

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC 15-15

**COMMITTEE DATE:** December 2, 2014

**BOARD DATE:** December 9, 2014

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**APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE DOCTOR OF EDUCATION IN LEADERSHIP IN URBAN SCHOOLS AND THE DOCTOR OF PHILOSOPHY IN LEADERSHIP IN URBAN SCHOOLS**

**MOVED:** The Board of Higher Education hereby approves the application of **University of Massachusetts Boston** to award the **Doctor of Education in Leadership in Urban Schools and the Doctor of Philosophy in Leadership in Urban Schools**.

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.  
Assistant Commissioner for Academic and Educator Policy

## **BOARD OF HIGHER EDUCATION**

**December 2014**

### **University of Massachusetts Boston Doctor of Education in Leadership in Urban Schools and the Doctor of Philosophy in Leadership in Urban Schools**

#### **INTENT AND MISSION**

The proposed revised Ed.D. and new Ph.D. Leadership in Urban Schools (LIUS) program at University of Massachusetts Boston (UMB) is intended to prepare scholar-practitioners for leadership positions in the field of urban education. The proposed LIUS doctorate is aligned with the UMB mission. It is planned that the program will offer students opportunities to engage in high-quality research activity that addresses research problems of significance. The addition of the proposed Ph.D. program is intended to expand the reach of LIUS and advance the UMB mission by providing students entry into domestic and international research and policy professions and leadership roles.

The purpose of this proposal is to reconfigure the LIUS Ed.D. track as a separate and distinct academic program offering both the Ed.D. degree and the Ph.D. degree. The University of Massachusetts Board of Trustees and the Board of Higher Education approved separating the LIUS program from the Higher Education program, in the fall of 2013. In this application, UMB is proposing the redesign of the LIUS Ed.D. and addition of the LIUS Ph.D. The program is intended to be interdisciplinary, focus explicitly on issues of equity and social justice, and is designed for working professionals.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts, Board of Trustees on September 17, 2014. The required letter of intent was circulated on June 16, 2014. No comments were received.

#### **NEED AND DEMAND**

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

The Bureau of Labor Statistics is projecting that by 2022 postsecondary jobs requiring a terminal degree in Education will increase by 23.1% nationally. The number of postings for full-time faculty positions in the United States has increased annually for the past 4 years. The rate of increase has ranged from 3.7 percent (2011) to 25.7 percent (2010), with the rate of increase for the most recent year (2013) being 7.8 percent. <sup>1</sup>Additionally, in 2012, it was projected that by 2022 the number of job openings in educational administration at the elementary and secondary level is expected to increase by 5.7% nationally, representing 74,700 job openings due to industry growth and replacement needs.

In the Greater Boston area, employment in the education fields has grown by 1.2% from February 2013 to February 2014, indicating that employment growth in this field is expected to

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<sup>1</sup> *Higher Education Employment Report, Second Quarter*. August 2013 (p. 8).

match national projections by 2022. UMB expects that the need for well-qualified education faculty, education researchers, and policy experts will be particularly strong in New England because of the 271 colleges and universities located in the region, with 125 of them in Massachusetts. UMB holds that LIUS graduates will be well positioned to compete for these jobs.

### *Student Demand*

In October 2013, UMB surveyed students currently enrolled in coursework in the Ed.D. program. Of the 34 students surveyed, 71% expressed a preference for the Ph.D. program, while nearly a third (29%) expressed a preference for the Ed.D. UMB also surveyed students who are enrolled in the Masters or CAGS programs in Educational Administration and 44% expressed interest in the Ph.D. UMB found that in total, 60% of the students surveyed expressed a preference for the Ph.D. and that this indicates interest in this new degree program, including the Ed.D. option.

## **OVERVIEW OF PROPOSED PROGRAM**

This proposed program is planned to revise the Ed.D. in LIUS and establish it as a distinct academic program. In addition, the application proposes to offer a Ph.D. in LIUS. It is expected that the proposed Ed.D. will prepare students for administrative positions in settings such as one of the state's departments of education, community based organizations, charter, parochial, and private schools, and practice-based faculty positions in colleges of education. It is expected that the Ph.D. program will prepare future research-based faculty, researchers, and policy analysts in pre-K-12 education. By proposing to offer both the Ed.D. and the Ph.D., UMB expects to expand the professional opportunities available to students and maximize the resource of numerous qualified faculty. UMB has designed the proposed program to increase access to graduate study for individuals from groups that have been historically underrepresented in school leadership; to focus on the development of sophisticated analytic writing, theoretical thinking, and research skills; and to open new research funding opportunities for students. It is planned that the proposed program will buttress UMB's public service mission through the integration of research, knowledge creation, and engagement in issues relevant to the local, national, and international urban education communities. The Ph.D. track is expected to contribute to the effort to internationalize UMB through its partnership work with the Institute for International and Comparative Education and to enhance the university's research capacity through collaborative research between students and faculty.

