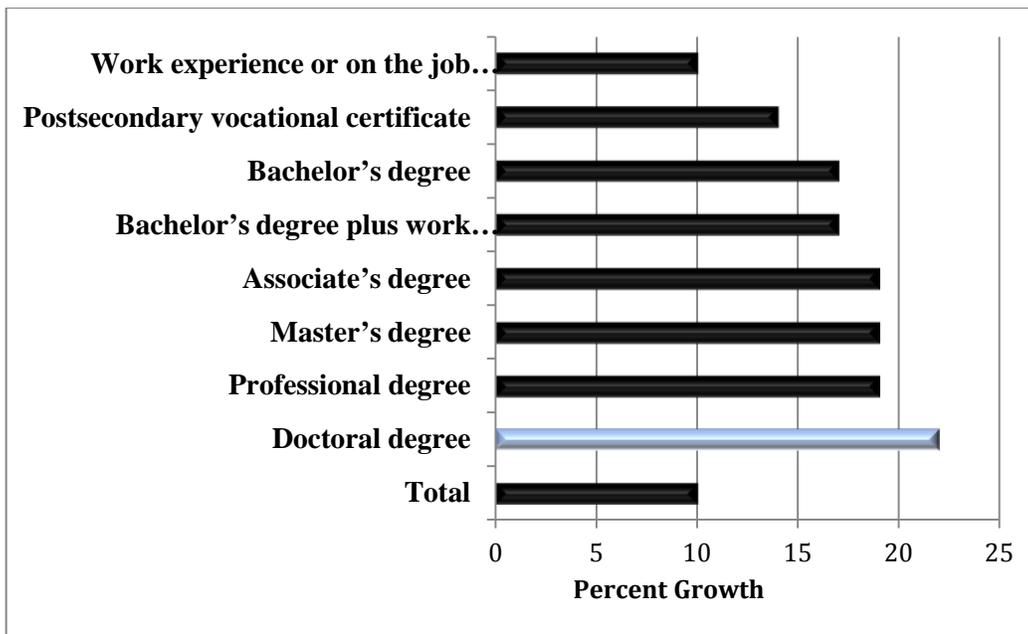


Figure 9:
 Projected increases in job openings by education or training required,
 United States, 2006 to 2016.
 After SREB Fact Book 2009, Pg 94

National

The US Labor Department provides similar assessments in the growth of education, generally, and in post secondary administration, specifically. Solid employment growth is anticipated at 17% with 305,700 new positions, as noted in Table 9.

Table 9:
Quick Facts: Postsecondary Teachers

2010 Median pay	62,050 per Year
Entry level education	Doctoral or Professional
Work experience in related occupation	None
On the job training	None
Number of jobs 2010	1,756,000
Job outlook 2010-2020	17% About as fast as average
Employment change 210-2020	305, 300

Occupational Outlook Handbook
United States Department of Labor, <http://www.bls.gov/ooh/>, Publish Date: March 29, 2012,

Employment

Nationally, education administrators held about 445,400 jobs in 2008. Of these, about 58,900 were held by preschool or child care administrators, *about 230,600 by elementary or secondary school administrators, and 124,600 by postsecondary administrators.* The great majority—more than 81 % worked in public or private educational institutions. Most of the remainder worked in child day care centers.

Job Outlook

Employment is projected to grow about as fast as the average for all occupations. Job opportunities should be excellent due to a large number of expected retirements and fewer applicants for some positions.

Source: United States Department of Labor
Bureau of Labor Statistics
Occupational Outlook Handbook: 2010 – 11

Table 10:
Summary across data areas: Employment Outlook by Area

Area	2014	2015	2016	2017	2018	Total
Local	5.2%	5.2%	5.2%	5.2%	5.2%	25 - 30%
State	5-6%	5-6%	5-6%	5-6%	5-6%	25 - 30%
SREB	2.2%	2.2%	2.2%	2.2%	2.2%	11%
Nation						
K-12	1.0%	1.0%	1.0%	1.0%	1.0%	5%
Higher Ed.	1.7%	1.7%	1.7%	1.7%	1.7%	8.5%

Appendix D: Short Vitae

Long versions of faculty vita are at Appendix D, Volume II

Robert H. Beach, Ph.D.
Alabama State University
Montgomery, AL 36101-0271
Telephone: (334) 229-8809

