

APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: 1-15-2015

Constituent Institution: University of North Carolina at Charlotte

CIP Discipline Specialty Title: Educational Evaluation and Research

CIP Discipline Specialty Number: 13.0601 Level: D X

Exact Title of the Proposed Program: Educational Research, Measurement, and Evaluation

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification for new degree programs prior to implementation. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Proposed date to establish degree: December 2015 (to admit students for Fall 2016)

¹This Appendix A supersedes the preceding Appendix A entitled, "Notification of Intent to Plan a New Baccalaureate or Master's Program," adopted May 6, 2009.

1. Describe the proposed new degree program. The description should include:

a. Brief description of the program and a statement of educational objectives

The proposed Ph.D. in Educational Research, Measurement, and Evaluation will prepare professionals who seek advanced research, statistical, and evaluation skills for positions in a wide variety of institutions including higher education, K-12 school districts, for-profit companies, nonprofit agencies, community colleges, think tanks, government organizations, and other institutions concerned with solving problems in education. The Ph.D. program will be housed in the Department of Educational Leadership (EDLD) at UNC Charlotte.

The UNC Charlotte Ph.D. in Educational Research, Measurement, and Evaluation will be a state-of-the-art program that thoughtfully incorporates best practices emerging from the recent scholarship on doctoral education. The work of educating doctoral students took a turn a decade ago when the Carnegie Foundation for the Advancement of Teaching published two books that set about change in many institutions of higher education, *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline* (Golde & Walker, Eds., 2006) and *The Formation of Scholars: Rethinking Doctoral Education in the Twenty-First Century* (Walker, Golde, Jones, Bueschel, & Hutchings, 2008). These were followed by numerous articles, critiques, and other books, including the many works by Susan K. Gardner, such as *On Becoming a Scholar: Socialization and Development in Doctoral Education* (2010). This scholarship came about in response to criticism of Ph.D. programs in all disciplines. Critics said many graduates were ill prepared for work after the doctorate; comprehensive examinations tended to be useless exercises; dissertations did not answer important questions; and the variation in standards across professors, programs, departments, and universities was vast (Golde & Walker, 2006; Paglis, Green, & Bauer, 2006; Walker, Golde, Jones, Bueschel, & Hutchins, 2008). In many cases, students were dependent on professors for the curriculum and instruction rather than learning to be independent learners. Only some graduates had been mentored in apprenticeship environments and only a few had the opportunity to jointly (with other students and professors) grapple with texts (Deem & Brehony, 2000; Golde & Dore, 2001).

Recommendations and stories of reform addressed the critique of doctoral education. Some scholars suggested that faculty see the doctoral program *through the eyes of students* (Nyquist, 2002; Nyquist & Woodford, 2000), that everyone in the department jointly set assessment goals and measures and decide where in the program each outcome is addressed (Borkowski, 2006), that socialization of doctoral students into an intellectual community cannot be taken for granted (Austin, 2002; Austin & McDaniels, 2006; Gardner, 2008; 2009; 2010; Gardner & Mendoza, 2010), that regular discussions of epistemology among students and faculty should be the norm (Pallis, 2012), and that programs should provide opportunities to practice key aspects of what a scholar does, such as posing worthwhile research questions (Richardson, 2007). Indeed, students should be *explicitly* taught how to ask worthwhile research questions and how to make an argument. The mentoring of doctoral students through the honing of relationships is viewed as paramount for any quality doctoral program (Baker & Lattuca, 2010; Barnes & Austin, 2009; Johnson, 2002). Relationships among faculty and students must be generous and respectful (Fedynich & Bain, 2010). Doctoral programs that emerged recently as outstanding have their own “signature pedagogies” by which they are known (Golde, 2007). Excellent

programs have a strong plan in place for part-time students to have the same socialization opportunities as the full-time students (Neumann & Rodwell, 2009).