Structurally, the Leadership in Urban Schools program is housed in the Department of Leadership in Education in the College of Education and Human Development. It is planned that the program will build on existing collaborations with the Master's of Education program in Educational Administration and Certificate of Advanced Graduate Study (CAGS) programs, as well as other institutes and centers on campus.

### *Duplication*

The proposed program is expected to meet a need for doctoral training in K-12 education leadership in Massachusetts, particularly as it pertains to urban schools. There are several options for earning an Ed.D. in Education Leadership in the state including UMass Amherst, Boston College, UMass Dartmouth, UMass Lowell, and Northeastern University. A Ph.D. in K-

12 Education Leadership is currently available Harvard University, Lesley University and UMass Dartmouth. There are both similarities and differences among the programs. The proposed program at UMB is distinctive with a combination of characteristics that include, it's alignment with the urban focus and mission of the institution; the rigorous integration of practice and research; a face-time/on-line hybrid cohort model; the structural delivery of courses during evenings, Saturdays and summer sessions; and the commitment of a majority full time tenured faculty teaching and advising students. The proposed UMB program would be unique in Massachusetts by providing students with this combination of characteristics with a clearly articulated focus on leadership for social justice in urban education.

## **ACADEMIC AND RELATED MATTERS**

### *Admission*

Applicants to the program will indicate their intent to pursue either the Ph.D. or the Ed.D. The program estimates that two thirds of incoming students will pursue the Ph.D., and one third will pursue the Ed.D. Candidates admitted to the LIUS program will be required to have earned a master's degree in education or a related field of study and three years of experience or more working in education. Applications will be evaluated based on an essay describing the candidates' educational and professional background and interest in pursuing a doctoral degree. It is expected that the essay will link the candidates' experiences to key issues in the field of urban education. Candidates will also be expected 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 who can comment on the applicant's potential for doctoral work; a current resume or curriculum vitae; TOEFL score (for international students); an academic writing sample. Candidates will have the option of submitting a GRE score. Additionally, candidates will be required to submit a UMB graduate admissions application and fee. 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 bring an academic writing sample to the interview.

Students are eligible to include transfer credits in their program of study from coursework taken at other institutions prior to matriculation in the LIUS program at UMB. These courses must be approved for transfer by the Graduate Program Director. The maximum number of course credits that can be transferred from other institutions is six. This includes coursework taken prior to admission to UMB, and courses taken at other institutions while enrolled in the program. Transfer courses taken while the student is enrolled in the doctoral program at UMB must be approved by the student's faculty advisor. Students complete a transfer credit request form accompanied by an official transcript for the course and the course syllabus.

### Program Enrollment Projection

	# of Students Year 1 (2015)	# of Students Year 2 (2016)	# of Students Year 3 (2017)	# of Students Year 4 (2018)
<b>New Full Time</b>	15	15	15	15
<b>Continuing Full Time (cohorts 2012-2014 are subtracted after they reach year 4)</b>	31	37 (-9 cohort 2012)	42 (-10 cohort 2013)	45 (-12 cohort 2014)
Totals	46	52	57	60

#### *Curriculum (Attachment A)*

The proposed curriculum includes courses on leadership, organizational theory, teaching and learning, diversity, and domestic public policy, school reform, and educational access and equity. It is planned that students will develop a strong foundation in both quantitative and qualitative research methods, as well as the social and historical foundations of U.S. education.

UMB plans that each year a cohort of 15 students will be admitted to the proposed LIUS doctoral program. To preserve the current cohort structure all Ed.D. and Ph.D. candidates will take a set of foundational courses together. It is anticipated that during the winter of Year 2, students will submit their Comprehensive Assessment to demonstrate mastery of core content and the ability to conceptualize a significant research problem. Upon approval of the Comprehensive Assessment, it is expected that in the spring of Year 2 students will enroll in their final core course and declare a concentration area. UMB plans that by the end of Year 2, students will have chosen their concentration area, finalized the degree choice of Ed.D. or Ph.D., and completed 38 credits.

