



**NEW GRADUATE CONCENTRATION PROPOSALS**  
**ARIZONA STATE UNIVERSITY**  
**GRADUATE COLLEGE**

**This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.**

A concentration is a subspecialty within a degree and major which reflects that the student has fulfilled a designated, specialized course of study which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as "emphases," "tracks," "foci," "options," etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**. Mail code 1003 and electronic copies to [ozel@asu.edu](mailto:ozel@asu.edu) or [Denise.Campbell@asu.edu](mailto:Denise.Campbell@asu.edu)

**Please type.**

<b>Contact Name:</b> Josué M. González	<b>Contact Phone:</b> 5-7134
<b>College/School/Division Name:</b> Mary Lou Fulton Institute and Graduate School of Education	
<b>Academic Unit Name:</b> Division of Advanced Studies in Educational Policy, Leadership, and Curriculum <small>(or proposing faculty group for interdisciplinary proposals)</small>	
<b>Existing Graduate Degree and Major under which this concentration will be established:</b> Doctor of Education (Ed.D.) in Higher and Postsecondary Education	
<b>Proposed Concentration Name:</b> Executive Program in Higher Education Administration (EPHEA)	
<b>Requested Effective Term and Year:</b> Fall 2010	
<b>Do Not Fill in this information: Office Use Only</b>	
<b>Plan Code:</b>	
<b>CIP Code:</b>	

**1. Overview**

- A. Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

**The proposed Doctoral concentration in Higher Education Administration will be a cohort-based, terminal degree program designed expressly for cohorts of doctoral students who hold high level positions in institutions of higher education.. The program is unique in that its first cohort will serve the needs of working professionals who already hold positions of great responsibility and leadership in the largest private system of higher education in the Spanish speaking world, the Instituto Tecnológico y de Estudios Superiores de Monterrey system, with whom ASU has over a dozen different relationships, including this one. The participants in the program are not in the process of preparing to lead; they are already engaged in leadership tasks of various sorts. Most are campus presidents or directors. The program aspires to enhance the leadership capacities and productivity of campus leaders through scholarship, reflection and analysis of global innovations in higher education design and practice through hybrid courses and face-to-face learning experiences. The curriculum will be delivered through online, hybrid and/or face to face format courses by ASU faculty, initially in a central location in Mexico. Program faculty will travel to Mexico for this first cohort or to other locations in the Pacific Rim, Latin America, Europe, or Africa, as subsequent cohorts form in those places. Program faculty will also be assisted by qualified adjunct faculty who reside in Mexico or other locations where cohorts form. In brief, the most important goal of the program is to assist campus leaders in visualizing each of their own universities as a first-class university of the mid 21st century.**

**2. Impact Assessment**

- A. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?

**Market demand has demonstrated a need for an ASU cohort-based program in higher education administration for university administrators in institutions of higher education outside of the United States, especially in Latin**

America, Asia, and Africa. After considering a number of U.S.-based universities, the Tec de Monterrey system in Mexico approached the Mary Lou Fulton Institute and Graduate School of Education in 2004 to develop an executive doctoral program in higher education administration for a cohort of their campus-level executive administrators (e.g., Campus Directors, Presidents). A cohort from Tec de Monterrey applied in 2008 and is ready to re-apply for admission to the Exec. Program in Higher Education Administration (EPHEA) . We have also received inquiries from higher education institutions in Asia and Africa who are interested in this program for their personnel.

- B. Please identify other related ASU programs and outline how the new concentration will complement these existing ASU programs? (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

The Executive Program in Higher Education Administration complements the existing Ed.D. program of study in higher and postsecondary education in that its target student base is primarily executive campus administrators who already hold official and high level leadership positions in institutions of higher education. The focus centers on higher education leadership, policy, planning, and administration at the campus-wide executive leadership level for sustainable higher education development in globalized contexts outside of the United States.

The Executive Program in Higher Education Administration also differs in that it provides for explicit examination of different perspectives on higher education policy, leadership practice, and research that are attributable to differences between the U.S. and local contexts for executive administrators outside of the U.S. Because of differences in these areas, courses in the program of study reflect a comparative and international educational focus to a greater extent than U.S. higher education-focused programs of study.

