

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 15-08

COMMITTEE DATE: October 14, 2014

BOARD DATE: October 21, 2014

APPLICATION OF UNIVERSITY OF MASSACHUSETTS LOWELL TO AWARD THE DOCTOR OF PHILOSOPHY IN EDUCATION PROGRAM

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Lowell** 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., Director for Educator Policy

BOARD OF HIGHER EDUCATION

October 2014

University of Massachusetts Lowell Doctor of Philosophy in Education

INTENT AND MISSION

The University of Massachusetts Lowell's (UML) proposed Ph.D. in Education (PhD/Edu) intends to prepare and produce researchers with greater expertise in the areas of leadership in education, literacy studies, and research and evaluation in education. Demands placed upon researchers in the field of education require greater research preparation and the need for doctoral programs committed to preparing education researchers and conferring the Ph.D. is growing.¹ It is expected that the PhD/Edu will serve as a catalyst for greater collaboration across departments and colleges at UML. Introduction of the PhD in Education is expected to support and enhance the position of UML and the University of Massachusetts system as a globally recognized research university.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts, Board of Trustees on June 18, 2014. The required letter of intent was circulated on March 24, 2014. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

UML indicates that research in the field shows a demand for the Ph.D. in Education. A market analysis examined this need and indicated that strong growth in the labor market is expected.² The report finds that between 2010 and 2020, the category of educational administrators will increase by 19% and instructional coordinators by 19.5%. Labor market projections from the Bureau of Labor Statistics show that the Ph.D. in Education is expected to equip graduates for occupations such as senior PK-12 Administrators, District Superintendents, Principals; PK-12 Instructional Leaders, Curriculum Coordinators, Curriculum and Assessment Directors and Staff Developers, and Post-Secondary Educators and Professors.

Student Demand

UML conducted a survey of students in 3 Ed.D. programs. The survey indicated that about 72% of students prefer the Ph.D. over the Ed.D. and approximately 28% of students expressed a preference for the Ed.D. UML expects that offering both a Ph.D. and an Ed.D. will maximize doctoral enrollments by meeting diverse student needs. UML also heard from students currently enrolled in the Ed.D. program have reportedly asked if they will be able to transfer to the Ph.D. option once it is approved. UML maintains that students have been cautious in registering for courses in the Ed.D. program in order to remain eligible for consideration for the proposed Ph.D. program. There are approximately 30 students who are at the early stages of their Ed.D.

¹ Levine, 2007

² Hanover Research Group, 2013

program at UML, and it is expected that they will be eligible to apply to the proposed Ph.D. In addition, UML faculty report being approached by increasing numbers of students in both Ed.D. and M.Ed. programs asking about developing a Ph.D. program.

OVERVIEW OF PROPOSED PROGRAM

UML education faculty members in the Leadership in Schooling program were eager to act on recent scholarship and national trends calling for a distinction between the Ed.D. as a degree for advanced practitioners and the Ph.D as a degree for researchers. Faculty specializing in Language Arts and Literacy expressed a desire to deepen the research experience for doctoral students, and faculty with expertise in evaluation and research methods expressed a wish to deploy their substantial strength by establishing a degree option with a research and evaluation focus. During Fall 2012, UML faculty reached out to University of Massachusetts Boston and Salem State University faculty members to participate in the full proposal. The result was an agreement to collaborate by serving on doctoral committees and offering elective courses for the new Ph.D. Additionally, the UML Graduate School of Education is working with faculty in UML's College of Fine Arts, Humanities and Social Sciences, the Manning School of Business, and the College of Health Sciences to share doctoral level courses, particularly research courses, and to collaborate on dissertation advising.

Duplication

There are seven other institutions offering competitive degrees to the proposed Ph.D. in Education. They are Boston College, Boston University, Cambridge College, Harvard University, Lesley University, Northeastern University and UMass. Amherst. However, only Boston College appears to offer a similar doctoral degree as a Ph.D.