The recent scholarship on doctoral education specific to colleges and schools of education focuses in part on how to best prepare effective education researchers. In response to much criticism of educational research, scholars have called for change in how researchers are prepared (Eisenhart & DeHaan, 2005; Leech, 2010; Page, 2001; Young, 2001). Many of the changes recommended reflect the reform of doctoral education in general. Education researchers must be trained to ask important questions and to make strong arguments. They should work on data that reflect the complexity of the educational enterprise and publish studies of importance. They should be mentored and cultivated as scholars. In addition, Ph.D. students in education should be trained to conduct large experimental studies that have the potential to affect policy (Eisenhart & DeHaan, 2005).

The proposed UNC Charlotte Ph.D. program will draw from this literature on doctoral education -- with specific attention to the education of researchers -- in that it will be designed and implemented as a high-quality, state-of-the-art model program. For instance, the faculty who teach in the Ph.D. in Educational Research, Measurement, and Evaluation will:

- Communicate the purpose of the program to students from Day 1 of enrollment
- Design a signature pedagogy that distinguishes the program from others in the region and state
- Communicate to students in a consistent and clear manner from recruitment through orientation and progression through the program
- Cultivate a scholarly culture among faculty and students
- Provide mentoring strategies and activities that meet the needs of all students (e.g., full- and part-time, students struggling to finish, or those excelling in all areas)
- Develop assessment standards and measures collectively; from the beginning, students will participate in designing student learning outcomes and assessments of their student progress
- Design interdisciplinary experiences through coursework and field-based apprenticeship
- Ensure all students have meaningful experiences that result in the connection of theory and practice in advancing the field
- Create culminating exams and dissertations to examine important questions in the education field

The students in the program will:

- Take responsibility for their learning in coursework, internships, and dissertation research
- Work on research studies that answer important questions in the field
- Regularly meet with multiple mentors
- Collaborate with faculty, other students, and agency/community partners on research and projects
- Become engaged with the academic community through professional publications and presentations

The College of Education at UNC Charlotte is positioned to offer an exceptional program that includes these features. The College is listed by *US News and World Report* as one of America's best graduate schools in education and has moved in their rankings from 103 in 2013 to 86 in 2014. The College has also been selected by the American Educational Research Association for its inclusion in a national study of research doctorates in education and by the Carnegie Project for the Education Doctorate for its

inclusion in the redesign of the Ed.D. The faculty in UNC Charlotte's College of Education have the credentials and expertise to implement this new program. (Details on faculty expertise follow in another section.) The need for more educational researchers prepared in programs like this one is known nationally. The deans of colleges and schools of education from peer institutions have written in support of our program and were asked to specifically address whether the proposal: 1) is well-conceived and provides a solid curricular foundation to future educational researchers, 2) provides the opportunity for intellectual and programmatic collaboration across the Charlotte region, and 3) addresses a compelling need within the field. Attached are letters from college deans at University of Louisville, University of Maryland College Park, Kent State University, Auburn University, University of Alabama Birmingham, and George Mason University, institutions that both represent urban areas and who are addressing the needs of local school systems, as well as a letter from the University of South Carolina, our closest competitor here in the south. Further, a letter from Dr. David Imig, University of Maryland, and Chair of the Board of Directors of the Carnegie Project for the Education Doctorate (CPED), is included with this submission. His letter strongly states that the proposed program should be a Ph.D., not an Ed.D.

The mission statement for the proposed program is as follows:

The Ph.D. in Educational Research, Measurement, and Evaluation prepares professionals to frame sound research questions in the field of education, to conduct rigorous systematic inquiry that addresses educational problems, and to disseminate research findings that address pressing educational issues and problems.

The educational objectives of the proposed doctoral program are to:

- Develop expert education researchers who conduct research that that influences educational practices and policies, and
- Prepare future education researchers who become leaders in higher education, policy, and community settings.

Students accepted into the program will have foundational knowledge in quantitative and qualitative methodologies. They will also have some practical experience in an educational setting, such as schools (e.g., as teachers or administrators) or non-profit agencies (e.g., as tutors, advocates, entrepreneurs, policy-makers) in order to have the deep, contextual knowledge necessary for understanding problems in education issues that need study. Admission requirements will ensure that potential students have foundational understanding of research methodology and educational settings. The sections below describe the proposed requirements in more detail.

