

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC-16-09

**COMMITTEE DATE:** December 1, 2015

**BOARD DATE:** December 8, 2015

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**APPLICATION OF THE UNIVERSITY OF MASSACHUSETTS AMHERST TO AWARD THE DOCTOR OF PHILOSOPHY IN EDUCATION**

**MOVED:** The Board of Higher Education hereby approves the application of **University of Massachusetts Amherst** to award the **Doctor of Philosophy in Education**.

Upon graduating the first class for this program, 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: Winifred M. Hagan, Ed.D., Interim Deputy Commissioner for Academic Affairs and Student Success

## **BOARD OF HIGHER EDUCATION**

**December 2015**

### **University of Massachusetts Amherst Doctor of Philosophy in Education**

#### **INTENT AND MISSION**

The University's mission is to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world. The contemporary expression of this historic mission is most clearly articulated in the campus's 2013 strategic planning document *Innovation and Impact: Renewing the Promise of the Public Research University*. UMA's vision is that the institution's research and programs in graduate education are the core drivers of its impact.

The proposed Ph.D. program in Education will replace the existing Ed.D. program, and conform to what UMA finds to be more common practice in the field. The UMA College of Education has established Ph.D. guidelines and requirements to include a comprehensive exam and dissertation.

It is intended that the proposed curriculum will enable students to design and conduct research on critical problems in educational settings; apply the relevant content, theoretical, research-based, and practical knowledge, that address problems facing school districts and institutions of higher education; apply social justice-oriented frameworks as scholars, researchers and teachers; and develop leaders in a variety of educational positions.

It is expected that graduates will demonstrate a familiarity with and the ability to think critically and analytically about issues, research, theory, policy, and practice with deep understanding of various disciplinary and theoretical approaches; apply a wider range of quantitative, qualitative and mixed methodologies in the design and implementation of research that addresses complex problems in education; and successfully compete for positions as in a variety of educational settings such as faculty members at colleges and universities, research positions, and various P-12 positions in the United States and internationally.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts, Board of Trustees on June 17, 2015. The required letter of intent was circulated on November 10, 2014. One comment was received from Greenfield Community College.

#### **NEED AND DEMAND**

##### *National and State Labor Market Outlook*

The types of positions for which our graduates will be prepared include:

- Faculty positions in higher education (community colleges, public colleges and universities, private colleges and universities)

- Administrative positions in higher education
- Research positions in educational corporations such as ETS, Pearson, etc.
- Research and policy positions located in school districts and state departments of education
- Research and policy positions in non-governmental agencies

Historical placement of the College's doctoral alumni in the positions outlined above is exceptionally strong. Earning the Ph.D. is expected to increase the competitive advantage of graduates.

Data from US Bureau of Labor Statistics projects 15% growth in positions for postsecondary teachers in education and 15% growth in positions for postsecondary teachers in the social science disciplines for which graduates will be prepared. In addition, the American Association of Community Colleges (AACC) in a 2012 report identified a critical national shortage in qualified individuals to serve as academic and administrative leaders, with 75% of community college presidents planning on retiring within ten years and a shortage of qualified candidates with the credentials and experience to "hit the ground running" when assuming these key leadership positions.

The Massachusetts Executive Office of Labor and Workforce Development projects 12 to 13% growth in postsecondary teaching positions in the education and social science-related disciplines for which graduates will be prepared. In addition, the growth projection for Massachusetts, provided by the US Bureau of Labor Statistics for postsecondary educational administrators, is 13.4%.

Some alumni are already working as faculty and administrators in Massachusetts community colleges, public colleges and universities and private colleges and universities and the College projects that its graduates who earn the Ph.D. will be even more competitive for these positions. For example, assessment by the Commonwealth's Community College Leadership Academy (CCLA) indicates that there is a critical need in Massachusetts to fill senior leadership positions throughout the state as Massachusetts has the same looming leadership crisis that has been identified nationally by AACC.

### *Student Demand*

UMA reports that the existing Ed.D. program receives approximately 200 applications per year, enrolling around 50 new students annually. Although applications have remained steady, acceptance and yield rates have declined. The College believes that the drop in yield rate is related to offering the Ed.D. rather than the more standard Ph.D. UMA anticipates that the College of Education will receive more applications if the Ph.D. program is approved.

## **OVERVIEW OF PROPOSED PROGRAM**

UMA began to offer an Ed.D. in Education in 1963, as a research doctorate, requiring students to demonstrate competence in research methods rather than in a foreign language. National practices in education degree awards have since moved toward the Ph.D. for the research doctorate and the Ed.D. for the clinical practice doctorate. This trend accelerated with the Carnegie Project on the Education Doctorate (CPED), which

since 2007 has led a consortium of fifty institutions in distinguishing between the research doctorate (Ph.D.) and a clinical practice doctorate (Ed.D.). The purpose of the CPED is to collaboratively redesign the Ed.D. such that it is a stronger and more relevant degree for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges, as well as for the learning organizations that support them. UMA reports that the national shift to the Ph.D. as the designation for research doctorates in education has increased the number of other institutions within Massachusetts that offer the Ph.D. in Education.

If the program is approved, it is planned that the process of discontinuing the existing Ed.D. and beginning the new Ph.D. will occur in two phases:

1. Phase 1: Admission to the Ed.D. program will be discontinued.
2. Phase 2: Applications and admission to the new Ph.D. program will begin.  
Currently enrolled Ed.D. students will be notified of the options and requirements for transfer to the Ph.D. or for completion of the Ed.D.

### *Duplication*

UMass Amherst is the only comprehensive public campus in the Commonwealth with a Carnegie classification of very high research productivity (RU/VH) and the UMass Amherst College of Education is the only public College of Education consistently rated in Top 50 by *US News and World Report*. The program will afford citizens of the Commonwealth access to a public alternative to private universities (RU/VH) offering the Ph.D. in Education.