ACADEMIC AND RELATED MATTERS

Admission

UML plans that to qualify for admission to the proposed program all applicants will meet the following requirements: Submit an admission statement which addresses the applicant's purpose for advanced graduate study, research interests and aspirations for future employment; an earned M.Ed. from an accredited institution, with a minimum GPA of 3.0; Related master's degrees will be accepted providing the candidate has the minimum GPA 3.0 and has demonstrated work experience or knowledge of public education policy or research; a resume highlighting the applicant's education and experience; satisfactory GRE and scores taken within the last five years; satisfactory TOEFL scores taken within the last year for international applicants; three letters of recommendation which speak to the applicant capacity for advanced graduate work, work ethic and knowledge of the field of education or education research a writing sample which demonstrates the applicant's ability to present a cohesive, focused and persuasive response to an education issue.

Program Enrollment Projection

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4
New Full Time	6 {4 (RE) + 1 (LE) + 1 (LS)}	6	6	6
Continuing Full Time		6	11	15
New Part Time	4 (LS)= 2FTE	8= 4FTE {6 (LS + 2(LE))}	9=(4FTE) {6 (LS)+3(LE)}	10=5FTE {8 (LS)+4(LE)}
Transferring from existing Ed.D.	10= 5FTE {6 LS + 4 LE}	4(LE)=2FTE	4(LE) =2FTE	4(LE)=2FTE
Continuing Part Time		12	20	29
TOTALS	20	36	50	64

Curriculum (Attachment A)

The proposed Ph.D. will require a minimum of 60 credits. It is planned that students will select one of three options and be enrolled in shared coursework at the outset of their matriculation and branch into distinctive coursework and research experiences as they progress. All students enroll in a two part, foundation course for six credits. This year long course, Perspectives and Visions, introduces students to educational history, philosophy, and psychology with a focus on original research literature from seminal and contemporary scholars. All students also are required to enroll in four research methodology courses and one additional research methods course approved by the student's advisor. Beyond the foundational and research course sequence taken by all Ph.D. students, degree options differentiate coursework into separate strands for specialization courses and advanced research courses.

Internships or Field Studies

The proposed Ph.D. program has no specific requirements for internships. It is anticipated that the three program options will require pilot research studies. This may occur in a variety of field-settings including non-profit organizations, higher education, PK-12 settings, and government agencies. UML plans that the sites for this pilot work will be determined by the research interests of the candidates.

RESOURCES AND BUDGET

Fiscal (Attachment B)

Revenue from tuition and fees are calculated at the current rate with a 3% increase each year for 5 years. FTE student numbers are calculated by estimating the number of full-time students

(6/year) taking 18 credits/year. Part-time students currently take 9 credits/year and are therefore 0.5FTE. Consequently, in year 1 there are 6 full time students expected and 14 x 0.5 students for a total of 13 FTE students. Of these 13, UML estimates 10 will be in-state and 3 will be out-of state. It should also be noted that of these 13 students, it is estimated that 5 FTE students will have transferred from the existing Ed.D. program. Throughout the 5 years, students in the Ed.D. in Leadership are expected to transfer to the Ph.D. It is planned that revenue will accrue from grants received by faculty. In year one, revenue is projected at \$50,000 increasing to \$100,000/year by year 4. Contracts for program evaluation are expected to generate \$20,000 per year rising to \$50,000/year by year 4. Endowed scholarships already exist for doctoral student study amounting to approximating \$5000 disbursement/year. One more endowed scholarship of \$25,000 is expected to be generated in the first five years of the program leading to a disbursement of \$6000.

Expenditures are expected to include a new faculty hire at the beginning of Year 1 and Year 2. It is planned that both faculty will be appointed at the Associate level with salary of approximately \$90,000. Because it is expected that the Ph.D. will encourage the participation of faculty from other departments as well as from UMass Boston and Salem State University, funds for adjunct work will be required. Three adjunct stipends in year 2, four in year 3, and five in years four and five, are anticipated at \$5000/stipend. A fringe rate of 1.94% has been applied to new salaries.

Operating expenses are expected to be minimal for the program, with an allowance for supplies of \$2000/year rising to \$3000 in year 5. No new library supplies are needed. as we acquired necessary sources for the current doctoral programs. Marketing the program in year 1 will require \$15,000, reducing to \$3000/year by year 5.