EDUCATIONAL BACKGROUND

Ph.D., Educational Systems Management
The Florida State University, Tallahassee, Florida
Major in Educational Administration (Management Systems in Education)
Concentrations: Educational policy analysis and planning--primary area:
Foundations (international education)
Research (statistical and economic analysis)

M.S., Educational Administration
State University of New York at Albany, Albany, New York

B.A., Liberal Arts and Combined Science Education--Dual Major
Syracuse University, Syracuse, New York

PROFESSIONAL EXPERIENCES

Present Position

Alabama State University, College of Education, Professor, tenured (fall 2001 - present)

Past Employment

Administration

University of Memphis, College of Education--Assistant Dean. Professor (1990), tenured (1993).

The University of Alabama (Main Campus)—Faculty, Tuscaloosa, AL (1979-1990)
Program Chair in Administration and Planning (AAP) (1988-1990)

Fulbright Scholar--Senior Lecturer and National Planner Zomba, Malawi (1985-1986) (on leave from the University of Alabama).

Financial Systems Planners—network, Analyst, Tallahassee, FL (1976-1978)

Howey Academy, Howey-in-the-Hills, FL—Dean (1973-1974)

SUNY Albany, Albany, NY and Ball State University, Muncie, IN—Student Personnel (1969-1973)

Department of Education, Guam, MI (1969)—Administrator

Instruction

The University of Memphis, Memphis, TN (1990 - 2000), Educational Leadership.

The University of Malawi, Zomba, Malawi (1985-1986), Educational Planning.

The University of Alabama, Tuscaloosa, AL (1979 -1990), Educational Leadership.

The University of Alabama, Ecuador, SA (1984), *Instructor*: Planning and Decision Making.

Ball State University, Muncie, IN (1970-1973), Instructor: Personnel Services in Educational Living Centers. Avoca Central School (Avoca, NY), Chittenango Central School (Chittenango, NY), and the Department of Education (Guam, MI) 1962-1969; Thomasville County Schools (Thomasville, GA) 1974 -1975; Leon County Schools, (Tallahassee, FL) 1979. Instructor: Chemistry, Physics. Chairperson and/or teacher--9 combined years at the P-12 level. (Teaching licenses held: Florida, New York, Georgia, and Guam: Chemistry, Physics, Biology, General Science.).

PUBLICATIONS

- Beach, R., Achilles, C., Creighton, T., Grady, M., Hoyle, J., McCarthy, M., Papa, R., Wildman, L., (2010). *It's not the Bicycle, it's the ride: Eight NCPEA Living Legend's Respond.* (pp. 5-21). Huntsville TX: National Council of Professors of Educational Administration.
- Lindahl, R.A. & Beach, R.H. (2009). *Educational planning: Implications of the 2008 revised interstate school leadership licensure consortium standards for school leaders.* Planning and Changing, 40(1 & 2), 19-43.
- Beach, R.H. (2007). Setting goals and developing strategies. In Theodore J. Kowalski (Ed.), *Public Relations in Educational Organizations: Practice in an Age of Information and Reform.* Fourth Edition, New York: Merrill. (Major chapter revisions to 2005).
- Beach, R.H. & Lindahl, R.A. (2007). *The role of planning in the school improvement process.* Educational Planning, (Vol. 16, pp.19-43). Blacksburg, VA.: The International Society for Educational Planning.
- Beach, R.H. & Lindahl, R.A. (2006). Planning Models. In Fenwick English (Ed.), *Encyclopedia of Educational Leadership, (Vol. 2, pp.762-765).* Newbury Park: Sage Publications.
- Beach, R.H. (2005) Educational Leadership: Knowing the Way, Showing the Way, Going the Way. In Connie Fulmer (Ed.) *NCPEA Yearbook.* Rowman Littlefield. Huntsville TX: National Council of Professors of Educational Administration.
- Beach, R.H. (2004). Setting goals and developing strategies. In Theodore J. Kowalski (Ed.), *Public Relations in Educational Organizations: Practice in an Age of Information and Reform.* (pp.227-250). Third Edition, New York: Merrill. (Major chapter revisions to 2000).
- Weddle-West, K., Hall, M., & Beach, R. (2003) . Transitioning from “old” NCATE standards to NCATE 2000: The Memphis Model. In Boyce Williams, M. Antoinette & J. Leibbrand, (Eds.), *Navigating Change.* (pp. 73-88). Washington: National Council for Accreditation of Teacher Education.
- Beach, R.H. (2000). Setting goals and developing strategies. In Theodore J. Kowalski (Ed.), *Public Relations in Educational Organizations: Practice in an Age of Information and Reform.* (pp. 249-271) Second Edition, New York: Merrill.