UMass Boston offers a Ph.D. in Higher Education Administration and in Early Childhood Education. UMass Dartmouth offers a Ph.D. in Educational Leadership. UMass Lowell offers an Education Ph.D. in Leadership in Schools, Language Arts & Literacy, and Mathematics and Science. Boston College, Boston University, Harvard University, and Tufts University offer various versions of a Ph.D. in Education such as Leadership, Administration, STEM, etc.

## **ACADEMIC AND RELATED MATTERS**

### *Admission*

It is planned that applicants will be evaluated on the basis of a graduate school application and an admissions personal statement that describes the applicant's educational and professional background and interest in pursuing a doctoral degree in the specific concentration, which will also serve as a writing sample. Applicants will be required to submit 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 and the applicant's potential for doctoral work; a current resume or curriculum vitae and certain concentrations will require Graduate Record Examination (GRE) scores. UMA plans that a limited number of course credits may be transferred from a UMA master's program, provided the Graduate Program Director recommends it to the Graduate Dean and that recommendation is approved.

### Program Enrollment Projection

Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5*
New Full-Time	22	22	22	22	22
Continuing Full-Time	100	97	94	91	88
New Part-Time	10	10	10	10	10
Continuing Part-Time	130	120	110	100	90
<b>Totals</b>	262	249	236	223	210

\* Year 1 includes anticipated transfers from the Ed.D. program

UMA indicates that enrollment projections assume greater emphasis on recruitment of full-time students, increased selectivity, and improved funding to ensure higher rate of completion and shorter time to degree.

#### *Curriculum (Attachment A)*

It is anticipated that the Ph.D. will be organized into eight concentrations: Educational Policy and Leadership; Research, Educational Measurement & Psychometrics; Social Justice Education; Special Education; Children, Families, and Schools; Language, Literacy and Culture; Mathematics, Science, and Learning Technologies; and Teacher Education and School Improvement. All of the concentrations have updated their proposed curricula to reflect the Ph.D. guidelines and requirements. It is planned that required coursework will be followed by comprehensive examinations. Subsequent to this, students will be expected to form dissertation committees, seek approval of a prospectus, conduct rigorous research, and write and defend a doctoral dissertation that is an original contribution to knowledge.

#### *Internships or Field Studies*

During FY14, the College of Education funded 86 FTE graduate assistantships and other departments in the university funded an additional 110 FTE graduate students in the College of Education. Type of assistantships include externally grant-funded research assistantships, internal grant programs supporting faculty with research assistantships, research assistantships with local school districts (Springfield and Holyoke) and local educational corporations (Pearson), and teaching assistants funded by the College's instructional budget. There are also existing grant-funded internships with various state education agencies (e.g., Massachusetts, Connecticut, Maine, and New York), national agencies (e.g., US Department of Education) and non-profit corporations (e.g., ETS,

College Board). Internships, research assistants and teaching assistant serve as critical apprenticeship for Ph.D. students since these opportunities help them develop skills they will employ throughout their career and will be available to Ph.D. students as the College phases out Ed.D. The Ph.D. will not require additional resources.

## **RESOURCES AND BUDGET**

### *Fiscal (Attachment B)*

It is intended that by shifting from the Ed.D. program to the proposed Ph.D. program, the size, scope, revenues and operating expenses will remain constant. No additional operating expenses are expected and no additional tuition and fees will be received. The College of Education operates with financial resources from the campus budget allocation, grants and contracts, gifts to the College, and revenues including those from the Continuing and Professional Education division. It is anticipated that these resources will be sufficient to fund expenditures that are already supporting the doctoral program through categories of personnel, operating expenses, student assistance, and capital expenses. Marketing expenses are not expected to increase.

### *Faculty and Administration (Attachment C)*

Current faculty resources are planned to be sufficient for implementing the proposed program. In the 2014-2015 academic year, there are 61 full-time tenured/tenure-track faculty in the College of Education with active programs of research. During 2011-2013 faculty published 18 books, 54 book chapters and 131 refereed journal articles. In FY 2011-FY2013 faculty were awarded more than \$37 million dollars in contracts and grants from federal agencies, state government and philanthropic foundations. It is also planned that existing staff resources will be sufficient for implementing the proposed program. There are three full-time staff providing administrative support to the Associate Dean for Academic Affairs/Graduate Program Director, a Graduate Program Coordinator, Curriculum Coordinator and Academic Affairs Coordinator. In total, there are 21 full-time administrative staff in the College of Education.

### *Facilities, Library and Information Technologies*

UMass Amherst's libraries' mission statement indicates that "As a gateway to knowledge, the Libraries are a key partner in teaching, learning, and research at UMass Amherst. Supporting freedom of inquiry, the Libraries foster a diverse and inclusive environment in which to engage with ideas and acquire the critical skills necessary for life-long learning. By combining the latest information technology with excellent public service, the staff guides and maintains a rich information environment, facilitates access to it, and creates a hub of campus and community scholarly activity." The Libraries subscribe to more than 300 databases, such as *Lexis Nexis Academic Universe*, and *ISI Web of Science*, with indexing and full-content access to journal and newspaper articles, reference materials, primary documents, and images. The Libraries also provide access to more than 80,000 electronic journals, which can be browsed individually or searched collectively through databases. Most e-resources can be accessed from off-campus computers by using a student's UMass OIT NETID. There is a Five College Libraries Catalog in which all library holdings at UMass Amherst, Amherst College, Hampshire

College, Mount Holyoke College, and Smith College can be searched in the Five College Libraries Catalog and books can be requested for delivery to the home institution. Through the Academic Liaison Program the College of Education is assigned a librarian as a resource to faculty and students. The Libraries also have numerous resources including RefWorks, a citation management tool that collects, stores, and organizes citations; UMA WorldCat, a single search discovery tool to identify, retrieve, and request a wide range of resources; subject guides, which are an A-to-Z listing of library resources by subject; Interlibrary Loan and Document Delivery service for current students; Electronic Reserves service, through which a myriad of reserve materials may be hosted on the Libraries' reserve system; and Print and Media Reserves.

