

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

**COMMITTEE:** Academic Affairs

**NO.:** AAC 11-01

**COMMITTEE DATE:** November 30, 2010

**BOARD DATE:** December 7, 2010

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**APPLICATION OF UNIVERSITY OF MASSACHUSETTS DARTMOUTH TO AWARD  
THE MASTER OF ARTS, DOCTOR OF EDUCATION AND DOCTOR OF  
PHILOSOPHY IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES**

**MOVED:** The Board of Higher Education hereby approves the application of **University of Massachusetts Dartmouth** to award the **Master of Arts in Educational Leadership and Policy Studies**; the **Doctor of Education in Educational Leadership and Policy Studies**; and the **Doctor of Philosophy in Educational Leadership and Policy Studies**.

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:** Dr. Francesca Purcell, Associate Commissioner for Academic and P-16 Policy

## **BOARD OF HIGHER EDUCATION**

### **University of Massachusetts Dartmouth**

#### **INTENT AND MISSION**

The University of Massachusetts Dartmouth (UMD) filed an expedited application to offer the Master of Arts in Educational Leadership and Policy Studies; the Doctor of Education in Educational Leadership and Policy Studies; and the Doctor of Philosophy in Educational Leadership and Policy Studies in its School for Education, Public Policy, and Civic Engagement (SEPPCE). The proposed doctoral programs are designed to prepare future practitioners and scholars who will work as professors, researchers, administrators, and executives in leadership roles in a variety of institutional settings. These may include schools, universities, federal and state departments of education, national and state professional organizations, and non-governmental agencies. Students in the proposed doctoral programs will have the option of becoming certified as principals or assistant principals in the state of Massachusetts.

The proposed Doctor of Philosophy program is for students who want to combine a strong base of theoretical knowledge with an individualized focus to analyze policy in and about PK-12, post-secondary, and adult learning environments. It is aimed for students who seek future careers in academia, industry and not-for-profit organizations as educational consultants, academic researchers, policy makers, educational theorists, or faculty members. It is a program which is focused on the analysis of educational structures and systems, and the critical analysis of educational policy.

The proposed Doctor of Education program is a cohort-based program designed to address issues important to practicing school leaders and the scholarship that can help them analyze and address relevant issues. This program seeks to prepare reflective practitioners with the leadership and management skills necessary to understand the contexts and actions that will transform educational institutions and improve student learning in a variety of school environments. It will highlight job-embedded and solution-driven applications, providing students with necessary tools and information to apply in their daily professional lives as educators and leaders.

Students will receive the proposed master degree upon completion of the first two years of coursework and exams en route to completion of a doctoral degree.

In October 2008, work plans were started to develop a proposal for a doctoral program in Educational Leadership and Policy Studies. The proposed programs have been approved by the University's internal governance procedures and were approved by the University of Massachusetts Board of Trustees on June 9, 2010. The proposed program's intent reflects the mission of UMD as a regional research university to distinguish itself as, "...a vibrant, public university actively engaged in personalized teaching and innovative research..." which acts, "...as an intellectual catalyst for regional and global economic, social, and cultural development."

UMD engaged in discussions about joint programming at the doctoral level with colleagues at Bridgewater State University as both institutions share the mutual goal of serving the school leadership needs of the region fully and effectively. The institutional leaders encourage seeking solutions that can bring these efforts to fruition with the support of the Board of Higher Education and the University of Massachusetts Board of Trustees to establish joint governance guidelines for program approval to enable a strong partnership.

## **NEED AND DEMAND**

At the national level, the Bureau of Labor Statistics projects a strong national demand for K-12 administrators as well as for faculty positions in educational administration through 2018, due to a large number of retirements and fewer applicants for school principals and school superintendents. Similarly, the American Association of Colleges for Teacher Education issued a White Paper in 2001 entitled *PK-12 Educational Leadership and Administration*, recognizing the projected shortage of both school leaders and school leader preparation programs.