SERVICE

- Editor, *Educational Planning.* The Journal of the International Society for Educational Planning, ISSN 0315-9388, Volume 4, No. 3, (1984), to Volume 10, No. 2, (1996).
- Issue Editor, *CEFP Journal* [with Essex, N.L.]. The Journal of the Council of Educational Facility Planners--International, Columbus, Ohio. Nov.- Dec. 1987.
- National Policy Board for Educational Administration (Washington, D.C.), Chair (1998) and Member of the Board of Directors.
- American Association for the Advancement of Science (Washington, D.C.), Affiliate representative for the International Society for Educational Planning to the Social, Economic, and Political Sciences (1950 –) and Education (1950).

John S. Gooden, Ed.D.
 Coordinator, Doctoral Program in Educational Leadership, Policy, And Law.
 Alabama State University
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 jsgooden@charter.net

Degrees

Ed.D	University of Massachusetts, Amherst, MA. 01003. Major: Educational Policy and Administration, 1993. Gooden, J.S. (1993). A national study of alternative certification for school administrators (Doctoral dissertation, University of Massachusetts, Amherst). <i>University Microfilms International</i> (UMI No. AAI9329613.)
M.A.	City College of New York, NY. 10027. Major: Social Studies Education, 1977.
B.A.	Delaware State University, Dover, DE 19901. Major: History, 1972.

Licenses

New York: Social Studies (Lifetime, 7-12 grades)
 Massachusetts: Social Studies (Lifetime, 7-12 grades)

PROFESSIONAL EXPERIENCE

2002 - present	<i>Program Coordinator/Professor</i> , Doctoral Program in Educational Leadership, Policy, and Law, Department of Instructional Support, Alabama State University, Montgomery, AL 36101-0271. <i>Tenured/Full Professor</i>
2010 -12	<i>Dean</i> , College of Education, College of Education. Duties include: Leadership and day-to-day management of the College. Direct the activities of College’s leadership team, budget, and COE facilities. Serves as the liaison to outside agencies; mainly the Alabama State Department of Education and NCATE.
2009 -10	<i>Dean of Operations</i> , College of Education, Alabama State University, Montgomery, AL 36101-0271.
2007 -10	<i>Program Coordinator/Professor</i> , Doctoral Program in Educational Leadership, Policy, and Law, Department of Instructional Support, Alabama State University, Montgomery, AL 36101-0271. <i>Tenured/Full Professor</i>
1997-02	<i>Associate Professor</i> , Department of Educational Administration, Research, and Technology, University of North Carolina at Charlotte, Charlotte, NC 28223-0001.
1995 -97	<i>Associate Professor</i> , Leadership, Technology & Human Development, Georgia Southern University, Statesboro, GA 30460-8143.
1995-96	<i>Program Director</i> . Leadership Training Consortium. Leadership, Technology & Human Development, Georgia Southern University, Statesboro, GA 30460-8143. <i>Collaborative administrator training program with the Savannah-Chatham Public Schools and the Effingham County Public Schools. Managed a budget of \$80,000. Organized and executed program selected and made arrangements for National faculty, resident faculty and district faculty. Created and taught several teaching modules and directed the internship program.</i>
1993 -95	<i>Assistant Professor</i> , Leadership and Counseling Department, Eastern Michigan University, Ypsilanti, MI. 48197.
1991 -93	<i>Minority Faculty Fellow</i> , Educational Leadership Department, West Virginia Graduate College (Marshall University), Institute, WV. 25112.
1990 -91	<i>Graduate Research Assistant</i> , Educational Leadership and Policy Department, University of Massachusetts, Amherst, MA. 01003.
1988 -90	<i>Campus Dean</i> , The Northfield Mt. Hermon School, Northfield, MA 01360.
1989 -90	<i>History Instructor</i> , The Northfield Mt. Hermon Summer School, Northfield, MA 01360
1972 -89	The Fieldston School, Fieldston Road, Riverdale, NY. 10471. <i>Assistant Principal/12th Grade Dean; Division Head 11th and 12th Grades; Division Head/ 9th and 10th Grades; History Teacher; College Counselor; Guidance Counselor; The Fieldston History</i>

