



**TOPIC:** Frostburg State University: Doctor of Education (Ed.D.) in Educational Leadership

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** January 25, 2012

**SUMMARY:** Currently, Frostburg State University is collaborating with the University of Maryland, College Park (UMCP) on an Ed.D. to meet an urgent need for the Washington County Public Schools through the existing UMCP program. UMCP does not plan to continue offering the program once this cohort exits. The collaboration was also intended to help Frostburg's faculty prepare to implement a doctoral level program.

The proposed applied doctorate in Education is designed to provide an avenue for practitioners to complete a terminal degree in the profession. The program is rooted in authentic experiences, case studies, problem based learning activities, and an integrated practicum, in addition to the requisite theory and knowledge base commensurate with the terminal degree. The target audience includes individuals aspiring to be educational leaders, including administrators, supervisors, master teachers, policy specialists, and other educational professions at all levels.

The university recognizes the need to address the service area's professional needs, and to expand program offerings in a manner that will attract a larger number of highly qualified students to the university in the future. It is significant that Frostburg State University began as a teacher-training institution and that it enters the doctoral degree level in the field of Education. The market demand survey (see Appendix for survey and data) for Allegany and Garrett counties, from which most of the initial main campus cohort will be drawn, demonstrates an exceedingly large interest and demand for the program. This is especially acute in the noted localities due to the near saturation of local educators who already hold the Advanced Professional Certificate (master's degree or 36 post-baccalaureate credits).

The delivery design of the program is to integrate leadership as a theme throughout the selected areas of specialization: Curriculum and Instruction, Higher Education Leadership, PK-12 Leadership, Reading, and Special Education. Program delivery is via a cohort model spanning two years of study with the practicum and dissertation completed in the third year. The course load and sequencing are designed to be attainable for the practitioner. Content mastery and research will require an authentic connection between theory and practice. Cohorts of not more than 25 will be admitted no more frequently than alternate years per site, commencing initially with the Frostburg campus followed by the USMH campus the next year, and alternating thereafter.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition and reallocated funds.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from Frostburg State University to offer the Doctor of Education (Ed.D.) in Educational Leadership.

---

COMMITTEE RECOMMENDATION: Approval.

DATE: January 25, 2012

---

BOARD ACTION:

DATE:

---

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

---



Office of the President  
Hitchins Building  
101 Braddock Road  
Frostburg, MD 21532-2303

301/687-4111  
FAX: 301/687-7070

January 10, 2012

Dr. William E. Kirwan, Chancellor  
University System of Maryland  
3300 Metzert Road  
Adelphi, MD 20783-1690

Dear Dr. Kirwan:

I am proud to present to you a proposal to offer an Ed.D. in Educational Leadership at Frostburg State University. As you know, this new program is a key element in FSU's strategic plan and is essential to our economic development responsibilities in Western Maryland.

The proposed degree will combine theory and practice in an applied program that will require students to make their current professional responsibilities in various educational settings part of the curriculum. We propose to offer the program in an accelerated three-year format to cohorts of no more than 25 students, beginning a new cohort every year, alternating between Frostburg and the University System of Maryland at Hagerstown.

We would appreciate your support for this much-needed addition to professional development opportunities for educators in our region. Please add this program proposal to the agenda for the January 25 meeting of the Educational Policy Committee of the Board of Regents. If you have any questions, please do not hesitate to contact me or our program development specialist, Dr. Mary J. Gartner, Associate Provost ([mgartner@frostburg.edu](mailto:mgartner@frostburg.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read 'Jonathan C. Gibralter', written in a cursive style.

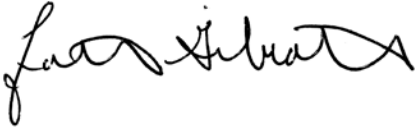
Jonathan C. Gibralter  
President

pc Theresa Hollander, Associate Vice President for Academic Affairs  
Stephen J. Simpson, Provost  
Clarence E. Golden, Jr., Interim Dean, College of Education

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

<b>X</b>	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
<b>X</b>	Within Existing Resources (including tuition generated)

<b>Frostburg State University</b> Institution Submitting Proposal
<b>Doctor of Education (Ed.D.) in Educational Leadership</b> Title of Proposed Program

<b>Ed.D.</b> Degree to be Awarded		<b>Fall 2012</b> Projected Implementation Date
<b>082700</b> Proposed HEGIS Code		<b>130401</b> Proposed CIP Code
<b>Department of Educational Professions</b>		<b>Dr. Mary J. Gartner, Associate Provost</b>
Department in which program will be located		Contact Name and Title
<b>301.687.4284</b>		<b>mgartner@frostburg.edu</b>
Contact Phone Number		Contact E-Mail Address
		<b>January 10, 2012</b>
Signature of President or Designee		Date

## **A. Mission and Need**

### **Describe how the program relates to the institution's approved mission.**

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society (From the Mission Statement as approved by the Board of Regents of the University System of Maryland, pending approval of the Maryland Higher Education Commission).