At the state level, a major survey study conducted in 2008 by the University of California at Santa Cruz titled *Teaching, Learning and Leading in Massachusetts* reported that an estimated 51 percent of all public school educators in Massachusetts took the survey. More than 250 districts and over 1,200 schools (almost two-thirds in each instance) participated. The results indicated the need for additional support, especially around areas of leadership and decision making, highlighted by the fact that teachers did not feel included in decision-making processes. Less than half of educators (46 percent) believed that they are engaged in decision making in a meaningful way. Just over half (55 percent) felt that they are recognized as educational experts, and slightly less than two thirds (63 percent) thought that they are trusted to make decisions about instructional issues. The study also reported that a majority of teachers do not feel that school leadership, broadly defined, is responsive to their concerns in the areas that are important to them. Less than half believed that school leadership addresses their concerns about leadership (45 percent), teacher empowerment (46 percent), and time (47 percent). Teachers reported that influences outside the school also affect their ability to be successful with all students. Massachusetts's principals, as school leaders, also reported that they did not feel that they have sufficient time, particularly for instructional leadership work. Only three out of ten principals reported that they have sufficient time to focus on instructional leadership issues.

In October 2008, in his *Update on Educational Leadership Development to the Members of the Board of Elementary and Secondary Education*, Commissioner Mitchell Chester spoke to a growing gap since 2000 between the supply of and demand for well-prepared and experienced school leaders. Six months later, on April 2009, in his *Report to the Massachusetts Legislature on the School Leadership Academies Training Initiative*, he pointed out that, according to studies from the Massachusetts Elementary School Principals Association and the Massachusetts Association of School Superintendents, 48 percent of Massachusetts principals are scheduled to retire over the next five years; 40 percent of the principals in Massachusetts had 3 years or less in the job as of January 2009; and that the annual turnover of superintendents in the state could very well continue at an average rate of 50 per year. He then proceeded to state that in these times of diminishing resources "growing our own" is, in his opinion, the most effective way of addressing the human resource problem.

Substantial interest in the program was identified through a survey compiled by SEPPCE researchers at UMD. One hundred twenty two individuals responded to a survey, including prospective students (66 respondents) and administrators (53 respondents). Among prospective students, the vast majority (88 percent) answered that they would consider pursuing a doctoral program in educational leadership and policy studies. Among administrators in a position to advise or mentor prospective students, nearly all (92 percent) reported they would recommend the proposed program to a student or colleague.

## **ACADEMIC AND RELATED MATTERS**

### ***Admission***

The University anticipates that students will primarily come from public and private K-16 teaching and administration sectors in addition to other related professional backgrounds. The approval of candidates for admission will be made on a selective basis. Criteria include:

- Bachelor or Master's (preferred) with a G.P.A. of 3.0 (or equivalent) from an accredited program/institution in a field appropriate as preparatory work for doctoral studies in education or public policy. Students will be required to submit transcripts from all post-secondary institutions so that a determination can be made regarding the nature of preparatory course work and the student's successful completion of it. Any perceived deficiencies in the applicant's previous course work and/or knowledge about teaching and learning will be addressed by additional pre-requisite preparation and determined by the Graduate Program Director, in consultation with the Graduate Program Committee, and stated in the official notification of admission.
- 2 years of teaching and/or administrative experience in a public or private educational institution in the United States or abroad. Preference will be given to those with at least three years of experience in administration.
- Acceptable scores on the Graduate Record Examination or Graduate Management Admission Test.
- A personal statement describing the student's drive, research and teaching interests, career goals, work and academic experiences.
- At least one academic or professional writing sample that has been submitted for college credit or addressed to a third party in a professional context.
- Three letters of recommendation.
- International applicants from a country whose native language is not English must provide evidence of English proficiency.

### **Enrollment**

The University projects enrolling an average cohort of 16 students per year for the first 4-year cycle (AY2012-15) with students carrying a course load of 7 credits per semester and 6 credits per summer session. In AY2015, the University projects a student enrollment of approximately 52 students.