RESEARCH/CREATIVE ACTIVITY

Dissertations Chaired: 28

Book Chapters

- Gooden, J.S. (2010). Tureaud v. Board of Supervisors. In K. Lomotey (Ed.), *Encyclopedia of African American Education*. Los Angeles, CA: Sage Publication.
- Gooden, J. S. (2008). Student records. In K. E. Lane, M. Gooden, J. Mead, P. Pauken & S. Eckes (Eds.), *The principal's legal handbook* (4th ed.). Dayton, Ohio: Education Law Association.
- Gooden, J. S. (2006). Technology and the law. In *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage Publication.
- Gooden, J. S., Stephens, D., & Alford, B. (2002). The independent school. In S. Harris & S. Lowery (Eds.), *A school for every child: School choice in America today* (pp. 75-85): Scarecrow Press.
- Gooden, J. S., Cooper, M., & Petrie, G. (2002). Christian Schools. In S. Harris & S. L. T. Lowery (Eds.), *A school for every child: school choice in America today* (pp. 99-108). Lanham, MD: Scarecrow Education.
- Gooden, J. S., & Carlson, R. D. (1998). Achieving quality schools through technology change. In M. Richardson, R. Blackburn, C. Ruhl-Smith & J. A. Haynes (Eds.), *The Pursuit of Continuous Improvement in Educational Organizations* (pp. 195-206). Lanham, MD: University Press of America.

Articles

- Gooden, J.S., Harrington, S.Y., Findlay, H., King, G.V. (2008). The Unsafe School Choice Option: A Model for School Choice – Policy Responses. *Journal of School Choice*,
- Gooden, J. S., & Harrington, S. Y. (2005). The unsafe school choice option: A snapshot. *Planning and Changing: An Educational Leadership and Policy Journal*, 36(3&4).
- Hockert, C., Harrington, S. Y., Vaughn, D., Kelly, K., & Gooden, J. S. (2005). Missing out: Excessive absenteeism adversely affects elementary reading scores. *ERS Spectrum: Journal of Research and Information*, 23(1), 11-20.
- Harrington, S., Gooden, J. S., & Brown, S. L. (2004). Identifying the ideal administrator mentor: Comparing perceptions of North Carolina and Alabama interns. *ERS Spectrum*, 22(2), 19-27.
- Bulla, T., & Gooden, J. (2003). Retention and social promotion: Perspectives of North Carolina elementary school principals. *ERS Spectrum: Journal of Research and Information*, 21(3), 19-31.
- Lyons, J. E., & Gooden, J. S. (2002). How do new principals compare with more experienced ones in their understanding of student accountability? *ERS Spectrum: Journal of School Research and Information*, 20(3), 24-32.
- Gooden, J. S., & Spencer, L. (2002). Reforming educational leadership programs: Identifying the ideal principal mentor. *Connections: The Journal of Principal Preparation and Development*.
- Lyons, J. E. & J. S. Gooden (2001). "Title I: An overview and analysis." *School Board Association* 67(8): 65-70.
- Davidson, D. N., & Gooden, J. S. (2001). Are we preparing beginning principals for the special education challenges they will encounter? *ERS Spectrum: Journal of Research and Information*, 19(4), 42-49.
- Carlson, R. D., & Gooden, J. S. (1999). Are teacher preparation programs modeling technology use for pre-service teachers? *ERS Spectrum: Journal of Research and Information*, 17 (3), 11-15.
- Lindauer, P., Petrie, G., & Gooden, J. (1998). Needed, group process skills for principals: Are universities meeting the need? *Educational Research Quarterly*, 22(2), 35-41.
- Gooden, J. S., Petrie, G., Lindauer, P., & Richardson, M. (1998). Principals' needs for small-group process skills. *The National Association of Secondary School Principals: Bulletin*, 82(596), 102-107.
- Gooden, J. S., & Carlson, R. D. (1997). Lottery funds and instructional technology. *Planning and Changing: An Educational Leadership Policy Journal*, 28(1/2), 112-124.
- Gooden, J. S., & Leary, P. A. (1995). The status of alternative certification for school administrators: A national study. *Journal of School Leadership*, 5(4), 316-333.
- Gooden, J. S., Leary, P. A., & Childress, R. B. (1994). Initiating minorities into the professoriate: One school's model. *Innovative Higher Education*, 18(4), 243-254.

