

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 14-04

COMMITTEE DATE: October 22, 2013

BOARD DATE: October 29, 2013

APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE DOCTOR OF EDUCATION DEGREE AND DOCTOR OF PHILOSOPHY DEGREE IN HIGHER EDUCATION

MOVED: The Board of Higher Education hereby approves the application of **the University of Massachusetts Boston** to award the **Ed.D. and Ph.D. in Higher Education**

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Dr. Carlos Santiago, Senior Deputy Commissioner for Academic Affairs

BOARD OF HIGHER EDUCATION

October 2013

University of Massachusetts Boston Doctor of Education and Doctor of Philosophy in Education

INTENT AND MISSION

The proposed Higher Education program, a new Ph.D. with a reconfigured Ed.D., will advance goals and objectives that directly support the mission of the University of Massachusetts Boston (UMB). The proposed program includes as part of its mission the provision of access to individuals from groups that have been historically underrepresented in the leadership of higher education institutions and involves students in rigorous academic study built on the values of excellence in research and scholarly inquiry. The proposed program promotes the university's public service mission, and is planned to be a significant force in advancing the university's goal of promoting innovation through research and scholarly activities. In addition, by providing education for the next generation of higher education professionals, the proposed Higher Education doctoral program will make significant contributions to strengthening the economic development efforts of UMB and of other colleges and universities in New England and across the nation. UMB has been actively engaged in forging a new strategic plan, which includes components for internationalizing the university and expanding its research endeavors. The proposed program is part of this plan.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts Boston (UMB) Board of Trustees on September 18, 2013. The required letter of intent was circulated on August 15, 2013. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

It is forecasted that between 2011 and 2019, student enrollment will rise from 19.7 million to 22.4 million, an increase of 14%. The representation of Latino, Black, and Asian students will grow by 37%, 24%, and 23% respectively and an increase of 25% in the enrollment of international students is projected. This expansion of higher education enrollment will call for an increasing number of professionals in a variety of areas of higher education functioning, including administrators, faculty, researchers, and policy analysts. These professionals will require the knowledge and skills necessary to address the needs of an increasingly diverse student population.

The U.S. Bureau of Labor Statistics indicates that as more people enter colleges and universities, more postsecondary education administrators will be needed to serve these additional students. The Bureau's Occupational Outlook Handbook projected an increase of 19%, or 27,800 more individuals, in the employment of postsecondary education administrators between 2010 and 2020 nationally. The Higher Education Employment Report (higheredjobs.com) indicated that regionally the Northeast US led the country with the highest increase in the number of job postings in Q1 2012 compared to the year before. In New England, the growth in higher education job postings

amounted to 27.7% between Q1 2011 and Q1 2012. A snapshot of New England higher education administration employment opportunities, taken in mid-March 2012 via *higheredjobs.com* included more than 800 positions. The largest numbers of positions were in higher education finance and business operations (98), development and fundraising (94), marketing and communications (63), student affairs and student services (56), research and sponsored programs (49), admissions and enrollment management (49), and residential life and student housing (43).

The 271 colleges and universities in New England, of which 125 are located in Massachusetts, indicate a strong need for well-qualified higher education professionals.

Student Demand

Students who are enrolled in the current higher education Ed.D.. program expressed interest in pursuing the Ph.D. Based on an April 2011 survey, 86% of current Ed.D.. students expressed an interest in pursuing the Ph.D. Survey results also indicated that 56% of current students would definitely take additional courses to receive the Ph.D., while an additional 35% indicated that they would possibly take additional courses to receive the Ph.D.

In recent years, students enrolled in the Higher Education Ed.D.. track at UMB have expressed four primary interests as reasons for pursuing the doctoral degree. Significant interest has been indicated by students for receiving training that allows graduates to advance in leadership positions in higher education with an Ed.D.. Survey data (April 2011 and AQUAD¹ 2010) indicate that some students see the Ph.D. as the desirable degree option for fulfilling high-level leadership positions in colleges and universities. A growing number of students have conveyed an interest in faculty careers and in teaching at institutions of higher education. The results of the 2010 AQUAD review indicated that 24% of current Ed.D.. student-respondents, have a strong interest in becoming professors at a college or university, and 60% of students reported having a possible interest in this professional goal, while 62% of students indicated that their interest in pursuing a faculty role increased during their enrollment in the current Ed.D.. program. An increasing number of students have indicated an interest in pursuing a career in higher education policy and research at higher education institutions, state higher education boards, or governmental agencies. According the 2010 AQUAD review, student interest in research careers saw considerable changes, with 46% of current students indicating increased interest in this career choice.

