

SECTION: 8

DATE:

November 27, 2007

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a new Academic Program: Doctor of Philosophy in Educational Studies. This action is for the approval of the program only, not the funding of the program.

SUMMARY

Doctor of Philosophy in Educational Studies. This is a 60 credit Doctor of Philosophy degree that is a collaborative effort between the Department of Teacher Education in the College of Education and the School of Nursing in the College of Health and Human Services. The program is designed to prepare scholars as educators and leaders in their respective disciplines of higher education. The program consists of a 9 credit Education Core, focused on research in teaching and learning, social and philosophical foundations of education, and cultural, political and economic impacts of education on global communities; a 12 credit Research Core, including 9 credits of coursework and a three credit research internship; 24 credits in either an Urban Education or Nursing Education concentration, both of which include 12 required and 12 elective credits in the concentration area, focused on teaching/learning/assessment research in their respective areas; 3 credits of Pre-dissertation Comprehensive Credit; and 12 credits of Dissertation Research.

FISCAL IMPLICATIONS

Applications for external funding to support portions of the doctoral program will be submitted. Contingent on the success of these applications, a budget plan will be developed for the University portion of the operating budget. This plan will be incorporated in the normal budgeting process and presented to the Board as part of the budget plan in future years.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer
Provost and Executive Vice-President

Date

EASTERN MICHIGAN UNIVERSITY

Ph.D. in Educational Studies

Department of Teacher Education
July 2006

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

OUTLINE FOR SUBMITTING PROPOSALS FOR NEW PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate degree programs. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: PH.D. IN EDUCATIONAL STUDIES
DEGREE: PH.D.
DEPARTMENT(S): TEACHER EDUCATION COLLEGE(S): EDUCATION
DEPARTMENT CONTACT: DONALD BENNION CONTACT PHONE:
CONTACT EMAIL:

I. Description:

- A. Goals and Objectives: p. 3
- B. Program: pp.3-8
- C. Admission: p. 9
- D. Projections: pp. 17-18

II. Justification/Rationale pp. 13-18

III. Preparedness pp. 18-23

IV. Plans for Assessment/Evaluation p. 18

V. Program Costs pp. 25-28

VI. Action of the Department/College

1. Department (Include the faculty votes and department head signatures from all submitting departments.)

Vote of department faculty: For 23 Against 1 Abstentions 2
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot CANNOT be implemented within the affected Department(s) without additional College or University resources.

Department Head Signature

Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can cannot be implemented within the affected College without additional University resources.

College Dean Signature

Date

B. Graduate School (new graduate programs ONLY)

Associate Dean Signature

Date

VII. Approval

Associate Vice-President for Undergraduate Studies and Curriculum Signature

Date

VIII. Appendices:

- A. Required/Elective Courses: **Appendices A – D**
- B. Request for New/Revised Course Forms: **Attached**
- C. Market Analysis/Needs Assessment: **pp.14-17**
- D. Supporting Documents: **Appendix H**
- E. Faculty Vitae: **Appendix E (Volume 2)**

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- Appendix B: Research Core Course Syllabi
- Appendix C: P-12 Urban Education Concentration Course Syllabi
- Appendix D: Nursing Education Concentration Course Syllabi
- Appendix E: Dissertation and Dissertation Proposal Course Syllabi
- Appendix F: Faculty Vita
- Appendix G: Load Assignments
- Appendix H: Letters of Support

EASTERN MICHIGAN UNIVERSITY
Proposed Ph.D. in Educational Studies: Executive Summary

The Department of Teacher Education (College of Education) in collaboration with the School of Nursing (College of Health and Human Services) at Eastern Michigan University have prepared a proposal for a new 60 credit hour Ph.D. program. This Ph.D. in Educational Studies is designed to prepare scholars as educators and leaders in their respective disciplines of higher education. Admission requirements for students selecting the nursing concentration include a Master's degree in Nursing.

The Education Core of the curriculum includes 9 credit hours of study focused on research in teaching and learning, social and philosophical foundations of education, and cultural, political and economic impacts of education on global communities. These courses will be team taught in seminar format. A key underlying emphasis of the doctoral program will be a focus on poverty and its specific impact on urban, as well as suburban and rural communities.

The Research Core provides an equal balance of quantitative and qualitative research methodologies needed by all educators to advance their discipline. In addition to the three research courses (nine credits), a research internship of three credit hours requires students to work closely with faculty members involved in research. This internship helps students internalize the values of scholarship in teaching/learning/practice.

Upon completion of the two core components, students will proceed to one of two concentrations (additional discipline concentrations may be added later). The first concentration option, which includes 24 credit hours, is focused on teaching/learning/assessment and community involvement with Pre-school through high school populations in urban education. Of the 24 credits, 12 credits are required and 12 are derived from select electives planned with the student's advisor.

The second concentration option, which also includes 24 credits, is focused on teaching/learning/assessment and leadership in nursing higher education. The four required courses (12 credits) in the nursing concentration focus on the evolving role of nursing education, teaching/learning/assessment research in education, and leadership in nursing education, to meet the needs of diverse student and faculty populations. Electives are planned with advisors to enhance skills and knowledge to effectively function as nursing faculty and/or nursing leaders in higher education.

When students complete their concentration they are eligible to seek candidacy. At this point all students will work with doctoral faculty in their concentration to complete candidacy requirements, pre-dissertation requirements and their dissertation. Throughout the program required activities are in place to promote student active engagement with colleagues as a community of scholars. Progression and retention in the program will be closely monitored for quality in areas of knowledge, critical thinking, scholarly writing and research abilities. The work of our doctoral educators will add a significant contribution to communities in Southeastern Michigan.

Graduates will be awarded:

Ph.D. in Educational Studies: Concentration in Nursing Education, or
Ph.D. in Educational Studies: Concentration in Urban Education.

Proposal for the Ph.D. in Educational Studies

Department of Teacher Education

Introduction

Eastern Michigan University was founded as a teaching institution in 1849 and it is ironic that we do not have a doctoral program focused on Teacher Education. Our institution should be at the forefront of educational issues, training our students not only to be outstanding practitioners, but also developing the knowledge and skills necessary to assume leadership positions in our state, across our country, and around our world. The Ph.D. in Educational Studies will provide the training and enculturation needed for future educational leaders to be outstanding theorists, researchers, AND practitioners. As an institution founded to train teachers, it is appropriate and necessary that we return to our roots and reaffirm that Eastern Michigan University is Teacher Education in the state of Michigan and across the country. A doctoral program in Teacher Education is an essential component to sustain and further develop that legacy – a legacy nurtured over 150 years. This doctoral program should serve as a banner under which the University may move forward, taking its rightful leadership role in educational theory, policy and practice in our state, our country, and our world.

Program Description

The Ph. D. in Educational Studies will prepare educators from a variety of community organizations (P-12 schools, higher education, and other community contexts) to engage in effective research and practice about teaching and learning. The program consists of two primary strands, one that concentrates on developing educators for P-12 learners, and a second that prepares educators for post secondary learners. The program is theoretically rigorous, grounded in best practices and directly linked to the University's strategic initiatives. A key underlying emphasis of the program will be a focus on poverty and its specific impact on urban, as well as suburban and rural communities.

A Community of Scholarship and Practice:

The goal of the Ph.D. in Educational Studies is to create a community of scholars where working professionals come together to study the complexities of teaching/learning relationships in a variety of community contexts. These relationships are critical elements in the creation of sustainable and viable communities—places where children's healthy development is fostered; professionals serve their institutions and communities effectively; and citizens make decisions that promote the best interests of their communities. In order to teach people what they need to know to create sustainable communities, teachers and learners come together in many contexts: public and private schools, colleges and universities, non-profit organizations, hospitals, businesses, etc. The work of educators in all of these varied contexts becomes critically important, especially in economically impoverished communities.

The focus of study in the program is both theoretically rigorous and grounded in best practices. Students draw on a broad base of scholarship—learning theories, curriculum theories, social theories and philosophy, pedagogical theories—to examine educational structures, policies,

practices, technologies, and the role of education in developing healthy communities. As suggested by Pallas (2001), doctoral students in education should be able to understand, analyze and use a broad spectrum of epistemological perspectives.

