



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

New Program Report

Date Submitted:

02/12/2024

Institution

University of Missouri-Kansas City

Site Information

Implementation Date:

8/1/2024 12:00:00 AM

Added Site(s):

Selected Site(s):

University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, MO, 64110

CIP Information

CIP Code:

130101

CIP Description:

A program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

CIP Program Title:

Education, General

Institution Program Title:

PhD in Education

Degree Level/Type

Degree Level:

Doctoral Degree (Research PhD)

Degree Type:

Doctor of Philosophy (PHD)

Options Added:

Collaborative Program:

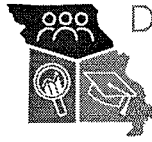
N

Mode of Delivery

Current Mode of Delivery

Classroom

Student Preparation



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Special Admissions Procedure or Student Qualifications required:

Curriculum and Instruction Discipline-Specific Admission Requirements

Applicants are expected to have a Master's; and a GPA of at least 3.5 on a 4.0 scale.

The applicant must provide:

1. Written recommendations from appropriate professors and practitioners in the field (selected by student).
2. Brief narrative stating research interest
3. Sample research or scholarly writing

Education-Leadership Emphasis-Specific Admission Requirements

Applicants will be expected to have a grade-point average of at least 3.0 on a 4.0 scale, covering all college work taken prior to the bachelor's degree, or a GPA of at least 3.5 on a 4.0 scale, covering all post-baccalaureate work completed to date. The applicant must provide the following supplementary documentation:

1. Written recommendations from appropriate professors and practitioners in the field (selected by the applicant).
2. An autobiographical sketch. (This should be a brief resume of academic and professional goals and the applicant's personal, academic and career history as it relates to those goals. It should also include reasons for choosing Educational Leadership, Policy and Foundations as a field of study.)
3. Evidence of graduate-level writing ability provided by writing samples, prior scholarly writing or the successful completion of an essay examination.

When evaluating applications, faculty members will consider evidence in the applications of such factors as communication and academic skills, a clear and important research agenda, demonstrated leadership skills and commitment to education. There is no minimum aggregate GRE score required for applications to be considered for ELPF.

Music Education Emphasis-Specific Admission Requirements

In addition to the general criteria, applicants selecting music education as a discipline must:

- Have an aggregate minimum undergraduate GPA of 3.0 and graduate GPA of 3.5 on a 4.0 scale.
- Submit a thesis or equivalent evidence of written scholarship.
- Have an acceptable on-campus interview with doctoral faculty members from this discipline.
- Demonstrate comprehensive musicianship by providing a video link which should include a rehearsal, performance, and classroom teaching. Each video should be between 5 and 10 minutes.
- Minimum of 3 years K-12 teaching experience.

Alternate Criteria (Music)

Applicants may ask to be considered under the following alternate admission criteria:

- Have an acceptable off-campus interview with at least two UMKC music education/therapy doctoral faculty.
- Have two written recommendations from UMKC doctoral faculty.
- Demonstrated competence in alternative teaching experiences.
- Comprehensive musicianship evidenced by videotaped or live demonstrations in solo performance, ensemble performance/conducting, classroom teaching, or clinical applications.

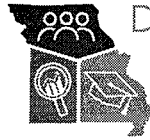
Specific Population Characteristics to be served:

n/a

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

All faculty with teaching responsibilities in the PhD, Education program will have a terminal degree, PhD or professional doctoral degree (MD, EdD).



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Estimate Percentage of Credit Hours that will be assigned to full time faculty:
Full time faculty will teach 100% of coursework/credit hours in the program.

Expectations for professional activities, special student contact, teaching/learning innovation:
Faculty teaching in the program will be expected to engage in professional activities and teaching/learning innovation activities including research, and participation and presentations at professional organizations and societies. Faculty will also be expected to mentor and advise students while enrolled in the program and while engaging in independent research.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 10	Part Time: 30	
Year 2	Full Time: 12	Part Time: 32	
Year 3	Full Time: 12	Part Time: 32	Number of Graduates: 5
Year 4	Full Time: 12	Part Time: 32	
Year 5	Full Time: 12	Part Time: 32	Number of Graduates: 5

Percentage Statement:

n/a

Program Accreditation

Institutional Plans for Accreditation:

The proposed PhD program in Education at UMKC falls under the purview of the university's institutional accreditation. The university is accredited by the Higher Learning Commission, one of the regional accrediting bodies recognized by the U.S. Department of Education, which ensures that the institution and all its programs, including the proposed PhD program, meet the established standards of academic quality

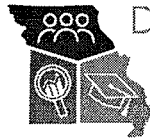
There are no applicable program accreditation requirements for the Education PhD. The UMKC Conservatory is accredited by the National Association for Schools of Music (NASM). General information about the music education option of the Education PhD program will be included in subsequent reports to NASM.

In SESWPS, educator preparation (licensure) programs are accredited nationally by the Council for the Accreditation of Educator Preparation and statewide by the Missouri Department of Elementary and Secondary Education. Because the Education PhD program will not be tied to educator licensure, it will not be under the auspices of these accreditations.

Program Structure

Total Credits:

60



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Residency Requirements:

Ph.D. students must satisfy the doctoral residency requirement by satisfactory completion of at least 18 credits in no more than 24 consecutive months. When satisfying the residency requirement, all Ph.D. students are subject to the following restrictions:

- The doctoral residency requirement must be satisfied no later than the end of the semester in which the student completes his or her comprehensive examinations.
- Students must achieve a cumulative graduate grade-point average of at least 3.0 in all courses counted toward satisfying the residency requirement.