A planning committee drawn from education researchers in the Department of Educational Leadership at UNC Charlotte, at least two current and two former students with interest and experience in educational research and evaluation, and at least two external stakeholders will be charged with the full development of the program. The following details of the program are a beginning to this plan.

Admission Requirements. Applicants must meet the following criteria for admission: (a) a master's degree in education or related field, such as statistics, with a cumulative GPA of 3.5 or higher (on a 4.0 scale); (b) a satisfactory score on the GRE or MAT that indicates strong analytical and writing skills; (c) a high level of professionalism and potential for success in the program as indicated in letters of reference; (d) strong writing skills as shown in a writing sample; (e) clear objectives related to obtaining

a Ph.D. as evidenced in an interview; (f) appropriate interpersonal skills as determined in an interview with program faculty; and (g) experience in an educational setting, which may include government or non-profit agencies with education missions.

Course Requirements.

Core Courses (15 credit hours)*

RSCH 8210 (Applied Research Methods)
RSCH 8110 (Descriptive and Inferential Statistics)
RSCH 8111 (Qualitative Research Methods)
EDCI 8180 (Critical Issues and Perspectives in Education)
PPOL 8687 (Educational Policy Studies, K-12 Schools)

Advanced Content (12 credit hours)*

RSCH 8220 (Advanced Measurement)
RSCH 8120 (Advanced Statistics)
RSCH 8140 (Multivariate Statistics)
RSCH 8121 (Qualitative Data Collection and Analysis)

Upon completion of the Core and Advanced Content courses, students will be prohibited from taking additional coursework until successfully passing meaningful qualifying examinations. Students will have only two opportunities to pass these qualifying examinations.

Research Methods (select 9 credit hours)*

RSCH 8196 (Program Evaluation Methods)
RSCH 8112 (Survey Research Methods)
RSCH 8130 (Presentation and Computer Analysis of Data)
RSCH 8113 (Single-Case Research)
RSCH 8150 (Structural Equation Modeling Methods)
RSCH 8230 (Classical and Modern Test Theory)

Secondary Area of Concentration (9 credit hours)

Students will be required to complete a secondary concentration in a cognate area of their choice, with the approval of their doctoral advisor/committee. Cognate areas may include: (a) educational leadership; (b) curriculum and instruction; (c) statistics; (d) counseling; (e) early childhood; (f) special education; and (g) instructional systems technology.

Internship (6 credit hours)*

RSCH 8410 (Applied Pre-Dissertation Research)

Proposal Design (3 credit hours)*

RSCH 8699 (Proposal Design)

Dissertation (a minimum of 6 credit hours)*

RSCH 8999 (Dissertation Research)

TOTAL HOURS FOR PROGRAM: 60

*The courses listed above are currently offered at UNC Charlotte for a variety of doctoral programs. This new proposed program will not require new courses or faculty to teach them. To ensure a coherent, rigorous program, students and external experts will be part of the planning committee when the Department develops Appendix C. Still, the primary impact of this new program is that it will increase enrollment in current courses.

The proposed new program will have a strong link to the existing Ph.D. programs in the College of Education at UNC Charlotte. As shown in Table 1 below, the research methodology courses that largely make up the new proposed program are already offered as required or elective courses for the other four doctoral programs in the College: 1) Educational Leadership, 2) Special Education, 3) Counseling, and 4) Curriculum and Instruction. All doctoral programs require core research courses, but allow a number of elective courses to meet students’ needs for content and to help them successfully complete the dissertation. The proposed Ph.D. program will use this existing research structure. In the table, we have indicated which courses are required and which serve as electives for each of the four existing programs. The new program will only add students to existing classes, making all five programs more efficient.