...engaging with epistemology is integral to learning the craft of research. Moreover, epistemologies shape scholars' abilities to apprehend and appreciate the research of others. Such an appreciation is a prerequisite for the scholarly conservations that signify a field's collective learning.¹

Direct Links to Strategic Initiatives:

This program's unique focus on the teaching/learning relationship in the social context of communities and an expanding global context meets Eastern Michigan University's strategic initiatives "to be recognized for the synergy of theory and practice in its graduate programs" (direction #2), "to become a model for public engagement where linkages with the local community, the Detroit metropolitan area, southeast Michigan, the State of Michigan and the region address mutual concerns" (direction #3), and "to become a university with global and multicultural perspectives" (direction #5). It also contributes powerfully to the College of Education's strategic plan to develop an Office of Urban Education and the College of Health and Human Services strategic plan to increase interdisciplinary programs.

Moreover, the program is modeled on the Carnegie Foundation's call for doctorates in education to 1) improve methodological training, 2) provide stronger training in "the big ideas," 3) introduce students to the sites where students and community members live and learn, 4) offer research internships in complex environments, and 5) develop students' understanding of educational policy (Berliner, 2003).

This doctoral program takes seriously the Carnegie Foundation's recommendation that doctoral students in education enter both a community of scholarship and a community of practice. This degree will encourage post secondary and P-12 educators to become discerning consumers of other scholars' work and critical readers of policy, prepared to conduct educational research and practice in new ways and committed to the development of healthy communities. Thus, there is a strong focus on research, theory, and the practical application of each in the core required courses, woven throughout the concentrations, and culminating in the internship, comprehensive credits, and dissertation. Moreover, students will be expected to develop leadership roles and responsibilities within this community of scholarship and practice as they proceed through the program. Specific processes associated with these roles are discussed below in the section on Retention.

Audience:

The intended audience for this degree is working professionals, drawn from diverse educational and health and human service fields—practitioners who are interested in the scholarship and practice of teaching and learning. It is expected that most students will enroll part time while continuing in their professional roles. Students will be expected to move through a structured program as cohort groups.

¹ David Berliner, "Toward a Future as Rich as Our Past." Carnegie Essays on the Doctorate, 2003, p. 6.

Program Strands:

The program includes two primary strands: 1) **Developing Educators for P-12 Learners** and 2) **Developing Educators for Post Secondary Learners**. Each strand has the potential to offer multiple concentrations. We will begin the program with two concentrations, one in each strand. While we expect each concentration to have its own particular focus, each will be founded upon an understanding of the relation between education and the social context of communities in an expanding global context.

Strand 1: Developing Educators for P-12 Learners: The P-12 strand of the doctorate is designed to prepare both P-12 school personnel such as staff developers, curriculum coordinators, etc. and teacher preparation faculty who will prepare teachers to work effectively in their communities, particularly those that are economically impoverished. In such communities, schools can serve as centers for educational, social, and health services, functioning as "full-service schools." This strand (and its relevant concentrations) focuses on education within all communities, but with particular attention to low-income environments. The first concentration to be offered is *P-12 Urban Education* which focuses on the knowledge and skills needed to prepare professionals to work with vulnerable families and communities who experience persistent economic insecurity, with little or no access to health care, housing, nutrition, childcare and after school care.

Strand 2: Developing Educators for Post Secondary Learners: This strand prepares individuals as post-secondary educators. These may include community college instructors or educators in health care, criminal justice, and nonprofit agencies. Again, we believe that education takes place in many different contexts; our goal with this program is to prepare educational professionals who can teach toward the needs of people in communities, with an understanding of the contributing social, economic and political factors. Our first concentration within this strand will be *Nursing Education*.

Education Studies Ph.D. Program Goals:

1. To engage in advanced study and original research to advance the field of education.
2. To make research findings available and accessible to the academy and educational practitioners, policy-makers and the community at large.
3. To prepare researchers, scholars, educators and policymakers for professional roles within post secondary, P-12 schools and other educational contexts in the community.
4. To prepare educators who understand that human differences and environmental factors are at the heart of complex educational process and democratic communities.
5. To prepare educators who will promote and develop strong community partnerships, recognizing and responding to the particular needs of impoverished communities.
6. To use the critical study of educational issues as a foundation for research and advocacy about social and ecological justice, human rights, and equity.

7. To prepare educational professionals able to respond to a changing world in the 21st century including the impact of globalization, demographic changes, emerging technologies, etc.

Program Structure and Curriculum

Two sets of Core courses and an Internship ground the work students will do in the strands and concentrations discussed above—The Education Core (9 credits) and the Research Core (12 credits). These are required of all students regardless of their selected concentration area. Concentrations consist of 24 credit hours. The program exit requirements consist of 3 Pre-dissertation credits and 12 Dissertation credits. These pieces of the program are detailed below.

The Education Core:

There are three seminars in the Education Core for a total of 9 credit hours. These seminars will provide students with a) an introduction to research on teaching and learning and guidance into doctoral studies b) a strong foundation in the major paradigms of social and philosophical thought regarding education's role in developing a democratic society, and c) a grounding in the impact of cultural and economic globalization on community welfare and the role of education in addressing the consequences of these forces. In these intensive seminars, students from all concentrations will come together to examine what it means to become a member of a community of educational scholars, explore "the big ideas" and research paradigms that influence the study and practice of education, and investigate how the most powerful current social, economic and political forces impact education and communities as we enter the 21st Century. Drawing on the broad expertise of the faculty in Teacher Education and in collaboration with the expertise of the faculty in the School of Nursing, these seminars will be team taught whenever possible. See Appendix A for syllabi of Education Core Courses.

The Research Core:

Schools, classrooms and all other educational contexts are complex settings in which to conduct research. Current scholarship on doctoral programs emphasizes that doctoral students should be able to understand and use a range of research methodologies. A major goal of this program is to develop the skills and knowledge in both quantitative and qualitative methods needed by educational professionals to produce original and applied scholarship that will advance our understanding of teaching and learning within a variety of educational contexts. Thus, the program requires a sequence of research methods courses. All students take the Quantitative Methods I course and the Qualitative Methods I course, and then choose either Advanced Quantitative Methods or Advanced Qualitative Methods, depending on the focus of their dissertation research. See Appendix B for syllabi of Research Core Courses.

Internship:

As noted in a recent report by the Carnegie Initiative on the Doctorate, "A common theme of [reports on doctoral education] is that Ph.D.s are often ill prepared to function effectively in the settings where they find themselves working, whether within the

academy or outside it.” Based on this premise, the doctoral internship in Educational Studies is designed to develop scholars who are prepared not only to develop knowledge but also to apply it.

During the doctoral internship, students work closely with faculty members in field-based internships and other assignments to obtain experience in teaching at the college level, teacher education, research and evaluation, professional writing, and/or service (e.g., consulting, work with professional organizations). The specific field-based placement is based on a student’s interests and future professional aspirations, and is intended to provide experience in areas in which a student previously had limited professional experience. The intern is expected to engage in original projects or other activities related to research, teaching, administration and/or outreach. Internship credit is not awarded for any work completed previously. The field experience provides a strong bridge between doctoral preparation and the work that faculty-and other educational professionals actually do.

The Concentrations:

Students will choose to focus their doctoral study through a particular concentration. In the first year, two concentrations will be offered, *P-12 Urban Education* and *Nursing Education*. Each 24-credit hour concentration is made up of at least 12 hours of required doctoral level courses (4, 3-credit hour courses) and up to 12 hours of restricted electives. We anticipate beginning this program with cohorts of 15 students in each of the first two concentrations, and possibly adding a third concentration in the second or third year of the program depending on demand and resources.

P-12 Urban Education Concentration (24 credit hours) The P-12 Urban Education concentration prepares students with M.A. degrees for leadership roles in urban school district curriculum supervision and coordination, public policy and advocacy, P-12 teacher education, higher education and school-related community work. In keeping with EMU’s tradition of fostering the ties between theory and practice, the program emphasizes the creation of knowledge about P-12 Urban education and the collaborative partnerships necessary to address the significant challenges that face urban areas in the 21st Century. The program will pay particular attention to the impact of issues such as poverty, racism, immigration, ecological crises, and shifting global economic forces on P-12 education across diverse geographical contexts.