General Education Total Credits:

42

Major Requirements Total Credits:

60

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
Educ-UL 5526	3	Philosophical Foundations of Education
Educ-CI 5490	3	Special Problems in Curriculum and Instruction
Educ-RP 5615	3	Qualitative Research I
Educ-RP 5616	3	Qualitative Research II
Educ-CI 5589	3	Special Topics in Education
Educ-RP 5608	3	Intro to Graduate Research
Educ-CI 5598	3	Individual Studies "Effective Teaching"
Educ-RP 5505	3	Statistical Methods I
Educ-UL 5503	3	Student Staff and Organizational Development
Educ-CI 5697	12	Dissertation in Curriculum and Instruction
Educ-CI 5591	3	Curriculum for the 21st Century
Educ-UL 5685	3	Problems and Issues in Education
Educ-UL 5635	3	Topics in Higher Education
Educ-CI 5641	3	Apprenticeship in College Teaching
Educ-CI 5626	3	Seminar in Multicultural Perspectives
Educ-CI 5618	3	Survey of Research in Curriculum
Educ-UL 5518	3	Leadership for School Improvement
Educ-CI 5572	3	Assessing the Role of Technology in Education



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Free Elective Credits:

0

Internship or other Capstone Experience:

12 credit hours of dissertation are required.

Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

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Kent

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New Degree Proposal

FULL PROPOSAL

Basic Program Information

Sponsoring University: University of Missouri, Kansas City

College or School: School of Education, Social Work and Psychological Sciences

Department: Educational Leadership, Policy and Foundations and Curriculum and Instruction.

Proposed Program Title: PhD in Education

Degree Level/Type: Doctoral

Emphasis Areas:

- Curriculum and Instruction
- Educational Leadership, Policy and Foundations
- Music Education

Program Modality: In-person

If online component: n/a

Program CIP Code¹ : CIP 13.0101

Implementation: August 2024

Expected Date of First Graduation: May 2025

Proposal Author(s): Carolyn Barber, Associate Dean, School of Education, Social Work and Psychological Sciences

Name, phone, and email of person primarily responsible for the proposal:

Carolyn Barber: 816-235-6151; barberce@umkc.edu

Individual(s) Responsible for Success of the Program:

¹ A selection of CIP codes can be viewed on the National Center for Education Statistics website: <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

Sara Helfrich, PhD, Dean, SESWPS

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Executive Summary

UMKC currently offers a PhD in Interdisciplinary Studies under CIP code 30.0000 (Multi-/Interdisciplinary Studies, Other; Defined as “any instructional program multi/interdisciplinary studies not listed above,” National Center for Education Statistics). As part of a comprehensive strategy to improve academic and research excellence, inclusive of Carnegie R1 classification, UMKC seeks to close the current, catch-all interdisciplinary PhD and create eight (8) discipline-specific and more narrow interdisciplinary PhD programs from the over 20 primary disciplines within it.

This transition will allow for the following: Carnegie credit for degree conferrals across STEM, Social Science, and Humanities disciplines, improved research ranking and reputation as a discovery enterprise, advantage in recruiting high quality students and faculty, and enhanced clarity and validity with students and employers regarding the curricula offered as part of our doctoral degrees.

This proposal focuses on a new **Education PhD** that can be delivered with existing courses, faculty, staff, student support services, assistantship funding, and other resources currently allocated to the education primary discipline within the Interdisciplinary PhD.

The purpose of the Education PhD program is to support students in developing refined knowledge and skills regarding scholarship and research to advance theory and practice in education. This degree program utilizes a broad definition of “education.” Rather than treating it as a homogenous field with a relatively uniform knowledge base, education encompasses several specialized areas with their own scholarly traditions. As such, a defining feature of this doctoral program is the integration of multidisciplinary perspectives through coursework and research opportunities.

Depending on students’ background and research and career interests, students may combine study of issues of curriculum, instruction, and/or leadership and policy studies, and may also integrate subject area disciplines (e.g., music, mathematics, sciences, English), or the foundational social sciences. Students are expected to integrate these diverse perspectives in their theories, approaches and/or methods when conducting educational research.

Curriculum:

The proposed PhD program in Education has been designed to mirror the existing doctoral program, maintaining academic rigor through a balanced curriculum. This curriculum includes foundational courses, advanced coursework, research seminars, and a comprehensive doctoral dissertation, all drawn from the existing structure and resources of the doctoral program. We already have the CIP code for the EdD; the PhD in Education allows a mechanism for us to continue to support students who are seeking a research-based (vs. applied) education degree.

There are three proposed emphasis areas in this degree program:

- 1) Curriculum and Instruction

- 2) Educational Leadership, Policy and Foundations
- 3) Music Education

These are the three education-related disciplines that exist in the current Interdisciplinary PhD program. For each option, students must take at least 36 credit hours in a discipline corresponding to their degree option, including substantive courses and research methodology courses. At least twelve additional credit hours must be taken in a corollary subject area related to the student's research and approved by the student's supervisory committee. Students also take at least twelve dissertation hours in an education field. In total, the Education PhD is comprised of at least 60 credit hours.

This degree will rely on existing coursework faculty, and staff support. These courses are taught by graduate faculty in SESWPS, the UMKC Conservatory, and other academic units across campus. In addition, there are ample doctoral faculty already on staff to serve as committee chairs and members (curriculum and instruction n = 8; educational leadership, policy, and foundations n = 8; music education n = 5). Many courses are shared with other graduate programs across campus.