#### *Internships or Field Studies*

An internship or field component is not required for completion of the proposed degree. Students may opt to complete an internship as an elective if they wish to pursue a Principal/Assistant Principal license or Superintendent/Assistant Superintendent license from the state of Massachusetts. If students choose this option, the internship would consist of a 500-hour practicum in which they shadow a current principal or superintendent. They will receive credit for the internship by taking the courses required for licensure. This is only for those students wishing to pursue one of the above-mentioned administrative licenses. It is not a requirement for the Ed.D./Ph.D. degrees.

## RESOURCES AND BUDGET

This proposal calls for adjusting the existing Ed.D. pathway and adding the Ph.D. degree option. The new program is planned to include both the Ph.D. and Ed.D. pathways, and will be slightly larger in size and scope than the existing Ed.D. track. The number of students will increase to 12-15 per year and the number of faculty will increase by 1. The primary budget needs are related to providing one additional faculty line, an additional staff position, and graduate assistantships for Ph.D. students.

It is planned that the department of Leadership in Education will increase its staffing level from one to two full-time and one half time administrative assistants. It is anticipated that additional revenues will be generated by admitting an additional cohort to another program in Educational Administration. Budget projections developed for this program 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 LIUS doctoral program. It is expected that the new program in Educational Administration will generate revenues for new graduate assistantships beginning in September, 2015.

### *Fiscal (Attachment B)*

Current enrollment levels in the existing LIUS Ed.D. track is expected to increase slightly in the new program in addition to enrollment of students pursuing the PhD option. It is anticipated that tuition and fee revenues for the proposed doctoral program will increase.

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

The existing LIUS Ed.D. program currently includes 5 full-time, tenured and tenure-eligible faculty lines and 2 full-time tenure-eligible faculty lines that are shared equally with another program in Educational Administration. The Graduate Program Director of the Educational Administration program and one other faculty member each have a half-time faculty appointment in LIUS. Other affiliated faculty members at UMB occasionally teach courses and serve on students' dissertation committees. The academic offerings in the Department of Leadership in Education are large and complex, and the department employs a total of 14.5 full-time faculty with at least 10 part-time faculty. Faculty in the LIUS program will teach and advise both Ph.D. and Ed.D. students. Currently, the existing LIUS Ed.D. track is served by 5 full-time faculty who teach exclusively in LIUS and 2 faculty who are shared between Leadership in Urban Schools and Educational Administration. In order for the faculty staffing level to be sufficient to address teaching needs for courses required of all students, as well as degree-specific courses for both Ph.D. and Ed.D. students, LIUS will need one additional faculty line.

LIUS and 2 other programs are supported by one, full-time administrative assistant, who also serves as the secretary for the department chair. *It is expected that given the number of programs in LIUS, it is planned that a full time administrative support person will assist with the administration of all LIUS programming and the Institute for International and Comparative Education (IICE).*

The existing LIUS Ed.D. track receives 3 university-funded graduate assistantships (GA). It is expected that with the addition of full time Ph.D. students, the number of GA positions will be increased to 13 by Year 3. It is expected that the additional GA's will be funded through the UMB Office of Graduate Studies; external grant sources and faculty grants (e.g. Spencer Foundation, the National Academy of Education, the Chinese government, USAID and the Trefler Foundation; and revenues generated from another new program in the department.

#### *Facilities, Library and Information Technologies*

The UMB Healey Library offers a variety of resources that will cater to the needs of LIUS 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. In addition, the UMB Archives are a useful resource for students undertaking historical research in education.

UMB has a designated seminar room and a graduate student resource room, for use by the LIUS doctoral program. The seminar room is used for classroom discussion and the resource room is equipped with three computer stations for doctoral student use. This venue is well-designed for informal and small group meetings among doctoral students and faculty. Additional space needs include an office for the full-time and half-time administrative assistants for the LIUS program; a shared office for full-time Ph.D. graduate assistants; a shared office for part-time faculty; and an additional seminar room.