Goals for P-12 Urban Education Concentration: Students completing this concentration will:

- 1) Engage in advanced study and original research from a variety of theoretical perspectives to advance understanding of P-12 Urban Education.
- 2) Understand and be able to analyze the complexities of pedagogical practice within dynamic local, national, and global contexts.
- 3) Solve problems and make decisions in professional practice through the use of: research, reflective inquiry, knowledge of learning and development in all

- populations, knowledge of diversity through the development of cultural competence, knowledge of subject matter, and professional knowledge.
- 4) Become a member of a community of scholarship and practice committed to creating opportunities for students from diverse backgrounds.
 - 5) Be strong advocates and community partners in 21st Century social and educational contexts, with particular attention to addressing the needs of marginalized communities, advocating for social and educational policies that promote equity and social justice.
 - 6) Assume a strong leadership role in improving professional practice in urban contexts.

Required Courses in the P-12 Urban Education Concentration (12 credit hours):

- 1) EDST 812 Children and Families in Poverty (3 credit hours)
- 2) EDST 813 Schools as Agencies of Community Collaboration (3 credit hours)
- 3) EDST 814 Teacher Development (3 credit hours)
- 4) EDST 815 Knowledge, Learning and Pedagogy (3 credit hours)

Restricted Electives (12 credit hours): The remaining 9 credit hours in the concentration will be selected from a list of current or future courses in Curriculum and Instruction, Early Childhood Education, Educational Media and Technology, Educational Psychology, Reading, and Social Foundations programs in the Department of Teacher Education or other COE or EMU departments if approved by the Educational Studies Doctoral Program Committee. See Appendix C for course syllabi for Urban Education courses.

Nursing Education Concentration (24 credit hours): This concentration is designed to broaden the student's existing knowledge in teaching/learning, assessment/evaluation, research, and leadership in nursing higher education. Required courses address 1) the rich history of nursing education including nursing theory development and nursing research, 2) nursing leadership in higher education, 3) strategies for developing, operating and assessing nursing programs while meeting professional accreditation standards and 4) cultural competence for meeting the needs of diverse student and faculty populations. Select electives complement these courses while customizing learning to the student's needs.

Goals for Nursing Education Concentration: Students completing this concentration will:

- 1) Integrate knowledge and skills from education, research and nursing courses to identify and resolve issues and problems confronting nursing education locally, nationally and globally.
- 2) Create culturally competent, collaborative partnerships among educators, researchers, community leaders and policy makers to address issues in health care and nursing education.

- 3) Appreciate the rich evolution of nursing education, its challenges and its future directions.
- 4) Apply the knowledge, skills, and abilities needed to successfully embrace both faculty and administrative roles in nursing higher education.
- 5) Engage in research to advance nursing education and social policy related to health care from local to global arenas.
- 6) Value the role of life-long learning when addressing the ever-changing social, political and academic environments that impact faculty and administrators in nursing higher education.

Required Courses in Nursing Education Concentration (12 credit hours):

- 1) NUR 800 Nursing Education: Past, Present & Future
- 2) NUR 801 Merging Theories of Nursing with Theories of Education
- 3) NUR 802 Assessment of Courses, Curricula, and Programs in Nursing Higher Education
- 4) NUR 803 Advanced Concepts in Diverse Populations in Nursing Education

Restricted Electives (12 credit hours): The remaining 12 credit hours in the concentration will be selected from a list of current or future courses in the Department of Nursing or the Department of Teacher Education or other EMU departments if approved by the Educational Studies Doctoral Program Committee (listing of approved elective courses available upon request). See Appendix D for course syllabi for Nursing Education required courses.

The full 60-credit hour Program of Study can be found on the next page.

Doctorate in Educational Studies		Degree Requirements (# of credits)	
Proposed Requirements/Program Structure		Strand	
		PreK-12	Higher Ed / Adult Learners
Education Core (all students) – 9 credits total			
EDST 800	Seminar I: Introduction to Educational Studies: Scholarship, Teaching and Learning	3	3
EDST 801	Seminar II: Education, Democracy and Social Thought	3	3
EDST 802	Seminar III: Education, Communities and Globalization	3	3
	Subtotal	9	9
Research Core (all students) – 12 credits			
EDST 805	Quantitative Methods I	3	3
EDST 806	Qualitative Methods I	3	3
EDST 807/808	Advanced Quantitative or Advanced Qualitative Methods	3	3
EDST 810	Research Internship/Applications	3	3
	Subtotal	12	12
P-12 Urban Education Concentration – 24 credits			
	REQUIRED:		
URED 812	Children and Families in Poverty	3	
URED 813	Schools as Agencies of Community Collaboration	3	
URED 814	P-12 Teacher Development	3	
URED 815	Knowledge, Learning and Pedagogy	3	
	RESTRICTED ELECTIVES (see list of approved courses)		
	A.	3	
	B.	3	
	C.	3	
	D.	3	
	Subtotal	24	
Nursing Concentration – 24 credits (Must include approved coursework in learning, assessment/evaluation, and community)			
	REQUIRED:		
NUR 800	Nursing Education Past, Present and Future		3
NUR 801	Nursing Education Theory Development		3
NUR 802	Assessment of Courses, Curricula and Programs in Nursing Higher Education		3
NUR 803	Advanced Concepts in Diverse Populations and Nursing Education		3
	RESTRICTED ELECTIVES		
	A.		3
	B.		3
	C.		3
	D.		3
	Subtotal		24
Pre-dissertation Comprehensive Credit (minimum 3 credits)		3	3
Dissertation Research (all students) – 14 credits			
EDST 895	Dissertation Proposal Seminar	3	3
EDST 896/7/8/9	Dissertation (minimum 9 credits)	9	9
	Subtotal	12	12
TOTAL CREDITS		60	60

Admission Requirements

To be eligible for admission to the doctoral program in Educational Studies at Eastern Michigan University, the applicant must:

- 1) Have completed either a Master's or Specialist's degree from an accredited university with at least a 3.0 GPA.
- 2) Complete the Graduate School application.
- 3) Provide a resume reflecting professional experience, scholarly activity, etc.
- 4) Submit a 1-2 page rationale statement that explains why the Doctorate in Educational Studies program is relevant to his/her professional development plan.
- 5) Submit three letters of reference from persons who are familiar with the applicant's academic work. The reference must also testify to his/her potential to successfully complete a doctoral program of studies and provide additional evidence that the Educational Studies program is relevant and appropriate to the applicant's professional development plan.
- 6) Submit scores on the General Test of the Graduate Record Examinations (GRE). Typically, students admitted to the doctoral program will have scored at or above the 55th percentile on the analytical, verbal and quantitative sections of the GRE with a minimum composite score of 1000 on the General Test and a 4.0 on analytical writing. Failure to score at this level of the GRE will not necessarily exclude a person from admission if other factors indicate potential for success and are judged as superior assets by the faculty.
- 7) Meet with the faculty and Doctoral Coordinator of the Educational Studies Ph.D. Program for a personal interview.

Additional Requirements for Admission to the P-12 Urban Education concentration:
None

Additional Requirements for Admission to the Nursing Education concentration:
Student's admitted to the Nursing Education concentration must have a Master's degree in Nursing.

Retention and Review

Retention of students in the doctoral program is a process of monitoring and enhancing the fit between the program and the individual student, and, therefore, has two aspects:

- 1) a measure of the adequacy of the student's performance in the program leading to permission to continue from year to year (accomplished through a dialogue between the student, doctoral faculty affiliates and the student's adviser, and such mechanisms as the comprehensive exam), and
- 2) the program's efforts to nurture and encourage the continuation of the successful student to completion of the program through socialization in the community of scholars.

Annual Review of Student Performance:

Academic performance will be reviewed annually to determine whether each student is producing work of doctoral level quality using the following process:

- 1) Students are expected to submit an annual activity report with a one page reflective analysis of their progress in the program. These review materials will be placed in the student's file and reviewed by the student's advisor each year. They will also be made available for review by a committee made up of doctoral affiliates teaching courses in that particular year.
- 2) If a doctoral student receives a grade lower than B+ in any course taken, the faculty member who assigns this grade must complete the "Educational Studies Candidate Evaluation Form" for this student, assign the appropriate rating on each of the 12 generic skills, and include it in the student's departmental file.
- 3) A Retention Review of the student's file will be conducted at the end of each year by the student's doctoral adviser and the faculty with whom the student took courses. Students who have not maintained a minimum GPA of at least 3.5 in required courses, or those who have not achieved an overall rating of at least "average" on the Educational Studies Candidate Evaluation Form, will be requested to meet with their doctoral adviser to discuss problems, concerns and issues. If a need for assistance is established, the adviser and student will develop a plan.
- 4) In addition to these required reviews, students are expected to maintain a 3.5 grade point average throughout the program.