### *Affiliations and Partnerships*

The UMA College of Education has a number of long standing and recent partnerships that provide valuable research and work experiences for students. These include:

- Educational Testing Services – consistent, on-going funding through gifts and contracts. More than \$2 million in funded research assistantships provided over the last three years primarily situated in the Research, Educational Measurement and Psychometrics concentration.
- USAID – consistent, on-going funding through contacts. More than \$55 million over the past ten years, providing a substantial number of assistantships primarily to the Educational Leadership and Policy concentration.
- National Science Foundation – consistent on-going funding through grants for more than 20 years; the funding has increased dramatically with more than \$12 million over the last eight years, providing a substantial number of research and outreach experiences and assistantships primarily to the Math, Science and Learning Technologies concentration.
- MA Department of Youth Services – In recent years, the College of Education, largely through the efforts of faculty in Special Education, has worked with local agencies to strengthen educational opportunities for at-risk and incarcerated youth, also providing research and outreach experiences for graduate students.
- Urban Education initiative – Through its urban education initiative, the UMass Amherst College of Education, has expanded previous partnerships and created new partnerships with Springfield and Holyoke, providing research and outreach experiences primarily to the Language, Literacy and Culture, Teacher Education and School Improvement, and Social Justice Education concentrations.
- Community College Leadership Academy (CCLA) – The College of Education has been involved for 12 years with the President's Council of the Massachusetts Community College system to facilitate the state-wide CCLA that provides aspiring community college leaders with leadership training and opportunities to earn graduate credit.

### **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

An external review of the proposed program was conducted by Dr. Marcy Driscoll, Dean of Education at Florida State University, Dr. Kurt Geisinger, Director of the Buros Center for Testing at the University of Nebraska-Lincoln, and Dr. Fayneese Miller, Dean of the College of Education and Social Services at the University of Vermont. Documents were reviewed prior to the visit. Interviews took place on March 29-30, 2015 during the site

visit and included the Provost and Dean of Graduate School, the Dean of the College of Education, associate deans, department chairs, and faculty and student representatives of the doctoral concentrations.

The reviewers found the College of Education at UMA to have a sufficient number of highly productive and nationally recognized faculty members to deliver a high quality Ph.D. program that is strong in research and highly competitive in attracting top candidates for graduate enrollment. They noted UMA's role as a founding institution of the Carnegie Project on the Education Doctorate, and the significance of distinguishing between practice-oriented doctoral programs and those that are research-oriented. The reviewers also found that converting to the Ph.D. is likely to raise the level of visibility of the program and attract doctoral candidates and emerging scholars seeking academic employment. Recommendations from the team included adding additional research courses in the curriculum; posting of admission criteria on the web site linked to the graduate school and tracking applicant demographics; and developing a plan to assess program effectiveness.

UMA responded in agreement of the assessment of the proposal noting that much was learned from the review process. A minimum of 12 credits (4 courses) of research methods will be required to meet the research competency. Each concentration or department will establish requirements for meeting the competencies with the stipulation that two of these courses must include quantitative methods. The website was updated so that admissions criteria are displayed with a link to the Graduate School; the program will continue to monitor admissions activity and demographic trends in the applicant and admissions pools. The assessment plan was revised to include increasing selectivity, both in terms of percentage of applicants accepted and in terms of characteristics of the applicants accepted (GPA, test scores) and the percentage of full-time enrolled students. The doctoral student-to-faculty ratio and time to degree were decreased.

## **STAFF ANALYSIS AND RECOMMENDATION**

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

**ATTACHMENT A: CURRICULUM**

**Educational Policy & Leadership:  
Specializations: Educational Leadership (EL), Higher Education (HE),  
International Education (IE)**

<p><i>Total # of courses required = 6 EPL, 8 specialization = 14</i>  <i>Total # of course credits required = 42</i>  <i>Total # of dissertation credits required = 12</i>  <i>Total credits required = 54</i></p>		
<b>Required for all Educational Policy &amp; Leadership Specializations</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC 739 <sup>1</sup>	Introduction to Inquiry	<b>3</b>
<b>Research Courses – 3 courses required (minimum in addition to EDUC 739)</b>		<b>9</b>
EDUC 555	Introduction to Statistics and Computer Analysis I	3
EDUC 619	Qualitative Research Methods in Education	3
EDUC 641	Student Life Research: Assessing Undergraduates' Experiences, Attitudes and Behaviors	3
EDUC 656 <sup>2</sup>	Introduction to Statistics and Computer Analysis II	3
EDUC 661	Educational Research Methods I	3
EDUC 671	Survey Research Methods	3
EDUC 652	Mixed Methods Research	3
EDUC 717 <sup>3</sup>	Research in Higher Education	3
EDUC 718	Action Research in Schools	3
EDUC 721 <sup>4</sup>	Research Methods in International Education	3
EDUC 794D	Discourse Analysis	3
EDUC 797A <sup>5</sup>	Qualitative Data Analysis	3
EDUC 771 <sup>6</sup>	Applied Multivariate Statistics I	3
<b>Varieties of Social Thought Core Area – 1 course required</b>		<b>3</b>
EDUC 622	Theories of Educational Equity	3
EDUC 626	Social Theories in Education	3
EDUC 881	Comparative Education	3
<b>Leadership &amp; Management Core Area – 1 course required</b>		<b>3</b>
EDUC 615O	Project Management and Implementation	3
EDUC 634	Strategies for Institutional Change I	3
EDUC 804	Cultural Perspectives on Educational Management	3
	<b>Dissertation credits</b>	<b>12</b>