Sonja Y. Harrington, Ph.D.
Professor, Educational Research
Doctoral Program in Educational Leadership, Policy, and Law

EDUCATION

- Ph. D. Educational Research, May, 1998
The University of Alabama, Tuscaloosa
Dissertation Topic: *The Viability of Alpha Max: Comparing Multiple Comparison Procedures in Controlling For Type I Error Using a Monte Carlo Simulation*
- B. S. Mathematical Statistics, May, 1991
The University of Alabama, Tuscaloosa

PROFESSIONAL EXPERIENCE

College of Education - Alabama State University
August 2009-Present Professor, ELPL Doctoral Program
August 2006–2009 Associate Professor, ELPL Doctoral Program
August 2003-2006 Assistant Professor, Doctoral Program in ELPL

College of Education and Professional Studies - The University of Tennessee at Chattanooga,
August 1999–July 2003 Assistant Professor, Graduate Studies Division

PROFESSIONAL AND COLLEGIATE COMMITTEE ACTIVITIES

Member, *Assessment and Accountability Task Force, Technical Advisory Committee, ASDE*, 2013

Member, *COE NCATE Standard 2, Assessment and Evaluation Committee*, 2011-12

Member, *Faculty Compensation Committee*, Alabama State University, 2009-2011

Member, *SACS COC Compliance Certification Team*, Alabama State University, 2008-2010

Member, Budget Committee, *Faculty Senate*, Alabama State University, 2008-2009

Member, Affirmative Action Committee, Division D, *AERA*, 2007- 2010

President, *Alabama Association of Professors of Educational Leadership*, 2007-2008

Vice-President, *Alabama Association of Professors of Educational Leadership*, 2006-2007

Session Chair, Conference Presentations, *American Educational Research Association*, 2005-2007

Member, Editorial Advisory Panel, *ERS Spectrum: Journal of Research and Information*, 2005-2011

Member-at-Large, Faculty Senate, Alabama State University, 2006-2009

ACADEMIC AWARDS AND HONORS

Promoted to Full Professor, Alabama State University, August 2009

Received Tenure Status, Alabama State University, 2007

Most Outstanding Faculty in Outreach/Service, The University of Tennessee at Chattanooga, 2001

RESEARCH PUBLICATIONS

- Harrington, S. Y. (2012). Practices in the Homes of Rural Minority Parents that Support School Learning, *National Teacher Education Journal*, 5(1), 31-39. (with Caudle, Bayan, & Barnes).
- Harrington, S. Y. (2008). The Unsafe School Choice Option: A model for school choice, *Journal of School Choice*. 2(2), 155-178. (with Gooden, Findlay, & King).
- Harrington, S. Y. (2007). An examination of referrals to the school counselor by race, gender, and family structure. *Professional School Counseling*, 10(4), 389-398. (with Adams, & Benschoff)
- Harrington, S. Y. (2006). Instrumentation. In F. English (Ed.) *Encyclopedia of Educational Leadership and Administration* (Vol. 1, pp. 513-514). Newbury Park: Sage Publications.
- Harrington, S. Y. (2005). The Unsafe School Choice Option: A snapshot, *Planning and Changing*, 36(3&4), 133-143. (with Gooden).
- Harrington, S. Y. (2005). Missing out: Excessive absenteeism adversely affects elementary reading scores, *ERS Spectrum: Journal of School Research and Information*, 23, 11-19. (with Hockert, Vaughn, Kelly, & Gooden).