The university recognizes the need to address the service area's professional needs, and to expand program offerings in a manner that will attract a larger number of highly qualified students to the university in the future. It is significant that Frostburg State University began as a teacher-training institution and that it enters the doctoral degree level in the field of Education. The market demand survey (see Appendix for survey and data) for Allegany and Garrett counties, from which most of the initial main campus cohort will be drawn, demonstrates an exceedingly large interest and demand for the program. This is especially acute in the noted localities due to the near saturation of local educators who already hold the Advanced Professional Certificate (master's degree or 36 post-baccalaureate credits). (See B.4 below.) Currently, Frostburg is collaborating with the University of Maryland (College Park) on an Ed.D. to meet an urgent need for the Washington County Public Schools through the existing UMCP program. UMCP does not plan to continue offering the program once this cohort exits. The collaboration was also intended to help Frostburg's faculty prepare to implement a doctoral level program.

## **B. Characteristics of the Proposed Program**

### **1. State the educational objectives of the proposed program.**

The program will deliver to prospective leaders in targeted populations across the service region a terminal applied doctoral degree rooted in the professional needs of the individual candidates. It is not a certificate or licensure program. Thus, an existing master's level, licensed Administrator II certificate-holder in a Maryland public school would be able to enhance his/her professional credentials with the Ed.D. Likewise, an individual employed at the university level with a master's degree would be able to elevate his/her credentials with the degree. The five targeted specializations (PK-12 Leadership, Special Education, Reading, Curriculum and Instruction, and Higher Education) evolved based on stated interest and existing Frostburg State expertise. The program is designed in a cohort format in order to maximize professional growth, personal networking, team building, and learning potential in a short period of time. Core assessments are to be drawn significantly from candidates' professional positions, thereby maximizing the application of learned theory to applied practice.

**2. Provide a brief narrative that addresses the adequacy of curriculum design and related learning outcomes. (See detailed instructions for REQUIRED content.)**

**Program Description**

The applied doctorate in Education is designed to provide an avenue for practitioners to complete a terminal degree in the profession. The program is rooted in authentic experiences, case studies, problem based learning activities, and an integrated practicum, in addition to the requisite theory and knowledge base commensurate with the terminal degree. The target audience includes individuals aspiring to be educational leaders, including administrators, supervisors, master teachers, policy specialists, and other educational professions at all levels.

The delivery design of the program is to integrate leadership as a theme throughout the selected areas of specialization: Curriculum and Instruction, Higher Education Leadership, PK-12 Leadership, Reading, and Special Education. Program delivery is via a cohort model spanning two years of study with the practicum and dissertation completed in the third year. The course load and sequencing are designed to be attainable for the practitioner. Content mastery and research will require an authentic connection between theory and practice.

The program consists of a minimum\* of 60 hours of graduate study in the following areas:

- Educational Leadership: 33 hours
  - EDLP 715: Introductory Seminar in Educational Leadership (3)
  - EDLP 716: Organizational Change and Leadership Theory (3)
  - EDLP 781: History of American Education (3)
  - EDLP 782: Educational Politics and Policy (3)
  - EDLP 785: Educational Assessment (3)
  - EDLP 801: Cognition and Exceptionalities (3)
  - EDLP 806: Educational Research I (3)
  - EDLP 807: Educational Research II (3)
  - EDLP 808: Applying Theory and Research to Practice (3)
  - EDLP 840: Strategic Planning and Data-Driven Decision-Making (3)
  - EDLP 900: Capstone Seminar (3)
- Specialization: 9 hours (courses listed in the following section)
  - PK-12 Leadership
  - Special Education
  - Curriculum and Instruction
  - Reading
  - Higher Education Leadership
- Practicum: 6 hours
  - EDLP 901: Doctoral Practicum I (3)
  - EDLP 902: Doctoral Practicum II (3)
- Dissertation: 12 hours\*
  - EDLP 911: Dissertation I (concurrent with Capstone Seminar) (3)
  - EDLP 912: Dissertation II (9)
  - \*EDLP 913: Dissertation CE (1-3) Individuals not completing the dissertation by the end of EDLP 912 must maintain continuous enrollment of at least one (1) dissertation credit each semester until completion. The student must enroll for three (3) dissertation hours in the term of the dissertation defense.

## Specialization Courses

### PK-12 Leadership

- EDAD 742: Human Resources (3)
- EDAD 743: Educational Law and Ethics (3)
- EDAD 744: Educational Finance (3)

### Special Education

- SPED 712: Advanced Special Education Law and Procedures (3)
- SPED 713: Supervision of Special Education Programs (3)
- SPED 714: Special Education Funding and Grant Writing (3)

### Curriculum and Instruction

- CUIN 722: Curriculum and Instructional Leadership (3)
- CUIN 723: Planning and Implementing Curriculum and Instructional Change – Becoming a Change Agent (3)
- CUIN 724: Planning and Conducting Professional/Staff Development and Training (3)

### Reading

- REED 732: Foundations of Teaching Reading (3)
- REED 733: Reading in the Content Area: Implications for Leadership (3)
- REED 734: Organizing and Administering a Reading Program (3)

### Higher Education Leadership

- HIED 752: Higher Education Structure and Governance (3)
- HIED 753: Higher Education Finance (3)
- HIED 754: Current Issues in Higher Education Leadership and Law (3)

## Cohort Sequence

- Fall I (6 hours)
  - Introductory Seminar in Educational Leadership (3)
  - Organizational Change and Leadership Theory (3)
- Spring I (6 hours)
  - Educational Politics and Policy (3)
  - History of American Education (3)
  - Preliminary Examinations
- Summer I (9 hours)
  - Educational Assessment (3)
  - Specialization 1 (3)
  - Specialization 2 (3)