A Community of Scholarship and Practice:

The role of the department in retention is to socialize the students into the culture of academic inquiry and professional practice, and through that socialization to motivate them to participate in the scholarly community throughout their career. While much that transpires in the classroom will contribute to that socialization, the Community of Scholarship and Practice supporting this doctoral program will extend far beyond the classroom to engage the doctoral students in dialog and collaborative exploration with faculty in the department of Teacher Education, faculty from departments sponsoring concentrations in the doctoral program, and invited guests from the wider professional community.

The vehicle for interaction among the various members of the Community of Scholarship and Practice will be colloquia, formal (with outside speakers) and informal meetings scheduled throughout each semester for purposes of rich discussion of issues/ideas and sharing of research and professional activities. Potential topics for such open community meetings will include but not be limited to:

- 1) Presentation and discussion of faculty research
- 2) Presentation and discussion of student research (at the proposal and dissertation defense stages)
- 3) Presentation and discussion of professional activities (such as reports on internship experiences and consultations)

- 4) Collaborative participation in and reports on the activities/effects of fluid political/social action projects related to educational policy and other contemporary issues in education
- 5) Opportunities for collaborative research
- 6) Invited lectures/presentations given by guests to the Community of Scholars
- 7) Study group support for courses, comprehensive exams and proposal development

Developing Student Leadership in the Community of Scholarship and Practice:

In order to institutionalize the development of a culture of scholarship, students and faculty teaching in the program will be required to participate in and organize these colloquia. For example, moving through the program, students will complete three phases: first year cohort, pre-candidacy, and candidacy. During each phase, Students will assume a distinct role and participation requirements in the Community of Scholars. The list below is an example of possible roles and responsibilities.

First year cohort:

- As part of Seminars II and III, organize (with the guidance of the cohort faculty) the appearance on campus of a guest from the professional community outside of EMU to lead a discussion, among class members and the broader community, of a contemporary issue of interest to the community.
- Attend and participate each semester in the discussion at one "research meeting" (an open community meeting organized by the faculty and students in Seminar I and focusing either on faculty or student research).

Pre-candidacy:

- Attend a research meeting each semester.
- Participate in at least one collaborative research project or one political/social action project approved by their adviser; share the progress of the project with the Community.
- Organize a research meeting as part of the Advanced Methods Course.
- Present an individual or group report on their internship project when they complete their Research Internship.

Candidacy:

- Participate in face-to-face or electronic study groups to support proposal development.
- Present their own research proposal and completed research to the community.

Responsibilities: Responsibility for organizing the meetings will be delegated by the Doctoral Coordinator to the relevant faculty member teaching in the program each year, who will in turn delegate the responsibility to effect a student leadership role in creating Community activities. For example, responsibility for facilitating the formation and progress of study groups to support comprehensive exam preparation and proposal development would be delegated annually to the faculty member teaching the dissertation proposal seminar, and students within that class would lead the various study groups. Invited guests, forming the backbone of a lecture series, might be scheduled as part of the Education or Research Core or as part of either required or elective courses in a Doctoral Concentration, but would be open to the community; in a given year the responsibility for

facilitating the lectures could be shared among faculty teaching either required or elective courses in the program; those faculty would, in turn, involve students in the process. The activities of organizing, implementing and participating in Community of Scholars gatherings will nurture both the individual participants and the community as a whole.

Exit Requirements:

Comprehensive Credits: Successful completion of the Comprehensive Essay and Graduate School admission to candidacy are necessary prerequisites to the dissertation. The overall purpose of the Comprehensive Essay/Exam is: a) to utilize knowledge learned in the core Education Seminars, Research Core courses, and Concentration courses to ground a specific problem or question in a larger set of political, theoretical and social issues and b) to argue for an appropriate research methodology based upon a clear and coherent understanding of a variety of perspectives and approaches to research. The comprehensive essay/exam will prepare the student to write the dissertation proposal.

The Comprehensive Essay/Exam consists of a four-stage process as follows:

1. Preparatory Essay: Students will write a preparatory/gateway essay reflecting on his or her progress through the coursework and the emerging primary areas of interest as a means of moving toward a focused comprehensive topic area or question as well as a means of selecting an appropriate chair and committee. The reflective essay should be a self-reflective examination of the student's doctoral progress and an intellectual critique of the most compelling issues encountered in readings and discussion of the doctoral coursework. This essay is used to select a chair and committee members for the comprehensive essay process. This chair and committee is ideally but not necessarily retained for the dissertation process.
2. Question or Topic Selection: Based on the identified areas of interest, the student then selects a question or topic to pursue in the comprehensive essay in collaboration with a chair and other committee members.
3. Comprehensive Essay: The student is given thirty days from the time the topic area is developed to write an essay that will have the following components:
 - a. Micro to macro analysis of the specific topic or question: The student will critically examine the selected question or topic at the micro level (for example the level of school or institutional practice), and then move the analysis out to the various macro levels of policy, legislation, theoretical perspectives, etc. A thorough review of the literature relevant to each level of analysis will provide a broad demonstration of knowledge around both the topic and relevant areas in educational studies. In this part of the essay, the student should take care to draw into the analysis knowledge gained from the Education core seminars, as well as specific information and knowledge gained in the concentration.
 - b. Analysis of Research Methodologies: Part two of the comprehensive essay will be a critical analysis of the various research perspectives and methods that might be brought to bear on the examination of the particular topic and a persuasive argument for the most appropriate methodology. At the

end of the thirty days, the essay/exam is read by the chair and committee members, and, if approved, an oral defense is scheduled.

4. **Oral Defense:** Students will be asked to defend the positions/argument taken in the essay, and critically reflect on their learning process, insights, roadblocks and so on. Directions for the dissertation proposal will also be examined during the defense. Students must pass the oral defense in order to move to candidacy status required to dissertate.

Dissertation Proposal Seminar and Defense: The dissertation is the customary and appropriate culminating exhibition of a doctoral program of studies. In preparation for the dissertation, the doctoral student must register for a 3-semester hour Dissertation Proposal Seminar. During the seminar the student will refine the dissertation topic, choose a dissertation chair and committee (if different from the comprehensive essay chair and committee), and with their guidance develop the dissertation proposal and a timeline for dissertation completion. These will be defended in a Proposal Defense in front of the chair and committee.

Dissertation: After receiving approval, the student will be ready to move forward to conduct dissertation research. Throughout the process of conducting the research and crafting the finished product, the student must register for 9 credit hours of dissertation credit.

The dissertation must meet the academic and style standards as described in the Graduate Studies and Research Dissertation Manual. It requires the student to select a researchable topic of interest; conduct an individualized inquiry into that topic complete with a search of previous literature; create research questions; select an appropriate research design; conduct the inquiry; generate findings, conclusions and recommendations; and defend the dissertation in an oral examination.

When the dissertation has been completed, the student will present it to the doctoral faculty committee, and with the dissertation director's approval, a two-hour oral examination is scheduled. The examination will focus on the knowledge base and methodology embedded in the dissertation. When the oral examination is concluded, the faculty committee will decide whether the student has met the doctoral standards of rigor and quality and has successfully defended the dissertation. If necessary, the process of review, examination and revision continues until the faculty committee approves the student's dissertation.

Rationale for the Ph.D. in Educational Studies

The Ph.D. in Educational Studies is one of few programs that focus on communities, especially low income communities, in a concentrated manner. Very few programs nationally examine poverty and education in urban, suburban and rural communities. Moreover, other Universities require significantly less coursework in research and do not provide internship opportunities for students to gain experience functioning in the settings in which they aspire to function. In addition to being a unique program in focus and structure, local and national survey data reveal high demand for program graduates.

A Focus on Child Poverty and Impoverished Communities:

Currently over 13 million children are living in poverty in the United States, 13 million lack health insurance, and over 1.3 million are homeless on any given night. The United States ranks last among 18 other industrialized nations in terms of child poverty rates (Children's Defense Fund, 2004). Poor children lack access to adequate housing and health care, suffer disproportionately from environmentally induced diseases of poverty such as lead poisoning, experience chronic hunger and food insecurity and are denied educational opportunities that build social capital—including child care, after school care, and extra-curricular enrichment activities. Michigan ranks 26th among all states in the nation on indicators of child well-being (Kids Count, 2004) with high infant mortality rates, high frequency of low-birth weight babies, and high adolescent drop-out /push-out rates. Detroit, among the nation's largest cities, has one of the highest child poverty rates (46.6%) and an infant mortality rate more than twice the national average. The students graduating from the Educational Studies program will prepare the educators who will serve children and families in poverty and the larger communities they live in. No other program in the state of Michigan or Northern Ohio is specifically designed to prepare educators at a variety of community levels, both in schools and other community contexts, who will be able to mobilize scholarly and pedagogical skills, knowledge, and expertise to address deep social and educational inequalities, with a comprehensive and wide-ranging understanding that encompasses teaching, learning, and advocacy in the social, economic and political context of communities. See summary of competing institutions below.