	Educational Policy & Leadership Subtotal # Core Credits Required	<b>30</b>
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<b>Educational Leadership Specialization</b>		
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<b>Educational Leadership Core Courses (Total courses required = 3)</b>		
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EDUC 633	Education and Public Policy	3
EDUC 646	Leadership for Curriculum and Instruction	3
EDUC 726	Introduction to School Leadership	3
	Educational Leadership Subtotal # Core Credits Required	<b>9</b>

<b>Educational Leadership Elective Courses (Total courses required = 5)</b>		
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EDUC 618	Law for School Leaders	3
EDUC 665	Organization for Curriculum Development: Basic Principles in Curriculum and Instruction	3
EDUC 686	Making Sense of School Data	3
EDUC 781	Politics of Education	3
EDUC 733	Seminar in International Education	3
EDUC 862	Educational Planning and Evaluation	3
	Elective from Isenberg School of Management	3
	Educational Leadership Subtotal # Elective Credits Required	<b>15</b>

<b>Higher Education Specialization</b>		
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<b>Higher Education Core Courses (Total core courses required = 4)</b>		
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EDUC 717	Research in Higher Education	3
EDUC 763	Doctoral Seminar in Higher Education I	3
EDUC 764	Doctoral Seminar in Higher Education II	3
	Elective outside the College of Education – 1	3
	Higher Education Subtotal # Core Credits Required	<b>12</b>

<b>Higher Education Elective Courses (Total courses required = 4)</b>		
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EDUC 621	Managing in Higher Education	3
EDUC 621A <sup>7</sup>	Higher Education Finance Policy	3
EDUC 617	Law and Higher Education	3
EDUC 621B <sup>7</sup>	Race, Class, and Gender in Higher Education	3
EDUC 674	Leading Higher Education	3
EDUC 683	Women in Higher Education	3
EDUC 723	Organizing Higher Education	3

EDUC 844	History of Higher Education in America	3
EDUC 689	The Academic Profession	3
	Higher Education Subtotal # Elective Credits Required	<b>12</b>
<b>International Education Specialization</b>		
<b>International Education Core Courses (Total core courses required = 2)</b>		
EDUC 721	Research Methods in International Education	3
EDUC 733	Seminar in International Education	3
	International Education Subtotal # Core Credits Required	<b>6</b>
<b>International Education Elective Courses (Total courses required = 6)</b>		
EDUC 623	Project Planning and Proposal Development in International Education	3
EDUC 629	Policy Issues in International Education	3
EDUC 635	Issues in Literacy Program Development	3
EDUC 649	Training for Nonformal Education	3
EDUC 678	Cultural Studies and International Development	3
EDUC 719	Theory and Practice of Nonformal Education	3
EDUC 720	Theories of International Development for Educators	3
EDUC 740	Monitoring and Evaluation in International Contexts	3
EDUC 752	Gender Issues in International Education	3
EDUC 782	Teacher Education in Developing Countries	3
EDUC 881	Comparative Education	3
	International Education Subtotal # Elective Credits Required	<b>18</b>
<b>Curriculum Summary</b>		
Total number of courses required for the degree		<b>14 courses (42 credits) plus 12 dissertation credits</b>
Total credit hours required for degree		<b>54</b>
<b>Prerequisite, Concentration or Other Requirements:</b>		
<sup>1</sup> Required of all in-coming EPL students; counts as a research methods course <sup>2</sup> Prerequisite EDUC 555 <sup>3</sup> Required for the Higher Education specialization <sup>4</sup> Required for the International Education specialization <sup>5</sup> Prerequisite EDUC 619 <sup>6</sup> Prerequisite EDUC 656 <sup>7</sup> Permanent course number		

**Graduate Program Curriculum Outline  
Concentration: Language, Literacy, and Culture (LLC)**

Major Required (Core) Courses (Total # of courses required = 6)		
Course Number	Course Title	Credit Hours
<b>Foundation Core</b>	<b>1 course required</b>	<b>3</b>
EDUC 792M	Seminar in Language	3
<b>Reading Research Core</b>	<b>3 courses required</b>	<b>9</b>
EDUC 696I	Independent Study: Reading in Language, Literacy, and Culture	3 - 9
EDUC 734 <sup>1</sup>	Understanding Research in Language, Literacy and Culture	3
EDUC 795A	Review of the Literature	3
<b>Research &amp; Writing Core</b>	<b>2 courses required</b>	<b>6</b>
EDUC 815 <sup>1</sup>	Researching Language, Literacy and Culture in Education: Ethnographic Perspectives (two semesters)	6
EDUC 691D <sup>1</sup>	Writing for Publication	3
	<b>Subtotal #Core Credits Required</b>	<b>18</b>
<b>Specialization Electives</b>	<b>3 course required</b>	<b>9</b>
EDUC 709	Seminar on Reading	3
EDUC 791G	Children's Literature: Critical Multicultural Analysis	3
EDUC 791Z	Seminar in Learning and Teaching Across Contexts	3
EDUC 792A	Research Search in Bilingualism and Society	3
EDUC 793P	Seminar on Literacy	3
EDUC 797T	Seminar in Writing	3
EDUC 767	Researching New Literacies: Multimodal Media Production and Social Justice	3
EDUC 892P	Seminar in Multicultural Education	3
EDUC 615S	Language and Literacy Policy	3
EDUC 615L	Seminar on Crosscultural Communication	3
EDUC 794D	Discourse Analysis	3
<b>Specialization Electives<sup>2</sup></b>	<b>4 courses required</b>	<b>12</b>
	<b>Subtotal #Elective Credits Required</b>	<b>21</b>
<b>Curriculum Summary</b>		
Total number of courses required for the degree		13 courses plus 15 dissertation

	credits
Total credit hours required for degree	54
<b><i>Prerequisite, Concentration or Other Requirements:</i></b>	
<sup>1</sup> These courses meet the requirement of 4 research courses. <sup>2</sup> Students are required to take 4 elective courses that meet their professional goals and encouraged to take these courses from departments outside of the College.	