RESEARCH PRESENTATIONS

- Harrington, S.Y. (2012, April). *Centering our voices: Black women in the professoriate*. Invited paper presented to the Annual Meeting of the American Educational Research Association (AERA). Vancouver, BC, Canada.
- Harrington, S.Y. (2011, August). *Using NVivo9 in research*. Presentation made to the Annual Meeting of the Sisters of the Academy (SOTA) Bootcamp. Tallahassee, FL: Florida State Univ.
- Harrington, S.Y. (2011, April). *Examining rural African American students utilizing the ECLS-K Database: A descriptive study*. Presentation made at the annual meeting of the National Council of Professors of Educational Administration, Tampa, FL.
- Harrington, S.Y., & Findlay, H.E. (2008, July). *Redesigning instructional leadership programs in Alabama*. Presentation made at the annual meeting of the National Council of Professors of Educational Leadership, San Diego, CA.
- Findlay, H.E., Harrington, S.Y., & King, G.V. (2008, July). *Teacher leadership: The impact on school improvement*. Paper presented at the annual meeting of the National Council of Professors of Educational Leadership, San Diego, CA.

DISSERTATION COMMITTEE SERVICE

<u>Student/Year</u>	<u>Title of Research</u>
Childress, R. (2012)	[Chair]
Henderson, C. (2011)	[Chair]
Sibley, M. (2010)	[Member]
Hampton, A. (2009)	[Chair]
Fossett, P. Y. (2009)	[Chair]

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RESEARCH INTERESTS

Educational Policy Studies
High Need School Districts: Urban and Rural
Social Class and Inequality in Education

EDUCATION

Doctor of Philosophy, Educational Policy and Theory

University of Rochester, Rochester, NY. March, 2011

Dissertation:

“Social capital, interdistrict transfer, & middle class education: Experiences from a voluntary program”

Master of Science in Women’s Studies, University of Minnesota, Mankato, MN, 1998

Bachelor of Arts in History, St. John Fisher College, Rochester, NY, 1992

Certificate of Program Evaluation, University of Rochester, Rochester, NY 2006

New York State Teacher Certifications: Adult Education, Social Studies 7-12

PUBLICATIONS

Stewart, T. J., & Brent, B. O. (2011) Make Informed Decisions by Surveying Stakeholders *School Business Affairs*, 77(7), 8-11.

Finnigan, K. S., & Stewart, T. J. (2009). “Leading Change Under Pressure: An Examination of Principal Leadership in Low-Performing Schools” *The Journal of School Leadership*, 19(5), 586-618.

Brent, B. O., Finnigan, K. S., Stewart, T. J. (2009). “Do you have their support?” How to make informed decisions using focus groups. *School Business Affairs*, 75(1), 14-17.

PUBLISHED CONFERENCE PROCEEDINGS

Finnigan, K. & Stewart, T. J. (2009). Interdistrict Choice as a Policy Solution: Examining Rochester’s Urban-Suburban Interdistrict Transfer Program. *National Conference on School Choice and School Improvement, National Center on School Choice*, Vanderbilt University, Nashville, TN. Retrieved from <http://www.eric.ed.gov>

Brent, B., Finnigan, K., Wall, A., & Stewart, T. J. (2006). New York. In P. Iatarola (Ed.), *State of the States*. Fifteenth Annual Report of the American Educational Research Association’s Fiscal Policy and Education Finance Special Interest Group.