#### *Affiliations and Partnerships*

The proposed Ph.D. and Ed.D. programs is designed to expand opportunities for students and faculty to conduct research with an increased number of countries. Multiple LIUS faculty are involved in international research initiatives in five world regions including South Asia, Middle East, East Asia, Caribbean, and South America. LIUS faculty regularly present their work at international conferences and are currently collaborating with international partners such as USAID, SSRC, European Peace University, Rockefeller Foundation/Institute of International Education, UNICEF, United Nations Development Program, UNESCO, and Chinese governmental and educational institutions. It is expected that the proposed program will provide distinctive opportunities for students to engage in research and other professional endeavors in international settings. Faculty members have already established partnerships with scholars and universities in Asia, Africa, and Europe. Additional collaboration with the newly-established Institute for International and Comparative Education (IICE) will enhance these activities through the involvement of visiting scholars and through joint ventures in research, training, and professional development.

It is also anticipated that the LIUS program will collaborate and convene outreach events and receptions that promote two-way communications with prospective candidates, at national and international conferences that focus on research in the field of educational leadership, such as the American Educational Research Association (AERA), the ASCD Conference on Educational Leadership, and the University Council for Educational Administration (UCEA). It is also planned

that the program will utilize the Graduate Faculty Group to schedule recruitment events for students enrolled in related master's degree programs at neighboring colleges and universities, such as UMass Lowell and Salem State University. UMB considers alumni representatives will be essential to attract prospective candidates to the program. An April 2011 alumni survey indicated alumni interest in organizing recruitment visits at the institutions where they are employed. It is planned that faculty will collaborate with program alumni to arrange recruitment events at urban schools and higher education institutions. These events will offer an opportunity for faculty and alumni to speak to audiences of early- to mid-career practitioners who are interested in career advancement through doctoral study.

### PROGRAM EFFECTIVENESS

Goal	Measurable Objectives	Strategies	Timetable
Student recruitment	<p>Enroll cohort of 12 to 15 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 K-12 institutions</p> <p>Establish national and international recruitment networks through receptions and events at academic conferences and professional gatherings for educational leaders and teachers</p> <p>Enhance capacity to attract applicants from underrepresented groups through outreach to diverse professional associations</p>	September 2014: implement new marketing and recruitment strategies
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>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>Build community by maintaining supportive activities, such as workshops, retreats, and program newsletter</p>	September 2015: begin offering larger numbers of graduate assistantships
Degree completion	Achieve a high rate (65% to 70%) of doctoral degree completion	Expand current levels of financial support for dissertation research offered through the Leadership in	September 2014: renew fund raising

		<p>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 K-12 education leadership, by providing additional travel support and workshops for conference proposal writing</p>	<p>efforts for the Alumni Award</p> <p>September 2016: begin offering new workshops for students</p> <p>September 2016: 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 K-12 administrators, university 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 2015: implement new career support activities
Strengthen administrative staff support	Hire one full-time administrative assistant for the Leadership in Urban Schools program and one half-time administrative assistant for the Educational Administration program	Work with university administrators to develop position description and hire individuals for the positions	September 2014: initiate hiring process for the positions
Maintain and extend research and international partnerships	Continue to develop partnership with the newly-established Institute for International and Comparative Education (IICE) at UMass Boston	<p>Establish venues for collaboration among faculty, students, and IICE researchers</p> <p>Establish venues for collaboration among faculty, students, and international scholars at IICE</p> <p>Develop mechanisms to encourage</p>	<p>September 2014: begin to convene collaboration meetings with IICE</p> <p>September 2015: implement</p>

		faculty and student involvement in international research in the K-12 education field	new mechanisms to continue internationalizing faculty and student research
Ongoing review of program quality and effectiveness	Maintain robust, goals-based annual review process to guide program improvement initiatives  Use AQUAD review process to assess the effectiveness of the new Ph.D./Ed.D. program	Continue to collect and analyze program effectiveness data annually, and use resulting data to identify areas for program improvement  Design and carry-out self-study for AQUAD  Implement joint curriculum planning with state universities through the Graduate Faculty Group, and identify new course offerings to address emerging needs	Annual review process  Annual meetings of Graduate Faculty Group  September 2020: begin to design self-study for AQUAD review in spring 2021

## EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

Dr. Linda Carole Tillman, Professor Emerita-University of North Carolina, Chapel Hill and Dr. Anthony G. Picciano, Professor and Executive Officer, Graduate Center and Hunter College, City University of New York, conducted an external review of the proposed program. The reviewers commended the program and recommended it for approval. In addition, the report made several recommendations to ensure the programs' success including expanding the number of electives including one that prepares Ph.D. students to teach at the college level; increase the number and the amount of financial packages for graduate student assistants and for a longer period of time; identify designated spaces for research and funded research projects; maintain a commitment to recruiting, admitting and graduating minority students; consider beginning advising as early as the time of admission. The review team also recommended UMB hire senior faculty with expertise in Urban Educational Administration and School Leadership, and to change the name of the program to better reflect its' coursework and faculty expertise.