1. Introduction

The PhD in Interdisciplinary Studies (30.0000) was launched in 1989. For many years it has provided UMKC students the opportunity to develop as scientists and scholars in their chosen field by combining two or more disciplines of study. The Interdisciplinary PhD at UMKC originally included 26 distinct disciplines, ranging from STEM to social sciences to the humanities. Despite its strength as a highly flexible doctoral degree, it limits our ability to attract highly competitive PhD students who want a narrower disciplinary focus, as well as prospective students who are seeking STEM certified doctoral education. Most recently, we have learned that the current Interdisciplinary PhD program is not recognized by Carnegie in their university classification system—a significant barrier in our progress toward becoming a Carnegie R1 institution.

To address these challenges, we aim to transition the current Interdisciplinary PhD program into eight (8) distinct PhD programs that will be attractive to students (evidenced by historical enrollment data) and that will be recognized by Carnegie. These include **Computer Science, Economics, Education, Engineering (Electrical and Computing; Civil; and Mechanical), Humanities, plus a multidisciplinary PhD in Natural Sciences**. These doctoral research programs were selected after extensive review and discussion with doctoral faculty across the university because they are the strongest historic enrollments, core faculty of active researchers, and greatest potential for ongoing success at UMKC. Together they promise to have a significant impact on our ranking as a research institution, and the workforce in the Kansas City and greater MO area through the research and post-graduate employment outcomes produced by the graduates.

This proposal focuses on the **PhD in Education**.

Impact:

The impact of this broad degree transition, including the **PhD in Education**, will be the following: Carnegie credit for degree conferrals across STEM, Social Science, and Humanities disciplines, improved research ranking and reputation as a discovery enterprise, advantage in recruiting high quality students and faculty, and enhanced clarity and validity with students and employers regarding the curricula offered as part of our doctoral degrees.

2. University Mission & Program Analysis

2.A. Alignment with University Mission & Goals

The Education PhD program aligns well with several pillars of UMKC's strategic plan:

Pillar 2: One of the major objectives of the PhD programs is to train students in conducting independent research. The dissertations themselves are major scholarly outputs and are available for citation via MOspace. In addition, doctoral students present and publish research, often in collaboration with their faculty mentors. Some work as grant- or gift-funded assistants to faculty members; this degree of support and collaboration is, in turn, a draw of research-minded faculty to positions at UMKC.

Pillar 3: The PhD is a terminal degree in education and, as such, is a critical component of our pipeline for developing professional educators (see "demand" and "impact" for further details).

2.B. Duplication & Collaboration within Campus, Across System

The Education doctoral disciplines have existed for years as part of the current doctoral program alongside UMKC's Education Doctorate (EdD) program and other education PhD programs across the system. Given the similarities between the existing primary disciplines in the interdisciplinary PhD program and the Education PhD being proposed, we anticipate that our program will similarly serve a unique purpose and audience. The interdisciplinary nature of this program distinguishes it from other PhD and EdD programs across the system. This program also tends to uniquely serve those who both live and work in the Kansas City metro area, while other system schools (notably UMSL) draw from other regions of the state.

3. Business-Related Criteria & Justification

3.A. Market Analysis

3.A.1. Rationale & Workforce Demand for the Program

Because these three disciplines currently exist as part of UMKC's interdisciplinary PhD program, historical enrollment data can be used to demonstrate demand. Across the three education-related primary disciplines of the current interdisciplinary PhD program, there are 42 students currently enrolled, and the program has graduated 30 students in the past five years (from fall 2018-spring 2023).

Like doctoral degrees in other disciplines, a PhD in education is a needed credential for individuals wishing to work as faculty in colleges and universities. Many of the students who have enrolled in the interdisciplinary PhD program and specialized in education have done so with the intent of working as faculty at institutes of higher education, either full-time or part-time in addition to other professional duties. In addition, terminal degrees also provide opportunities for K-12 faculty and university staff to move into leadership positions and/or up the salary schedule. Graduates have also used their training as independent researchers to work in government and non-profit sectors on educational policy issues.

Impact:

Doctoral studies in education present opportunities for practitioners in the field to highlight pertinent contemporary issues in practice and direct cutting-edge research that serves as contributions to the literature and may also be applied to improving teaching and the learning experiences. This program provides a flexible option for advanced study that can be tailored to a variety of career paths. As a result, it will prepare those taking administrative and curricular leadership positions in a variety of educational settings as well as those preparing the next generation of educators as college and university faculty. In short, graduates of this program will serve as supervisors, mentors, teachers, and thought leaders, advancing the field across the state and region. Furthermore, doctoral study in education often supports career advancement among practicing educators, making this program complementary to other programming in SESWPS and the Conservatory that prepares teachers and leaders as they enter their fields.

3.A.2. Student Demand for the Program

Student demand is evidenced by our previous five-year enrollment trends in the three primary disciplines within the current UMKC interdisciplinary PhD program that will comprise the PhD in Education. The number of students/year has ranged from 2 in music education to 25 in curriculum and instruction; with an average of 44.4 students/year across all three. Pending approval, we will encourage current interdisciplinary PhD students to switch to the new degree program in Fall 24; those who want to complete their degree within the existing interdisciplinary PhD program will be allowed to do so. Admission to the existing interdisciplinary PhD program will be suspended in Fall 24 and program teach out will begin. This period of transition is reflected in the enrollment projections below.

Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in the program during the first five fall semesters following implementation.)