C. Overview of Proposed Program

Duplication

Although there are options for earning the Ed.D.. in Higher Education in Massachusetts the Ph.D. in Higher Education is currently available only at Boston College, which does not offer the same model that is being proposed. In spring 2012, Harvard announced the approval of a new interfaculty Ph.D. in Education, which will admit its first cohort of students in Fall 2014. Their existing Ed.D.. will be phased out after Fall 2013. The UMB proposed program would be the only Ph.D. in Higher Education at a public institution in the Commonwealth. The UMB proposed program would be unique in

¹ AQUAD denotes a software tool, used for analyzing qualitative data

Massachusetts by offering rigorous, accessible, and affordable Ph.D. training at a public university, with a clearly articulated focus on higher education as a field of study. The University of Massachusetts system offers several doctoral programs in education related fields. The Ed.D. and Ph.D. in Educational Leadership and Policy Studies at University of Massachusetts Dartmouth has a strong emphasis on K-12 educational policy, but does not include coursework or research opportunities that focus on higher education as a field of study. University of Massachusetts Amherst (UMA) currently offers an Ed.D. in Education Policy and Leadership including a specialization in Higher Education. A key difference is that the UMB proposed program has 12 or more courses in higher education and the program at UMA has six or seven courses that specifically focus on the higher education context with other courses spanning multiple specializations. Other factors differentiating the UMB programs are the cohort-based learning model, the emphasis on research regarding organizational change in higher education, and the opportunities available through New England Resource Center for Higher Education (NERCHE) to conduct research on civic engagement and higher education change processes.

The UMB proposed Ph.D. in Higher Education will differ from the Boston College Ph.D. program in several important dimensions. First, the UMB proposed program focal point is the study of policies and institutional practices related to access and equity in higher education. The focus on higher education access, affordability, and related public policies will differentiate the UMB proposed program from the Boston College program. As well it will have as a point of emphasis, the study of organizational change in higher education. NERCHE, a nationally recognized center for promoting organizational change on college campuses will provide research opportunities for Ph.D. students who will be able to produce cutting-edge studies and reports on the need for organizational change in colleges and universities. The Boston College program focuses more generally on organizational management, and does not have an explicit focus on organizational change research. Finally, the UMB proposed program will offer an innovative cohort-based learning model, which national research has shown to be a contributing factor toward doctoral degree completion.

The UMB proposed program differs from the Harvard program in the depth of study within the field of higher education as well as research opportunities regarding organizational change and civic engagement in higher education, that are not available at Harvard. The Northeastern Ed.D. program does not utilize full time, tenure track faculty. Thus, doctoral students do not have opportunities to conduct research with national and international experts in the field of higher education. The UMB proposed program is served by 6.5 full-time, tenured or tenure-eligible faculty positions. In comparison to Northeastern, the UMB proposed program offers the cohort-based learning environment, an emphasis on higher education access and equity policies, and a focal research emphasis with NERCHE on organizational change and civic engagement in higher education.

ACADEMIC AND RELATED MATTERS

Admission

It is planned that each year, 8 to 12 students will be admitted to the Higher Education doctoral program, for steady enrollment of 60 to 70 students. These admission numbers are consistent with the existing program.

Applicants to the proposed Higher Education program will be required to hold a master's degree in higher education or a related field of study. Applications will be evaluated based on the required materials submitted, including an admissions essay that describes the applicant's educational and professional background and interest in pursuing a doctoral degree in Higher Education. In addition, official transcripts from each college or university attended as an undergraduate and graduate student, three letters of recommendation from individuals familiar with the applicant's educational and/or professional background who can comment on the applicant's potential for doctoral work, a current resume or curriculum vitae, and evidence of scores from a graduate-level standardized examination will be required. Applicants will also submit a UMB graduate admissions application and fee, evidence of master's degree in higher education or a related field, and an employer agreement that shows year-by-year how the applicant and his or her employer will arrange the applicant's work schedule so that he or she can participate in the cohort courses during the three-week June session and on Fridays during the academic year.

Applicants will be required to indicate their intent to pursue either the Ph.D. or the Ed.D. degree. After a review of applications by the program's admissions committee, selected applicants will participate in an interview with two faculty members in the program. Applicants will be required to bring an academic writing sample to the interview.

Program Enrollment Projection

All UMB doctoral students are considered full-time, because they enroll in 18 credit hours per year, in cohort-based courses. There are no part-time students. Each year 10 doctoral students are admitted and each student takes approximately four years of coursework. The number of continuing students includes those who have completed the coursework, but are still working on the dissertation. Enrollment projections reflect current reality. UMB has been admitting an average of 10 doctoral students per year, and maintaining a steady enrollment of approximately 65 students, since the founding of the program in 2003. UMB expects enrollment projections to definitely be met.