Six Teaching Assistantships will be requested each year. In the first year a TA's stipend is calculated at approximately \$14,000 and tuition and fees are \$11,000 ($\$25,000 \times 6 = \$150,000$). Teaching Assistants are planned to be supported for two years. In year two, the stipend increases to \$15700 + tuition and fees of \$11,000 for an approximate cost of \$26,700 ($\$26700 \times 6 = \$160,200$). From year 2, \$310,200 is the expected expenditure for Teaching Assistants, not including increases in stipends or tuition and fees. Equipment expenditures are expected to be minimal with \$10,000 budgeted for instructional technology needs in year 1 and \$12,000 in year 5.

It is planned that 9 current faculty will teach in the program, but only approximately a half of their time will be spent on doctoral work. Average salary of 90,000 = \$810,000 at 0.5 time = \$405,000 in salaries. With salary raises and promotions this expenditure will rise to \$450,000/year. An administrative assistant is already employed by the Graduate School of Education. 1/5th of her time is spent on doctoral administration starting at \$9000 in year 1 and rising to \$11,000 in year 5. A Graduate Coordinator for doctoral programs is already assigned to the Graduate School of Education. Her current stipend is \$6000 and will probably rise to \$7000 by year 5. A fringe rate of 1.94% has been applied to existing salaries.

Faculty and Administration (Attachment C)

Currently in UML's Graduate School of Education., there are 13 tenure track research active faculty. It is expected that 2 additional faculty members with expertise in Education Policy and Research and Evaluation will be needed to reconfigure programs and support the new PhD/Edu. It is anticipated that faculty from UMB and SSU will expand the pool of faculty who can serve on dissertation committees. It is anticipated that each year four teaching assistant

positions will be needed in order to admit applicants to the Ph.D. option in Research and Evaluation in Education, one full-time Teaching Assistantship is anticipated for each of the other two options for a total of 6 Teaching Assistantships in year 1. TAs will be supported for 2 years and therefore the maximum number of Teaching Assistant positions supported through university funds will be 12.

Facilities, Library and Information Technologies

No special teaching space is required for the proposed PhD/Edu. UML has appropriate and sufficient computer and software resources and departments computers are updated every 4 years through the university’s replenishment program. Research courses require specific software for data analysis such as SPSS, NVivo and WEAVE and software is purchased by the university and additional software is not needed. The UML library provides electronic access to relevant data bases for education journals and research with a budget that allows for expanding journal offerings if needed.

Affiliations and Partnerships

UML currently has many international partnerships. Some faculty members are engaged in work in Northern Ireland, Israel and Korea and these international partnerships provide sites for the research of Ph.D. students. In addition, business leaders have expressed interest in partnering with UML in order to utilize the skills of Ph.D. students in their program evaluation work. For example, a qualitative research software company has also indicated interest in sponsoring the work of a doctoral student.

PROGRAM EFFECTIVENESS

Goal	Measurable Objective	Strategy for Achievement	Timetable
Increase doctoral student enrollment particularly students from traditionally under-represented groups	Enrollment figures: Annual admission will increase doctoral enrollment by 20 students/ year with the addition of the Ph.D. Diverse student population 25% of admitted students	Adding programs that are not currently available will increase the appeal of the programs offered by the GSE to a larger audience.	3 years from start of new Ph.D. programs
Goal	Measurable Objective	Strategy for Achievement	Timetable
Increase the number of research classes offered for the GSE graduate	The number of graduate level class offerings will increase by 5%.	We will collaborate with other departments to allow our students to have access to additional advanced research courses. We will	Within 2 years of program beginning.

students.		also hire an additional faculty member who can teach research courses.	
Increase the number of GSE faculty in the area of research and evaluation and education policy	2 hires for faculty teaching doctoral students. Additional faculty from collaborating departments and universities teaching courses.	Request funds to hire additional faculty. Establish collaborating relationships with faculty outside the GSE.	Within a year of program beginning.
Increase the collaboration among GSE faculty and UMass Boston and Salem State University faculty.	Number of 'collaborating' university faculty on dissertation committees and number teaching courses for GSE will increase by 5%.	We will establish the Graduate Group Oversight Committee to relay requests to faculty at collaborating universities for elective courses and to serve on dissertation committees.	3 years from program beginning.
All Ph.D. students will submit at least one article for publication in a peer reviewed journal or present research findings at a national conference before graduating.	The number of submissions, publications and conference presentations will be at least equal to or greater than the number of students having completed the program.	Our proposed doctoral programs require the students to work on research projects with faculty prior to beginning their dissertations.	Within 4 years of program beginning.
Job Placement	At least 50% of our graduates will take jobs in academic or research oriented careers.	We will prepare our Ph.D. students for research based careers.	Within 1 year of our first program graduates earning their Ph.D.s