Competing Doctoral Programs in Educational Studies and Related Areas:

While other programs in the immediate area offer Ph.D.'s in Educational Studies, Curriculum and Instruction, Educational Foundations and Policy and related areas, no other university offers the two-strand approach emphasizing Teacher Development for P-12, and Teacher Development for Adult Learners as this proposed Ph.D. in Educational Studies does. None of the universities in the area have a concentration or focus on Adult Learners, except to the extent that they prepare teacher educators with P-12 focus. As mentioned above, there are no other programs that offer a Nursing Education concentration. Most existing programs focus either on traditional approaches to Teaching and Teacher Education for K-12 contexts only, or focus on broader theoretical issues related to educational foundations and policy. The proposed Ph.D. in Educational Studies is both broader in that it brings foundational and policy issues to the study of P-12 and adult teaching and learning, and it is more flexible in that there may be multiple concentrations developed under these two strands over time. Moreover, none of the area universities specifically frames their programs from the point of view of what low-income communities need. A brief summary of competing institutions follows:

Summary of Competing Institutions: Michigan State University offers a Ph.D. in Curriculum, Teaching and Educational Policy that includes attention to diverse populations and learners, and as is the case in most Ph.D. programs in education, coursework in the historical, social, political and ethical foundations. Their program attends to inquiry and scholarly discourse, practice and policy and the contexts within which these take place. Their requirements include a 2-semester foundational pro-

seminar, 12 credit hours in "educational inquiry and research," 27 credit hours of electives, a comprehensive exam and dissertation

The University of Michigan offers a Ph.D. in Educational Studies focused primarily on K-12 education. They offer ten separate Ph.D.s including one in Teaching and Teacher Education and another in Educational Foundations and Policy that do not overlap except in the Research methods courses. The research methodology requirements total six hours in both programs. In the Teaching and Teacher Education program students are not required to take a course introducing them to broad theoretical paradigms. In the Educational Foundations and Policy program students take many such courses, but are not required to take courses focused on teaching and learning. Neither of these programs has a specific focus on low-income communities, or issues of community in general.

The University of Toledo offers a Ph.D. program in Foundations of Education with concentrations in Educational Psychology, Research & Measurement, and Theory and Social Foundations. According to the catalog, the faculty in the Theory and Social Foundations concentration engage in "areas of research including applying multicultural, social-reconstructionist pedagogy in classrooms and in teacher training, school reform in urban settings, feminist pedagogy in K-12 and post-secondary settings, pedagogy and curriculum in non-formal and informal educational settings, and school-community relations." However, curricular programming is not organized specifically according to any of these categories.

Wayne State offers a Ph.D. and an Ed.D. in Curriculum and Instruction with an urban education emphasis, but its curriculum does not reflect this emphasis in any specific way, nor does this program include rural communities.

In sum, no other university in the state of Michigan frames its approach to doctoral programming in Educational Studies or teacher education according to the needs of low-income communities. In fact, the only other program we found that does so is Harvard, which offers a community education concentration.

Demand in Southeastern Michigan for the P-12 Education Strand:

In a survey of Southeastern Michigan Intermediate School Districts (ISD's),

- 72% of respondents (n=28) reported that they did not have a doctorate.

Of respondents without a doctorate,

- 72% reported that they would be interested in the proposed doctoral degree program at EMU, with 84% of these choosing the P-12 strand.
- 58% percent of the respondents reported a preference for a Ph.D. with 25% preferring the Ed.D., and 17% indicating no preference.
- 92% said they would be willing to go through the program as a cohort.
- 82% said that they would be willing to pay the current tuition rate of \$385 a credit hour.
- 40% said they would be interested in enrolling immediately, with 60% saying they would enroll in the next 1-3 years.

Another 39 Teacher Education graduate students were surveyed during the winter of 2005. 21 (57%) of these students said they would be interested in enrolling in an Educational Studies doctoral program with a P-12 focused strand, 16 (43%) of these students said they would enroll in an Adult Learner strand, 2 students indicated interest in both strands, and only 2 said they were not interested in doctoral study.

We also examined student applications to the Educational Leadership Program in 2004 that were not considered a good fit for that program and thus were not accepted. Of the 26 rejected EDLD applications, 16 expressed interest in a program with a P-12 teacher development focus and would thus be redirected to our program. An additional 6 expressed interests consistent with our Educators for Adult Learners strand.

Demand for the Nursing Education Concentration: In February of 2004, the U. S. Bureau of Labor Statistics (www.bls.gov) announced that registered nurses have the largest projected 10-year job growth in the U.S. Nurses, as a professional occupation, have been on this list in the past, but have now climbed to the number one spot. The government projects a need for 2.9 million nurses in 2012, up from the 2.3 million that was projected in 2002. The report anticipates an added need for 1.1 million nurses in 2012 when other factors are considered. Michigan will have a projected nursing shortage of over 8,000 RN's by 2010 (Michigan Nurses Association, 2004).

In 2003, nursing schools turned away an estimated 15,000 qualified applicants to entry-level baccalaureate nursing programs (www.aacn.nche.edu). At the same time, graduations from Master's programs and Doctoral programs for nursing decreased 2.5% and 9.9% respectively for 2003-2004. In 2000, 9.6% and 0.6% of employed RN's, respectively, held a Master's or Doctoral degree as their highest educational preparation (www.aacn.nche.edu). According to Kathy Dracup, Dean of the UCSF School of Nursing, a 2002 report found that 345 faculty positions were vacant in California alone. Michigan will have a projected nursing shortage of over 8,000 nurses by 2010 and one of the root causes of the shortage is the lack of nursing faculty (Michigan Nurses' Association, 2004). Without adequate faculty our nation cannot meet current job demands for nurses and will not meet the projected demand in the future. The situation is so critical that, in September 2004, the Americans for Nursing Shortage Relief (ANSR) Alliance hosted a briefing on Capitol Hill for congressional staff, agency officials and key community members on the status of the nursing faculty shortage.

There are several factors contributing to the nursing faculty shortage. Faculty age continues to climb, narrowing the number of productive years nurse educators can teach (www.aacn.nche.edu). The average age of teaching faculty in RN educational programs is between 49.8 years (National Advisory Council on Nurse Education and Practice [NACNEP] Report, 2002) and 53.5 years (Berlin & Sechrist, 2002). A wave of faculty retirements is expected across the U.S. over the next decade. Higher compensation in clinical and private sector settings is luring current and potential nurse educators away from teaching (NACNEP Report, 2002; www.aacn.nche.edu). Finally, Masters and Doctoral programs in nursing are not producing a large enough pool of potential nurse educators to meet the demand.

One of the key strategies to address the nursing faculty shortage is to develop doctoral programs that focus on nursing education. The National League for Nursing (2002) recommends that some doctoral programs "offer an option that allows students to specialize in nursing education and conduct pedagogical research. This would contribute to the development of a strong cadre of expert faculty-scholars who will assume leadership roles in nursing education and contribute to the ongoing development of the science of nursing education". A review of programs in the U.S. revealed that there are still only a small number of programs that focus on nursing education at the doctoral level. The oldest (founded in 1899) is Teachers College Columbia University. Other programs include: University of Northern Colorado, Marquette University, University of Hawaii at Manoa, and the University of North Dakota. Many nursing doctoral programs are now encouraging their students to take education courses while they are earning PhD's in Nursing (e.g., University of Nevada Las Vegas).

In Michigan, there are currently 3 Ph.D. in Nursing programs: Wayne State University, University of Michigan, and Michigan State University. The focus in these programs is on Nursing and not on Nursing Education. There are currently no doctoral programs in Michigan or Ohio with this concentration. In December 2004, all Deans and Directors of colleges and schools of nursing, attending the MACN meeting in Lansing expressed support of the proposed PhD in Educational Studies with a Nursing Concentration. All said that they were willing to write letters of support for state program approval.