Table 1: Required (R) and Elective (E) Courses for Current Doctoral Programs at UNC Charlotte

Current Course Offerings/Research Methodology Courses for Proposed Ph.D. in ERME	Ed.D. in Educational Leadership	Ph.D. in Special Education	Ph.D. in Counseling	Ph.D. in Curriculum and Instruction
<u>Core Courses (15 Credit Hours- Required)</u>				
RSCH 8210 (Applied Research Methods)	R	E	R	R
RSCH 8110 (Descriptive and Inferential Statistics)	R	R	R	R
RSCH 8111 (Qualitative Research Methods)	E	E	R	R
EDCI 8180 (Critical Issues and Perspectives in Education)	E	E	E	R
PPOL 8687 (Educational Policy Studies, K-12 Schools)	E	E	E	E
<u>Advanced Content (12 Credit Hours- Required)</u>				
RSCH 8220 (Advanced Measurement)	E	E	E	E
RSCH 8120 (Advanced Statistics)	R	R	R	R
RSCH 8140 (Multivariate Statistics)	E	E	R	E
RSCH 8121 (Qualitative Data Collection and Analysis)	E	E	E	R
<u>Research Methods (Select 9 Credit Hours for Electives)</u>				
RSCH 8196 (Program Evaluation Methods)	E	E	E	E
RSCH 8112 (Survey Research Methods)	E	E	E	E
RSCH 8130 (Presentation and	E	E	E	E

Computer Analysis of Data)				
RSCH 8113 (Single-Case Research)	E	R	E	E
RSCH 8150 (Structural Equation Modeling Methods)	E	E	E	E
RSCH 8230 (Classical and Modern Test Theory)	E	E	E	E

b. The relationship of the proposed new program to the institutional mission

UNC Charlotte is North Carolina’s urban research university. It leverages its location in the state’s largest city to offer internationally competitive programs of research and creative activity; exemplary undergraduate, graduate, and professional programs; and focused community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region, which includes Mecklenburg County and the surrounding counties of Cabarrus, Cleveland, Gaston, Lincoln, Stanly, and Union. One of UNC Charlotte’s goals is to stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.

UNC’s Strategic Directions 2013-2018, *Our Time Our Future: The UNC Compact with North Carolina*, is explicitly focused on improving educational outcomes for students in all disciplines. As the criticism of higher education mounts, it becomes imperative for all disciplinary units within colleges and universities to prove their worth with data, using the most sophisticated research tools and skills available. Research skills and evaluation processes are useful to colleges and universities and educational agencies of all kinds. Educational evaluators with strong quantitative and qualitative skills are the individuals poised to conduct the much needed research that links programs to outcomes. UNC Charlotte is committed to the proposed Ph.D. in Educational Research, Measurement, and Evaluation in part because it perceives the need for units on campuses to have access to researchers with these particular skills, who are prepared to rigorously evaluate educational programs.

c. The relationship of the proposed new program to existing programs at the institution and to the institution’s strategic plan

The relationship of the proposed new program to other existing programs at UNC Charlotte is shown in Figure 1. First, there is no existing doctoral program on the UNC Charlotte campus that focuses on the research and evaluation skills this proposed program will provide. The new program will have direct links with other programs within the College of Education and the University’s institutes and centers focused on social science research.

The proposed Ph.D. program is an exemplar of the mission and values of the larger University. The University’s strategic plan clearly states the goal for “accessible and affordable quality education that equips students with intellectual and professional skills” (p. 3). Because this program clearly aligns with the University’s goals, there is much support for this program across the University.