PRESENTATIONS

National

- Sutton, L. C., & Stewart, T. J. (2012). Progeny of Plyler and National Immigration Policy: States Respond to Estimate Costs. Paper presented at the 2012 National Education Finance Conference, San Antonio, TX.
- Stewart, T. J. (2011). Interdistrict Transfer and Social Capital: Grounded in Social Connections. Paper presented at the 43rd Annual New England Educational Research Organization Conference, New Bedford, MA.
- Stewart, T. J., & Palermo-Biggs, M., (2011). Mother Ph.D. and Emerging Scholar: A Phenomenological Study of Factors that Support Retention. Paper presented at the 43rd Annual New England Educational Research Organization Conference, New Bedford, MA.
- Stewart, T. J., Palermo-Biggs, M., & Kawakyu O'Connor, N. (2010). *Negotiating Competing Roles: The Lived Experience of the Ph.D. Student/Emerging Scholar/Mother*. Paper presented at the 2010 Research on Women in Education Conference, Philadelphia, PA.
- Finnigan, K.S. & Stewart, T. J. (2009). *Interdistrict Choice as a Policy Solution: Examining Rochester's Urban-Suburban Interdistrict Transfer Program*. Paper presented at the 2009 National Conference on School Choice and School Improvement, National Center on School Choice, Vanderbilt University, Nashville, TN. (Invited)
- Stewart, T. J. (2009). *The dissolution of small learning communities: A program evaluation of middle school reconfiguration*. 23rd Edward F. Kelly Evaluation Conference. Albany, NY
- Finnigan, K.S., & Stewart, T. J. (2008). *Principal leadership in low-performing schools*. The American Educational Research Association Conference, New York, NY.
- Finnigan, K. S., Gross, B. & Stewart, T. J. (2006). *Do accountability policy sanctions influence teacher motivation? Lessons from Chicago's low performing schools*. The American Educational Research Association Conference, San Francisco, CA.
- Stewart, T. J., & Corey, M. (2006). *The Susan B. Anthony House: Field Experience as Primary Source, A Critical Analysis of the Presented Past*. Susan B. Anthony & the Struggle for Equal Rights: A Women's History Conference. Rochester, NY.
- Stewart, T. J., & Smidgly, P. (1994). *It's a Small World After All: Gender Bias in Basal Readers and Other Children's Stories*. 11th Annual Women's Research Conference, University of South Dakota, Vermillion, SD.

Professional Associations

- American Educational Research Association (AERA)
National Council for Professors of Education Administration (NCPEA)
New England Educational Research Organization (NEERO)
University Council for Educational Administration (UCEA)

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EDUCATION

- Ph.D. **Public School Finance, May 1998**
University of Florida, Gainesville, FL
Dissertation Title: *An Examination of Exceptional Student Funding in the State of Florida*
- Leadership Certificate **Higher Education Administration, June 2011**
Harvard University, Cambridge, MA
MDP Program
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University of South Florida, Tampa, FL
- M.S. **Educational Leadership, July 1993**
Stetson University, Deland, FL
- B.S. **Economics, August 1987**
Florida State University, Tallahassee, FL -Bachelor of Science
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Profession Licenses & Certification

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School Principal

PROFESSIONAL EXPERIENCE

College of Education - Alabama State University
February 2012 – Present Associate Professor, Doctoral Program in Educational Leadership, Policy and Law (ELPL)

College of Education – University of South Florida
August 2005 – 2009 Assistant Professor, Dept. of Educational Leadership & Policy Studies
College of Education – Florida A&M University August 2002 – 2004 Assistant Professor,
Dept. of Educational Leadership & Human Services

Selected Publications in Press/Accepted for Publication

***Refereed Publications**

Sutton, L.C. & King, R.A. (2013). Financial Crisis Not Wasted: Shift in State Power and Voucher Expansion. *Journal of Education Finance*.

Sutton, L. Cornelius, L. & McDonald-Gordon. (2012) English Language Learners and Judicial Oversight.. *Educational Considerations*.*

Sutton, L. (2011). Pro: States should create and fund charter schools regulated differently than traditional public schools. In Russo, C. and Thro, W. *School Finance Debate Book*. Thousand Oaks California: Sage. **(Book Chapter)***

Sutton, L. (2011). Con: State should provide vouchers for poor students to attend private schools. In Russo, C. and Thro, W. *School Finance Debate Book*. Thousand Oaks California: Sage. **(Book Chapter)***

Sutton, L. & King, R. (Spring, 2011) Vouchers in a climate of change. *Journal of Education Finance*, 36, 3, pp. 241-264.*

Sutton, L. & Byrd-Blake, M. (2010). A team approach to performance-based compensation: A mutual concern for the bottom line. *Journal of Scholarship and Practice*.7,2, 33-44.*

Sutton, L.C., Jones, P. & White, J. (2008). Florida's class size amendment and co-teaching: An uneasy partnership. *Educational Considerations*. *

Mullen, C., Fauske, J., & Sutton, L. (2007). What School Principals Know about educator sexual misconduct. National Council of Professors of Educational Leadership Yearbook.*