UMB responded in agreement regarding more elective opportunities including those related to teaching, and will modify the curriculum to reflect this. Regarding graduate assistantships, UMB offered that it meets and exceeds the benchmarks of the Council of Graduate Schools. Contractually negotiated stipends are in the process of further negotiations with a 3-4% increase anticipated. UMB underscored that all graduate students receiving a stipend have tuition and fees waived with 85% of their health insurance covered. UMB expects space issues to be alleviated by new construction and the related reconfiguration of existing space. The commitment to minority student was emphasized by UMB as essential and multiple advising strategies will be further developed. UMB agreed that hiring senior faculty is important and expects the search for an associate professor of urban education leadership and administration

to take place in the fall. In addition UMB plans to search for another faculty member upon approval of the proposed program. It is anticipated that this will be a senior faculty member with expertise in urban education and educational research and measurement. UMB will consider a name change at a later time.

#### **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 in Leadership in Urban Schools and Doctor of Philosophy in Leadership in Urban Schools**.

## ATTACHMENT A: CURRICULUM

### Graduate Program Curriculum Outline for Ph.D. Option

<i>Major Required (Core) Courses (Total courses required = 13)</i>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
EDLDRS 701	Leadership Workshop I	3
EDLDRS 702	Leadership Workshop II	3
EDLDRS 703	Critical Issues in Education I	3
EDLDRS 704	Critical Issues in Education II	3
EDLDRS 705	Introduction to Inquiry for Educational Leaders	3
EDLDRS 714	Integrative Seminar I	1
EDLDRS 715	Integrative Seminar II	1
EDLDRS 720	Teaching, Learning & Curriculum in Urban Contexts	3
EDLDRS 730	Historical Roots of Contemporary Urban Schooling	3
EDLDRS 732	Organization and Leadership in Educational Institutions	3
EDLDRS 740	Research Methods I	3
EDLDRS 741	Research Methods II	3
EDLDRS 750	Policy and Leadership	3
	SubTotal # Core Credits Required	35
<i>Concentration Course Choices (Total courses required = 2) (see attached list)</i>		
EDLDRS 743	Instrument Design	3
EDLDRS 748	Evaluation: Theory & Practice	3
EDLDRS 751	International and Comparative Perspectives on Urban Education	3
EDLDRS 752	International Educational Policy and Leadership	3
	SubTotal # Concentration Credits Required	6
<i>Research Seminars (Total courses required = 5)</i>		
EDLDRS 760	Qualifying Paper Seminar	3
EDLDRS 891	Dissertation Seminar I	3
EDLDRS 892	Dissertation Seminar II	2
EDLDRS 893	Dissertation Seminar III	2
EDLDRS 899	Dissertation Research	8
	SubTotal # Research Credits Required	18
<i>Advanced Methods Course Choices (Total courses required = 1) (see attached list)</i>		
EDLDRS 745	Ethnography and Education	3

	SubTotal # Advanced Methods Credits Required	3
<b><i>Other/Elective Course Choices (Total courses required = 1) (see attached list)</i></b>		
EDLDRS 798	Internship	3
EDLDRS 734	Scholarly Writing	3
EDLDRS 757	Leadership & Public Engagement	3
EDLDRS 753	Cognition & Context	3
EDLDRS 754	Dialogical Learning Environments & Praxis	3
EDLDRS 797	Special Topics	3
EDLDRS 796	Independent Study	3
	SubTotal # Elective Credits Required	3
<b><i>Curriculum Summary</i></b>		
Total number of courses required for the degree		22
Total credit hours required for degree		65
<b><i>Prerequisite or Other Additional Requirements:</i></b> Comprehensive Assessment Qualifying Paper Dissertation		