- Fall II (6 hours)
  - Strategic Planning and Data-Driven Decision-Making (3)
  - Research I (3)
  - Comprehensive Written Examinations and Advancement to Candidacy
- Winter II (3 hours)
  - Cognition and Exceptionalities (3)
- Spring II (6 hours)
  - Specialization 3 (3)
  - Research II (3)
- Summer II (9 hours)
  - Applying Theory and Research to Practice (3)
  - Capstone Seminar (3)
  - Practicum I (3)
  - Prospectus presented and approved
- Fall III (6 hours)
  - Practicum II (3)
  - Dissertation I (3)
- Spring III (9 hours)
  - Dissertation II (9) and Defense

### Admission Requirements

Successful applicants must hold a master's degree from a recognized accredited institution and have earned a GPA of 3.0 or above in master's study. Applicants subject to professional licensure must already hold, or be eligible to hold, such licensure in the field of specialization. Applicants must submit three letters of professional recommendation, submit to an oral interview, and complete a written problem-solving prompt.

Cohorts of not more than 25 will be admitted no more frequently than alternate years per site, commencing initially with the Frostburg campus followed by the USMH campus the next year, and alternating thereafter.

### Academic Progress

- Candidates must maintain a minimum of a 3.0 GPA throughout. When a candidate's GPA falls below a 3.0, he/she is placed on academic probation and has a maximum of two terms of graduate study (including summer) to achieve a cumulative GPA of 3.0. If after two terms, a candidate has not achieved a cumulative GPA of 3.0, he/she will be dismissed from the program. Any candidate who earns a course grade below a C will be dismissed from the program. Appeals of probation and dismissal can be considered by the Dean's office if extraordinary circumstances exist.
- Preliminary Examinations: By the end of the first spring of study, candidates will take a preliminary examination of not less than four written prompts constructed by the program instructors. Three instructors will assess the examination, and candidates must receive a passing score from at least two of three scorers to remain in the program. Candidates receiving an unsatisfactory score may continue in the program on probation, must take the preliminary examination a second time by the end of the following term (including summer), and must receive a passing score as noted above. A second failure of the preliminary examination will result in program dismissal.



- **Advancement to Candidacy:** at the end of the second fall of study, candidates will take comprehensive examinations based upon program study to date. Satisfactory performance on the comprehensive examinations as assessed by at least two of three scorers will advance the candidate to degree candidacy. Candidates not advancing to candidacy will be dismissed from the program.
- **The Prospectus:** at the end of the second summer of study, candidates will have devised a proposal for research. Concurrent with the Capstone Seminar, candidates will form a Prospectus Committee of three professors, one of whom will have agreed to serve as Chair, and will present and have approved by them a research topic and proposal for the dissertation. Typically the prospectus consists of the first three chapters of the dissertation: Introduction, Literature Review, and Research Methodology. Once approved, the candidate is authorized to conduct the study, subject to university research protocols. The candidate must then secure at least five doctoral level individuals for his/her committee and is encouraged to secure one member outside the College of Education. Candidates may secure one member external to the university. Typically the prospectus chair and members continue service on the committee, which when fully selected becomes the Dissertation Committee. The Dissertation Committee shall be fully constituted no later than three months following approval of the proposal.
- **Authorization for publication of all or a portion of the dissertation prior to its successful defense must be discussed between the candidate and the Dissertation Committee chair.**
- **The Dissertation Defense:** upon completion of all examinations, coursework and research, the candidate will present the final study to the Dissertation Committee, which will then determine the quality and success of the presentation and defense, directing any changes and edits as necessary. The Doctor of Education degree is the highest degree awarded by the university and is granted only upon sufficient evidence of high attainment in scholarship and the ability to engage in independent research. Dissertations must be successfully presented and unanimously approved by the Dissertation Committee for degree completion.

### **Course Descriptions**

**EDLP 715: Introductory Seminar in Educational Leadership (3 credits):** An exploration of the various roles in educational leadership and the accompanying responsibilities. Candidates will focus on in depth study of the role of professional interest and choice. Fall.

**EDLP 716: Organizational Change and Leadership Theory (3 credits):** A review of major organizational theorists as a background to a focus on change theory and organizational renewal along with transformation in the educational leader's role. The role of vision and mission processes will be emphasized. Spring.

**EDLP 782: Educational Politics and Policy (3 credits):** An investigation of current educational issues at the national, state, and local levels, and the policy decisions, legislation, and regulations related to these issues. Spring.

**EDLP 785: Educational Assessment (3 credits):** Strategies, skills, and techniques of assessing instruction, programs, systems, and institutions, as appropriate to candidate career needs. Fall.

**EDAD 742: Human Resources (3 credits):** Case-study examinations of human resources functions, including recruitment, employment, evaluation, and professional development of human capital. Summer.

**EDAD 743: Educational Law and Ethics (3 credits):** A comprehensive review of the federal and state constitutional and case-law underpinnings of American education, including an emphasis on ethical decision-making processes for educational leaders. Summer.

EDAD 744: Educational Finance (3 credits): A comprehensive review and investigation of the tenets of educational finance, the budgeting process, and the legal framework at the national, state, and local levels. Spring.

CUIN 722: Curriculum and Instructional Leadership (3 credits): Being a school leader focused on learning. Increase participants' understanding of research-based practices connecting leadership to achievement; emphasize the role of collaborative leadership teams and teacher-leaders; and survey selected theoretical and operational decision-making bases. Summer.