**ATTACHMENT B: BUDGET**

UMass New Program Approval Budget  
 Campus: University of Massachusetts Amherst  
 Program: Ph.D. in Education

**REVENUE ESTIMATES**

	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
<i>Full-Time Tuition Rate: In-State</i>	\$1,980	\$1,980	\$1,980	\$1,980	\$1,980
<i>Full-Time Tuition Rate: Out-of-State</i>	\$7,452	\$7,676	\$7,906	\$8,143	\$8,387
<i>Mandatory Fees per Student (In-state)</i>	\$9,528	\$9,814	\$10,108	\$10,412	\$10,724
<i>Mandatory Fees per Student (Out-of-State)</i>	\$16,726	\$17,228	\$17,745	\$18,277	\$18,825
<i>FTE # of New Students: In-State</i>	13	13	13	13	13
<i>FTE # of New Students: Out-of-State</i>	14	14	14	14	14
<i># of In-State FTE Students transferring in from the institution's existing programs</i>	Transferring from Ed.D to Ph.D. 120				
<i># of Out-of-State FTE Students transferring in from the institution's existing programs</i>	74				

	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
<b>Tuition and Fees</b>										
<b>First Year Students</b>										
Tuition										
In-State	\$25,740	\$237,600	\$25,740	\$0	\$25,740	\$0	\$25,740	\$0	\$25,740	\$0
Out-of-State	\$104,328	\$551,448	\$107,458	\$0	\$110,682	\$0	\$114,002	\$0	\$117,422	\$0
Mandatory Fees	\$358,028	\$2,381,084	\$368,769	\$0	\$379,832	\$0	\$391,227	\$0	\$402,964	\$0
<b>Second Year Students</b>										
Tuition										
In-State			\$25,740	\$237,600	\$25,740	\$0	\$25,740	\$0	\$25,740	\$0
Out-of-State			\$107,458	\$567,991	\$110,682	\$0	\$114,002	\$0	\$117,422	\$0
Mandatory Fees			\$368,769	\$2,452,517	\$379,832	\$0	\$391,227	\$0	\$402,964	\$0

<b>Third Year Students</b>											
Tuition											
In-State											
						\$25,740	\$237,600	\$25,740	\$0	\$25,740	\$0
Out-of-State											
						\$110,682	\$585,031	\$114,002	\$0	\$117,422	\$0
Mandatory Fees											
						\$379,832	\$2,526,092	\$391,227	\$0	\$402,964	\$0
<b>Fourth Year Students</b>											
Tuition											
In-State											
								\$25,740	\$237,600	\$25,740	\$0

**UMass New Program Approval  
Budget**

**Campus: University of  
Massachusetts Amherst**

**Program: Ph.D. in Education**

**EXPENDITURE ESTIMATES**

	Year 1 2016		Year 2 2017		Year 3 2018		Year 4 2019		Year 5 2020	
	New Expendit ures required for Program	Expendit ures from current resource s								
<b>Personnel Services</b>										
Faculty (associated with doctoral program)	\$0	\$1,146,954	\$0	\$1,526,268	\$0	\$1,755,209	\$0	\$1,816,641	\$0	\$1,880,223
Administrators (deans, directors, department chairs)	\$0	\$251,030	\$0	\$334,050	\$0	\$384,157	\$0	\$397,603	\$0	\$411,519
Support Staff (funded by College of Education)	\$0	\$257,123	\$0	\$342,157	\$0	\$393,481	\$0	\$407,253	\$0	\$421,507
Others	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits 1.71%	\$0	\$28,302	\$0	\$37,662	\$0	\$43,312	\$0	\$44,828	\$0	\$46,397
<b>Total Personnel</b>	<b>\$0</b>	<b>\$1,683,410</b>	<b>\$0</b>	<b>\$2,240,138</b>	<b>\$0</b>	<b>\$2,576,158</b>	<b>\$0</b>	<b>\$2,666,324</b>	<b>\$0</b>	<b>\$2,759,645</b>
<b>Operating Expenses</b>										
Supplies	\$0	\$32,479	\$0	\$32,966	\$0	\$33,461	\$0	\$35,167	\$0	\$36,961
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing/Promotional Expenses	\$0	\$1,329	\$0	\$1,349	\$0	\$1,369	\$0	\$1,439	\$0	\$1,512

	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Administrative Overhead	\$0	\$161,723	\$0	\$164,149	\$0	\$166,611	\$0	\$175,108	\$0	\$184,039
Other (specify) - Indirect	\$0	\$14,714	\$0	\$14,935	\$0	\$15,159	\$0	\$15,932	\$0	\$16,744
<b>Total Operating Expenses</b>	<b>\$0</b>	<b>\$210,245</b>	<b>\$0</b>	<b>\$213,399</b>	<b>\$0</b>	<b>\$216,600</b>	<b>\$0</b>	<b>\$227,646</b>	<b>\$0</b>	<b>\$239,256</b>
<b>Net Student Assistance</b>										
Assistantships	\$0	\$823,945	\$0	\$852,783	\$0	\$882,630	\$0	\$913,523	\$0	\$945,496
Fellowships	\$0	\$145,000	\$0	\$150,075	\$0	\$155,328	\$0	\$160,764	\$0	\$166,391
Stipends/Scholarships	\$0	\$62,100	\$0	\$64,274	\$0	\$66,523	\$0	\$68,851	\$0	\$71,261
<b>Total Student Assistance</b>	<b>\$0</b>	<b>\$1,031,045</b>	<b>\$0</b>	<b>\$1,067,132</b>	<b>\$0</b>	<b>\$1,104,481</b>	<b>\$0</b>	<b>\$1,143,138</b>	<b>\$0</b>	<b>\$1,183,148</b>
<b>Capital</b>										
Facilities / Campus recharges	\$0	\$2,604	\$0	\$2,643	\$0	\$2,683	\$0	\$2,723	\$0	\$2,764
Equipment	\$0	\$15,499	\$0	\$15,731	\$0	\$15,967	\$0	\$16,207	\$0	\$16,450
Other	\$0	\$5,164	\$0	\$5,241	\$0	\$5,320	\$0	\$5,400	\$0	\$5,481