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

Dr. Casey Cobb, Professor at the University of Connecticut and Dr. Paula Salvio at the University of New Hampshire, visited the UML campus on December 9th, 2013. Their visit included interviews with the Dean, Vice Provost of Graduate Education, Faculty, and the Director of Libraries.

The review team found the program to be adequately aligned with and conforming to the norms of traditional Ph.D. programs. They noted that the course work is attentive to foundations, is rigorous and admission criteria are appropriate. Facilities and equipment were found appropriate and the library resources were considered excellent. While revenue estimates were deemed adequate, the reviewers recognized that faculty generation of external funding will be crucial to support research assistants.

The reviewers expressed concern about the limited predictability of the G.R.E. and caution faculty not to place undue weight on this metric. The review team found that the research credentials of the faculty are sufficient to mount the program, and made recommendations for additional faculty. A major concern of note was with regard to the employability predictions for PhD/Edu. The review team remarked that although the cited market analysis indicated the need for PhD/Edu there are other data indicating the limited number of tenure track academic positions across the country. Finally the reviewers recommend a 3-5 year review process to include perspectives from the other departments.

UML responded that faculty intend to retain the G.R.E. as one of the admission requirements and plan to use GRE scores as part of making a holistic judgment. UML commentary on the concern about data that show limitations to tenure-track appointments pointed out that institutions seeking to raise their U.S. News and World Report rankings frequently replace part-time adjunct faculty with full-time non-tenure track faculty with earned doctorate degrees.

STAFF ANALYSIS AND RECOMMENDATION

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

ATTACHMENT A: CURRICULUM

Major Required (Core) Courses for All Options (Total courses required = 6)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
01.645	Perspectives and Visions I*	3
01.646	Perspectives and Visions 2*	3
07.700	Introduction to Research Design and Methods*	3
07.701	Quantitative Data Analysis*	3
07.704	Qualitative Research Methods*	3
07.xxx	One further research course with approval of advisor**	3
SubTotal # Core Credits Required		18

* = Denotes a core course to be taken by all specializations

** = For Research and Eval Option this must be 07.742 Foundations of Program Eval

Option Specific Required (Core) Courses for Each Option		
Leadership in Education Option (12 cr)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
05.650	Instructional leadership and School Reform	3
05.651	Transformative Leadership	3
01.636	Sociocultural Contexts of Education	3
05.653	Education Policy	3
Literacy Studies Option (12 cr)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
06.675	History, Res, & Cont. Issues in Language, Lit, & Cult.	3
06.676	History, Theory, and Research in the Teaching of Writing	3
06.677	Theories of Verbal Communication	3
06.678	History, Theory, Research in Reading	3
Research and Evaluation in Education Option (6 credits in one concentration – qualitative, quantitative or program evaluation and 6 credits of doctoral research seminars)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
07.710	Qualitative Research: Advanced Topics in Analysis	3
07.660	Ethnographic Inquiry	3
07.743	Program Evaluation in Practice	3
07.744	Evaluation and Public Policy	3
07.706	Intermediate Data Analysis	3
07.xxx	Advanced Quantitative Analysis (to be determined)	3
07.699	Doctoral Research Seminar	6
Option Specific Required Advanced Doctoral Research		
Leadership in Education option (total credits required = 12)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
05.603	Advanced Research Phase I	3
05.703	Advanced Research Phase II	3

07.xxx	Research course	3
07.xxx	Research course	3
Literacy Studies (total credits required = 6)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
06.700	Conducting Research in Literacy Studies I	3
06.701	Conducting Research in Literacy Studies II	3
Research and Evaluation in Education Option (total credits required = 9)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
07.711	Research Experience I	3
07.712	Research Experience II	3
07.713	Research Writing Seminar	3