## Graduate Program Curriculum Outline for Ed.D. Option

<b><i>Major Required (Core) Courses (Total courses required = 13)</i></b>		
<i>Course Number</i>	Course Title	Credit Hours
EDLDRS 701	Leadership Workshop I	3
EDLDRS 702	Leadership Workshop II	3
EDLDRS 703	Critical Issues in Education I	3
EDLDRS 704	Critical Issues in Education II	3
EDLDRS 705	Introduction to Inquiry for Educational Leaders	3
EDLDRS 714	Integrative Seminar I	1
EDLDRS 715	Integrative Seminar II	1
EDLDRS 720	Teaching, Learning & Curriculum in Urban Contexts	3
EDLDRS 730	Historical Roots of Contemporary Urban Schooling	3
EDLDRS 732	Organization and Leadership in Educational Institutions	3
EDLDRS 740	Research Methods I	3
EDLDRS 741	Research Methods II	3
EDLDRS 750	Policy and Leadership	3
	SubTotal # Core Credits Required	35
<b><i>Concentration Course Choices (Total courses required = 2) (see attached list)</i></b>		
EDLDRS 757	Leadership & Public Engagement	3
EDLDRS 748	Evaluation: Theory & Practice	3
EDLDRS 753	Cognition & Context	3
EDLDRS 754	Dialogical Learning Environments & Praxis	3
	SubTotal # Concentration Credits Required	6
<b><i>Research Seminars (Total courses required = 5)</i></b>		
EDLDRS 760	Qualifying Paper Seminar	3
EDLDRS 891	Dissertation Seminar I	3
EDLDRS 892	Dissertation Seminar II	2
EDLDRS 893	Dissertation Seminar III	2
EDLDRS 899	Dissertation Research	8
	SubTotal # Research Credits Required	18
<b><i>Advanced Methods Course Choices (Total courses required = 1) (see attached list)</i></b>		
EDLDRS 745	Ethnography and Education	3
EDLDRS 743	Instrument Design	3

	SubTotal # Advanced Methods Credits Required	3
<b><i>Other/Elective Course Choices (Total courses required = 1) (see attached list)</i></b>		
EDLDRS 751	International and Comparative Perspectives on Urban Education	3
EDLDRS 752	International Educational Policy and Leadership	3
EDLDRS 798	Internship	3
EDLDRS 734	Scholarly Writing	3
EDLDRS 797	Special Topics	3
EDLDRS 796	Independent Study	3
	SubTotal # Elective Credits Required	3

<b><i>Curriculum Summary</i></b>	
Total number of courses required for the degree	22
Total credit hours required for degree	65

<b><i>Prerequisite or Other Additional Requirements:</i></b>	
Comprehensive Assessment	
Qualifying Paper	
Dissertation	

**ATTACHMENT B: BUDGET**

<b>REVENUE ESTIMATES</b>										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2015		2016		2017		2018		2019	
<i>Full-Time Tuition Rate: In-State</i>	1944		1944		1944		1944		1944	
<i>Full-Time Tuition Rate: Out-State</i>	7326		7326		7326		7326		7326	
<i>Mandatory Fees per Student (IS Grad)</i>	13680		14090		14513		14949		15397	
<i>Mandatory Fees per Student (OS Grad)</i>	15288		15747		16219		16706		17207	
<i>FTE # of New Students: (IS Grad)</i>	7		5		4		4		4	
<i>FTE # of New Students: (OS Grad)</i>	3		2		1		1		1	
<i># of In-State FTE Students transferring in from the institution's existing programs</i>		22								
<i># of Out-State FTE Students transferring in from the institution's existing programs</i>		9								

	Newly Generat ed Revenue	Revenu e from existing progra ms	Newly Generat ed Revenue	Revenue from existing program s	Newly Generat ed Revenue	Revenue from existing program s	Newly Generat ed Revenue	Revenue from existing program s	Newly Generat ed Revenue	Revenue from existing program s
<b>Tuition and Fees</b>										
<b><u>First Year Students</u></b>										
Tuition										
In-State	\$13,608	\$42,768	\$9,720	\$0	\$7,776	\$0	\$7,776	\$0	\$7,776	\$0
Out-of-State	\$21,978	\$65,934	\$14,652	\$0	\$7,326	\$0	\$7,326	\$0	\$7,326	\$0
Mandatory Fees	\$141,624	\$438,552	\$101,945	\$0	\$74,271	\$0	\$76,500	\$0	\$78,795	\$0
<b><u>Second Year Students</u></b>										
Tuition										
In-State			\$13,608	\$42,768	\$9,720	\$0	\$7,776	\$0	\$7,776	\$0
Out-of-State			\$21,978	\$65,934	\$14,652	\$0	\$7,326	\$0	\$7,326	\$0
Mandatory Fees			\$145,873	\$451,709	\$105,004	\$0	\$76,500	\$0	\$78,795	\$0
<b><u>Third Year Students</u></b>										
Tuition										
In-State					\$13,608	\$42,768	\$9,720	\$0	\$7,776	\$0
Out-of-State					\$21,978	\$65,934	\$14,652	\$0	\$7,326	\$0
Mandatory Fees					\$150,249	\$465,260	\$108,154	\$0	\$78,795	\$0
<b><u>Fourth Year Students</u></b>										
Tuition										
In-State							\$13,608	\$42,768	\$9,720	\$0
Out-of-State							\$21,978	\$65,934	\$14,652	\$0
Mandatory Fees							\$154,756	\$479,218	\$111,398	\$0
<b><u>Fifth Year Students</u></b>										
Tuition										
In-State									\$0	\$0