**ATTACHMENT C: FACULTY**

Faculty Form							
Summary of Faculty Who Will Teach in Proposed Program							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught	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
Austin, Theresa Y. Ph.D. in Education; Professor	<input checked="" type="checkbox"/>	EDUC 615S, Language and Literacy Policy EDUC 734, Understanding Research in Language, Literacy and Culture EDUC 792A, Research Seminar in Bilingualism and Society EDUC 792M, Seminar on Language	(1)	EDUCATION	Full-time	No	Amherst
Axelrod, Ysaaca Ed.D. in Early Childhood Education; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
Barnes, Benita Ph.D.in Higher, Adult, and Lifelong Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 621B, Race, Class and Gender in Higher Education EDUC 764, Doctoral Seminar in Higher Education II EDUC 683, Women in Higher Education	(1)	EDUCATION	Full-time	No	Amherst
Berger, Joseph B. Ph.D.in Education and Human Development; Professor and Associate Dean for Research and Engagement	<input checked="" type="checkbox"/>	EDUC 674, Leading Higher Education Associate Dean for Research and Engagement	(1)	EDUCATION	Full-time	No	Amherst

Boscardin, Mary Lynn Ph.D.in Educational Administration; Professor and Department Chair Student Development	<input checked="" type="checkbox"/>	EDUC 669, Policy and Legal Perspectives in Special Education EDUC 696P, Independent Study - College Teaching in Special Education EDUC 808, Program Planning, Implementation and Evaluation in Special Education EDUC 880, Current Issues Facing Special Education Administrators EDUC 653, Collaborative and Integrative Teaching Strategies in Special Education EDUC 760, Special Education Organization and Management Department Chair Student Development	(1)	EDUCATION	Full-time	No	Amherst
Botelho, Maria Jose Ed.D. in Language, Literacy, and Culture; Assistant Professor	<input type="checkbox"/>	EDUC 815, Researching Language, Literacy and Culture in Education: Ethnographic Perspectives EDUC 793P, Seminar on Literacy	(1)	EDUCATION	Full-time	No	Amherst
Carey, John C. Ph.D.in Counselor Education; Ph.D.in Physiological Psychology Professor	<input checked="" type="checkbox"/>		(1)	EDUCATION	Full-time	No	Amherst

Davis, Kathleen S. Ph.D.in Instruction and Curriculum - Science Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 704, Issues of Gender in Science and Science Education	(1)	EDUCATION	Full-time	No	Amherst
Dimmitt, Catherine Ph.D.in Counseling Psychology; Associate Professor	<input checked="" type="checkbox"/>		(1)	EDUCATION	Full-time	No	Amherst
Earnest, Darrell Ph.D.in Education; Assistant Professor	<input type="checkbox"/>	EDUC 673, Advanced Child Development	(1)	EDUCATION	Full-time	No	Amherst
Eiseman, Jeffrey W. Ph.D.in Social Psychology and Education; Associate Professor	<input checked="" type="checkbox"/>		(1)	EDUCATION	Full-time	No	Amherst
Elliott, Portia C. Ed.D. in Mathematics Education; Professor	<input checked="" type="checkbox"/>		(1)	EDUCATION	Full-time	No	Amherst
Evans, David R. Ph.D.in International Development Education; Professor	<input checked="" type="checkbox"/>	EDUC 733, Seminar in International Education EDUC 782, Teacher Education in Developing Countries EDUC 720, Theories of International Development for Educators EDUC 719, Theory and Practice of Nonformal Education	(1)	EDUCATION	Full-time	No	Amherst

Fefer, Sarah Ph.D.in School Psychology; Assistant Professor	<input type="checkbox"/>	EDUC 685, Developmental Psychopathology	(1)	EDUCATION	Full-time	No	Amherst
Francisco, John Ph.D.in Mathematics Education; Assistant Professor	<input type="checkbox"/>	EDUC 710, Seminar in Mathematics Education	(1)	EDUCATION	Full-time	No	Amherst
Galman, Sally Ph.D.in Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 608, Classroom Management for Elementary and Early Childhood Educators EDUC 795G, Anthropology of Childhood EDUC 797A, Qualitative Data Analysis HUMDEV 791B, Research in Early Childhood Education and Family Studies EDUC 619, Qualitative Research Methods in Education	(1)	EDUCATION	Full-time	No	Amherst
Gebhard, Margaret Ph.D.in Education in Language, Literacy, and Culture; Associate Professor	<input checked="" type="checkbox"/>	EDUC 794D, Discourse Analysis EDUC 722, Research on Teacher Education	(1)	EDUCATION	Full-time	No	Amherst
Green, Keisha Ph.D.in Language, Literacy, and Culture; Assistant Professor	<input type="checkbox"/>	EDUC 755, Curriculum, Methods and Programs in Urban Education	(1)	EDUCATION	Full-time	No	Amherst
Griffin, Linda Ph.D.in Sport Pedagogy; Professor and Associate Dean for Academic Affairs	<input checked="" type="checkbox"/>	EDUC 791A, Retrieval & Review EDUC 619, Qualitative Research Methods in Education Associate Dean for	(1)	EDUCATION	Full-time	No	Amherst