Projections for the Ph.D. in Educational Studies

Numbers of Students:

In the first year we will seek 2 cohorts of 15 students each representing the two initial concentrations. Admitting similar numbers in following years, we expect to have 100-125 students in the pipeline after five years. If new concentrations are added this number will likely grow.

Anticipated Directions:

We anticipate participation from the Art, Music, and Communication and Theatre Arts departments in the development of another concentration for the Adult Learners strand in the near future. Other possible concentrations are under discussion in the Teacher Education department.

We also anticipate offering our courses at off campus sites, as well as online where programmatically appropriate and with appropriate resources.

Scheduling needs:

Given the part-time nature of the anticipated student population, all courses will be offered in either evening or weekend format primarily over 14 weeks in Fall and Winter semesters with some courses offered in Spring and Summer. Most students surveyed expressed interest primarily in Fall and Winter; however, we realize that the part-time

nature of this program will require us to offer courses in Spring and Summer terms as well. See Appendix E for a five year rollout for projected course offerings.

Support:

See pages 21 – 23 [Doctoral Program's Existing Resources].

Delivery:

The Core courses and concentrations will be delivered on campus with the exception of Seminar I in the Education Core which may be offered in an alternative format during the summer term in Traverse City. We believe that an intensive week-long session will help to build an important sense of intellectual camaraderie among the cohorts as a foundation for the doctoral experience.

Graduate Fellowships:

The Ph.D. in Educational Studies will offer 5 students Graduate Fellowships. These students will be assigned to the program as research assistants, instructors for the undergraduate teacher education program, or other duties to be determined by the Graduate Coordinator in consultation with the Doctoral Faculty Advisory Committee.

Plans for Assessment/Evaluation

The Ph.D. in Educational Studies Program will be evaluated as part of the University's general program evaluations and will follow those guidelines in gathering appropriate data. In addition, student assessment is built into the program. These student progress assessments provide additional measures of program success and are sources of information for program evaluation. The following are components of the assessment plan:

- 1) Program of Study: All students will be assigned to an advisor who will assist students to develop a program of study. The program of study should be written no later than the time the student completes 9 hours of doctoral study.
- 2) Annual Review of Student Performance and Participation in the Community of Scholars: All students will submit an annual review and one page reflection on their progress through the program to be reviewed by their advisor and, if necessary, a committee of doctoral affiliates.
- 3) Comprehensive Examination: After successful completion of the Comprehensive Examination the student will be approved for candidacy and allowed to proceed to the dissertation phase of the program. The Gateway essay written in preparation for the comprehensive exam will serve as another form of program review.
- 4) Dissertation: After successful completion of the dissertation the student will be approved to proceed to graduation.

Preparedness

Personnel:

Personnel for the Ph.D. in Educational Studies consists of the doctoral faculty affiliates, the doctoral coordinator and the concentration coordinators. The program will not require

hiring new faculty specifically for the doctoral program. However, as will be discussed later, it will require an additional five faculty members who can teach courses that the doctoral faculty will not be teaching.

One of the greatest strengths of this program is the highly qualified tenure track faculty currently working in the departments of Teacher Education and Nursing. This doctoral program assumes that the study of education, teaching and learning, curriculum and the effects of policy on communities requires a broad range of disciplinary, theoretical and comparative perspectives about practice, about inquiry and about the larger context within which these activities take place. The Teacher Education Department is composed of six program areas—Curriculum and Instruction, Educational Psychology, Educational Technology, Early Childhood Education, Reading, and the Social Foundations of Education—representing the broad and diverse knowledge necessary to a doctorate in Educational Studies. The Nursing department includes 3 faculty members whose areas of specialization and doctorates are in Nursing Education. Thus there are 23 faculty members from these 2 departments who are currently prepared to teach, advise, and mentor students through active research around appropriate educational issues. There are an additional 3-4 who have partial experience and may need release time to get research projects underway as well as mentoring by more experienced faculty members to advise students. Of the core 23 faculty members, at least 10 are engaging in research that deals explicitly with aspects of impoverished communities. Six of these also focus on related global issues. A breakdown of qualifications for doctoral faculty affiliates and our preparedness by department follows:

Doctoral Faculty Affiliates: Faculty participating in the doctoral program, referred to as doctoral faculty affiliates, meet the following requirements and have:

1. A doctorate and be a tenure track faculty member.
2. A current, active research agenda resulting in presentations and publications.
3. Sufficient knowledge and training (e.g. appropriate doctoral level coursework or research expertise in the area) to teach specific doctoral level courses.
4. Sufficient knowledge and experience to advise doctoral students (advise students in pre-dissertation tasks, chair dissertations, sit on committees)

The Department of Teacher education has a core group of approximately 18 faculty members who are qualified to teach courses and mentor students in research to meet requirements in the Educational Studies doctoral program. These 18 are currently engaged in research appropriate to mentoring students in the Educational Studies doctorate. The following information was collected through a Faculty Survey and compiled to evaluate our preparedness.

- 1) 21 faculty members expressed interest in participating in the doctoral program.
- 2) 16 of these are very interested in teaching doctoral level courses, 5 mildly interested; 8 have experience teaching doctoral level courses.
- 3) 14 are very interested in chairing dissertation committees; 2 are mildly interested; 4 have experience doing so.

- 4) 16 are very interested in participating on dissertation committees, 14 have experience participating on dissertation committees.
- 5) 14 faculty members have experience doing research using qualitative research. An additional 14 are currently engaged in a qualitative research project.
- 6) 8 faculty members have experience doing quantitative research.
- 7) 6 faculty members have experience doing both qualitative and quantitative research.
- 8) 18 faculty members are currently engaged in a research project.
- 9) 2 additional faculty members expressed interest in getting a research agenda started with additional release time.

The Nursing faculty members who participate as doctoral faculty affiliates in the Educational Studies program will meet the same requirements outlined above. There is currently a core group of 6-8 Nursing faculty members who are qualified to teach courses and mentor students in research (2 others have interest and some experience but will need to be mentored carefully). The following information was collected through the same Faculty Survey to evaluate the Nursing faculty's preparedness to participate as doctoral faculty affiliates.

- 1) 8 Nursing faculty members expressed interest in participating in the doctoral program.
- 2) 5 of these are very interested in teaching doctoral level courses, 2 mildly interested, and 1 not interested; none of the Nursing faculty members have experience teaching doctoral level courses.
- 3) 5 are very interested in chairing dissertation committees; 3 are mildly interested; 1 has experience doing so.
- 4) 5 are very interested in participating on dissertation committees, 3 are mildly interested; 2 have experience participating on dissertation committees.
- 5) 5 Nursing faculty members have experience doing research using both qualitative and quantitative methods. All of these are currently engaged in a research project.
- 6) 3 faculty members have experience doing quantitative research only; just 1 of these is currently engaged in a research project.
- 7) 2 faculty members not currently engaged in research expressed interest in getting a research agenda started if given additional release time.

Doctoral Coordinator: A Doctoral Coordinator will be selected from and rotated among the Doctoral Faculty Affiliates. Faculty assigned to this position will meet the following requirements:

1. Have a doctorate and be part of the tenure track faculty in Teacher Education or Nursing
2. Have experience working with doctoral students (chairing dissertations or working on doctoral committees)
3. Have experience conducting research and a current research agenda

Duties include:

1. Recruitment of students

2. Oversight of Educational Studies Doctoral Program
3. Coordinating the scheduling of non-concentration courses
4. Marketing the program
5. Attending department, college and university committee meetings to represent the program and doctoral faculty affiliates

Concentration Coordinators: A doctoral Concentration Coordinator will be assigned to each concentration from within the faculty members who teach courses for that concentration.

Duties include:

1. Coordinating the scheduling of Concentration courses.
2. Advising first-year cohort and pre-candidacy students
3. Attending department program and graduate coordinator meetings

Existing courses:

Most of the restricted elective courses in each of the two concentrations are existing courses. See Appendix F for a list of approved Restricted Elective courses.

Doctoral Program's Existing Resources

Overview of Current Space and Facilities:

The Department of Teacher Education occupies part of the third floor of the John W. Porter Building. The Nursing Department is located in the Everett Marshall Building.