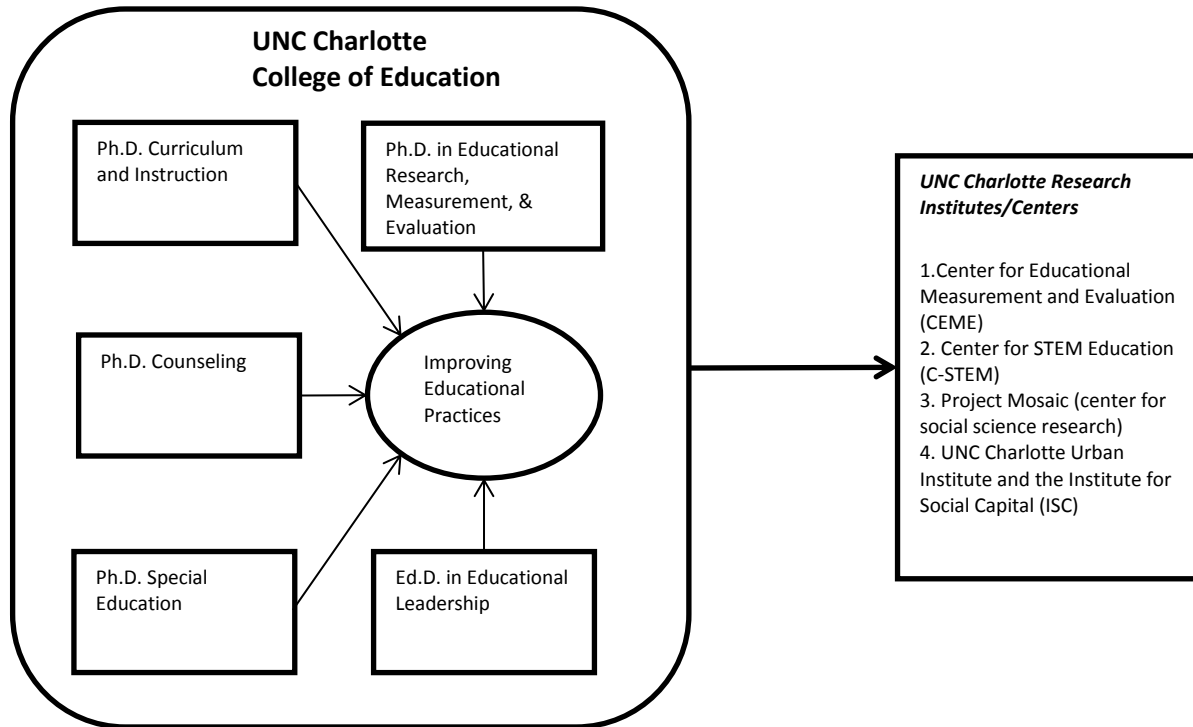
The relationship of the proposed program to existing programs at UNC Charlotte will occur within courses required or offered in all programs and through the University’s institutes and centers that focus on research. These centers and institutes will serve as practicum sites for students. Specifically, The Center for Educational Measurement and Evaluation (CEME) (<http://ceme.uncc.edu/>) is an organization

where practitioners, policy makers, and UNC Charlotte faculty and students engage in projects that lead to evidence-based practice and improved educational outcomes for children and families in the region. The Center for Science, Technology, Engineering, and Mathematics (STEM) Education provides resources to improve K-12 education in the surrounding schools in North Carolina (<http://cstem.uncc.edu/>). The new Project Mosaic (<https://projectmosaic.uncc.edu/>) provides a forum for social science researchers from three colleges on campus (College of Education, College of Health and Human Services, College of Liberal Arts and Sciences) to increase the interaction among faculty and students on research tied to UNC Charlotte's urban mission. The UNC Charlotte Urban Institute (<http://ui.uncc.edu/>) brings together leading experts in government, academia and the community to provide the highest quality research, policy recommendations and analysis on a range of public policy issues. (See letters of support from Dr. Richard Lambert of CEME, Dr. David Pugalee of STEM, Dr. Jean-Claude Thill of Project Mosaic, and UNC Charlotte Vice Chancellor for Research and Economic Development Dr. Robert Wilhelm.)