Program Enrollment Project – Sample Format

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	10	10	10	10
Continuing Full Time	55	55	55	55
New Part Time				
Continuing Part Time				
Totals	65	65	65	65

Program Effectiveness

Goal	Measurable Objectives	Strategies	Timetable
Student recruitment	<p>Enroll cohort of 8 to 12 students each year</p> <p>Cohorts will reflect a high level of diversity and include students from underrepresented groups; cohorts will include students with exceptional academic and leadership skills</p>	<p>Develop new recruitment materials (brochures, web sites) for the Ph.D./Ed.D... program</p> <p>Work with program graduates to arrange recruitment events at higher education institutions</p> <p>Establish national and international recruitment networks through receptions and events at academic conferences in the field of higher education</p> <p>Enhance capacity to attract applicants from underrepresented groups through outreach to diverse professional associations</p>	<p>September 2013: implement new marketing and recruitment strategies</p>
Student support and retention	<p>Maintain and enhance support available to students during the coursework and dissertation phases of the program</p> <p>Achieve a high rate (70% to 75%) of doctoral student retention</p>	<p>Continue to provide a faculty advisor to each student upon entry to the program</p> <p>Increase the availability of graduate assistantships</p> <p>Faculty will continue to examine qualifying exam pass rates and adjust curriculum as needed to strengthen students' research skills</p>	<p>September 2013: begin offering larger numbers of graduate assistantships</p>

		Build community by maintaining supportive activities, such as workshops, retreats, and program newsletter	
Degree completion	Achieve a high rate (70% to 75%) of doctoral degree completion	<p>Expand current levels of financial support for dissertation research offered through two departmental funds: the Zelda Gamson Fellowship and the Leadership in Education Alumni Award</p> <p>Provide student workshops for grant-writing, proposal development, and writing for academic conferences and journals</p> <p>Foster high levels of student participation at research conferences in the field of higher education, by providing additional travel support and workshops for conference proposal writing</p>	<p>September 2013: renew fund raising efforts for the Gamson and Alumni Awards</p> <p>September 2014: begin offering new workshops for students</p> <p>September 2014: begin offering higher levels of financial support for doctoral student research and conference travel</p>
Placement and career advancement for graduates	<p>Ensure that 100% of program graduates attain careers as higher education administrators, faculty, researchers, or policy analysts</p> <p>For students who enter the program with full-time employment, ensure that their career advancement goals are met</p>	<p>Support networking and conference attendance for current students and recent graduates</p> <p>Provide career development workshops for current students and recent graduates</p>	September 2014: implement new career support activities
Strengthen administrative	Hire one full-time administrative	Work with university administrators to develop	September 2013: initiate

staff support	assistant for the Higher Education program	position description and hire individual for the position	hiring process for the position
Maintain and extend research and international partnerships	<p>Strengthen existing partnership with the New England Resource Center for Higher Education (NERCHE) at UMass Boston</p> <p>Develop partnership with the newly-established Institute for International and Comparative Education (IICE) at UMass Boston</p>	<p>Establish venues for collaboration among faculty, students, and NERCHE researchers</p> <p>Establish venues for collaboration among faculty, students, and international scholars at IICE</p> <p>Develop mechanisms to encourage faculty and student involvement in international research in the higher education field</p>	<p>September 2013: begin to convene collaboration meetings with NERCHE and IICE</p> <p>September 2014: implement new mechanisms to internationalize faculty and student research</p>
Ongoing review of program quality and effectiveness	<p>Maintain robust, goals-based annual review process to guide program improvement initiatives</p> <p>Use AQUAD review process to assess the effectiveness of the new Ph.D./Ed.D... program</p>	<p>Continue to collect and analyze program effectiveness data annually, and use resulting data to identify areas for program improvement</p> <p>Design and carry-out self-study for AQUAD</p> <p>Implement joint curriculum planning with state universities through the Graduate Faculty Group, and identify new course offerings to address emerging needs</p>	<p>Annual review process</p> <p>Annual meetings of Graduate Faculty Group</p> <p>September 2016: begin to design self-study for AQUAD review in spring 2017</p>

Curriculum (Attachment A)

All students will take a set of foundational courses together during their first two years, preserving the cohort model in the existing program. The structure of the program is such that students take two courses during a three-week session each June and then two courses each fall and spring semester. In year three, students will embark on a degree-specific set of elective courses, appropriate to either the Ed.D.. or the Ph.D.