#### **PROGRAM ENROLLMENT PROJECTION (Years 1-4)**

<b>PROJECTED REVENUE, UMD Ed.D./Ph.D. in Educational Leadership and Policy Studies (YRS 1-4)</b>				
	<b>AY2012(1)</b>	<b>AY2013(2)</b>	<b>AY2014(3)</b>	<b>AY2015(4)</b>
<b>#of STUDENTS</b>				
<b>Year 1</b>	16	16	16	16
<b>Year 2</b>		14	14	14
<b>Year 3</b>			12	12
<b>Year 4</b>				10
<b>TOTAL</b>	<b>16</b>	<b>30</b>	<b>42</b>	<b>52</b>
<b>STATUS</b>				
# In State	14	26	37	45
# Out-of State	2	4	5	7

### **Curriculum (Attachment A)**

The proposed doctoral programs consists of 82 credits, 40 of which are a common core of courses and colloquia designed to introduce students to the fundamentals concerning educational leadership and policy as agents of change, delve into critical issues of policy and management, and develop their knowledge of research designs, tools and methodologies (years one and two). Students will earn the master's degree after completing the common core of courses. The remaining 42 credits are devoted to advanced doctoral coursework, colloquia, and dissertation seminars to support and guide the production of the final dissertation and defense (years three and four).

In years three and four, the doctoral tracks differ in content and focus. The Ed.D. track is directed more towards educational practice and the application of theory and research, and the Ph.D. track is more research theory policy-oriented. In both cases, students enroll in at least four dissertation seminars and are assigned specialized advisors to help them conceptualize, organize, write and finish their dissertations.

All students will master the nature of scientific inquiry, appropriate methods of research design regarding data collection and analysis, the production of new researchable questions, and the ability to design and conduct a research study with unique and significant findings.

Specifically, the proposed Ed.D. program will provide students with the knowledge and skills to:

- Formulate and design solutions to complex policy and administrative problems associated with educational practice.
- Use quantitative and qualitative data as a basis for school improvement.
- Administer schools in a legally and ethically transparent and accountable manner.
- Examine educational phenomena from multiple theoretical and analytical perspectives.
- Produce theory-driven inquiry independently.

- Value and become capable of disseminating the findings of their research to multiple audiences.
- Conceptualize and write original research in the field with deep social and cultural commitments.

Specifically, the proposed Ph.D. program will provide students with the knowledge and skills to:

- Understand the context within which they practice as researchers, policy analysts, and decision makers.
- Explore the philosophical foundations underlying educational inquiry.
- Examine educational phenomena from multiple theoretical and analytical perspectives.
- Produce theory-driven inquiry independently.
- Present and discuss the findings of their research to multiple audiences.
- Plan educational research and policy analysis from responsible, ethical perspectives.
- Conceptualize and write original research that represents their contribution to the field of education.

UMD will employ three main strategies over the first four years of the program to ensure effective program delivery and to refine its efficiency. These strategies are (1) Student E-portfolios, (2) Faculty Evaluation and Assessment Procedures, and (3) Internal and External Advisory Committees. Each strategy will contribute to the effective operation of the program to accomplish the prescribed set of learning outcomes and program objectives.

#### *Field and Clinical Resources*

UMD is connected to a myriad of organizations that will serve as field or clinical settings for prospective students to do internships, practicum or field-based observations and research. Resources and activities will be coordinated through the various centers of SEPPCE, namely the Center for University and School Partnerships, the Center for Policy Analysis, the Center for Civic Engagement, the Center for Urban Initiative, and the Kaput Center for S.T.E.M. Research and Innovation in Education, as well as through the existing M.A.T. Program and various approved state licensure and state-approved alternative teaching licensure programs. Primary partners in this endeavor will be the 13 different school districts in the South Coast region of Massachusetts (all members of the South Coast Education Compact), as well as the various community organizations and university programs that provide direct educational services to students and citizens in the region. In addition, UMD will partner with other policy and advocacy organizations in the University, state and region to provide opportunities for students to participate in projects relevant to their area of interest. In all such occasions, students will always be assigned to a faculty member who will act as their instructor of record. An annual fund of \$7,000 will be set to help offset general administrative costs (including travel mileage, materials, printing, etc.) associated with the coordination of the internships and other forms of field-based work.

## RESOURCES AND BUDGET

### *Faculty and Administration*

The University intends to have six faculty members fully devoted to the program. The department currently has three faculty members and is at present conducting a national search for a fourth faculty member with a record of administrative expertise and experience in K-12 settings in areas such as program design and evaluation, data driven assessment, public finance, human resource management, collective bargaining, and/or governance. The University will hire two faculty members in the subsequent years also with specific expertise and experience in K-12 leadership. Specifically, the fifth faculty position will strengthen the areas of educational research, assessment and evaluation and enhance capacity and depth on applied research methods. The sixth faculty position will strengthen the areas of administration and human resource management in K-12.