Option Course Electives		
Leadership in Education option (With approval of the advisor Leadership in Education students select two courses. Classes below are as examples.)		
01.610	Theories of Learning	3
03.651	Web-based Teaching	3
04.635	Dynamics of Curricular Change	3
05.658	Role of Curriculum Leader	3
01.608	Student Development and Leadership in Higher Education	3
06.675	History, Res, & Cont. Issues in Language, Lit, & Cult. Comm.	3
06.676	History, Theory, and Research in the Teaching of Writing	3
06.677	Theories of Verbal Communication	3
06.678	History, Theory, Research in Reading	3
	SubTotal # Option Credits Required	6
Literacy Studies (With approval of the advisor Literacy Studies students select four classes. Classes below are as examples.)		
02.601	Introduction to Linguistics	3
01.607	The Adult Learner	3
01.608	Student Development Theory	3
01.610	Theories of Learning	3
06.612	Topics in Language Arts and Literacy	3
03.651	Web-Based Technology in Learning Environments	3
04.637	History and Theory of Curriculum	3
05.638	Planning, Technology, and School Improvement	3

05.652	Managing Change and Conflict	3
05.651	Transformative Leadership	3
01.636	Sociocultural Contexts of Education	3
05.653	Education Policy	3
	SubTotal # Option Credits Required	12

Elective Research Courses open to all options		
07.660	Ethnographic Inquiry	3
07.705	Survey Research	3
07.706	Intermediate Data Analysis	3
07.661	Action Research: Theory and Practice	3
07.710	Advanced Qualitative Research Methods	3

Research and Evaluation in Education Option (Students select at least one research course and two other electives with approval of advisor. Examples are below.)		
04.622	Science, Mathematics and the Educated Mind	3
04.630	Reasoning and Problem Solving	3
04.623	Policy and Practice in Science, Technology, Engineering and Mathematics Education	3
66.7xx	Qualitative Research Methods	3
33.716	Qualitative Research	3
EDLDRS.743	Measurement and Research Instrument Design (UMass Boston)	3
	SubTotal # Option Credits Required	9

Curriculum Summary	
Total number of courses required for the degree	48 Credits
Dissertation	12 Credits minimum
Total credit hours required for degree	60 Credits minimum
Prerequisite or Other Additional Requirements:	

ATTACHMENT B: BUDGET

Revenues

UMass New Program Approval Budget

Campus: UMass Lowell

Program: Ph.D. Education

REVENUE ESTIMATES										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2014		2015		2016		2017		2018	
<i>Full-Time Tuition Rate: In-State</i>	1637		1686.11		1736.69		1788.79		1842.46	
<i>Full-Time Tuition Rate: Out-State</i>	6425		6617.75		6816.28		7020.77		7231.39	
<i>Mandatory Fees per Student (In-state)</i>	9600		9888		10184.64		10490.18		10804.88	
<i>Mandatory Fees per Student (out-state)</i>	14400		14832		15276.96		15735.27		16207.33	
<i>FTE # of New Students: In-State</i>	6		8		8		8		8	
<i>FTE # of New Students: Out-State</i>	2		2		2		3		4	
<i># of In-State FTE Students transferring in from the institution's existing programs</i>		4		1		2		2		2
<i># of Out-State FTE Students transferring in from the institution's existing programs</i>		1		1		0		0		0

	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
Tuition and Fees										
First Year Students										
Tuition										
In-State	\$9,822	\$6,548	\$13,489	\$1,686	\$13,894	\$3,473	\$14,310	\$3,578	\$14,740	\$3,685
Out-of-State	\$12,850	\$6,425	\$13,236	\$6,618	\$13,633	\$0	\$21,062	\$0	\$28,926	\$0
Mandatory Fees	\$86,400	\$52,800	\$108,768	\$24,720	\$112,031	\$20,369	\$131,127	\$20,980	\$151,268	\$21,610
Second Year Students										
Tuition										
In-State			\$10,117	\$6,744	\$13,894	\$1,737	\$14,310	\$3,578	\$14,740	\$3,685
Out-of-State			\$13,236	\$6,618	\$13,633	\$6,816	\$14,042	\$0	\$21,694	\$0
Mandatory Fees			\$88,992	\$54,384	\$112,031	\$25,462	\$115,392	\$20,980	\$135,061	\$21,610
Third Year Students										
Tuition										
In-State					\$10,420	\$6,947	\$14,310	\$1,789	\$14,740	\$3,685
Out-of-State					\$13,633	\$6,816	\$14,042	\$7,021	\$14,463	\$0
Mandatory Fees					\$91,662	\$56,016	\$115,392	\$26,225	\$118,854	\$21,610
Fourth Year Students										
Tuition										
In-State							\$10,733	\$7,155	\$14,740	\$1,842
Out-of-State							\$14,042	\$7,021	\$14,463	\$7,231
Mandatory Fees							\$94,412	\$57,696	\$118,854	\$27,012
Fifth Year Students										
Tuition										
In-State									\$11,055	\$7,370
Out-of-State									\$14,463	\$7,231
Mandatory Fees									\$97,244	\$59,427