The core curriculum will include eight content courses, four research courses, and one capstone seminar. At the conclusion of required coursework, students will complete a Qualifying Paper that serves as the qualifying exam for the doctoral program. All students must pass this qualifying exam before moving to the dissertation research stage of either the Ph.D. or Ed.D.. program of study.

Upon successful completion of the Qualifying Paper, Ph.D. students will then develop theoretical understandings of the disciplines that underlie higher education as a field of study, and advance their skills through additional quantitative and/or qualitative research methods courses. Disciplinary perspectives will be offered through a cognate area, in which students, in consultation with their faculty advisors, select a coherent constellation of three discipline-based courses that together comprise an integrated learning experience, which advances the student's understanding of key theories and research traditions. Ph.D. students will then complete a research-based, theoretically-driven dissertation in accordance with program guidelines. The Ph.D. curriculum and dissertation process will be structured so that students can complete the program in five years.

After completing the Qualifying Paper, Ed.D. students will take elective coursework on a range of topics that pertain to the administration of higher education institutions. Elective options for Ed.D.. students will include courses in finance and management of higher education institutions, legal issues in higher education, negotiation and mediation in higher education, effecting change in higher education organizations, civic engagement in higher education, and leadership theory and practice. In accordance with program guidelines, Ed.D.. students will complete a research-based dissertation, which will contribute new insights to understanding the practical challenges of leadership in higher education institutions. The Ed.D.. curriculum and dissertation process will be structured so that students can complete the program in three and a half years.

Field Resources and Internships

The proposed program calls for increasing the number of graduate assistant (GA) positions to 13 by year three. Currently, the Higher Education Ed.D.. track receives 3.25 university-funded graduate assistantships. The current number of assistantships would be insufficient to support an appropriate number of full-time Ph.D. students. The additional graduate assistantships will be funded through three sources. First, the UMB Office of Graduate Studies will increase the university-funded allocation from 3.25 to 5.25 during year one, and then to 7.25 beginning in year two. Second, Higher Education program faculty will obtain external grants to fund one GA position during year one, and then two GA positions beginning in year two. Doctoral students in Higher Education at UMB have been supported previously by faculty grants from a variety of sources, including the Lumina Foundation, the Nellie Mae Foundation, the Jack Kent Cooke Foundation, and the Ford Foundation. The third source of funding will be provided by

revenues generated from a new master's/certificate program. An additional 3.75 graduate assistantships will be funded through revenues generated by a new master's/certificate program in Higher Education with a track in Institutional Research. This program is currently under development with plans to admit its first students in fall 2014.

Higher Education faculty are collaborating with the College for Advancing and Professional Studies (CAPS) and the Office of Institutional Research and Policy Studies at UMB to create a master's program in Higher Education that will include a track to serve professionals in the field of institutional research. According to the Association for Institutional Research (AIR), only four universities offer a graduate certificate program in this growing field². A marketing study conducted by CAPS confirms that demand for this program would be strong. The budget developed for this new program by CAPS indicates that revenues of approximately \$80,000 will be returned annually to the College of Education and Human Development, of which that entire amount will be used to fund graduate assistantships in the Higher Education doctoral program.

RESOURCES AND BUDGET

Fiscal (Attachment B)

The proposed program, a Ph.D. degree option within the existing Ed.D. program, will be approximately the same size and scope as the existing Ed.D. program. The number of students and faculty will remain constant. The primary budget needs are related to providing additional graduate assistantships for Ph.D. students.

The budget for the proposed program will remedy an administrative staffing deficiency, identified in the 2003 and 2010 AQUAD reviews. The budget calls for increasing the staffing level to two full-time administrative assistants for the whole Department. Half of this increase is included in this proposal for the Higher Education program. The other half of this increase will be included in a similar proposal from the Leadership in Urban Schools Ed.D. track.

Additional revenues for the whole department are anticipated through enrollment projections for other programs and based on a national marketing study commissioned by the College for Advancing and Professional Studies (CAPS) at UMB. Budget projections developed by CAPS indicate that approximately \$80,000 in revenues will be returned annually to the College of Education and Human Development. This entire amount will be used to fund additional graduate assistantships in the Higher Education doctoral program. Current enrollment levels in the existing Higher Education Ed.D. program will be maintained in the new program. It is expected that tuition and fee revenues for the doctoral program will remain constant.

Assumptions for personnel costs include modest annual salary increases. Year one begins with a cost of \$21,000 per graduate assistant stipend, and a cost of \$22,000 for 50% of the salary for a full-time administrative assistant.