The program will also draw upon faculty members from other academic department and centers in SEPPCE such as the director of the Center for Civic Engagement whose areas of specialization is leadership and change management. UMD has also assembled a faculty cluster of practitioners with expertise in educational leadership and administration in the region and State. This cluster includes former superintendents, assistant superintendents, school principals, and directors of teacher leader programs and state licensure programs. These professionals have been teaching and developing the graduate courses offered in the *Leading for Learning Program for School Principals*, housed in the Center for University and School Partnerships (CUSP), one of SEPPCE's centers.

The Program will also have an active colloquia component that will insure a steady and varied stream of scholars, policy experts and practitioners in K-12 to broaden and enrich our perspectives on educational change and school improvement.

The proposed doctoral programs will be administered through the Department of Educational Leadership in SEPPCE, in close collaboration with faculty members from the Public Policy Department and the directors and research associates of the various cognate centers housed in SEPPCE. The Department Chair will serve as the Graduate Program Director and will serve for a term of 4 years. A Graduate Program Committee composed of the department's core faculty and one faculty member from the Public Policy Department will provide direction and oversight for the management of the program (e.g., admissions, curriculum development, program planning, operating policies and procedures, program evaluation and quality control) for both Ed.D. and Ph.D. tracks. The proposed doctoral programs will operate within the existing administrative structure and support of the Graduate Studies Office at U.M.D.

### *Library and Information Technology*

The proposed doctoral programs in Educational Leadership and Policy Studies will offer an advanced graduate interdisciplinary curriculum that is information-intensive. Besides a resident collection of materials in the library, faculty and students in the proposed program will have the ability to search on-line databases that support graduate-level research. They will also be able to use and borrow materials through the Boston Library Consortium from nineteen academic and research libraries many of which carry large

collections of books, journals, and materials focused on education and related fields, and which are repositories of federal and state documents and reports. In addition to offering interlibrary loan privileges for all of its graduate students, the UMD Library maintains reciprocal library agreements with all other state universities in Massachusetts.

The library and the Ed.D./Ph.D. program faculty will assess every two years what else needs to be acquired or subscribed to so that students' research and study is adequately supported. The program will allocate \$8,000 per year starting in AY2012 for this purpose.

### *Facilities and Equipment*

Plans call for the proposed doctoral programs and the Department of Educational Leadership and Policy to initially share space with the Department of Public Policy and the Center for Policy Analysis at 128 Chase Road on the far eastern edge of the campus. Plans for reorganizing and remodeling current space have been initiated. Space for the additional faculty offices with their corresponding office equipment will be prepared, as will space for graduate student work. It is expected that students will share desk space on a need-basis. Video- and telephone-conferencing facilities and TV/DVD/Video equipment will also be made available in this space. Starting with year 1 and thereon, there is an annual budget of \$4,000. This will be increased by \$2,000 annually in year 3 to coincide with the hiring of the two additional core faculty members and with improvements in equipment and facilities which the program will have to make to accommodate growth.

Classroom space will be available at: the main campus, the Fall River Extension which is managed by the Professional and Continuing Education Division, and the Fairhaven Campus which is managed by SEPPCE through the Center for University and School Partnerships and shared with the Ph.D. program in Mathematics Education Research, the STEM Department, and the Kaput Center for STEM Research and Innovation in Education, each of them subdivisions of SEPPCE.

### *Fiscal (Appendix B)*

Based on the current tuition/fee structure at UMD for graduate studies, the income from tuition and fees will be sufficient to support the program. This is based on admitting a cohort of 16 students each year and reaching an average of 52 students in total at steady state by AY2015. Generated tuition and fees factor in two out-of-state students each year reaching at steady state an average of 7 out of 52 (13.5%). At steady state, the program will be delivering eighteen courses and ten colloquia each academic year in three sessions (summer, fall, and spring). There will be a total of fifty two students, with each one carrying an annual load of twenty credits. Anticipated enrollment revenues at steady state amount to approximately \$511,841 per year.