Porter Building Facilities: The 220,000 square foot Porter Building is shared with the Departments of Leadership and Counseling, Special Education, and Health Promotion and Human Performance. The common areas on the first floor of the Porter Building include the Educational Resource Center, the Office of Urban Education the Center for Adaptive Technology and Education, and the Speech and Hearing Clinic along with several classrooms and faculty offices. The two 100-student auditoriums located on the second floor of the Porter Building are multimedia equipped. In addition, the second floor also contains 50-student classrooms that contain technological devices for instructional use.

Teacher Education Space and Facilities: The Department of Teacher Education is housed on the third floor of the Porter Building. Approximately 42,000 square feet of 70,000 total on the third floor is used for Teacher Education faculty offices, graduate student working quarters, and student classrooms. The Department of Teacher Education currently occupies 14,000 square feet—this is sufficient office, research, administrative, and support space to successfully implement the proposed doctoral program in the John W. Porter Building.

Nursing Department Space and Facilities: The Nursing Department is located in the Everett Marshall Building. The building is currently full and will need significant adjustments or access to other buildings to meet the space needs of the doctoral program.

Library Resources:

The Halle Library system is ideally suited to supporting the proposed Ph.D. program, although some additional text and journal resources will be necessary in order to provide materials essential for doctoral research in curriculum and instruction. Existing library holdings, programs for enhancing holdings, electronic resources, and collaborative agreements with other nearby libraries will ensure that the doctoral program will have the information resources and support it needs to operate successfully. Computer and other electronic resources are also sufficient to support anticipated program functions. Plans for system enhancement will ensure continued utility of the system. In addition, all EMU Doctoral Students have full access to the University of Michigan – Ann Arbor's outstanding libraries.

Books, Journals, and Other Traditional Materials: The Eastern Michigan University library currently has over 44,000 books and 1,200 journals in education. In addition, the library has holdings in a variety of fields that will support the program. Specific to education, the library has 49,000 holdings, 2,100 of which are educational journals.

Currently, in order to supplement these holdings, the library supports a number of traditional and electronic programs that allow access to scholarly materials (e.g., internet connections, interlibrary loan and borrowing privileges at other university libraries). A collection of video and audio resources is also available.

The library's annual acquisitions budget is currently set at over two million dollars per year. The library's budgeting system maintains a separate acquisitions budget for each field of study. Moreover, within each field of study there are two separate acquisition budgets. This first is an approval budget that allows for the purchase of newly published books from a profile list created by a vendor based upon books' likely relevance to the particular field of study.

Although the profile in Teacher Education consists of a standardized set of materials, it can be tailored to correspond closely to the curriculum needs of the proposed program. The library staff is working with the department to develop a purchasing profile suited to the proposed program. The second budget, referred to above, is designed to allow the acquisition of books and journals that are not on the vendors' lists. Communications regarding purchases of the special budget are relayed through a departmental designee.

The current library holdings are satisfactory to meet the program start-up needs, the supplemental services are good, and library staff is cooperative in improving their acquisition policies. Last year, the approval budget for education was enhanced to \$39,500. These budgets will increase through several internal one-time and permanent budget enhancement processes.

Systems for Collaborating with Other Universities: Although Halle Library is an excellent facility, with good holdings and good support for holdings enhancement, it cannot contain every resource the proposed program might need. And it need not do so given the proximity of the University of Michigan library system. Thus, to avoid the need to acquire resources which may have only very specialized uses at Eastern Michigan, and to avoid duplication of purchasing efforts with other local universities, the Eastern Michigan University library features a number of collaborative systems to enhance access to materials and reduce overall costs to the University and state. These collaborative systems include: 1) a wide variety of easily accessible scholarly electronic database such as First Search and Health Reference Center, some of which provide full text access; 2) collaborations with a consortium of other libraries to utilize collective buying power to purchase materials and Internet access to additional reference databases; 3) a free interlibrary loan program through which any journal article or book may be received within about a week; 4) the Infopass program by which the Eastern Michigan University library can grant passes for borrowing at thirty five other Michigan academic libraries; 5) a reciprocal agreement by which Eastern Michigan University faculty and Ph.D. students have computer access to and from the nearby University of Michigan library system; 6) the OWLS program which provides access to the catalogs, staff, and resources of twelve other participating libraries; and 7) the Dalnet Libraries Resource Sharing Information that allows walk-in borrowing privileges at nine local academic libraries.

Other Learning Resources:

Eastern Michigan University and the Halle Library provide all students a wide range of resources that will support the proposed program. These resources include access to video and audio production facilities, specialized video conference rooms, multimedia classrooms, disability accommodation services (e.g., readers for visually impaired), tutoring services, and specialists in a wide variety of areas.

Computer Resources:

All Eastern Michigan University students are eligible for a free computer system account that allows them full access to all on-line library resources, the Internet, hundreds of new Macintosh and PC computers located in the nearby Halle Library and at several other locations across campus. All general-access computers are equipped with Microsoft Office, SPSS statistical capabilities, database access software, Internet access software, and other applications.

Within the Teacher Education Department itself, all faculty members have Internet capable computers with standard office software. The Porter Building also features a computer laboratory. These computers are capable of running both Windows and Macintosh programs. All lab computers are equipped with Microsoft Office, Macintosh, and PC versions Appleworks, Corel, WordPerfect, Macintosh and PC versions of SPSS, data graphing and presentation programs such as CricketGraph and several different Internet specialty programs. Finally, this year, the college is planning to add at least one iMac-DV computer capable of full-motion digital video editing. This capability should prove useful for creating presentations, making instructional videos, and recording and

evaluating clinical performances, and collective data. The computer budget for the new facility anticipates the purchase of at least seven computers with digital video capability by the start of the program in Fall 2007. The Department will also upgrade the computers in its experimental methodology teaching laboratory to recent Macintosh computers with digital process control capability.

The School of Nursing, housed in the Marshall Building, has access to "Smart Classroom" technology as well as the outstanding services of the building technology expert.

Faculty:

The Department of Teacher Education has 50 full-time, tenured or tenure-track faculty. Of those, ten have been active in planning the Doctoral Program, and will serve as the faculty. In addition, others with appropriate research agendas and credentials will teach the doctoral courses. The School of Nursing has 17 tenured or tenure track faculty. Of those, six participated actively in the planning.

Current faculty members have experience conducting research and mentoring others engaged in research. They have served on Master's thesis committees, as either chairs or committee members. All faculty members are experienced in conducting and disseminating research through publications and presentations, many of which have involved students. Six faculty members have served on Ph.D. or Ed.D. committees both within and outside Eastern Michigan University. In addition, nursing faculty members will serve as faculty in the Nursing Education concentration. These accomplishments attest to the ability of the faculty to support doctoral education and scholarship.

Collectively, the Core Doctoral faculty has published hundreds of scholarly works, with the majority of the faculty averaging one or more publications per year in refereed journals. Ten faculty have acquired internal and external research funding over the past five years that provides student financial support. Twelve faculty members have been invited or elected to serve as editors, editorial board members, or reviewers of 34 refereed journals. A number of faculty members have been major contributors to regional, national, and international professional organizations. There are several externally funded research projects currently operating within the department. The new Ph.D. program will enhance the ability of the department to attract more external funding. Appendix E includes doctoral faculty vitas delineating publications, editorial responsibilities, professional memberships, and grant activity of Teacher Education and Nursing faculty members.

Resources Needed for the Ph.D. in Educational Studies

Equipment and Supplies:

The Department of Teacher Education and the School of Nursing are adequately equipped to fulfill their current educational missions. However, because the proposed program will entail the addition of at least six new faculty members, thirty doctoral students, and support staff, additional equipment will be needed to successfully operate

the program. A preliminary list of items needed and estimated costs for supplies and equipment associated with the proposed program follow.

Computers: The budget anticipates spending a total of \$25,000 in the first two years of the program on computers. Approximately \$2,500 per system is budgeted to purchase a computer and software collection for each new faculty member. Each faculty office is already equipped with a computer network hookup. Two inkjet printers will also be purchased at a total cost of \$5,000.

Faculty Offices:

Three offices will need to be constructed in the Teacher Education Suite in the Porter Building. Space exists in the commons area between the Rizzo Room and the Nexus Lounge for these offices and an additional three in the Marshall Building. Cost for office is estimated at \$30,000 per office. This figure is based on the costs of adding four new offices in 2003 plus a markup for inflation.

New Faculty Positions Required:

Because the current faculty are capable of delivering the Doctoral program, the new faculty may, but will not need to be qualified to teach in the Doctoral program. Instead, many of them will teach the undergraduate and Master's degree courses released by the Doctoral faculty. As indicated earlier in this proposal, eight additional faculty members will be needed, phased in over a four year period.