Perhaps most importantly for the proposed program, the Institute for Social Capital at UNC Charlotte (<http://ui.uncc.edu/programs/isc>) has one of the most extensive integrated data systems in the nation and the only one in North Carolina that cuts across institutional silos. Directed by a former teacher with a Ph.D. in education, the organization houses all data on students from Charlotte Mecklenburg Schools as well as many government and nonprofit community agencies in the greater Charlotte region, including the Mecklenburg County Health Department, the Charlotte Housing Authority, Area Mental Health, Early Childhood SMART Start, Communities in Schools, and A Child's Place, among others. This fully integrated data system allows for interdisciplinary studies linking education to other social variables so essential today for answering the most pressing education-related questions with which all urban communities in the nation are struggling. For example, one current interdisciplinary study brings together researchers in criminal justice and education to examine the educational trajectory (school success) of all incarcerated citizens in the area. This research seeks to gain knowledge about the role of education in the lives of the incarcerated that requires knowledge of advanced statistics and educational programs, as well as advanced knowledge of criminal justice. Students in this proposed Ph.D. program would have opportunity to work on interdisciplinary teams like this one, providing them with research opportunities and hands-on experience with sophisticated data systems. The research questions asked by students in this Ph.D. program will be relevant and generalizable to national and international audiences. (See letter of support from Dr. Amy Hawn Nelson, Director of the Institute for Social Capital). The Dean of the College of Education sits on the Scholars Advisory Council of the Institute and two research faculty members from the Department of Educational Leadership at UNC Charlotte serve on the Data and Research Oversight Committee (DAROC) of the Institute.

Through hands-on work on educational problems and in educational settings, all students in the program will apprentice in ways described by the scholarly literature on doctoral education. Students will have multiple options and opportunities to work collaboratively with faculty members in designing studies, analyzing data, and writing papers. Options and opportunities will be provided to all students regardless of enrollment status (full- or part-time).

Figure 1: Relationship between the Ph.D. in Educational Research, Measurement, and Evaluation and Other Entities



The program will offer exciting opportunities for research faculty to supervise students pursuing important questions that can influence the field of education. Faculty in the Department of Educational Leadership gave unanimous support to the proposal. In addition, all research faculty members, along with community and school partners, have volunteered to participate in designing the details of the program. As stated, we will include students as well.

d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

In December 2014, Charlotte was named the 2nd fastest growing city in the nation. It is currently the 17th largest city and has recently reached the one million mark for population, with the greater metropolitan area reporting more than 2 million. This recent, rapid growth is related to the city’s designation as a major U.S. financial center and the second largest banking city in the U.S. after New York City. With the city’s growth comes the region’s growth, as new communities crop up outside the city’s center.

As the population of the western region of North Carolina continues to grow, so too does the need for a Ph.D. program in educational research, measurement, and evaluation. The educational needs in the area have grown, and with it, the demand for such a program. School districts have expanded and the number of for-profit and non-profit agencies interested in raising academic achievement and skills has increased. Each of these institutions needs educational researchers and evaluators to monitor efforts and results; indeed, many see the analysis of their data as an unfulfilled need. (See letters of support from Dr. Susan Campbell of the Council for Children’s Rights, Natalie English of the Charlotte Chamber, Dr. William Anderson of MeckEd, and Dr. Lisa Howley of the Carolina Health Care System, as examples of agencies in support of the proposal.)

UNC Charlotte's College of Education seeks to fill this void. It is a unique, desirable, and cost effective place to initiate this program because the region of western North Carolina, particularly the greater Charlotte area, has no institution producing the type of skilled researchers we propose to graduate. Further, while we accept candidates into the program as full-time students, we also seek to accommodate working graduate students by offering the program in the evenings with up to 50% of courses in a hybrid format. The decision to provide access through online tools is intended to provide the flexibility to reach a population of prospective students not easily served by our sister institutions. Hybrid courses combine online and on-campus, face-to-face time. This will ensure that students are regionally-based and that relationships among students and faculty flourish.