## **PROGRAM EFFECTIVENESS**

The University submitted goals and objectives for the proposed Educational Leadership and Policy Studies program. The University plans to employ the following measures to ensure effective program delivery and to refine its efficiency:

### **Faculty**

- Faculty members meet the requirements of the institution for graduate education with all faculty members holding the earned doctorate.
- Faculty members conceptualize and implement productive programs of research and scholarship.
- Faculty members design and deliver high-quality instruction that is relevant and current.
- Faculty members create an environment in which mentoring, socialization of students, and the existence of a community of scholars is evident.

### **Students**

- Students are selected from a pool of applicants in accordance with admission criteria consistent with those of the University.
- Students actively develop research skills and knowledge of the field to prepare them as “stewards of the discipline”.
- Students actively prepare to assume leadership roles after they graduate.
- Students develop an expertise of scholarship, collaborating with faculty members.

### **Research and Scholarship**

- Research and knowledge creation are explicit components of the mission of the institution and a core feature of the program design.
- The University, the School, and the Department value, support, and reward faculty scholarship.
- Strong research programs, developed over a number of years exist to support the goals of the program.
- Faculty will maintain a level of scholarly productivity commensurate with the needs of the program.

### **Program of Study**

- The emphasis of the program of study reflects the interdisciplinary nature of Educational Leadership and Educational Policy drawing on multiple fields of knowledge to strengthen scholarship.
- Core content is identifiable. It can be provided through a variety of formal and informal teaching/learning and research activities.
- Opportunities are provided to complement students’ previous professional experiences and career goals.
- Student scholarship is developed through progressive research experiences based on collaborations with faculty and with partner institutions.

### **Resources**

- Faculty resources are available to initiate the program, and faculty resources will be added to maintain the program and accomplish its goals.
- Technical and support services are available and accessible to faculty and students.

- Library and database resources are sufficient to support the program.
- Space and equipment (e.g., computers, seminar rooms, study and social areas) are sufficient to support the program.

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

The proposed program was reviewed by Professor Gustavo Fischman, Arizona State University, Tempe; Professor Michael A. Peters, University of Illinois, Urbana-Champaign; and Professor Michael E. Dantley, Associate Provost and Associate Vice President for Academic Affairs, Miami University.

All reviewers expressed support for the proposed program, stating that they are satisfied that the Department, Faculty and University have engaged in a rigorous process of gauging program effectiveness in reaching its goals and objectives. Program design, goals, admissions, and facilities/resources were deemed satisfactory. Furthermore, the reviewers felt that graduates would be employable given the numerous districts in the state, the high levels of rotation, and the innovations that this program incorporates.

The reviewers made several recommendations regarding the program design. In the curriculum, they suggested adding economics as part of the common core through a special seminar, adding a special writing workshop to assist students in writing the dissertation, and creating a permeable boundary to enable transfers between the programs. To assist in evaluating program effectiveness and aid in program growth, reviewers suggested that the department and faculty carry out longitudinal destination analysis of graduates, keep a database of alumni, and conduct on-going review and program evaluation as part of the institutional administration of the program. With regard to ensuring plentiful resources for students, the reviewers recommend that some further thought be given to public transportation and access for any faculty or students with special needs, as well as to sources for funding student scholarship and unforeseen activities.

In its institutional response, the University outlined actions taken or in progress in accordance with each recommendation and/or issue raised. Specifically, the faculty will offer writing workshops as a component of the dissertation seminars or as separate workshops in years three and four. The University is also able to provide transportation and other support services for faculty and students in the proposed program who may have special needs.

### **STAFF ANALYSIS AND RECOMMENDATION**

Board staff thoroughly reviewed all documentation submitted by UMD and external reviewers. Staff recommendation is for approval of the Master of Arts in Educational Leadership and Policy Studies; the Doctor of Education in Educational Leadership and Policy Studies; and the Doctor of Philosophy in Educational Leadership and Policy Studies.

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.