- C. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs.  
This program is not an interdisciplinary concentration.

**No, this is not an interdisciplinary program.**

### 3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?

**84 credit hours are required**

**54 credit hours beyond the Master's degree**

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear in the *Graduate Catalog*, departmental website, or other source (please indicate source).

1. Completed Division Application/Professional Statement
2. Graduate Record Examination (GRE) & TOEFL (and other English proficiency exams accepted by the Graduate College.)
3. Three (3) letters of recommendation
4. Curriculum Vita or résumé including work and academic experiences
5. Master's degree in any field
6. Completed online Graduate College admissions application

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies.

**N/A**

- D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

**Students will**

- Know their leadership styles as they relate to institutional leadership in their settings.
- Demonstrate the ability to apply organizational psychological theories to support individual and collective knowledge work in higher education settings.
- Be critical consumers of research reported by others

- Be able to apply research in the development of collaborative work teams.
  - Demonstrate the ability to apply higher education management, leadership, and policy literature to the development of sustainable higher education designs for a globalized marketplace in their professional practice.
  - Know various evaluation designs and be able to apply them appropriately for specific purposes in their professional practice.
  - Be conversant with the global dynamics affecting higher education institutions around the world, as well as in their particular setting, especially as they relate to research and development, communication of scholarly knowledge, and institutional partnerships.
  - Know of changing roles for administrators and managers in developing new programs or redesigning existing programs for sustainable higher education in a globalized marketplace.
- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

**Student learning will be assessed and evaluated via direct and indirect means. Direct means will include a portfolio assessment system which will contain project artifacts and other evidence of student performance over the course of their program of study, such as written course assignments. Also, to be assessed and evaluated directly will be students' level and depth of participation in course discussion as well as performance in examinations. Indirect means to assess and evaluate this program of study will include course and other learning experience evaluation surveys.**

**Dissertation: Students will report on and defend an action research dissertation study that they will have developed over the course of their program study. They will submit a written dissertation and defend it orally.**

**Comprehensive exam:** A written comprehensive exam is also required.

**F. Please provide the curricular structure for the proposed concentration.**

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the ACRES online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

<u>Required Core Courses for the Degree</u>		<u>Credit Hours</u>
		Sub-total – 12
<i>(Prefix &amp; Number)</i>	<i>(New Course?) Yes or No?</i>	
COE 501	No	3
COE 502	No	3
COE 503	No	3
HED 710	Yes	3
<u>Required Concentration Courses</u>		<u>Credit Hours</u>
		Sub-total - 24
<i>(Prefix &amp; Number)</i>	<i>(New Course?) Yes or No?</i>	
HED 711	Yes	9
HED 602	No	3
HED 712	Yes	3
HED 687	No	3
HED 688	No	3
HED 689	No	3
<u>Elective Courses</u> – <i>(Prefix &amp; Number)</i>		<u>Credit Hours</u>

<b><u>Culminating Experience - Dissertation</u></b> <i>(if applicable)</i>	<b><u>Credit Hours</u></b>
<b>HED 799</b>	<b>12</b>
<b><u>Research</u></b>	<b><u>Credit Hours</u></b>
<b>HED 792</b>	<b>6</b>
<b><u>Other Requirements</u></b>	<b><u>Credit Hours</u></b>
<i><b>For doctoral programs</b> – as approved by the student's supervisory committee, the program can allow 30 credit hours from a previously awarded master's degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.</i>	<b>30 maximum</b>
<b>Total required credit hours</b>	<b>84</b>

- G. Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).  
**Students will select a problem of practice from their institutional settings early in their plan of study. As they progress through their plan of study, they will develop research questions around this problem, select a participatory action research design for their investigation, and implement the action research in their setting. These activities will lead to a culminating research project in dissertation format through which students will report on their research and discuss possible development outcomes for their institutions.**
- H. Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).  
**No additional requirements.**
- I. **For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).  
**N/A**