²Graduate certificates in Institutional Research are currently offered only at Ball State University, Pennsylvania State University, Florida State University, and the University of Missouri St. Louis. Association for Institutional Research (AIR), Graduate certificate opportunities overview. Retrieved from www.airweb.org, August 2012.

Faculty and Administration (Attachment C)

It is estimated that current faculty resources will be sufficient for implementing the proposed program. The Higher Education Ed.D. program currently includes 6.5 full-time, tenured and tenure-eligible faculty lines. The NERCHE director, Dr John Saltmarsh, holds a half-time faculty appointment. Other affiliated faculty members at UMB occasionally teach courses and serve on students' dissertation committees. Additional courses are available to students through existing collaborations with programs at Salem State University and Bridgewater State University.

Facilities, Library and Information Technologies

UMB's Healey Library offers a variety of resources that cater to the needs of Higher Education doctoral students. These resources include on-site and remote access to the library, a variety of electronic databases and indexes in the social sciences and education (e.g., ERIC database, Proquest Dissertation and Theses), print journals, print and electronic books, reference services, as well as individual and group instruction. The Library also offers interlibrary loan services for journal articles, book chapters, books, and other publications that are not available on site or through electronic subscription. The Film and Media division provides access to over 2,000 DVDs and videocassettes, along with video streaming. Especially important for the Higher Education program, the UMB Archives are a useful resource for students interested in studying historical aspects of higher education.

Affiliations and Partnerships

Doctoral students in Higher Education at UMB have been supported previously by faculty grants from a variety of sources, including the Lumina Foundation, the Nellie Mae Foundation, the Jack Kent Cooke Foundation, and the Ford Foundation. The current affiliated faculty includes Dr. Glenn Gabbard, co-director of NERCHE, Dr. Peter Kiang, Department of Curriculum and Instruction, and Dr. Lisa Buenaventura assistant vice chancellor for co-curricular learning, student affairs division, UMB. Collaborating faculty in the state university system include, Dr. Lee Brossoit, director of the student affairs master's program at Salem State University and Dr. Michael Kocet, director of the student affairs counseling master's program at Bridgewater State University. The proposed program will also be a partner with the newly created UMB Institute for International and Comparative Education.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

External Review

The proposed program was reviewed by Dr. Kerry Ann O'Meara, Associate Professor of Higher Education in the College of Education and in Women's Studies at the University of Maryland, and Dr. Vicki Rosser, Professor, Department of Educational Psychology & Higher Education, University of Nevada Las Vegas. The review included a campus visit on June 6, 2013.

The reviewers found that the proposal was well-researched and that the rationale to offer both the Ph.D and Ed.D. programs was excellent. The team noted they were impressed

with the national and regional market research, the thoughtful decision to maintain both a Ph.D and Ed.D., the collaborative efforts of faculty to establish partnerships with other institutions, the inclusion of a revenue-generating master's program that will support doctoral GA positions, faculty efforts at developing international collaborations, and the opportunities provided for doctoral students to conduct research through the New England Resource Center for Higher Education. The review team applauded the design of the Ph.D and Ed.D. programs because it avoids a two-tiered hierarchy of programs privileging the Ph.D over the Ed.D.

The reviewers recommended that the program consider building flexibility for some doctoral students to substitute one or more of the dissertation support courses for additional theory or advanced research methods courses. The reviewers acknowledged the need for continued discussion by the faculty and students of the distinct identity and role of the Ed.D. degree in contrast to the Ph.D. and recommended that the Ed.D. program develop its own identity and market niche to include a specific set of skills and focus related to program evaluation, assessment, or change management to attract new Ed.D. students to UMB.

Institutional Response

The program responded that, given the effective outcomes of the existing curriculum, the current three-course sequence will remain in place and at the same time, the program will consider appeals from students who seek to substitute an advanced theory or methods course for a dissertation-related course. Regarding the identity of the Ed.D. program of study, the program agreed to create a distinctive identity in three ways.