Further, the College of Education and the University of North Carolina at Charlotte have strong cooperative relationships with all school districts in the Southwest Educational Alliance, including the second largest school system in North Carolina, Charlotte-Mecklenburg (CMS). These diverse school districts include schools with high needs (e.g., low performing schools, students with disabilities, students with limited English proficiency, etc.) and, along with our centers and institutes such as the Institute for Social Capital mentioned above, these districts will provide opportunities to immerse doctoral students and faculty in the authentic problems that schools across the nation face today. Both UNC Charlotte and the school systems stand to gain from the interactions, with each providing something that both need: quality research that is inspired by actual problems and offers solutions to these problems and well-trained evaluators and researchers to work in the districts. (See letters of support and intended collaboration from Dr. Ric Vandett, Director of the Southwest Education Alliance, Dr. Bruce Boyles, Superintendent, Cleveland County Schools; Dr. Pam Cain, Superintendent, Kannapolis City Schools; Dr. Mark Edwards, Superintendent, Mooresville Grade School District; Dr. Mary Ellis, Superintendent, Union County Schools; Dr. Terry Griffin, Superintendent, Stanly County Schools; Heath Morrison, former Superintendent, Charlotte Mecklenburg schools; Ann Clark, Interim Superintendent, Charlotte Mecklenburg Schools; and Dr. Barry Shepherd, Superintendent, Cabarrus County Schools. Ann Clark, Interim Superintendent, Charlotte Mecklenburg Schools, was instrumental in establishing the strong partnership between the college and CMS around this program .)

Charlotte is also home to Central Piedmont Community College (CPCC), an institution with a strong, nationally known Institutional Research office, headed by a UNC Charlotte graduate. The CPCC Institutional Research office helps to create and develop new institutional research offices in community colleges staffed by researchers with degrees such as the one proposed here. (See letter of support from Dr. Terri Manning at CPCC.) These offices are in need of graduates with the education we propose to offer.

Finally, as stated earlier in this proposal, the program will be cost effective. Over the last decade, the College of Education has grown its education research faculty to an unprecedented level of quantity and quality, and we continue to hire faculty with research expertise. UNC Charlotte has an expert faculty with the capacity to offer this program and to produce more of the high-level researchers needed to address the rapid changes related to education in the nation. Details on faculty capacity follow.

2. Provide documentation of student demand and evidence of the proposed program's responsiveness to the needs of the region, state, or nation.

In December 2013, UNC Charlotte commissioned Hanover Research to conduct an assessment of the market for the proposed Ph.D. program in Educational Research, Measurement, and Evaluation (ERME). Hanover Research reviewed the student demand and distinctiveness of the proposed program by comparing it to similar programs in the state and region. In this section, we first describe the results of their assessment. Then, we provide additional rationale for the current and future demand of the program. The full Hanover Report is available upon request.

First, using data obtained from the National Center for Education Statistics (NCES) and the Integrated Postsecondary Education Data Systems (IPEDS), Hanover Research was able to estimate the potential student demand for Ph.D. programs in ERME based on growth in current programs. Hanover found a trend of modest growth overall of students completing ERME-like programs in the state of North Carolina. When examining the labor market, they also found that “data indicate that employment in ERME-related occupations will grow across the region” (p. 10) and “ERME-related occupations will grow in the state of North Carolina” (p. 18). Growth in the labor market combined with modest growth in graduates of similar programs indicate a need for a new program in a region of the state with a large growing city that still has no program of its kind.

We also believe there is additional evidence for the need for this Ph.D. program not captured by Hanover. While institutions of higher education face scrutiny, colleges and schools of education are a particular focus. If K-12 schools appear to “fail” students, critics look to those who prepared the teachers and school administrators as culprits, and they should, as one part of the problem of low student achievement. The national field of teacher preparation has responded to this criticism by developing a higher set of standards, which includes sophisticated evaluation of programs that link teachers and school administrators to K-12 student outcomes. Specifically, Standard Four of the new national accrediting body, the Council for Accreditation of Educator Preparation (CAEP) reads:

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Four indicators specify how impact can be measured. These include satisfaction of completers, satisfaction of employers, indicators of teaching effectiveness through validated observation instruments, and “Impact on P-12 Student Learning and Development.” The latter indicator will be the most challenging for all programs and will be required for the “gold standard” accreditation. It reads:

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

To meet these new standards, teacher preparation programs will need highly qualified researchers in education who have the knowledge and skills to evaluate their own programs in ways that will establish valid grounds for actions to improve the educational experiences of all students. We believe that this future need, not recognized yet by Hanover Research or many others, will create an additional demand on programs such as the Ph.D. in Educational Research, Measurement, and Evaluation as institutions that

prepare teachers seek national accreditation. (See letters of support from local educator preparation institutions beyond UNC Charlotte's College of Education, including a letter from Dr. Kristie L. Foley from Davidson College, a letter from Dr. Jeremiah B. Wills from Queens University, and a letter from Scott Gartlan, Director of the Charlotte Teachers Institute.)