Gross Tuition and Fees	\$109,072	\$65,773	\$247,837	\$100,770	\$394,829	\$127,636	\$573,174	\$156,023	\$785,302	\$185,998
Grants	\$50,000		\$50,000	\$0	\$75,000		\$100,000		\$100,000	
Contracts	\$0	\$20,000	\$20,000	\$0	\$20,000	\$0	\$50,000	\$0	\$50,000	\$0
Campus budget allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenues (specify in cell 54)	\$0	\$5,000	\$0	\$5,000	\$1,000	\$6,000	\$0	\$6,000	\$0	\$6,000
ALUMNI SCHOLARSHIPS		\$5,000	\$0	\$5,000	\$1,000	\$5,000	\$0	\$6,000	\$0	\$6,000
Total	\$159,072	\$90,773	\$317,837	\$105,770	\$490,829	\$133,636	\$723,174	\$162,023	\$935,302	\$191,998

Expenditures

UMass New Program Approval
Budget

Campus: UMASS LOWELL

Program: Ph.D. Education

EXPENDITURE ESTIMATES										
	Year 1 FALL 2014		Year 2 FALL 2015		Year 3 FALL 2016		Year 4 FALL 2017		Year 5 FALL 2018	
	New Expendit- ures required for Program	Expendit- ures from current resource s	New Expendit ures required for Program	Expendit ures from current resource s	New Expendit ures required for Program	Expendit ures from current resource s	New Expendit ures required for Program	Expendit ures from current resource s	New Expendit ures required for Program	Expendit ures from current resource s
Personnel Services										
Faculty	\$90,000	\$405,000	\$90,000	\$425,000	\$0	\$425,000	\$0	\$450,000	\$0	\$450,000
Administrators Grad Coord Stipend	\$0	\$6,000	\$0	\$6,000	\$0	\$6,500	\$0	\$7,000	\$0	\$7,000
Support Staff 1/5TH ADMIN TIME	\$0	\$9,000	\$0	\$10,000	\$0	\$10,000	\$0	\$11,000	\$0	\$11,000
Others ADJUNCT PAY FOR SALEM STATE AND UMB FACULTY	\$0	\$0	\$15,000	\$0	\$20,000	\$0	\$25,000	\$0	\$25,000	\$0
Fringe Benefits 1.94%	\$1,746	\$8,148	\$2,037	\$8,555	\$388	\$8,565	\$485	\$9,079	\$485	\$9,079
Total Personnel	\$91,746	\$428,148	\$107,037	\$449,555	\$20,388	\$450,065	\$25,485	\$477,079	\$25,485	\$477,079

Operating Expenses										
Supplies	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,500	\$0	\$3,000	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing/Promotional Expenses	\$15,000	\$0	\$10,000	\$0	\$5,000	\$0	\$4,000	\$0	\$3,000	\$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 (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Expenses	\$17,000	\$0	\$12,000	\$0	\$7,000	\$0	\$6,500	\$0	\$6,000	\$0
Net Student Assistance										
Assistantships	\$150,000	\$0	\$310,200		\$310,200		\$310,200		\$310,200	
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	\$150,000	\$0	\$310,200	\$0	\$310,200	\$0	\$310,200	\$0	\$310,200	\$0
Capital										
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$12,000	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$12,000	\$0
Total Expenditures	\$268,746	\$428,148	\$429,237	\$449,555	\$337,588	\$450,065	\$342,185	\$477,079	\$353,685	\$477,079