The institution will recognize that students who are attracted to the program mission of organizational change, social justice, and civic engagement and have administrative career goals should be encouraged to pursue the Ed.D. program of study. Professional development, mentoring, and networking opportunities, unavailable in comparable Ed.D. programs will be provided for Ed.D. candidates at UMB. Ed.D. scholar-practitioners will be provided with opportunities to connect and network with experienced higher education leaders. The Ed.D. program will provide access to professional networks of administrative and faculty leaders both at institutions and through the New England Resource Center for Higher Education. The Ed.D. program will capitalize on its existing strengths, highlighting and expanding curricular offerings in assessment, evaluation, and change management. These areas of study are highly relevant to administrative practice and would be attractive to potential Ed.D. applicants. Currently, students can pursue coursework in these areas through their electives, but these elective courses have not been coordinated or marketed as a distinctive facet of the program. UMB agreed with the reviewers that this will be an area for further curriculum development in the new program.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the University of Massachusetts Boston and external reviewers. Staff recommendation is for approval of the proposed Doctor of Education and Doctor of Philosophy in Higher Education

Curriculum Outline (Attachment A)

Graduate Program Curriculum Outline
Higher Education Doctoral Program: Ph.D.

Major Required (Core) Courses (Total # of courses required = 16)		
Course Number	Course Title	Credit Hours
HighEd 601	Educational Leadership Skills	3
HighEd 610	Administration and Governance in Higher Education	3
HighEd 630	History of Higher Education	3
HighEd 634	Public Policy Issues and Structures in Higher Education	3
HighEd 632	Organizational Analysis of Higher Education Institutions	3
HighEd 611	Access and Equity in Higher Education	3
HighEd 612	Impact of College on Students	3
HighEd 620	Teaching, Learning, and Curriculum in Urban Contexts	3
HighEd 751	Research Methods in Higher Education: Quantitative Analysis	3
HighEd 752	Research Methods in Higher Education: Qualitative Analysis	3
HighEd 753	Research Design in Higher Education	3
HighEd 793	Research Seminar in Higher Education	3
HighEd 692	Capstone in Higher Education	3
HighEd 891	Dissertation Seminar I	3
HighEd 892	Dissertation Seminar II	3
HighEd 899	Dissertation Research	9
	SubTotal # Core Credits Required	54
Elective Course Choices (Total courses required = 6) (attach list of choices if needed)		
EDLDRS 745	Ethnography in Educational Research	3
HighEd 615	Critical Race Theory in Higher Education	3
HighEd 624	Globalization and Internationalization in Higher Education	3
HighEd 636	Sociological Perspectives in Higher Education Research	3
HighEd 622	Community Engagement in Higher Education	3
EDLDRS 734	Scholarly Writing in Education	3
HighEd 696	Independent Study	3
HighEd 797	Special Topics	3
	Additional Elective Courses Available in Other Ph.D. Programs at UMass Boston	

	SubTotal # Elective Credits Required	18
Curriculum Summary		
Total number of courses required for the degree		22
Total credit hours required for degree		72
Prerequisite, Concentration or Other Requirements:		

**Graduate Program Curriculum Outline
Higher Education Doctoral Program: Ed.D.**

Major Required (Core) Courses (Total # of courses required = 16)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
HighEd 601	Educational Leadership Skills	3
HighEd 610	Administration and Governance in Higher Education	3
HighEd 630	History of Higher Education	3
HighEd 634	Public Policy Issues and Structures in Higher Education	3
HighEd 632	Organizational Analysis of Higher Education Institutions	3
HighEd 611	Access and Equity in Higher Education	3
HighEd 612	Impact of College on Students	3
HighEd 620	Teaching, Learning, and Curriculum in Urban Contexts	3
HighEd 751	Research Methods in Higher Education: Quantitative Analysis	3
HighEd 752	Research Methods in Higher Education: Qualitative Analysis	3
HighEd 753	Research Design in Higher Education	3
HighEd 793	Research Seminar in Higher Education	3
HighEd 692	Capstone in Higher Education	3
HighEd 891	Dissertation Seminar I	3
HighEd 892	Dissertation Seminar II	3
HighEd 899	Dissertation Research	9
	SubTotal # Core Credits Required	54
Elective Course Choices (Total courses required = 2) (attach list of choices if needed)		
HighEd 602	Negotiation and Mediation in Higher Education	3
HighEd 641	Effecting Change in Higher Education: Strategies and Processes	3
HighEd 651	Legal Issues in Higher Education	3
HighEd 652	Finance and Management in Higher Education	3
HighEd 660	Leadership Theory and Practice in Higher Education	3
HighEd 622	Civic Engagement in Higher Education	3
HighEd 696	Independent Study	3
HighEd 797	Special Topics	3
	SubTotal # Elective Credits Required	6
Curriculum Summary		
Total number of courses required for the degree		18

Total credit hours required for degree	60
<i>Prerequisite, Concentration or Other Requirements:</i>	

Program Budget (Attachment B)