CUIN 723: Planning and Implementing Curriculum and Instructional Change – Becoming a Change Agent (3 credits): Leading and supporting instructional change; improvement in curriculum and instruction within the context of implementation of curriculum changes, perspectives on teaching as a profession, and the impact of technologies on the learning processes; and planning and evaluation tools for working in education systems. Summer.

CUIN 724: Planning and Conducting Professional/Staff Development and Training (3 credits) Supporting teachers for instructional improvement, with a primary focus on improvement of instructional practice and academic performance at the school and system level. Theoretical and empirical bases for understanding the sources of successful classroom instruction and the processes of scale at the school and system level. Spring.

REED 732: Foundations of Teaching Reading (3 credits): In-depth investigation of reading programs, including methods and materials necessary for such programs. Summer.

REED 733: Reading in the Content Areas: Implications for Leadership (3 credits): Expanding the investigation of reading programs as typically found in specific content areas, including methods and materials necessary for such programs. Summer.

REED 734: Organizing and Administering a Reading Program (3 credits): In-depth investigation of reading program development, professional development needs and techniques, and the structure, organization, and evaluation of district and building-level reading programs. Spring.

SPED 712: Advanced Special Education Law and Procedures (3 credits): Examination of the origins of special education legislation, law, and procedures. Current case law and due process decisions studied in relation to procedural mandates and requirements under current law. Attention to compliance with specific procedural requirements. Summer.

SPED 713: Supervision of Special Education Programs (3 credits): Examination of the methods and strategies necessary to supervise a program in full compliance with all legal mandates, including the recordkeeping processes, appeals functions, prior consent and notification, and assignment of special education staff within a school district. Summer.

SPED 714: Special Education Funding and Grant Writing (3 credits) A focus on all aspects of district level special education funding, other sources of funding, and attaining proficiency in grant writing as it relates to special education fiscal needs. Spring.

HIED 752: Higher Education Structure and Governance (3 credits): An overview and examination of the structure of higher education in the United States and area universities and colleges, governance systems and mandates, and the role of shared faculty governance. Summer.

HIED 753: Higher Education Finance (3 credits): An in-depth study of higher education finance from the macro and micro levels of institutional leadership. Summer.

HIED 754: Current Issues in Higher Education Leadership and Law (3 credits): An examination of the current directions in higher educational leadership and recent case law impacting such leadership. Spring.

EDLP 840: Strategic Planning and Data-Driven Decision-Making (3 credits): A case study approach to utilizing data in various leadership functions, including strategic planning and resource allocation. Assessment as a dynamic process in the planning cycle. Fall.

EDLP 781: History of American Education (3 credits): A review of the evolution of educational systems within the United States, with a focus on the historical context that produced common practices and the variety of differences among state systems, as well as federal responses to educational issues in American history. Spring.

EDLP 782: Educational Politics and Policy (3 credits): An investigation of current educational issues at the national, state, and local levels, and the policy decisions, legislation, and regulations related to these issues.

EDLP 801: Cognition and Exceptionalities (3 credits): A review of human cognition and learning theory and the array of exceptionalities present in a student population with a focus on the connection between cognitive development and learning needs. Winter.

EDLP 806: Educational Research I (3 credits): Descriptive statistics through analysis of variance, with an emphasis on applicability in the field. Fall.

EDLP 807: Educational Research II (3 credits): Advanced quantitative methods and qualitative statistical processes. The practical use of action research will be examined. Spring.

EDLP 808: Applying Theory and Research to Practice (3 credits): Focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Summer.

EDLP 900: Capstone Seminar (3 credits): Focus on the Prospectus, with the completion of the Introduction, Literature Review, and Research Question; and the selection, presentation, and approval of the Prospectus by the end of the course. Summer.

EDLP 901: Doctoral Practicum I (3 credits): Part one of the supervised experience in a professional placement concurrent with the student's professional position, with a focus on leadership and supervisory tasks that emanate from that role. Pass/Non-Pass. Summer.

EDLP 902: Doctoral Practicum II (3 credits): Part two of the supervised professional placement experience. Pass/Non-Pass. Fall.

EDLP 911: Dissertation I (3 credits): Initial dissertation research. Pass/Non-Pass. Fall.

EDLP 912: Dissertation II (9 credits): Concluding research and production of the dissertation. Pass/Non-Pass. Spring.

EDLP 913: Dissertation CE (1 - 3 credits): Additional dissertation enrollment following the first 12 hours until defense. Should a student not complete the defense in Dissertation II, enrollment in this course will be required each semester until completion. The student must enroll for 3 credits in the semester of the dissertation defense. Pass/Non-Pass. Scheduled as needed.