Year:	1	2	3	4	5
Full-time	10	12	12	12	12
Part-time	30	32	32	32	32
Total	40	44	44	44	44

Table 1b. Projected Number of Degrees Awarded

Year:	1	2	3	4	5	6	7	8	9	10
# of Degrees Awarded	5	5	5	5	5	5	5	5	5	5

3.B. Financial Projections

Research-based doctoral education (i.e., PhD) differs in key ways from professional doctoral education (e.g., JD, MD, PharmD, DDS, etc.). These differences can be found in the curricular and academic experiences, size of the student cohorts, and relationship of the program to the University mission. As such, there are significant differences in the financial models between research-based and professional doctoral programs. Research-based doctoral programs (e.g., PhD), in contrast to professional doctoral programs (e.g., JD, MD, PharmD, etc.), generally accept a smaller cohort of new students each year and often offer full or partial financial support in the form of tuition waivers and graduate assistantships. PhD students, in turn, make significant contributions to faculty research through their work on research studies (e.g., data collection), dissemination of research findings (e.g., manuscript/monograph writing), and grant writing. PhD students also provide critical support to the educational mission of the University through mentorship and instruction of undergraduate students. In most instances, PhD programs are revenue neutral or have a financial cost that is offset by positive impact on University research productivity and support of undergraduate education.

In the sections that follow, we have estimated the costs and revenues associated with the PhD in Education. *Notably, because we are using the same resources, the net revenue and financial impact of the PhD in Education is the same as the three primary disciplines within the existing interdisciplinary PhD program.*

3.B.1. Additional Resources Needed

No new resources are needed, inclusive of instructional costs, assistantship funding, marketing, or other university overhead.

3.B.2. Revenue

Revenues are generated from tuition (net scholarshiping) and remain the same as the existing interdisciplinary PhD program.

3.B.3. Net Revenue

No new one-time expenses are needed because all resources exist within the current interdisciplinary PhD program. Similarly, recurring expenses are not new, and are estimated based on the current interdisciplinary PhD program. Existing recurring expenses and revenues will shift from the interdisciplinary PhD to the new PhD, with the majority of that shift happening in year 1, as most current students transfer to the new degree program.

Faculty salaries are estimated at .05 FTE (representing 12.5% of their overall teaching workload) for the current faculty who participate in teaching and mentorship within the interdisciplinary PhD. Notably, most courses are required for the existing EdD and master's program, thereby inflating the FTE specific to PhD students; this inflation is offset by the variable amount of time spent mentoring dissertations. Staff estimates represent staff support time within the academic unit. Institutional overhead includes library and all central campus enrollment management and student support staff. Other includes assistantship stipends and associated tuition remission.

Table 2. Financial Projections for Proposed Program for Years 1 Through 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenses per year					
A. One-time					
<i>New/Renovated Space</i>	0	0	0	0	0
<i>Equipment</i>	0	0	0	0	0
<i>Library</i>	0	0	0	0	0
<i>Consultants</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Total one-time	0	0	0	0	0
B. Recurring					
<i>Faculty</i>	64582	64582	64582	64582	64582
<i>Staff</i>	5000	5000	5000	5000	5000
<i>Benefits</i>	25049	25049	25049	25049	25049
<i>Equipment</i>	0	0	0	0	0
<i>Library</i>	0	0	0	0	0
<i>Institutional Overhead</i>	13440	14784	14784	14784	14784
<i>Other</i>	252840	252840	252840	252840	252840
Total recurring	360,911	362,255	362,255	362,255	362,255
Total expenses (A+B)	360,911	362,255	362,255	362,255	362,255
2. Revenue per year					

<i>Tuition/Fees</i>	243840	268224	268224	268224	268224
<i>Institutional Resources</i>	0	0	0	0	0
<i>State Aid -- CBHE</i>	0	0	0	0	0
<i>State Aid -- Other</i>	0	0	0	0	0
Total revenue	243840	268224	268224	268224	268224
3. Net revenue (loss) per year	(117,071)	(94,031)	(94,031)	(94,031)	(94,031)

3.B.4. Academic and Financial Viability

There is no net difference in academic and financial viability between the existing primary disciplines within the interdisciplinary PhD and the new PhD in Education. The enrollment projections described above will ensure we achieve a degree conferral threshold consistent with MDHE expectations, as well as advance our Carnegie ranking. There is a financial cost, consistent with doctoral education in general, and funds will be reallocated from the existing PhD program to the new PhD program so that we remain financially net neutral.

3.C. Business Plan: Marketing, Student Success, Transition & Exit Strategies

3.C.1. Marketing Plan

The target population for this program are professionals who work in local school districts, institutes of higher education (including UMKC itself), and other local education-based organizations. Many of these organizations serve as formal or informal partners to UMKC and SESWPS, hosting students for practicum, internship, and student teaching placements. Marketing materials (e.g., physical and electronic degree sheets) can be shared with representatives from these organizations. In addition, many students studying education within the current interdisciplinary PhD join the program after earning master's degrees from UMKC. Information about this program can be shared with current graduate students who might be interested in going on to further study. Finally, information about this program will be shared on the SESWPS website, and the program can also be highlighted on social media (e.g., through stories on current students or mentor/mentee pairings).

3.C.2. Student Success Plan

No additional student support services will be needed to support or retain students in the PhD in Education program. Current enrollment, retention and graduation trends for this program are on track with institution and national averages, and the program will continue to provide current levels of faculty and staff resources to support students through graduation.

3.C.3. Transition Plan

The person primarily responsible for the success of the PhD in Education program is: Sara Helfrich, PhD, Dean, SESWPS. Program leadership is supported by program faculty and the School of Graduate Studies staff.