## ATTACHMENT A: CURRICULUM OUTLINE

### I. Curriculum Outline for Master of Education in Educational Leadership and Policy Studies

<b>Major Required (Core) Courses (Total # of courses required = 16)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
ELP551	Introduction to Educational Leadership and Public Policy	3
ELP552	Organizational Behavior in Educational Settings	3
ELP553	Transformative Educational Leadership	3
ELP554	Social, Historical and Philosophical Foundations of American Education	3
ELP555	Design and Evaluation of Educational Systems	3
ELP561	Law and Education	3
ELP562	Human Resources and Change Management in Education	3
ELP563	Public Finance in Education	3
ELP571	Research Methods I – Methods and Design	3
ELP572	Research Methods II – Statistical Analysis	3
ELP573	Research Methods III – Applied Research	3
ELP581	Colloquium I – Politics and Education	3
ELP582	Colloquium II – Critical Issues in Teaching and Learning	1
ELP583	Colloquium III – Innovations in Instructional Design and Technology	1
ELP584	Colloquium IV – Promoting Parental and Civic Engagement in Schools	1
ELP600	Integrative Seminar	3
<b>Sub-total # Common Core Credits Required</b>		<b>40</b>

<b>Curriculum Summary</b>	
Total number of courses required for the M.Ed. degree	16
Total credit hours required for degree	40
<p><b>Prerequisite, Concentration or Other Requirements:</b>            Qualifying exams as outlined in the full proposal. This Master of Education (M.Ed.) is a credential towards completion of the Ed.D. or Ph.D.</p>	

## II. Curriculum Outline for the Doctor of Education in Educational Leadership and Policy Studies

<b>Major Required (Common Core) Courses (Total # of courses required = 16)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
ELP551	Introduction to Educational Leadership and Public Policy	3
ELP552	Organizational Behavior in Educational Settings	3
ELP553	Transformative Educational Leadership	3
ELP554	Social, Historical and Philosophical Foundations of American Education	3
ELP555	Design and Evaluation of Educational Systems	3
ELP561	Law and Education	3
ELP562	Human Resources and Change Management in Education	3
ELP563	Public Finance in Education	3
ELP571	Research Methods I – Methods and Design	3
ELP572	Research Methods II – Statistical Analysis	3
ELP573	Research Methods III – Applied Research	3
ELP581	Colloquium I – Politics and Education	1
ELP582	Colloquium II – Critical Issues in Teaching and Learning	1
ELP583	Colloquium III – Innovations in Instructional Design and Technology	1
ELP584	Colloquium IV – Promoting Parental and Civic Engagement in Schools	1
ELP600	Integrative Seminar	3
<b>Sub-total # Common Core Credits Required</b>		<b>40</b>

<b>Additional Major Required (Core) Courses (Total # of courses required = 11)</b>		
ELP651	Using and Analyzing Educational Assessment Data for School Improvement	3
ELP652	Performance Measurement	3
ELP661	Colloquium V – Leadership and Change at the School Level	1
ELP662	Colloquium VI – Leadership and Change at the District Level	1
ELP663	Colloquium VII – School Improvement Plans	1
ELP691	Dissertation Seminar I	3
ELP692	Dissertation Seminar II	3
ELP693	Dissertation Seminar III	3
ELP694	Dissertation Seminar IV	3
ELP700	Thesis I	6

ELP710	Thesis II	6
	<b>Sub-total # Core Credits Required</b>	<b>33</b>
<b><i>(Advanced Seminars) Elective Choices (Total courses required = 3)</i></b>		
ELP641	Authentic Learning ( Internship)	3
ELP671	Ethics, Literature and Leadership in Education	3
ELP672	Special Topics in Educational Leadership	3
ELP673	Trade Associationis, Unions, Collective Bargaining and Educational Reform	3
ELP674	Diversity, Identity and Educational Leadership	3
ELP675	Democracy and Education: Lessons from Practice	3
ELP676	The Law of School Choice	3
ELP683	Educational Reform, Accountability and the Achievement Gap	3
	<b>Sub-total # Elective Credits Required</b>	<b>9</b>

<b><i>Curriculum Summary</i></b>	
Total number of courses required for the Ed.D. degree	30
Total credit hours required for degree	82
<b><i>Prerequisite, Concentration or Other Requirements:</i></b>	