Program Costs:

The following budget summary describes the anticipated costs of the proposed program over its first four years of operation. Overall cost in the first four years are \$478,232, \$344,261, \$304,261, and \$254,261, respectively for a grand total of \$1,422,580 including all salaries, start-up costs, and expenses. Only costs related to the startup and operation of the doctoral program are reported. Current operation budgets for existing programs are anticipated to continue with modifications as warranted by enrollment and other factors. The budget describes one-time costs and recurring costs for program start-up, consulting, and facility remodeling. Recurring costs estimates (e.g. clerical support, faculty salaries, and graduate student support) include adjustments for anticipated cost of living increases and inflation. The budget assumes that the Department of Teacher Education and The School of Nursing will continue the undergraduate program and Master's programs at current capacity.

Proposed Budget - Ph.D. in Educational Studies

Listed below is the projected five-year budget cycle for the Ph.D. program in Educational Studies. It lists personnel costs both annually and cumulatively (in **bold**) for the program. Personnel expenses could be further reduced through reallocation of divisional resources.

Estimated Expenses

Item	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New Tenure Track Faculty (1010 line): Two new faculty at the associate professor level with benefits will need to be hired in each of the first four years – 8 total, and with any additional new areas of specialty. (Starting base \$60K)	\$167,400 \$167,400	\$167,400 \$339,822	\$167,400 \$517,417	\$167,400 \$700,339	\$0 \$721,349
Spring/Summer Pay (1020/1030 line): The spring/summer salary lines need to be adjusted by the following amounts to incorporate 20% of base salary with benefits for the 8 new faculty ires.	\$29,661 \$29,661	\$29,661 \$60,212	\$29,661 \$91,679	\$29,661 \$124,090	\$0 \$124,090
Lecturer Replacement (1100 line): The coordinator for each doctoral program (2) will receive a 50% administrative assignment to manage the program – a permanent adjustment to the lecturer line.	\$24,000 \$24,000	\$0 \$24,000	\$0 \$24,000	\$0 \$24,000	\$0 \$24,000
Lecturer Replacement (1100 line): Costs associated with dissertation release for doctoral faculty – a permanent adjustment in the 3 rd year.	\$0 \$0	\$0 \$0	\$50,000 \$50,000	\$0 \$50,000	\$0 \$50,000
Senior Secretary (1280 line): 1.5 FTE CS05 with benefits needs to be hired for clerical management of the program.	\$69,971 \$69,971	\$0 \$71,720	\$0 \$73,513	\$0 \$75,351	\$0 \$77,235
SSM (3000 line): Controllables associated with funding additional faculty and the Ph.D. programming	\$10,000 \$10,000	\$5,000 \$15,000	\$5,000 \$20,000	\$5,000 \$25,000	\$0 \$25,000
Travel (4000 line): Funding associated with travel and professional development of new doctoral teaching faculty.	\$10,000 \$10,000	\$5,000 \$15,000	\$5,000 \$20,000	\$5,000 \$25,000	\$0 \$25,000

Item	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th year
Equipment (5000 line): Costs associated with technology and printers for new personnel and faculty.	\$30,000 \$30,000	\$0 \$30,000	\$0 \$30,000	\$0 \$30,000	\$0 \$30,000
Doctoral Fellows (7000): Two doctoral fellows (per annual cohort) will be assigned to the doctoral program (max. of 8), costs include stipend and tuition.	\$47,200 \$47,200	\$47,200 \$94,400	\$47,200 \$141,600	\$47,200 \$188,800	\$0 \$188,800
Construction Costs: Three new offices need to be built and furnished in Teacher Education and three in Marshall for the new faculty and doctoral fellows.	\$90,000 \$90,000	\$90,000 \$180,000	\$0 \$180,000	\$0 \$180,000	\$0 \$180,000
Annual Totals	478,232	344,261	304,261	254,261	0
Cumulative Totals	478,232	830,154	1,148,209	1,422,580	1,445,474

Estimated Revenues

Item	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(5% increase each year)					
Tuition & Fees for the 1 st Cohort	\$246,600	\$258,750	\$271,800	\$285,300	\$299,700
Tuition & Fees for the 2 nd Cohort	\$0	\$258,750	\$271,800	\$285,300	\$299,700
Tuition & Fees for the 3 rd Cohort	\$0	\$0	\$271,800	\$285,300	\$299,700
Tuition & Fees for the 4 th Cohort	\$0	\$0	\$0	\$285,300	\$299,700
Doctoral Student Undergraduate Teaching	\$6,000	\$12,000	\$18,000	\$24,000	\$24,000
Annual Totals	252,600	529,500	833,400	1,165,200	1,222,800
Cumulative Totals	252,600	782,100	1,615,500	2,780,700	4,003,500

Estimated Surplus/Deficit

Item	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Annual Expenses – Annual Revenues	<225,632>	185,239	529,139	910,939	1,222,800
Cumulative Expenses – Cumulative Revenue	<225,632>	<48,054>	467,291	1,358,120	2,558,026

Assumptions / Comments:

1. Estimated revenue is based on annual cohorts of 25 doctoral students paying for minimally 18 sch/year.

2. Estimated tuition (5% increase) & fee charges:

FY09	=	\$548.00 / credit hour
FY10	=	\$575.00 / credit hour
FY11	=	\$604.00 / credit hour
FY12	=	\$634.00 / credit hour
FY13	=	\$666.00 / credit hour

3. Beginning with the third year of the Ph.D. in Educational Studies, the program will generate a cumulative surplus. This surplus will continue to increase with time and it will offset any additional expenses. The program will create seed money for additional specialty areas due to the continued annual increases of 5% in tuition costs.

Start-up and One-Time Costs

Computers:

As described above, \$30,000 per year will be earmarked for technology purchase of computers and printers for the doctoral program director and one for a CS04 clerical secretary and for faculty. Additional funds for computers and computer replacements will be made available through standard budgetary processes.

Faculty Offices:

As described above, six new faculty offices will need to be constructed at a cost of \$30,000 per office.

Program Director and Secretary:

The program director will be a faculty member with half time load. Lecturer replacement costs will be \$12,000 per year. A CS05 clerical secretary will be hired at \$69,971 which includes all benefits.

Recurring Expenses and Salaries

Services, Supplies, and Expenses (SS&M):

An increase of \$10,000 in the Departmental SS&M budget will occur in the planning year (2007-2008) and will be supplemented by \$10,000 the first year and \$5,000 added each year until the total SS&M budget is \$25,000. This increase to the Department's existing budget is anticipated to be sufficient for the short term. However, additional SS&M funds can be requested through standard budgetary processes.

Travel Funds:

The department anticipates a significant increase in travel related to the proposed program. Beginning in the 2008-2009 academic year, the program travel budget will need to be increased. It is likely that most faculty members will have their travel expenses partially covered.

New Faculty:

The program will add a new faculty member each year until eight new faculty members have been hired. \$60,000 has been earmarked for hiring a new assistant/associate professor level faculty member in the planning year (2007-2008) and one more will be added in 2008-2009, 2009-2010, 2010-2011, and 2011-2012. Approximately \$84,000 with benefits per hire is anticipated.

Doctoral Fellows:

Eight doctoral fellows need to be recruited. These individuals will help teach undergraduate courses and will work with all aspects of the doctoral program. Fellows will be allocated to:

- The Education and Research core
- The concentrations:
 - The Nursing Education concentration
 - The Urban Education concentration

One additional fellow would be added for each additional concentration. The cost of each fellow will be \$15,000 per year plus tuition and fees.

True Cost of Program:

In order to determine the true cost of the program, the following revenues and savings must be considered.

Tuition and Fees. Each year 25 of the students will pay tuition and fees. In addition, each doctoral fellow will teach one three-credit course per semester. The total revenue will thus be:

Total Revenue	
Year 1	\$252,600
Year 2	\$529,500
Year 3	\$833,400
Year 4	\$1,165,200
Year 5	\$1,222,800

The estimated surplus/deficit will therefore show a profit, beginning in Year 3. Those deficits/surpluses are:

Estimated Surplus/Deficit	
Year 1	<\$225,632>
Year 2	<\$48,054>
Year 3	\$467,291
Year 4	\$1,358,120
Year 5	\$2,558,021

In addition, we are optimistic that grants can be secured because urban education and nursing education are critical areas for which grant money does exist.