### **3. Provide a brief narrative that addresses the demonstrable quality of program faculty**

The current faculty is well-positioned to launch this program. Doris Santamaria-Makang, Clarence Golden, Todd Rosa, and William Childs are already collaborating instructors for UMCP's Ed.D. at the USMH center. Each possesses a doctoral degree and an emphasis in areas of study within the proposed program: Curriculum and Instruction, Administration and Supervision, Educational History and Policy, Finance, and Leadership. Other current Frostburg faculty with doctorates in needed areas include Oma Gail Simmons (Special Education), Roger Dow (Reading), Mary Gartner (Higher Education), Steve Simpson (Higher Education, Finance, and Public Policy), John Stoothoff (Administration and Supervision), Jamie Tobery-Nystrom (Special Education), Jodi Welsch (Reading), and Jodi Nichols (Curriculum and Instruction). This listing is not meant to be complete or exclusive; other faculty are also well qualified to teach doctoral level students in appropriate areas. The range of expertise and experience of the named faculty is vast. For example, Dr. Santamaria-Makang co-coordinated the NCATE accreditation of the College of Education, is the coordinator for the M.Ed. in Curriculum and Instruction, and is currently spearheading the revision of the program along current cutting-edge professional development models; Dr. Golden is a retired school principal, university department chair, Associate Dean of the College, current Interim Dean of the College, an NCATE program evaluator, and a scorer for ETS' Educational Leadership Praxis tests; Dr. Childs is a retired school administrator, the original sponsor and coordinator of the Secondary/PK-12 MAT Program at Frostburg State, the current coordinator for the M.Ed. in Administration and Supervision, and the Acting Associate Dean of the College of Education; Dr. Rosa is the undergraduate Secondary/ PK-12 program coordinator and is currently spearheading a revision of that program along cutting-edge clinical models; Dr. Simmons coordinates the M.Ed. in Special Education, has received thousands of dollars of grants at Frostburg, and is a leader in online learning; Dr. Dow is a leading advocate within the International Reading Association, is well-published, and has expertise in reading policy and trends; and Dr. Stoothoff is a retired school and multi-district superintendent with extensive knowledge in finance and leadership. In addition to the above faculty, \$20,000 annually will be allocated from generated revenues for Year 1 and Year 2 to the College of Education in order to provide professional development for all involved faculty to enhance their skills as doctoral level faculty.

### **4. Describe the student audience to be served by the program; include enrollment estimates.**

The target audience includes individuals aspiring to be educational leaders, including administrators, supervisors, master teachers, policy specialists, and other educational professionals at all levels. Since this is a terminal professional degree, those needing certification or licensure credentials in their profession must already possess such licensure. However, candidates possessing the Ed.D. are better positioned and more competitively viable for career promotions than those without a terminal degree. In addition, many public school districts provide additional compensation for the doctorate. The potential service area extends to the contiguous counties in the tri-state region in Maryland, Pennsylvania, and West Virginia. Population trends and interest survey data indicate that the applicant pool will remain viable far into the future.

Population growth projections for Western Maryland indicate rapid growth in Frederick and Washington counties, with Frederick projected to exceed 300,000 by 2025 and the combined Washington/Frederick population to exceed 500,000 by 2030. The population in Allegany and Garrett counties will be stable. (See the Appendix for more detail.)

Interest data to date (12/7/2011) include the 423 positive enrollment survey responses generated from Allegany College of Maryland, Allegany County Public Schools, Frostburg State University, Garrett County Public Schools, Washington County Public Schools, and Frederick County Public Schools, with 90 strongly interested in enrolling in the first cohort, 174 probably interested, and 159 listed as “maybe.” (See the Appendix for more detail.) Of these responses, over 90 were received from Washington County and over 90 from Frederick County. Of the 90 strongly interested, 67 indicated a preference for the Fall 2012 cohort in Frostburg and another 23 indicated the Fall 2013 cohort in Hagerstown as the initial preference. Hagerstown and Frederick community colleges have yet to be surveyed.

Data from the annual Maryland School Report Card also indicate a high number of potential candidates from the four Maryland public school districts in the service area. The number of professional teaching staff (administration is excluded in the data below) who hold the Advanced Professional licensure (either a master’s degree or 36 hours of post baccalaureate course work) in 2011 is:

<u>District</u>	<u>Number</u>	<u>% of Staff</u>
Allegany	389	81.2
Garrett	204	83.6
Washington	652	59.9
Frederick	1290	68.8

Although no disaggregate between the two types of Advanced licensure is available, these data suggest that current and future professional career needs are potentially high at the doctoral level with less potential at the master’s level.

### **5. Describe the manner in which this program will enhance students' technology fluency.**

A highly proficient level of technological fluency is necessary to complete the program. Many courses will have blended and online aspects. The use of two-way video on an individual and group basis is anticipated. Existing holders of licensed credentials are already required to have demonstrated technological fluency as a component of licensure. All students will engage in class presentations and individual and group research that require existing knowledge of the technologies necessary to complete such tasks. Physical limitations in library resources are mitigated via extensive existing electronic sources and data bases. Finally, the dissertation will be filed and archived electronically.

### **6. Assure that library resources are adequate by including the following statement:**

The president assures that institutional library resources meet new program needs. As a constituent institution in the University System of Maryland, Frostburg State University has access to the extensive collections of its sister institutions

### **7. Assure that facilities are adequate by including the following statement:**

The president assures that institutional facilities meet new program needs.

## **Table 1: Resources (Narrative)**

**1. Reallocated Funds:** The College of Education (COE) loaned an existing, funded PIN to another College for the current academic year with the understanding that a PIN position would be returned to the COE for 2012-2013. In Year 1, the PIN will be reallocated in part to support the Ed.D. program, creating a position for a .25 FTE program coordinator who teaches .50 FTE in the Ed.D. program and .25 FTE in other education programs. That position will continue to be reallocated primarily to the Ed.D. program for the life of the program.

**2. Tuition and Fee Revenue:** Tuition revenue is estimated in Table 1. A modest pro-rating between in-state and non-resident tuition has been calculated, with in-state at \$450 per credit and non-resident at \$563 per credit. Applicable fees *have not* been added.

Tuition alone generates \$2,378,765 over the first five years.

### **3. Grants, Contracts, and Other External Sources**

None.

### **4. Other Sources**

None.