### III. Curriculum Outline for Doctor of Philosophy in Educational Leadership and Policy Studies

<b>Major Required (Common Core) Courses (Total # of courses required = 16)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
ELP551	Introduction to Educational Leadership and Public Policy	3
ELP552	Organizational Behavior in Educational Settings	3
ELP553	Transformative Educational Leadership	3
ELP554	Social, Historical and Philosophical Foundations of American Education	3
ELP555	Design and Evaluation of Educational Systems	3
ELP561	Law and Education	3
ELP562	Human Resources and Change Management in Education	3
ELP563	Public Finance in Education	3
ELP571	Research Methods I – Methods and Design	3
ELP572	Research Methods II – Statistical Analysis	3
ELP573	Research Methods III – Applied Research	3
ELP581	Colloquium I – Politics and Education	1
ELP582	Colloquium II – Critical Issues in Teaching and Learning	1
ELP583	Colloquium III – Innovations in Instructional Design and Technology	1
ELP584	Colloquium IV – Promoting Parental and Civic Engagement in Schools	1
ELP600	Integrative Seminar	3
	<b>Sub-total # Common Core Credits Required</b>	<b>40</b>

<b>Additional Major Required (Core) Courses (Total # of courses required = 11)</b>		
ELP653	Political Economy of Urban Education	3
ELP654	Research Methods IV – Program Evaluation	3
ELP664	Colloquium V – Global Contexts in Education Policy	1
ELP665	Colloquium VI – Global Challenges, Local Demands and Solutions	1
ELP666	Colloquium VII – Language Planning and Education	1
ELP691	Dissertation Seminar I	3
ELP692	Dissertation Seminar II	3
ELP693	Dissertation Seminar III	3
ELP694	Dissertation Seminar IV	3
ELP711	Thesis I	6
ELP712	Thesis II	6

	<b>Sub-total # Core Credits Required</b>	<b>33</b>
<b>Advanced Seminars Elective Choices (Total courses required = 3) (attach list of choices if needed)</b>		
ELP677	Law and the Education of Disenfranchised Groups and Subaltern Communities	3
ELP678	Comtemporary Policy and Reform in American Education	3
ELP679	Critical Curriculum theory and Inquiry in Education	3
ELP680	Globalization, Cosmopolitanism, Democracy and Social Justice in Education	3
ELP681	Education, Work and Emancipation	3
ELP682	Indigenous Knowledge and Methodologies	3
ELP683	Educational Reform, Accountability and the Achievement Gap	3
	<b>Sub-total # Elective Credits Required</b>	<b>9</b>

<b>Curriculum Summary</b>	
Total number of courses required for the Ph.D. degree	30
Total credit hours required for degree	82
<b>Prerequisite, Concentration or Other Requirements:</b>	

**ATTACHMENT B: BUDGET**

<b>One Time/Start Up Costs</b>	<b>Cost Categories</b>	<b>Annual Expenses</b>			
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	6 Full Time Faculty <ul style="list-style-type: none"> <li>• 4 existing positions</li> <li>• 1 new in year 3</li> <li>• 1 new in year 4</li> </ul> <i>Includes revised Fringe @ 35%</i>			108,000	108,000 108,000
	8 Part Time Lecturers @ \$4,000 each	(2) 8,000	(4) 16,000	(4) 16,000	(8) 32,000
	Staff <ul style="list-style-type: none"> <li>• 1 Administrative Assistant I</li> </ul> <i>Includes revised Fringe @ 35%</i>	(.5) 28,350	(1) 56,700	56,700	56,700
	General Administrative Costs	3,500	3,500	3,500	4,500
	Instructional Materials, Library Acquisitions	8,000	8,000	10,500	10,500
	Facilities/Space/Equipment	4,000	4,000	6,000	6,000
	Field & Clinical Resources	7,000	7,000	7,000	7,000
	Marketing	4,000	6,000	6,000	6,000
	Other <ul style="list-style-type: none"> <li>• Colloquia</li> <li>• Research Fellowships and student support</li> <li>• Faculty and Students Travel costs</li> </ul>	4,000	8,000 12,000	16,000 24,000	20,000 24,000 8,000
	<b>TOTALS</b>	65,850	127,200	261,700	391,700

<b>One Time/Start-Up Support</b>	<b>Revenue Sources</b>	<b>Annual Income</b>			
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Grants				
	Tuition	26,360	50,304	68,316	112,405
	Fees	130,362	197,100	341,835	399,436
	Departmental				
	Reallocated Funds				
	Other (specify)				
	<b>TOTALS</b>	156, 722	247,404	410,151	511,841