#### 4. Administration and Resources

- A. How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?  
**The concentration will be administered through the Graduate Programs Office and division staff, Mary Lou Fulton Institute and Graduate School of Education. The disciplinary home for this concentration is in the Division of Advanced Studies in Educational Policy, Leadership, and Curriculum within the Mary Lou Fulton Institute and Graduate School of Education.**
- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?  
**18-20 students will be admitted. We expect that enrollment in the cohort will remain at 18-20 students over the course of their four-year program of study. Current faculty availability precludes offering this program annually, and it is also difficult to project where the demand for this cohort program will materialize next. Given these uncertainties, we expect that with strategic recruitment efforts through our faculty's relationships in the Pacific Rim, Latin America, Europe, and Africa, we will be able to admit a new cohort every other year, depending on program and adjunct faculty availability.**
- C. What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration

please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

**Tec de Monterrey has requested that the Division of Educational Policy, Leadership and Curriculum provide an Executive doctoral program in higher education administration for executive administrators in their 33 campus system in Mexico. Tec de Monterrey is assuming responsibility for payment of tuition and fees, as well as student travel expenses, on behalf of this cohort through the institutional agreement and MOU already in place with ASU and the Mary Lou Fulton Institute and Graduate School of Education. These agreements are among many with Tec de Monterrey across ASU. This program also has an ABOR-approved program fee of \$6,500 per year to cover faculty travel and related expenses to Mexico and related expenses not covered by tuition.**

**We anticipate that existing library holdings at ASU will be sufficient for this concentration.**

D. Please list the primary faculty participants with regards to the proposed concentration.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Josué M. González	Professor	Higher Education Policy, Leadership, and Curriculum
Gustavo Fischman	Professor	Comparative and International Education
Elsie M. Szecsy	Associate Research Professional	Research, Assessment, and Evaluation Methods

**5. Additional Material** — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

See program information online: <http://education.asu.edu/execdocus>

<b>Approvals</b> (if the proposal submission involves multiple units, please include letters of support from those units)	
DEPARTMENT CHAIR (Please print or type)	Arnold Danzig
_____	_____
SIGNATURE	DATE
DEAN (Please print or type)	Terrence Wiley
_____	_____
SIGNATURE	DATE

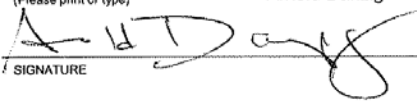
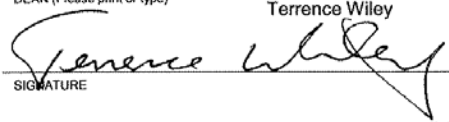
The following section will be completed by the GC following the recommendations of faculty governance bodies.

UNIVERSITY VICE PROVOST AND DEAN OF THE GRADUATE COLLEGE
_____
SIGNATURE
_____
DATE

**Please note:** Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation. **The final approval notification will come from the Office of the Provost.**

Unit Approval Signatures – Executive Program in Higher Education Administration Concentration

**Approvals** (If the proposal submission involves multiple units, please include letters of support from those units)

DEPARTMENT CHAIR (Please print or type)	Arnold Danzig	
SIGNATURE		1-4-2010 DATE
DEAN (Please print or type)	Terrence Wiley	
SIGNATURE		1-6-11 DATE

The following section will be completed by the GC following the recommendations of faculty governance bodies.

UNIVERSITY VICE PROVOST AND DEAN OF THE GRADUATE COLLEGE	
SIGNATURE	DATE

## **Academic Unit Approval Cover Submission Memo to the University Curriculum Planning Account**

Good morning,

Please find attached a new concentration proposal from the Mary Lou Fulton Institute and Graduate School of Education, to be named the Executive Program in Higher Education Administration. This PDF version includes the signatures of the director of the appropriate division as well as our Executive Director. Please let me know if you will require a Word version of the submission, as well.

Thank you for your assistance. Please feel free to contact me or [Elsie Szecsy](#) with any questions.

Best regards,  
Linda

**Linda Quintero**  
**Assistant to the Dean**  
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Ph: (480) 965-9887 | Fx: (480) 965-6231 | [linda.quintero@asu.edu](mailto:linda.quintero@asu.edu)