3.C.4. Exit Strategy

If full-time enrollment in the PhD in Education drops below 20 students, the School of Education, Social Work, and Psychological Sciences will evaluate a temporary hiatus or program closure, depending on the reason for the low enrollment (e.g., temporary funding challenge, market demand, etc.).

4. Institutional Capacity

The costs for offering these programs are already accounted for in our current budget and include faculty salary/benefits, supplies, marketing costs, equipment costs (e.g., maintenance of computer labs), and miscellaneous expenses. Based on historical data from the education disciplines of the existing interdisciplinary PhD program, it is anticipated that most students will complete their degrees while working full-time. Some may also work as graduate instructors; costs for these positions are accounted for in academic unit adjunct pools. Students are eligible for graduate assistantships or graduate research assistantships as they become available; these include a small number of operationally funded assistantships focused on program support as well as grant- and gift-funded research assistantships. No assistantship lines will be re-allocated to support this PhD program, and no new lines will be created. Because few students in this program receive graduate assistantships or graduate research assistantships, most pay tuition and fees. This income serves as the primary revenue source for this program.

5. Program Characteristics

5.A. Program Outcomes

Program Goals

Students in the Ph.D. Program will acquire:

- grounding in the discipline
- the ability to integrate the principles and theories of the disciplines
- the ability to effectively communicate findings and approaches to solving research problems;
- research skills, such as approaches, methods, ethical principles, and tools to pursue a research line of inquiry;

- the ability to form effective teams to solve novel research questions

5.B. Program Design & Content

The course requirements for the Ph.D. program in Education will remain consistent with those of the previous Interdisciplinary PhD program. No new resources will be required. The coursework requirements include:

- A minimum of 36 coursework hours in the primary area, which may include 12 hours of research-focused courses, as well as a minimum of 12 dissertation hours in the primary area;
- And a minimum of 12 coursework hours in a secondary area outside of the primary area.

5.C. Program Structure

5.C.1. Program Structure Form

- 1. Total Credits Required for Graduation: 60**
- 2. Residence requirements, if any:** Ph.D. students must satisfy the doctoral residency requirement by satisfactory completion of at least 18 credits in no more than 24 consecutive months. When satisfying the residency requirement, all Ph.D. students are subject to the following restrictions:
 - The doctoral residency requirement must be satisfied no later than the end of the semester in which the student completes his or her comprehensive examinations.
 - Students must achieve a cumulative graduate grade-point average of at least 3.0 in all courses counted toward satisfying the residency requirement.
- 3. General education**
 - a. Total general education credits: **n/a**

Courses (specific course or distribution area and credit hours):

The course requirements for the Ph.D. program in Education will remain consistent with those of the previous Interdisciplinary PhD program. No new resources will be required. The coursework requirements include:

- A minimum of 36 coursework hours in the primary area, which may include 12 hours of research-focused courses, as well as a minimum of 12 dissertation hours in the primary area;
- And a minimum of 12 coursework hours in a secondary area outside of the primary area.

The emphasis areas in Education – Curriculum & Instruction; Educational Leadership, Policy & Foundations; and Music Education – all have lists of suggested coursework in their areas for students to use as a guide when working with their advisors to choose appropriate courses.

Example:

To illustrate, consider the example program of study of a current student (listed below) with Curriculum and Instruction as their primary discipline and Educational Leadership, Policy and Foundations as their secondary discipline:

Primary discipline coursework:

Curriculum and Instruction (a minimum of 36 credit hours in coursework and 12 dissertation hours). Students select courses from those offered in conjunction with a primary advisor:

- o Survey of Research in Curriculum (3)
- o Assessing the Role of Technology in Education (3)
- o Individual Studies – Effective Teaching (3)
- o Curriculum for the 21st Century (3)
- o Seminar in Multicultural Perspectives (3)
- o Special Topics in Education (3)
- o Apprenticeship in College Teaching (3)
- o Special Problems in Curriculum and Instruction (3)
- o Intro to Graduate Research (3)
- o Statistical Methods I (3)
- o Qualitative Research I (3)
- o Qualitative Research II (3)
- o Dissertation hours (12)

Secondary discipline coursework:

Educational Leadership, Policy and Foundations (a minimum of 12 credit hours). Students select courses from those offered by the secondary discipline in conjunction with an advisor:

- o Leadership for School Improvement (3)
- o Philosophical Foundations of Education (3)
- o Topics in Higher Education (3)
- o Student Staff and Organizational Development (3)
- o Problems and Issues in Education (3)

Primary discipline coursework in Curriculum and Instruction		
<ul style="list-style-type: none"> • A minimum of 36 credit hours in coursework and 12 dissertation hours • Courses are selected from those offered in the discipline and in conjunction with a primary advisor 		
Course Number	Course Title	Credit Hours
Educ-CI 5490	Special Problems in Curriculum and Instruction	3
Educ-CI 5572	Assessing the Role of Technology in Education	3
Educ-CI 5589	Special Topics in Education	3
Educ-CI 5591	Curriculum for the 21 st Century	3
Educ-CI 5598	Individual Studies – Effective Teaching	3
Educ-CI 5618	Survey of Research in Curriculum	3

Educ-CI 5626	Seminar in Multicultural Perspectives	3
Educ-CI 5641	Apprenticeship in College Teaching	3
Educ-RP 5505	Statistical Methods I	3
Educ-RP 5608	Intro to Graduate Research	3
Educ-RP 5615	Qualitative Research I	3
Educ-RP 5616	Qualitative Research II	3
Educ-CI 5697	Dissertation in Curriculum and Instruction	12
Secondary discipline coursework in Educational Leadership, Policy and Foundations		
<ul style="list-style-type: none"> • A minimum of 12 credit hours in coursework • Courses are selected from those offered in the discipline 		
Educ-UL 5503	Student Staff and Organizational Development	3
Educ-UL 5518	Leadership for School Improvement	3
Educ-UL 5526	Philosophical Foundations of Education	3
Educ-UL 5635	Topics in Higher Education	3
Educ-UL 5685	Problems and Issues in Education	3
Total hours toward the degree:		63

4. Free elective credits

a. Total free elective credits: n/a

5. Requirement for thesis, internship or other capstone experience:

12 credit hours of dissertation are required.