Out-of-State									\$0	\$0
Mandatory Fees									\$0	\$0
<b>Gross Tuition and Fees</b>	\$177,210	\$547,254	\$307,776	\$560,411	\$404,584	\$573,962	\$506,071	\$587,920	\$417,460	\$0
<b>Grants</b>	\$8,857	\$0	\$36,489	\$0	\$37,583	\$0	\$38,711	\$0	\$39,872	\$0
<b>Contracts</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus budget allocation</b>	\$198,383	\$428,139	\$231,701	\$827,233	\$402,136	\$1,249,888	\$582,590	\$1,697,157	\$773,508	\$2,170,137
<b>Other Revenues</b>	\$80,000	\$0	\$80,000	\$0	\$80,000	\$0	\$80,000	\$0	\$80,000	\$0
<b>Total</b>	\$464,449	\$975,393	\$655,965	\$1,387,644	\$924,304	\$1,823,849	\$1,207,372	\$2,285,077	\$1,310,841	\$2,170,137

<b>EXPENDITURE ESTIMATES</b>										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2015		2016		2017		2018		2019	
	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
<b>Personnel Services</b>										
Faculty	\$75,000	\$375,000	\$77,250	\$386,250	\$79,568	\$397,838	\$81,955	\$409,773	\$84,413	\$422,066
Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Staff	\$40,000	\$0	\$41,200	\$0	\$42,436	\$0	\$43,709	\$0	\$45,020	\$0
Others (Adjunct faculty)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits <u>34</u> %	\$39,100	\$0	\$40,273	\$0	\$41,481	\$0	\$42,726	\$0	\$44,007	\$0
<b>Total Personnel</b>	<b>\$154,100</b>	<b>\$375,000</b>	<b>\$158,723</b>	<b>\$386,250</b>	<b>\$163,485</b>	<b>\$397,838</b>	<b>\$168,389</b>	<b>\$409,773</b>	<b>\$173,441</b>	<b>\$422,066</b>
<b>Operating Expenses</b>										
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	\$900	\$0	\$900	\$0	\$900	\$0	\$900	\$0	\$900	\$0
Other (colloquia, symposia, etc.)	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0
<b>Total Operating Expenses</b>	<b>\$10,900</b>	<b>\$0</b>								
<b>Net Student Assistance</b>										
Assistantships	\$88,565	\$53,139	\$145,955	\$54,733	\$187,917	\$56,375	\$193,555	\$58,066	\$199,361	\$59,808
Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Stipends/Scholarships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Assistance</b>	<b>\$88,565</b>	<b>\$53,139</b>	<b>\$145,955</b>	<b>\$54,733</b>	<b>\$187,917</b>	<b>\$56,375</b>	<b>\$193,555</b>	<b>\$58,066</b>	<b>\$199,361</b>	<b>\$59,808</b>
<b>Capital</b>										
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Capital</b>	<b>\$0</b>									
<b>Total Expenditures</b>	<b>\$253,565</b>	<b>\$428,139</b>	<b>\$315,578</b>	<b>\$440,983</b>	<b>\$362,302</b>	<b>\$454,213</b>	<b>\$372,844</b>	<b>\$467,839</b>	<b>\$383,702</b>	<b>\$481,874</b>

<b>BUDGET SUMMARY OF NEW PROGRAM ONLY</b>										
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>					
<b>Total of newly generated revenue</b>	\$464,449	\$655,965	\$924,304	\$1,207,372	\$1,310,841					
<b>Total of additional resources required for program</b>	\$253,565	\$315,578	\$362,302	\$372,844	\$383,702					
<b>Excess/ (Deficiency)</b>	\$210,884	\$340,387	\$562,002	\$834,528	\$927,138					