**TOTAL BY YEAR:** See Table 1 following.

**TABLE 1: RESOURCES**

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds <sup>1</sup>	\$71,000.00 <sup>1</sup>	0	\$4,000.00 <sup>2</sup>	0	0
2. Tuition/Fee Revenue (c+g below) (2 Year cycle)	\$243,369.00	\$477,966.00	\$623,445.00	\$659,907.00	\$594,078.00
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	25	21+25	21+25+21	21+21+25	21+21+25
e. Credit Hour Rate	\$450 In State; \$563 Non-Resident				
f. Annual Credit Hours	21	24+21	15+21+24	24+15+21	15+24+21
g. Total Part Time Revenue (d x e x f)	\$243,369.00	\$477,966.00	\$623,445.00	\$659,907.00	\$594,078.00
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$314,369.00</b>	<b>\$477,966.00</b>	<b>\$627,445.00</b>	<b>\$659,907.00</b>	<b>\$594,078.00</b>

<sup>1</sup> PIN position regained by College of Education from College of Business will be allocated to the Ed.D.

<sup>2</sup> Two sections are reallocated to the Ed.D. from existing Educational Professions load as 2 x \$2000 overload.

## **Table 2: Expenditures (Narrative)**

**1. New Faculty (# FTE, Salary, and Benefits)** The expenses for new faculty and staff noted below will be funded by the tuition generated.

The return of a reallocated PIN will cover teaching and administrative needs in Year 1. One new faculty member will be hired in Year 2 to ensure adequate instruction and advisement at each program site. In Year 3, three additional full time faculty will be hired to meet increasing research supervision and committee responsibilities as candidates develop and complete dissertation research. The Educational Professions Department currently lacks sufficient faculty to meet the dissertation needs commencing in Year 3. Traditional load formulae are not applicable, and a load formula was created and applied to project staffing needs. Although Dissertation I (EDLP 911) carries three (3) credits and Dissertation II (EDLP 912) carries nine (9) credits, the formula applies the same load ratio in both fall and spring semesters of dissertation production. Thus, over the fall/spring term, each dissertation faculty is assigned one load section in each semester for dissertation work at this ratio: serve as chair of two dissertations and sit on three additional committees, for a total of five dissertations serviced. The rationale is that a chair would spend a great deal of advising and directing time in the fall, while regular committee members would see more work in the spring reading dissertations.

Only the portion of faculty expenses dedicated to the Ed.D. program are included in Table 2 and noted in the footnotes. These new hires may also teach other courses previously accounted for in the load reallocated in Table 1.

**2. New Administrative Staff (# FTE, Salary, and Benefits)** As demonstrated in Table 2, .25 FTE of the first faculty PIN will be assigned program coordination responsibilities, and that fixed load will continue each year thereafter.

**3. New Support Staff (# FTE, Salary, and Benefits)** At the onset of Year 2 one support staff person will be hired to provide clerical support for the many academic processes required to administer a doctoral program. At the onset of Year 3 a second support staff person will be hired for the second program site at USMH.

**4. Equipment** No new equipment will be needed to implement the program beyond the regular upgrades for the Educational Professions Department.

**5. Library** An annual Library expense of \$5,000 is included for expanded monograph collections and other subscription fees as needed.

**6. New and/or Renovated Space** None needed beyond regular upgrades.

**7. Other Expenses** Since the Ed.D. is a year-round program, faculty will be teaching courses in the January intersession and the summer sessions in addition to their regular load. Since summer and intersession salaries are determined on a different basis, and are not part of FTE load, these expenses are included in the Other Expenses category. Additionally, in Years 1 and 2, an annual allocation of \$20,000 will be provided to the College of Education for professional development of faculty to enhance their skills as doctoral level program faculty.

**TOTAL BY YEAR** See attached Table 2.



**TABLE 2: EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$35,500	\$88,750	\$337,250	\$319,500	\$337,250
a. # FTE	.50	1.25	4.75	4.50	4.75
b. Total Salary	\$25,000	\$62,500	\$237,500	\$225,000	\$237,500
c. Total Benefits	\$10,500	\$26,250	\$99,750	\$94,500	\$99,750
2. Total Administrative Staff Expenses (b + c below)	\$17,750	\$17,750	\$17,750	\$17,750	\$17,750
a. # FTE	.25	.25	.25	.25	.25
b. Total Salary	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
c. Total Benefits	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250
3. Total Support Staff Expenses (b + c below)	0	\$41,180	\$82,360	\$82,360	\$82,360
a. # FTE	0	1	2	2	2
b. Total Salary	0	\$29,000	\$58,000	\$58,000	\$58,000
c. Total Benefits	0	\$12,180	\$24,360	\$24,360	\$24,360
4. Equipment	0	0	0	0	0
5. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses <sup>3</sup>	\$41,750	\$61,550	\$41,550	\$45,550	\$41,550
<b>TOTAL (Add 1 – 7)</b>	<b>\$100,000</b>	<b>\$214,230</b>	<b>\$483,910</b>	<b>\$470,110</b>	<b>\$483,910</b>

<sup>3</sup> Summer and Intersession section salaries, per course, no benefits. Year 1: 3 specializations of two sections each @ 11 students = \$3,000 per section (\$18,000), one specialization of two sections @ \$1,125 (3 students) = \$2,250, one specialization of two sections @ \$750 (2 students) = \$1,500. Years 2 – 5: Year 1 cohort totals repeated at alternate site plus two sections @ 25 each = \$3,600 each (\$7,200), four practicum sections @ \$2,250 each (\$9,000); one intersession @ 25 students = \$3,600. Year 4 adds \$4,000 for two reallocated sections from Table 1. In addition, \$20,000 is assigned to the College of Education for faculty professional development to prepare involved faculty for doctoral responsibilities.