6. Any unique features such as interdepartmental cooperation:

n/a

5.D. Program Goals and Assessment

All UMKC programs are required to submit an annual summary of program assessment efforts (assessment plans, findings & discussions, and recommendations). The Education Ph.D. program will maintain the established assessment protocol currently in place for all Interdisciplinary Ph.D. disciplines. The following outcomes have been identified:

1. Students will demonstrate a thorough degree of knowledge in the discipline.
2. Students will demonstrate an ability to use proper investigation techniques for the discipline.
3. Students will effectively use oral and written forms of communication to convey their ideas.

Applicable student learning outcomes will be assessed at the following program, academic milestones: 1) Comprehensive Exams; 2) Dissertation/Research Proposal; and 3) Dissertation Defense.

At the milestone of Dissertation Defense, program targets for student performance across all Student Learning Outcomes have been set to meet or exceed average ratings of 3.5 for all (100% of) students assessed. For example, one component of students' ability to use proper investigation techniques will be evaluated by the following rubric and rating scale:

Superior (4)	Good (3)	Acceptable (2)	Unacceptable (1)	Cannot Judge
Cutting edge methodology or novel application of existing method	Incremental advance in application of methodology and careful plan for execution of research	Conventional use of methodology and adequate plan for execution of research	Inappropriate use of method; use of method that cannot adequately address research question	Outside area of expertise

5.E. Student Preparation

The minimum criteria for admission to the UMKC graduate school can be found via the [UMKC catalog](#).

Education Program Admission Requirements:

Curriculum and Instruction Discipline-Specific Admission Requirements

Applicants who designate Curriculum and Instruction as their primary discipline will be expected to have a Master's degree; and a GPA of at least 3.5 on a 4.0 scale, covering all post-baccalaureate work completed to date.

The applicant must provide the following supplementary documentation:

1. Written recommendations from appropriate professors and practitioners in the field (selected by student).
2. Brief narrative stating research interest
3. Sample research or scholarly writing

Education-Leadership Emphasis-Specific Admission Requirements

Applicants will be expected to have a grade-point average of at least 3.0 on a 4.0 scale, covering all college work taken prior to the bachelor's degree, or a GPA of at least 3.5 on a 4.0 scale,

covering all post-baccalaureate work completed to date. The applicant must provide the following supplementary documentation:

1. Written recommendations from appropriate professors and practitioners in the field (selected by the applicant).
2. An autobiographical sketch. (This should be a brief resume of academic and professional goals and the applicant's personal, academic and career history as it relates to those goals. It should also include reasons for choosing Educational Leadership, Policy and Foundations as a field of study.)
3. Evidence of graduate-level writing ability provided by writing samples, prior scholarly writing or the successful completion of an essay examination.

When evaluating applications, faculty members will consider evidence in the applications of such factors as communication and academic skills, a clear and important research agenda, demonstrated leadership skills and commitment to education. There is no minimum aggregate GRE score required for applications to be considered for ELPF.

Music Education Emphasis-Specific Admission Requirements

In addition to the general criteria, applicants selecting music education as a discipline must:

- Have an aggregate minimum undergraduate GPA of 3.0 and graduate GPA of 3.5 on a 4.0 scale.
- Submit a thesis or equivalent evidence of written scholarship.
- Have an acceptable on-campus interview with doctoral faculty members from this discipline.
- Demonstrate comprehensive musicianship by providing a video link which should include a rehearsal, performance, and classroom teaching. Each video should be between 5 and 10 minutes.
- Minimum of 3 years K-12 teaching experience.

Alternate Admission Criteria

Applicants may ask to be considered under the following alternate admission criteria:

- Have an acceptable off-campus interview with at least two UMKC music education/therapy doctoral faculty.
- Have two written recommendations from UMKC doctoral faculty.
- Demonstrated competence in alternative teaching experiences.
- Comprehensive musicianship evidenced by videotaped or live demonstrations in solo performance, ensemble performance/conducting, classroom teaching, or clinical applications.

5.F. Faculty and Administration

The faculty and administration primarily responsible for the success of the PhD in Education program is: Sara Helfrich, PhD, Dean, SESWPS.

All faculty with teaching responsibilities in the PhD, Education program will have a terminal degree, PhD or professional doctoral degree (MD, EdD). Full time faculty will teach 100% of coursework/credit hours in the program. Faculty teaching in the program will be expected to engage in professional activities and teaching/learning innovation activities including research, and participation and presentations at professional organizations and societies. Faculty will also be expected to mentor and advise students while enrolled in the program and while engaging in independent research.

5.G. Alumni and Employer Survey

The UMKC Alumni Affairs Office, and External Relations team engage with UMKC alumni and the community through several opportunities designed to maintain connections, gather feedback, provide engagement opportunities, and create an environment of continuous improvement.