UMass New Program Approval Budget											
Template -Page 1											
REVENUE ESTIMATES											<i>Row Notes</i>
	Year 1		Year 2		Year 3		Year 4		Year 5		
	2014		2015		2016		2017		2018		
<i>Full-Time Tuition Rate: In-State</i>	1944		1944		1944		1944		1944		Current in-state Grad. tuition = \$108/credit; assume 18 credits/year for FT students
<i>Full-Time Tuition Rate: Out-State</i>	7326		7326		7326		7326		7326		Current out-of-state Grad. tuition = \$407/credit; assume 18 credits/year for FT students
<i>Mandatory Fees per Student (In-state)</i>	7716		7947		8186		8431		8684		Current in-state grad. Mandatory fee rate = \$428.65/credit (combined mand. fee and ed. operations fee); assume 18 credits/year for FT student; assume 3% increase in fees per year
<i>Mandatory Fees per</i>	11390		11731		12083		12446		12819		Current out-of-state grad. Mandatory fee

Student (out-state)											rate = \$632.75/credit (combined mand. fee and ed. operations fee); assume 18 credits/year for FT student; assume 3% increase in fees per year
FTE # of New Students: In-State	6		5		5		5		5		Assume 8 paying new FTE students in Year 1; 6 paying new FTE students in Year 2; and 8 paying new FTE students in Years 3-5; assume 70% of new FTE students each year are in-state
FTE # of New Students: Out-State	2		2		2		2		2		Assume 8 paying new FTE students in Year 1; 6 paying new FTE students in Year 2; and 8 paying new FTE students in Years 3-5; assume 30% of new FTE students each year are out-of-state

<p><i># of In-State FTE Students transferring in from the institution's existing programs</i></p>		18		11		5					<p>Assume 26 existing and paying students enter the new program in Year 1; assume 16 existing and paying students remain in Year 2; assume 7 existing and paying students remain in Year 3; assume all existing students have completed coursework by Year 4; assume 70% are in-state students and 30% are out-of-state students</p>
<p><i># of Out-State FTE Students transferring in from the institution's existing programs</i></p>		8		5		2					
<p>Tuition and Fees</p>	<p>Newly Generated Revenue</p>	<p>Revenue from existing programs</p>	<p>Newly Generated Revenue</p>	<p>Revenue from existing programs</p>	<p>Newly Generated Revenue</p>	<p>Revenue from existing programs</p>	<p>Newly Generated Revenue</p>	<p>Revenue from existing programs</p>	<p>Newly Generated Revenue</p>	<p>Revenue from existing programs</p>	

<u>First Year Students</u>											
Tuition											
In-State	\$11,664	\$34,992	\$9,720	\$21,384	\$9,720	\$9,720	\$9,720	\$0	\$9,720	\$0	
Out-of-State	\$14,652	\$58,608	\$14,652	\$36,630	\$14,652	\$14,652	\$14,652	\$0	\$14,652	\$0	
Mandatory Fees	\$69,073	\$229,999	\$63,198	\$146,075	\$65,094	\$65,094	\$67,047	\$0	\$69,058	\$0	
<u>Second Year Students</u>											
Tuition											
In-State			\$11,664	\$0	\$9,720	\$0	\$9,720	\$0	\$9,720	\$0	
Out-of-State			\$14,652	\$0	\$14,652	\$0	\$14,652	\$0	\$14,652	\$0	
Mandatory Fees			\$71,145	\$0	\$65,094	\$0	\$67,047	\$0	\$69,058	\$0	
<u>Third Year Students</u>											
Tuition											
In-State					\$11,664	\$0	\$9,720	\$0	\$9,720	\$0	
Out-of-State					\$14,652	\$0	\$14,652	\$0	\$14,652	\$0	
Mandatory Fees					\$73,280	\$0	\$67,047	\$0	\$69,058	\$0	
<u>Fourth Year Students</u>											
Tuition											
In-State							\$11,664	\$0	\$9,720	\$0	
Out-of-State							\$14,652	\$0	\$14,652	\$0	
Mandatory Fees							\$75,478	\$0	\$69,058	\$0	
<u>Fifth Year Students</u>											
Tuition											

In-State									\$0	\$0	
Out-of-State									\$0	\$0	
Mandatory Fees									\$0	\$0	
Gross Tuition and Fees	\$95,389	\$323,599	\$185,032	\$204,089	\$278,528	\$89,466	\$376,051	\$0	\$373,722	\$0	
Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Campus budget allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other Revenues (from revenue sharing agreement with CAPS)	\$0	\$0	\$37,000	\$0	\$80,000	\$0	\$80,000	\$0	\$80,000	\$0	Graduate certificate and Master's degree to be offered online through CAPS; per revenue-sharing agreement, CEHD will receive a portion of revenue generated from program each year
Total	\$95,389	\$323,599	\$222,032	\$204,089	\$358,528	\$89,466	\$456,051	\$0	\$453,722	\$0	