## Appendix

### A. Market Survey and data

#### Where do you currently reside?

Answer Options	Response Percent	Response Count
Maryland	82.8%	357
Pennsylvania	9.7%	42
West Virginia	7.0%	30
Other state (please specify state and county)	0.5%	2
<i>answered question</i>		<b>431</b>
<i>skipped question</i>		<b>6</b>

#### Maryland County of Residence

Answer Options	Response Percent	Response Count
Allegany County	42.1%	151
Frederick County	21.4%	77
Garrett County	12.0%	43
Washington County	22.8%	82
Other county (please specify)	1.7%	6
<i>answered question</i>		<b>359</b>
<i>skipped question</i>		<b>78</b>

Number	Response Date	Other county (please specify)
1	Nov 14, 2011 1:53 PM	Carroll
2	Nov 10, 2011 11:10 PM	Montgomery Carroll
3	Nov 10, 2011 2:12 AM	County
4	Nov 9, 2011 7:30 PM	Baltimore County
5	Nov 9, 2011 7:07 PM	Montgomery
6	Nov 9, 2011 6:57 PM	Howard

#### Indicate your racial/ethnic background (optional)

Answer Options	Response Percent	Response Count
Black or African American	4.3%	18
American Indian/Alaska Native	0.0%	0
Asian or Pacific Islander	1.0%	4
Hispanic	0.7%	3
White	92.6%	390
International/Exchange Student	0.0%	0
Other (please specify)	1.4%	6
<i>answered question</i>		<b>421</b>
<i>skipped question</i>		<b>16</b>

Gender (optional)		
Answer Options	Response Percent	Response Count
Female	73.4%	309
Male	26.6%	112
<i>answered question</i>		<b>421</b>
<i>skipped question</i>		<b>16</b>

What is the likelihood that you will apply to FSU's Ed.D. in Educational Leadership program?		
Answer Options	Response Percent	Response Count
Maybe	37.6%	159
Probably yes	41.1%	174
Definitely	21.3%	90
<i>answered question</i>		<b>423</b>
<i>skipped question</i>		<b>14</b>

What are your personal/professional reason(s) for seeking such a degree? (select all that apply)		
Answer Options	Response Percent	Response Count
Advance in current work place	55.5%	232
Salary enhancement	52.9%	221
Professional growth	90.4%	378
Teach in a 2 year higher education institution (HEI)	29.9%	125
Teach in a 4 year higher education institution (HEI)	47.6%	199
Work in an administrative capacity in a 2 year HEI	12.4%	52
Work in an administrative capacity in a 4 year HEI	16.3%	68
Take a leadership position in an institution other than higher education	25.1%	105
Other (please specify)	5.0%	21
<i>answered question</i>		<b>418</b>
<i>skipped question</i>		<b>19</b>

How important are the following factors in your choice to pursue an Ed.D. degree?						
Answer Options	Very Important	Somewhat Important	Not Important	Not Applicable	Rating Average	Response Count
Location of classes	356	57	2	0	2.85	415
Blended delivery (Blackboard, etc.)	162	199	47	4	2.28	412
Online delivery	155	178	77	2	2.19	412
Flexibility of class hours	324	86	5	0	2.77	415
Cost of tuition	329	75	10	0	2.77	414
Other	30	3	0	6	2.91	39

<i>answered question</i>		<b>417</b>
<i>skipped question</i>		<b>20</b>

## B. Population and Growth Rate Projections

### Historical and Projected Total Population for Maryland's Jurisdictions

*(Revisions, November, 2010)*

	<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>	<u>2025</u>	<u>2030</u>	<u>2035</u>	<u>2040</u>
<b>MARYLAND</b>	5,572,400	5,774,000	6,038,450	6,276,300	6,483,300	6,664,250	6,806,950	6,921,200
Frederick County	218,650	231,350	255,850	283,150	307,450	328,550	347,300	363,600
Washington County	140,600	147,800	158,450	169,300	178,950	187,900	195,600	202,450
Allegany County	72,850	72,750	73,400	74,250	74,700	74,850	75,000	75,150
Garrett County	29,700	29,700	30,300	31,100	31,550	31,750	31,800	31,850