		Academic Affairs					
Griffith, Catherine Ph.D.in Counselor Psychology; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
Hambleton, Ronald K. Ph.D.in Psychometric Methods; Distinguished Professor	<input checked="" type="checkbox"/>	EDUC 632, Principles of Educational and Psychological Testing EDUC 891N, Advanced Psychometric Methods I EDUC 736, Advanced Theory and Practice of Testing II EDUC 794E, Advances in Item Response Theory EDUC 735, Advanced Theory and Practice of Testing I EDUC 756, Advanced Measurement Seminar	(1)	EDUCATION	Full-time	No	Amherst
Hamilton, Claire Ph.D.in Educational Psychology/ Developmental Studies; Associate Professor and Department Chair Teacher Education and Curriculum Studies	<input checked="" type="checkbox"/>	EDUC 697R, Contemporary Issues in Childhood Education Department Chair Teacher Education and Curriculum Studies	(1)	EDUCATION	Full-time	No	Amherst

Hintze, John M. Ph.D.in School Psychology; Professor	<input checked="" type="checkbox"/>	EDUC 663, Single- Subject Research Design in School Psychology EDUC 871, Design and Evaluation of Education Programs EDUC 697M, Special Topics in School Psychology; EDUC 628, Prevention and School Psychology: Foundations, Methods, and Applications	(1)	EDUCATION	Full-time	No	Amherst
Hudson, Katherine Ed.D. in Higher Education Administration; Lecturer	<input type="checkbox"/>	EDUC 621, Managing Higher Education EDUC 674, Leading Higher Education EDUC 723, Organizing Higher Education	(1)	EDUCATION	Full-time	No	Amherst
Irizarry, Jason Ed.D. in Language, Literacy, and Culture; Associate Professor and Director of Urban Education	<input checked="" type="checkbox"/>	Director of Urban Education	(1)	EDUCATION	Full-time	No	Amherst
Ives, Denise Ph.D.in Curriculum, Teaching, and Education Policy; Assistant Professor	<input type="checkbox"/>	EDUC 815, Researching Language, Literacy and Culture in Education: Ethnographic Perspectives	(1)	EDUCATION	Full-time	No	Amherst
Jocson, Korina Ph.D.Education; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
Kamat, Sangeeta Ph.D.in Social and Comparative Analysis of Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 626, Social Theories in Education	(1)	EDUCATION	Full-time	No	Amherst

Keller, Lisa Ed.D. in Research and Evaluation Methods; Associate Professor	<input checked="" type="checkbox"/>	EDUC 707, Generalizability Theory: Principles and Applications EDUC 771, Applied Multivariate Statistics I EDUC 656, Introduction to Statistics and Computer Analysis II EDUC 772, Applied Multivariate Statistics II EDUC 747, Programming for Psychometric and Statistical Modeling	(1)	EDUCATION	Full-time	No	Amherst
Kimball, Ezekiel Ph.D in Higher Education; Assistant Professor	<input type="checkbox"/>	EDUC 601, College Student Development Theory EDUC 763, Doctoral Seminar in Higher Education I EDUC 619, Qualitative Research Methods in Education EDUC 844, History of Higher Education in America	(1)	EDUCATION	Full-time	No	Amherst
Krezmien, Michael Ph.D.in Special Education; Assistant Professor	<input type="checkbox"/>	EDUC 692F, Behavior and Disability: Etiologies EDUC 647, Methods and Materials in Special Education EDUC 892D, Seminar, Prof Seminar in Special Education EDUC 822, Seminar in Special Education Research	(1)	EDUCATION	Full-time	No	Amherst

Lapan, Richard Ph.D.in Counseling Psychology; Professor	<input checked="" type="checkbox"/>		(1)	EDUCATION	Full-time	No	Amherst
Lauterbach, Alexandra Ph.D.in Special Education; Assistant Professor	<input type="checkbox"/>	EDUC 660, Language and Literacy Instruction for Students with Disabilities EDUC 679, Assessment of Special Needs Children and Youth EDUC 668, Learning Disabilities in Children and Youth	(1)	EDUCATION	Full-time	No	Amherst
Madden, Sandra Ph.D.in Mathematics Education; Assistant Professor	<input type="checkbox"/>	EDUC 790A, Mathematics Curriculum Issues and Trends EDUC 711, Recent Developments in Secondary Mathematics	(1)	EDUCATION	Full-time	No	Amherst
Marcotte, Amanda Ph.D.in School Psychology; Assistant Professor	<input type="checkbox"/>	EDUC 794I, Interventions for Achievement and Behavior Problems	(1)	EDUCATION	Full-time	No	Amherst
Martinez, Antonio Nieves Ph.D.in Education; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
McCormick, Christine Ph.D.in Educational Psychology; Professor and Dean of the College of Education	<input checked="" type="checkbox"/>	Dean of the College of Education	(1)	EDUCATION	Full-time	No	Amherst
McDermott, Kathryn A. Ph.D.in Political Science; Associate Professor	<input checked="" type="checkbox"/>	EDUC 622, Theories of Educational Equity EDUC 781, Politics of Education EDUC 633, Education and	(1)	EDUCATION	Part-time	Part-time in Center for Public Policy and Administration	Amherst

		Public Policy					
McEaney, Elizabeth Ph.D.in Sociology; Assistant Professor	<input type="checkbox"/>	EDUC 652, Mixed Methods Research EDUC 791A, Review and Retrieval	(1)	EDUCATION	Full-time	No	Amherst
Mosselson (Ardizzone), Jacqueline Ph.D.in Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 678, Cultural Studies and International Development EDUC 881, Comparative Education EDUC 752, Gender Issues in International Education	(1)	EDUCATION	Full-time	No	Amherst
Mwangi, Chrystal Ph.D.in Education Policy and Leadership - Higher Education; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
Nieswandt, Martina Ph.D.in Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 725, Recent Developments in Secondary Science EDUC 667, Theories of Discovery and Learning in Science and Education EDUC 838, Seminar in Science Education EDUC 792Q, Introduction to Research in Mathematics and Science, and Learning Technology	(1)	EDUCATION	Full-time	No	Amherst