Graduating students are surveyed through an exit survey at the point of graduation and followed up with at 6-months post degree conferral if the student was still seeking employment at graduation or did not respond to the initial survey request. Alumni affairs and external relations provides opportunities for alumni to participate in student research competitions such as the Three Minute Thesis. Alumni are also engaged through on campus events, opportunities to serve on boards, volunteer, and nominate and receive alumni awards.

5.H. Program Accreditation

The proposed PhD program in Education at UMKC falls under the purview of the university's institutional accreditation. The university is accredited by the Higher Learning Commission, one of the regional accrediting bodies recognized by the U.S. Department of Education, which ensures that the institution and all its programs, including the proposed PhD program, meet the established standards of academic quality

There are no applicable program accreditation requirements for the Education PhD. The UMKC Conservatory is accredited by the National Association for Schools of Music (NASM). General information about the music education option of the Education PhD program will be included in subsequent reports to NASM.

In SESWPS, educator preparation (licensure) programs are accredited nationally by the Council for the Accreditation of Educator Preparation and statewide by the Missouri Department of Elementary and Secondary Education. Because the Education PhD program will not be tied to educator licensure, it will not be under the auspices of these accreditations.

6. Appendices

- Letters of support
 - Mehrzad Boroujerdi; Dean, College of Arts, Sciences, and Education- Missouri S&T
 - Sara Helfrich; Dean, School of Education, Social Work, and Psychological Sciences- UMKC
 - Chris Riley-Tillman; Dean and Professor, College of Education and Human Development- MU
 - Ann Taylor; Professor and Dean, College of Education- UMSL
 - Jennifer Lundgren; Provost and Executive Vice Chancellor- UMKC
 - Stephen John Dilkes; Associate Dean, School of Graduate Studies- UMKC

**Letters of Support for
the PhD Program in
Education**



College of Arts, Sciences, and Education

September 21, 2023

Dear Members of the Board of Curators:

I am writing this letter in support of the University of Missouri Kansas City's (UMKC) efforts to gain doctoral research credit in Carnegie by transitioning the current Interdisciplinary Doctoral Program (iPhD) to five standalone PhD programs (Engineering; Computer Science; Education; Economics; Humanities) that are classified as STEM, Social Sciences, and Humanities. As Dean, I am writing in support specifically of the Education PhD program that will be housed within UMKC's School of Education, Social Work, and Psychological Sciences.

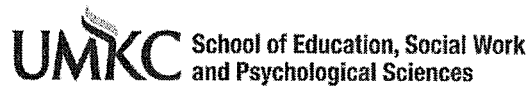
Dean Sara Helfrich has shared that the program currently exists under the context of the iPhD program and does not conflict with existing programs within the UM System. She and the faculty of the School are committed to taking on the responsibility for the Education PhD and are looking forward to continued positive outcomes within this program. This program code and title shift will boost UMKC's research status, which will strengthen the entire UM System.

Sincerely,

A handwritten signature in cursive script that reads "Mehrzad Boroujerdi".

Mehrzad Boroujerdi
Vice Provost and Dean
College of Arts, Sciences, and Education





September 26, 2023

Dear Members of the Board of Curators:

It is with great enthusiasm that I submit this letter in support of the University of Missouri Kansas City's (UMKC) efforts to gain doctoral research credit in Carnegie by transitioning the current Interdisciplinary Doctoral Program (iPhD) to five standalone PhD programs. As Dean of the School of Education, Social Work, and Psychological Sciences (SESWPS), I am writing in support specifically of the Education PhD program. This program will be housed within SESWPS and supported by myself, school leadership, and our outstanding faculty. We are excited also by the opportunity to collaborate with our Music Education colleagues in the Conservatory on this endeavor.

The program currently exists under the context of UMKC's iPhD program and does not conflict with existing programs within the UM System. This program code and title shift will not require additional resources. I and my faculty and staff colleagues remain committed to supporting the program and are looking forward to its continued positive outcomes for students and those they will serve in their chosen field. Additionally, this program code and title shift will have a positive impact on UMKC's research status, which will not only strengthen our reputation as a school and university, but will strengthen the entire UM System as a whole.

Sincerely,

A handwritten signature in cursive script that reads "Sara R. Helfrich".

Sara R. Helfrich, PhD
Dean

School of Education, Social Work, and Psychological Sciences
University of Missouri Kansas City



University of Missouri

Office of the Dean
College of Education and Human Development

118 Hill Hall
Columbia, MO 65211

PHONE 573-882-8524
WEB education.missouri.edu

September 21, 2023

Dear Members of the Board of Curators:

I am writing this letter in support of the University of Missouri Kansas City's (UMKC) efforts to gain doctoral research credit in Carnegie by transitioning the current Interdisciplinary Doctoral Program (iPhD) to five standalone PhD programs (Engineering; Computer Science; Education; Economics; Humanities) that are classified as STEM, Social Sciences, and Humanities. As Dean, I am writing to support specifically of the Education PhD program that will be housed within UMKC's School of Education, Social Work, and Psychological Sciences.

Dean Sara Helfrich has shared that the program currently exists under the context of the iPhD program and does not conflict with existing programs within the UM System. She and the faculty of the School are committed to taking on the responsibility for the Education PhD and are looking forward to continued positive outcomes within this program. This program code and title shift will boost UMKC's research status, which will strengthen the entire UM System.

Sincerely,

A handwritten signature in black ink, appearing to read 'C R-Tillman'.