## ATTACHMENT C: FACULTY

Name of faculty member (Name, Degree and Field, Title)	Ten- ured  Y/N	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of secti ons	Division or 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
Kress, Tricia PhD, Urban Education Associate Professor	Y	<ul style="list-style-type: none"> <li>● Critical Issues in Education I (C)</li> <li>● Critical Issues in Education II (C)</li> <li>● Organization &amp; Leadership (C)</li> <li>● Diss Sem I(C)</li> <li>● Dissertation Research(C)</li> <li>● Elective: Ethnography and Education</li> <li>● Diss Sem II</li> <li>● Diss Sem III</li> <li>● Culture of Urban Schools</li> <li>● Integrative Seminar II (C)</li> <li>● Integrative Seminar IV</li> </ul>	4 1 1 4 7 1 4 2 3 1 1	College of Education and Human Development	Full-time	No	● Main Campus
Menashy, Francine PhD, Theory and Policy Studies in Education Assistant Professor	N	<ul style="list-style-type: none"> <li>● Critical Issues in Education II(C)</li> <li>● Policy Issues</li> <li>● Dissertation Research(C)</li> </ul>	2 2	College of Education and Human Development	Full-time	No	● Main Campus
Yan, Wenfan PhD, SUNY Buffalo Professor	Y	<ul style="list-style-type: none"> <li>● Critical Issues in Education I(C)</li> <li>● Research Methods I(C)</li> <li>● Research Methods II (C)</li> <li>● Dissertation Research(C)</li> <li>● Elective: Survey Instrument Design</li> <li>● Elective: Comparative Study Tour</li> <li>● Team Research</li> </ul>	4 5 5 7 1 1 5	College of Education and Human Development	Full-time	No	● Main Campus
Zakharia, Zeena EdD, International Educational Development	N	<ul style="list-style-type: none"> <li>● Org Leadership(C)</li> <li>● QP Seminar(C)</li> <li>● Diss Sem I(C)</li> </ul>	1 2 1	College of Education and Human	Full-time	No	● Main Campus

Assistant Professor		<ul style="list-style-type: none"> <li>● Dissertation Research(C)</li> <li>● Diss Sem III</li> </ul>	2 1	Development			
Brown, Anita EdD, North Carolina, Greensboro Clinical Assistant Professor	N	<ul style="list-style-type: none"> <li>● Leadership Workshop I (C)</li> <li>● Dissertation Research(C)</li> </ul>	1 2	College of Education and Human Development	Part-time	Ed Admin	● Main Campus
Krueger-Henney, Patricia PhD, Urban Education Assistant Professor	N	<ul style="list-style-type: none"> <li>● Critical Issues in Education I(C)</li> <li>● Teaching, Learning and Curriculum(C)</li> <li>● Dissertation Research(C)</li> </ul>	3 2 3 1	College of Education and Human Development	Part-time	Ed Admin	● Main Campus
Leonard, Jack EdD, Boston University Assistant Professor	N	<ul style="list-style-type: none"> <li>● Historical Roots(C)</li> <li>● Qualifying Paper Seminar (C)</li> <li>● Dissertation Research(C)</li> </ul>	5 1 6	College of Education and Human Development	Part-time	Ed Admin	● Main Campus
Aviles, Chris Ed.D. UMass Boston Adjunct Assistant Professor		<ul style="list-style-type: none"> <li>● Integrative Seminar I(C)</li> <li>● Integrative Seminar II(C)</li> </ul>	1 3	College of Education and Human Development	Part-time	No	● Main Campus
Morse, Maura Ed.D. UMass Boston Adjunct Assistant Professor		<ul style="list-style-type: none"> <li>● Integrative Seminar I(C)</li> <li>● Integrative Seminar II(C)</li> <li>● Internship</li> </ul>	4 1 1	College of Education and Human Development	Part-time	No	● Main Campus
Check, Joseph Ph.D. , Adjunct Associate Professor		<ul style="list-style-type: none"> <li>● Scholarly Writing</li> <li>● Internship</li> <li>● Qualifying Paper Seminar</li> <li>● Teaching, Learning and Curriculum</li> </ul>	10 2 1 2	College of Education and Human Development	Part-time	No	● Main Campus