BUDGET SUMMARY OF NEW PROGRAM ONLY

	Year 1 Fall 2014	Year 2 Fall 2015	Year 3 Fall 2016	Year 4 Fall 2017	Year 5 Fall 2018
Total of newly generated revenue	\$159,072	\$317,837	\$490,829	\$723,174	\$935,302
Total of additional resources required for program	\$268,746	\$429,237	\$337,588	\$342,185	\$353,685
Excess/ (Deficiency)	<u>(\$109,674)</u>	<u>(\$111,400)</u>	<u>\$153,241</u>	<u>\$380,989</u>	<u>\$581,617</u>

Justification of Financial Projections:

ATTACHMENT C: FACULTY

Name of faculty member (Name, Degree and Field, Title)	Tenu- red Y/N	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	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
Bifuh-Ambe, Elizabeth Ph.D. Literacy Associate Professor	Y	<ul style="list-style-type: none"> ● 06.678 History, Theory and Research in Reading (C)(3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Carifio, James Ed.D. Research Professor	Y	<ul style="list-style-type: none"> ● 07.701 Data Analysis (C)(3cr) ● 07.706 Advanced Data Analysis(3cr) ● 07.709 Measurement and Evaluation(3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Colombo, Michaela Ed.D. Leadership Associate Professor	Y	<ul style="list-style-type: none"> ● 01.636 Sociocultural Contexts of Education (C)(3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Lorraine Dagostino Ph.D. Literacy Professor	Y	<ul style="list-style-type: none"> ● 06.677 Theories of Verbal Communication (C)(3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Davidson, Judith Ph.D. Research Associate Professor	Y	<ul style="list-style-type: none"> ● 07.704 Qualitative Research Methods (C)(3cr) ● 07.661 Action Research Theory and Practice (C) (3cr) ● 07.710 Qual Research Advanced Topics in Analysis (C) (3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Kim, Minjeong Ph.D. Literacy Assistant Professor	N	<ul style="list-style-type: none"> ● 06.675 History, theory and Contemporary Issues in Language, Literacy and Culture (C)(3cr) ● 06.700 Conducting Research in Literacy Studies I (C)(3cr) ● 06.701 Conducting Research in Literacy Studies II (C)(3cr) ● 07.660 Ethnographic Inquiry (3cr) 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus
Lohmeier, Jill Ph.D. Research Associate Professor	Y	<ul style="list-style-type: none"> ● 07.700 Introduction to Research Design and Methods 	1	Graduate School of Education	Full Time	No	<ul style="list-style-type: none"> ● South Campus

		(C)(3cr) <ul style="list-style-type: none"> • 01.646 Perspectives and Visions II (C)(3cr) • 07.742 Foundations of Program Evaluation(C)(3cr) 					
Nehring, James Ed.D. Leadership Associate Professor	Y	<ul style="list-style-type: none"> • 05.651 Transformative Leadership (C)(3cr) • 01.645 Perspectives and Visions I (C)(3cr) 	1	Graduate School of Education	Full Time	No	• South Campus
Simmons, Jay Ph.D. Literacy Professor	Y	<ul style="list-style-type: none"> • 06.676 History, Research and Theory in the Teaching of Writing (C)(3cr) 	1	Graduate School of Education	Full Time	No	• South Campus
Szczesiul, Stacy Ed.D. Leadership Assistant Professor	N	<ul style="list-style-type: none"> • 05.652 Managing Change and Conflict (C)(3cr) • 05.650 Instructional Leadership and School Reform (3 cr) 	1	Graduate School of Education	Full Time	No	• South Campus
Uy, Phitsamay Ed.D. Leadership Assistant Professor	N	<ul style="list-style-type: none"> • 05.702 Advanced Res Phase II (C)(3cr) 	1	Graduate School of Education	Full Time	No	• South Campus
New Hire		<ul style="list-style-type: none"> • 05.653 Education Policy • 05.701 Advanced Res Phase I (C)(3cr) 					•
New Hire		<ul style="list-style-type: none"> • 07.711 Research Experience I (3cr) (C) • 07.712 Research Experience II (C) (3cr) • 07.699 Doctoral Research Seminars (6 x 1cr) (C) • 07.713 Research Writing Seminar (C) 					•