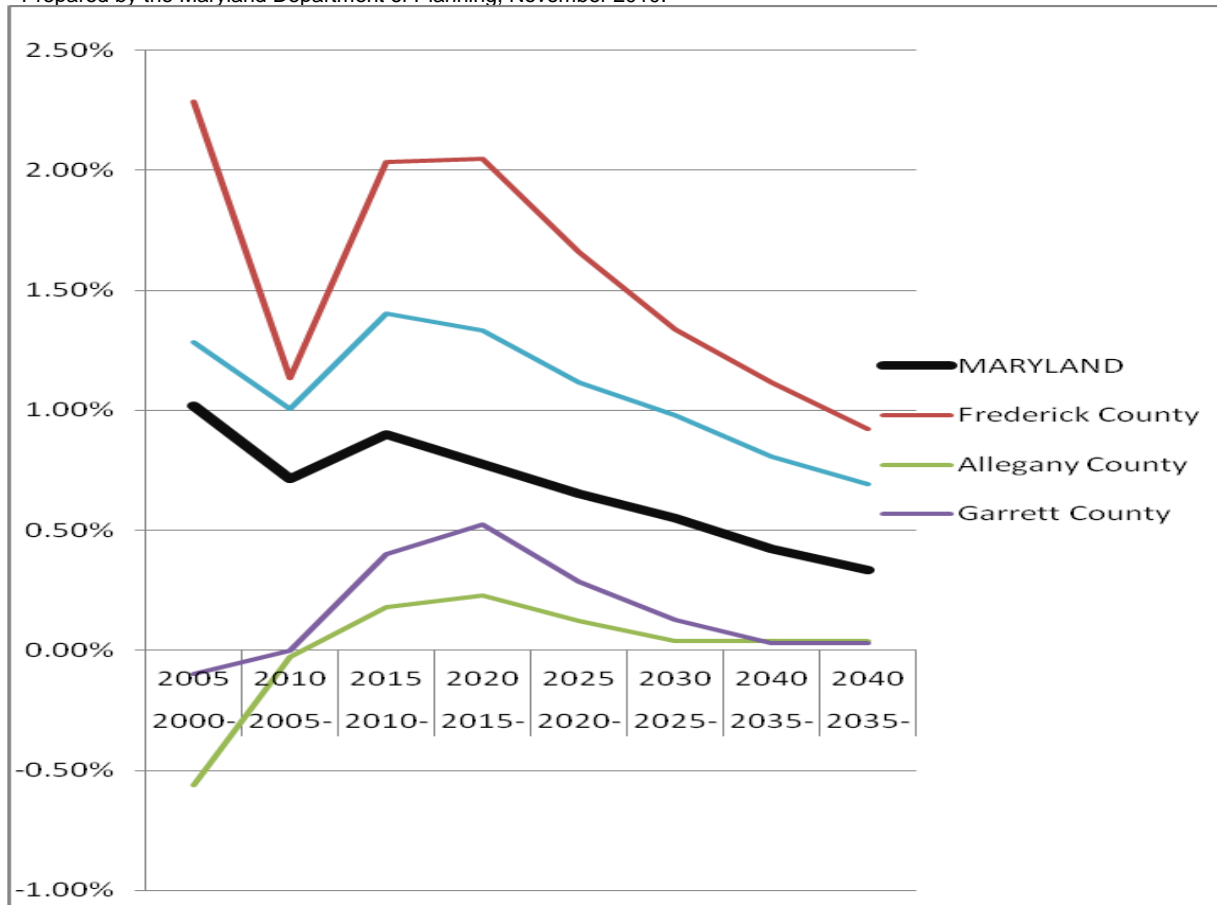
Prepared by the Maryland Department of Planning, November 2010.

### Historical and Projected Total Population for Maryland's Jurisdictions - Annualized Growth Rates

*(Revisions, November, 2010)*

	2000- <u>2005</u>	2005- <u>2010</u>	2010- <u>2015</u>	2015- <u>2020</u>	2020- <u>2025</u>	2025- <u>2030</u>	2035- <u>2040</u>	2035- <u>2040</u>
<b>MARYLAND</b>	<b>1.02%</b>	<b>0.71%</b>	<b>0.90%</b>	<b>0.78%</b>	<b>0.65%</b>	<b>0.55%</b>	<b>0.42%</b>	<b>0.33%</b>
Frederick County	2.29%	1.14%	2.03%	2.05%	1.66%	1.34%	1.12%	0.92%
Washington County	1.28%	1.00%	1.40%	1.33%	1.11%	0.98%	0.81%	0.69%
Allegany County	-0.56%	-0.03%	0.18%	0.23%	0.12%	0.04%	0.04%	0.04%
Garrett County	-0.10%	0.00%	0.40%	0.52%	0.29%	0.13%	0.03%	0.03%

Prepared by the Maryland Department of Planning, November 2010.



## C.Tuition Calculations

Maximum Enrollments: 2 Year Admission Cycle									
	IN STATE			NON RESIDENT			Hours	Revenue	Annual Revenue
	Enrollment	Tuition Rate	Enrollment	Tuition Rate	Enrollment	Tuition Rate			
Year 1									
Main Cohort 1-1	22	450	3	563	21		\$243,369.00	\$243,369.00	
Year 2									
Main Cohort 1-2	19	450	2	563	24		\$232,224.00		
USMH Cohort 1-1	21	450	4	563	21		\$245,742.00	\$477,966.00	
Year 3									
Main Cohort 1-3	19	450	2	563	15		\$145,140.00		
Main Cohort 2-1	22	450	3	563	21		\$243,369.00		
USMH Cohort 1-2	18	450	3	563	24		\$234,936.00	\$623,445.00	
Year 4									
Main Cohort 2-2	19	450	2	563	24		\$232,224.00		
USMH Cohort 1-3	18	450	3	563	15		\$146,835.00		
USMH Cohort 2-1	21	450	4	563	24		\$280,848.00	\$659,907.00	
Year 5									
Main Cohort 2-3	19	450	2	563	15		\$145,140.00		
USMH Cohort 2-2	18	450	3	563	21		\$205,569.00		
Main Cohort 3-1	22	450	3	563	21		\$243,369.00	\$594,078.00	
							<b>5 Year Sum</b>	<b>\$2,598,765.00</b>	<b>\$2,598,765.00</b>