Chris Riley-Tillman, Ph.D.
Dean and Professor



**Office of the Dean
College of Education**

University of Missouri–St. Louis
229 Marillac Hall
1 University Boulevard
St. Louis, MO 63121-4400
Phone: 314-516-5109
Fax: 314-516-5227

26 September 2023

Dear Members of the Board of Curators:

I am writing this letter in support of the University of Missouri Kansas City's (UMKC) efforts to gain doctoral research credit in Carnegie by transitioning the current Interdisciplinary Doctoral Program (iPhD) to five standalone PhD programs (Engineering; Computer Science; Education; Economics; Humanities) that are classified as STEM, Social Sciences, and Humanities. As Dean, I am writing to specifically support the Education PhD program that will be housed within UMKC's School of Education, Social Work, and Psychological Sciences, and serve students local to Kansas City, western Missouri, and Kansas.

Dean Sara Helfrich has shared that the program currently exists under the context of the iPhD program and does not conflict with existing programs within the UM System. She and the faculty of the School are committed to taking on the responsibility for the Education PhD and are looking forward to continued positive outcomes within this program. This program code and title shift will boost UMKC's research status, which will strengthen the entire UM System.

Yours sincerely,

A handwritten signature in black ink that reads "Ann Taylor". The signature is written in a cursive, flowing style.

Ann Taylor, Ph.D.
Professor and Dean



Office of the Provost and Executive Vice Chancellor

October 5, 2023

Dear University of Missouri Board of Curators-

UMKC aims to achieve Carnegie R1 classification in the next 5-7 years. A critical action step toward this goal is to appropriately classify our research-based doctoral program CIP codes so that they are recognized in the Carnegie classification system. With this goal in mind, I am in full support of the transition of the PhD program in interdisciplinary studies (iPhD; not currently recognized by Carnegie) into eight independent PhD programs that are recognized in the Carnegie classification system. In addition to the critical role these programs will play in our degree program conferral data, this transition aligns with our strategic plan goals of: exceptional student learning, success, and experience (pillar one), helping UMKC become a thriving discovery enterprise (pillar two), transforming our community and region with impactful engagement (pillar three), and preparing students for the global workforce (pillar four). The program transition has been fully considered and planned by the faculty and leadership of UMKC, and is supported by the appropriate curricula, staffing, and market demand.

The **curricula** for the eight PhD programs will remain largely unchanged and is reviewed in detail on a program-by-program basis in the proposal. No additional instructional, student support, library, or assistantship resources will be necessary for this transition to be successful. Students will continue to be supported by existing faculty, staff, and student support structures on campus, and we will transition as many students as possible into the new degree programs by Fall 2024 to maximize doctoral degree conferrals in the coming years. Notably, students who do not want to transition will have the opportunity to remain in the iPhD program through degree completion; if our doctoral program proposal is approved, no new students will be admitted to the iPhD in the future and the program will be closed.

The **market demand** for each of these programs is currently strong, and we anticipate the transition will only enhance it. The 8 programs included in our proposal have the highest rates of student interest, graduation, employment, and long-term research synergy potential at UMKC. While we anticipate demand for each program to remain stable in the short term, the renaming of these programs is likely to have an immediate impact on our national and regional reputation as a

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o: 816-235-1107 | provost@umkc.edu | umkc.edu/provost

UMKC Doctor of Philosophy Program Letter of Support

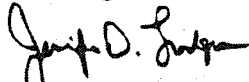
Page 2

October 5, 2023

research institution. Although we will keep our enrollments stable in the early years of this transition, faculty will be expected to increase assistantship funding through externally funded grants, thereby allowing us to increase student enrollment while also supporting our campus research goals.

I'm happy to answer any questions about this overall doctoral program transition or the individual programs included in it.

Best regards,



Jennifer D. Lundgren, PhD

Provost and Executive Vice Chancellor



School of Graduate Studies

October 5, 2023

Dear Members of the Board of Curators,

The Graduate Council at UMKC has voted to express its full support for the proposed transition from our current Interdisciplinary Ph D program to PhD's in the areas of Computer Science, Economics, Education, Engineering, Humanities, and Natural Sciences.

We are convinced that this transition would elevate the university's research status by giving us credit for doctoral research in the areas of STEM, Humanities, and Social Sciences. While we would be using new CIP codes and titles, these doctoral degrees can be delivered with existing faculty, courses, and administrative staff. The required courses for the newly titled and coded doctorates are unchanged from those required in the current Interdisciplinary PhD program, except that the secondary disciplines now only require nine hours of courses (under the current system, the "co-discipline" sometimes requires as many as fifteen hours of coursework). This promises to improve completion rates.

This change of codes and titles will better reflect the specialized research and academic focus within these designated areas, which can significantly contribute to elevating the university's research profile. This has the potential to increase funding opportunities from federal agencies, private organizations, and philanthropic sources. With focused academic programs, we can tailor our research proposals to meet the specific needs and priorities of these funding agencies, ultimately increasing our chances of securing research grants and contracts.

We strongly believe that these more narrowly focused doctoral programs will elevate our research reputation, improving our university's standing as a discovery enterprise, attracting a higher caliber of faculty and students, enhancing our regional, national, and international appeal as a go-to institution for advanced research and education.

In sum, because the proposed transition aligns with our university's long-term goals and aspirations, potentially giving us greater research prominence, increased funding, and a more dynamic academic environment that will advance the mission and reputation of UMKC and the entire UM-System, we request the Board of Curators to approve this proposal.

Thanks for your consideration.

Stephen Dilks

Stephen John Dilks,
Associate Dean, School of Graduate Studies
Chair, UMKC Graduate Council.