Nordtveit, Bjorn Ph.D.in International Education Policy; Associate Professor	<input checked="" type="checkbox"/>	EDUC 720, Theories of International Development for Educators EDUC 733, Seminar in International Education EDUC 719, Theory and Practice of Nonformal Education EDUC 721, Research Methods in International Education	(1)	EDUCATION	Full-time	No	Amherst
Nygreen, Kysa Ph.D.in Education; Assistant Professor	<input type="checkbox"/>	EDUC 755, Curriculum, Methods and Programs in Urban Education EDUC 790C, History and Social Foundation of Education	(1)	EDUCATION	Full-time	No	Amherst
Peelle, Howard A. Ed.D. in Education; Professor	<input checked="" type="checkbox"/>	EDUC 697O, Teaching Math with Computing EDUC 697S, Theories of Reasoning EDUC 651, Teaching Mathematical Problem Solving	(1)	EDUCATION	Full-time	No	Amherst
Rallis, Sharon Ed.D. in Education; Distinguished Professor	<input checked="" type="checkbox"/>	EDUC 634, Strategies of Institutional Change I EDUC 619, Qualitative Research Methods in Education EDUC 862, Educational Planning and Evaluation EDUC 739, Introduction to Inquiry	(1)	EDUCATION	Full-time	No	Amherst

Randall, Jennifer Ph.D.in Educational Studies; Associate Professor	<input checked="" type="checkbox"/>	EDUC 656, Introduction to Statistics and Computer Analysis II EDUC 661, Educational Research Methods I EDUC 727, Scale and Instrument Development	(1)	EDUCATION	Full-time	No	Amherst
Rossmann, Gretchen B. Ph.D.in Education/Higher Education Administration; Professor and Department Chair Educational Policy, Research and Administration	<input checked="" type="checkbox"/>	EDUC 739, Introduction to Inquiry EDUC 619, Qualitative Research Methods in Education Department Chair Educational Policy, Research and Administration	(1)	EDUCATION	Full-time	No	Amherst
Sireci, Stephen G. Ph.D.in Psychology; Professor	<input checked="" type="checkbox"/>	EDUC 821, Advanced Validity Theory and Test Validation	(1)	EDUCATION	Full-time	No	Amherst
Smith (Crispin), Cristine Ed.D. in International Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 635, Issues in Literacy Program Development EDUC 623, Project Planning and Proposal Development in Nonformal Education EDUC 615O, Project Management and Implementation EDUC 649, Training for Nonformal Education	(1)	EDUCATION	Full-time	No	Amherst
Sullivan, Florence Ph.D.in Cognitive Studies in Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 603, Computer Mediated Communication EDUC 693K, Instructional Design of	(1)	EDUCATION	Full-time	No	Amherst

		Educational Technology EDUC 737, Educational Media Theory					
Trust, Torrey Ph.D.in Education: Teaching & Learning; Assistant Professor	<input type="checkbox"/>	NEW FACULTY	(1)	EDUCATION	Full-time	No	Amherst
Turner, Charu N. Ph.D.in Language, Literacy, and Culture; Assistant Professor	<input type="checkbox"/>	EDUC 793P, Seminar on Literacy EDUC 795A, Review of the Literature	(1)	EDUCATION	Full-time	No	Amherst
Valdiviezo, Laura Ed.D. in International Educational Development; Assistant Professor	<input type="checkbox"/>	EDUC 791Z, Learning and Teaching Across Contexts EDUC 691D, Writing for Publication EDUC 892P, Seminar in Multicultural Education	(1)	EDUCATION	Full-time	No	Amherst
Wells, Craig Ph.D.in Educational Psychology; Associate Professor	<input checked="" type="checkbox"/>	EDUC 731, Structural Equations Modeling EDUC 615O, Project Management and Implementation EDUC 649, Training for Nonformal Education	(1)	EDUCATION	Full-time	No	Amherst
Wells, Ryan Ph.D.in Educational Policy and Leadership Studies; Assistant Professor	<input type="checkbox"/>	EDUC 763, Doctoral Seminar in Higher Education I EDUC 717, Research in Higher Education EDUC 844, History of Higher Education in America	(1)	EDUCATION	Full-time	No	Amherst

Whitcomb, Sara Ph.D.in School Psychology; Assistant Professor	<input type="checkbox"/>	EDUC 685, Developmental Psychopathology	(1)	EDUCATION	Full-time	No	Amherst
Woodland, Rebecca Ph.D.in Educational Leadership; Associate Professor	<input checked="" type="checkbox"/>	EDUC 665, Organization for Curriculum Development: Basic Principles in Curriculum and Instruction EDUC 726, Introduction to School Leadership EDUC 646, Leadership for Curriculum and Instruction	(1)	EDUCATION	Full-time	No	Amherst
Yu, Seon Young Ph.D.in Special Education; Assistant Professor	<input type="checkbox"/>	HUMDEV 660, Theories of Human Development	(1)	EDUCATION	Full-time	No	Amherst
Zuniga, Ximena Ph.D.in Adult and Higher Education; Associate Professor	<input checked="" type="checkbox"/>	EDUC 795E, Theory, Practice and Research of Intergroup Dialogue EDUC 615B, Social Justice Education Doctoral Proseminar EDUC 624, Contemporary and Historical Constructions of Social Justice Education	(1)	EDUCATION	Full-time	No	Amherst