UMass New Program Approval Budget

Template - Page 2

EXPENDITURE ESTIMATES

	Year 1		Year 2		Year 3		Year 4		Year 5		
	2014		2015		2016		2017		2018		Notes
	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	
Personnel Services											
Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Support Staff	\$22,000	\$0	\$22,660	\$0	\$23,340	\$0	\$24,040	\$0	\$24,761	\$0	Assume funding 50% of Admin Assistant's Salary each year; assume 3% salary increase per year
Others	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Fringe Benefits 34%	\$7,480	\$0	\$7,704	\$0	\$7,936	\$0	\$8,174	\$0	\$8,419	\$0	
Total Personnel	\$29,480	\$0	\$30,364	\$0	\$31,275	\$0	\$32,214	\$0	\$33,180	\$0	
Operating Expenses											
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Marketing/Promotional Expenses	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	
Laboratory Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

General Administrative Overhead	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other (colloquia, symposia, etc.)	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	
Total Operating Expenses	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	
Net Student Assistance											
Assistantships	\$34,394	\$55,890	\$101,844	\$57,567	\$141,391	\$59,294	\$145,638	\$61,073	\$150,001	\$62,905	AY14 cost of assistantships is \$15,945 plus \$1,252 for health insurance (total \$17,197 each; per B. Bobek); assume 3% increase per year; program is currently allocated 3.25 assistantships per year; assume 2 new assistantships in Year 1 (total 5.25); assume 3.75 additional assistantships in Year 2 (total 9); assume 2 additional assistantships in Years 3-5 (total 11 each year)
Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Stipends/Scholarships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Student Assistance	\$34,394	\$55,890	\$101,844	\$57,567	\$141,391	\$59,294	\$145,638	\$61,073	\$150,001	\$62,905	

Capital											
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$73,874	\$55,890	\$142,208	\$57,567	\$182,666	\$59,294	\$187,852	\$61,073	\$193,181	\$62,905	
BUDGET SUMMARY OF NEW PROGRAM ONLY											
	Year 1	Year 2	Year 3	Year 4	Year 5						
	2014	2015	2016	2017	2018						
Total of newly generated revenue	\$95,389	\$222,032	\$358,528	\$456,051	\$453,722						
Total of additional resources required for program	\$73,874	\$142,208	\$182,666	\$187,852	\$193,181						
Excess/ (Deficiency)	\$21,515	\$79,823	\$175,862	\$268,200	\$260,540						
Justification of Financial Projections:											

Faculty Form (Attachment C)

Form
Summary of Faculty Who Will Teach in Proposed Program

Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Dee, Jay Ph.D. in Higher Education Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Administration and Governance (C) • Organizational Analysis (C) • Research Seminar (C) 	1 each course	College of Education and Human Development	Full-time	No	• Boston Campus
Franke, Ray Ph.D. in Higher Education Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Research Methods (C) • Finance and Management in Higher Education • Research Design (C) • Dissertation Seminar (C) 	1 each course	College of Education and Human Development	Full-time	No	• Boston Campus
Giles, Dwight Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Sociological Perspectives • Civic Engagement • Teaching, Learning, and Curriculum (C) • Dissertation Seminar (C) 	1 each course	College of Education and Human Development	Full-time	No	• Boston Campus

Parker, Tara Ph.D. in Higher Education Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Access and Equity (C) • Public Policy in Higher Education (C) • Impact of College on Students (C) • Critical Race Theory 	1 each course	College of Education and Human Development	Full-time	No	• Boston Campus
Saltmarsh, John Ph.D. in History Professor and Director of NERCHE	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Teaching, Learning, and Curriculum (C) • Capstone in Higher Education (C) • Leadership Theory and Practice 	1 each course	College of Education and Human Development	Part-time	Director of NERCHE • Full-time role split between NERCHE and program	• Boston Campus
Szelényi, Katalin Ph.D. in Higher Education Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Globalization in Higher Education • History of Higher Education (C) • Research Methods (C) • Dissertation Seminar (C) 	1 each course	College of Education and Human Development	Full-time	No	• Boston Campus
Gabbard, Glenn Ed.D.. in Higher Education Co-Director, NERCHE	<input type="checkbox"/>	<ul style="list-style-type: none"> • Educational Leadership Skills (C) 	1 each course	College of Education and Human Development	Part-time	Co-Director of NERCHE • Full-time at NERCHE	• Boston Campus