Sutton, L., & Davenport, E. K. & Agezo, C.K.(2006). Girl education in the United States and Ghana. *International Journal of Education Reform*. 15(2), 255-265.*

Sutton, L., Davenport, E.K., & Smith, M.A. (2006). Brown and school choice: School reform dilemma for the 21st century. *International Journal of Education Reform*. 14(3), 1-21.*

Sutton, L. (2006) Legal History of High Stakes Testing, *International Journal of Education Reform*, 15, 4, 493-500.*

Sutton, L., & Davenport, E. K. (2005). Girl education in the United States and Ghana. *International Journal of Education Reform*. 15, 2, 55-65.*

Sutton, L. & Bogan, Y. (2005) School Choice: The Fiscal Impact of Home Education in Florida, *Journal of Scholarship and Practice*, v.2, no. 2. *

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Tenure Status: Tenured

Ph D:

1976 - 1978 Florida State University (Tallahassee, Florida)
Educational Planning and Management Systems (February, 1978)

Prior Professional Experience:

1995 – 2002 East Tennessee State University (Johnson City, Tennessee)
Professor and Chair, Department of Educational Leadership and Policy Analysis

1992 - 1995 Gonzaga University (Spokane, Washington)
Associate Professor, Doctoral Program in Educational Leadership

1982 - 1992 University of Texas at El Paso (El Paso, Texas)
Associate Professor, Chair, Assistant Dean, and Director of Student Teaching and
Field Experiences, Department of Educational Leadership and Foundations

1981 - 1982 Loretto in Kansas City (Kansas City, Missouri)
President (Chief educational officer of a private K-12 school)

1978 - 1981 Brazilian Government (Brasilia, Brazil)
Coordinator of the Human Resource Planning and Development Program for
the Brazilian Ministry of Agriculture

1977 - 1978 U.S. Department of Labor/Florida State University (Tallahassee, Florida)
Project Director and Principal Investigator

1972 - 1975 U.S. Department of Defense Overseas Schools
(Alconbury, England and Zaragosa, Spain)
Music teacher, grades K-12; coached basketball and track, grades 7-12.

1970 - 1972 Cheraw Consolidated Public Schools (Cheraw, Colorado)
Music teacher, grades K-12; coached football, basketball, and track, grades 7-12.

Most Recent Publications:

Lindahl, R. A., & Cain, P. (2012). A study of school size among Alabama's public high schools. *International Journal of Educational Policy and Leadership*, 7(1).

Green, J., Chirichello, M., Mallory, B., Melton, T., & Lindahl, R. Assessing leadership dispositions: Issues, challenges, and promising practices. *International Journal of Educational Leadership Preparation*, 6(4).

Professional Learning Communities: A feasible reality or a chimera? In B. A. Alford, G. Perreault, L. Zellner, & J. W. Ballenger (Eds.), *Blazing new trails: Preparing leaders to improve access and equity in today's school*. The 2011 Yearbook of the National Council of Professors of Educational Administration (pp. 47-57.). Lancaster, PA: ProActive Publications. (2011). (with J. Green, M. Chirichello, B. Mallory, & T. Melton)

School leadership structures in Alabama. *Educational Leadership Review*, 12(1). (2011).

The state of education in Alabama's k-12 rural public schools. *The Rural Educator*, 32(2). (2011).

Professional learning communities: A feasible reality or a chimera? *2011 Yearbook of the National Council of Professors of Educational Administration*. Lanham, MD: Scarecrow Press. (2011)

Framing school improvement as deutero learning: The road less travelled. *Planning and Changing*, 41(3 & 4). (2010).

The relationship of school district size to academic performance and cost expenditures in Alabama's public schools. *2010 Yearbook of the National Council of Professors of Educational Administration*. (2010). Lanham, MD: Scarecrow Press.

Educational planning foci in ISEP publications, 1979 to present: A retrospective essay. (2010). *Educational Planning*, 19(1). (with Robert H. Beach)

Differences in principals' leadership behavior in high- and low-performing schools. (2010). *Journal of Leadership Studies*, 3(4).

A look at central Alabama's K-12 educational options through the prism of Eyal's two-dimensional model of school entrepreneurship. (2009). *Educational Planning*, 18(3). (with Jessie Frierson).

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