We also conducted an additional assessment of the positions for which future graduates of the Ph.D. in Educational Research, Measurement, and Evaluation will be eligible. There are at least 150 of these positions in North Carolina, with an estimated 10% yearly turnover rate. The need for such skilled researchers in the western region of North Carolina and locally is great. For example, the Charlotte-Mecklenburg Schools Office of Accountability employs just such persons as it provides schools, administrative leaders and key stakeholders with research to facilitate data-driven decisions for improving student performance through its Center for Research and Evaluation and Center for Information Visualization and Innovation, as well as its Data Tools, State Testing, Accountability Data Processing, and Grant Development teams. (See letters of support from Dr. Jason Schoeneberger, Senior Research Analyst, Charlotte Mecklenburg Schools and Dr. Drew Maerz, Director of Testing and Accountability, Asheboro City Schools.) The following list provides other examples of positions in the state that require degrees such as the one we propose that were open in spring 2013. The numbers of positions has been updated since the previous version of this proposal and are estimates:

- NC Department of Public Instruction
 - Accountability Services Division (*N*=2 positions)
 - Test Development (*N*=1 positions)
 - Regional Accountability Coordinators (*N*=2 positions)
- Institutions of Higher Education (non-faculty positions, from websites)
 - Institutional Effectiveness (or Research) in North Carolina Community Colleges (*N*=2 positions) from <http://www.nccommunitycolleges.edu/jobs>
 - Institutional Research in North Carolina University Systems (*N*=27, directors and researchers) from https://uncjobs.northcarolina.edu/applicants/jsp/shared/search/SearchResults_css.jsp
 - Independent Colleges and Universities (*N*=14; <http://www.ncicu.org/member.html>)
 - Private Research Groups in North Carolina (*N*=50; e.g., Center for Research on Education, Praxis, Metamatrix, and others)
- Local and Regional Public and Private School Systems
 - Testing coordinators for North Carolina Public School Local Educational Agencies (*N*=156 positions)
 - Educational researchers and program evaluators for North Carolina Public School Local Educational Agencies (*N*=10, in larger districts)
 - Charlotte-Mecklenburg Schools Office of Accountability (*N*=3)

3. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

The Hanover Research report indicates there are three institutions in North Carolina that operate similar Ph.D. programs:

- University of North Carolina at Chapel Hill (UNC Chapel Hill)– Educational Psychology, Measurement, and Evaluation (EPME) Quantitative Research Methods Emphasis Area (170 miles)
- University of North Carolina at Greensboro (UNCG)– Educational Research Methodology (95 miles)
- North Carolina State University (NCSU)– Education Research and Policy Analysis (180 miles)

These three existing programs at UNCG, NCSU, and UNC have excellent reputations with nationally known scholars, and they have a history of producing professionals that have made an impact in North Carolina, nationally, and internationally.

According to UNC-GA Institutional Research, enrollments for the UNC Greensboro and NC State programs are healthy and growing. (Chapel Hill’s program is a concentration embedded in a larger Ph.D. program, and we do not have data by concentration). NC State’s enrollment has tripled in the last five years.

Table 2: Enrollment Data for Similar Programs at NC State and UNC Greensboro

	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13	Fall 13
130601 NC State Educational Evaluation and Research	30	29	32	32	33	31	47	46	69	68	87	82	105
130604 UNCG Educational Assessment, Testing, and Measurement	19	17	16	15	19	20	19	18	29	26	32	30	28

The goal at UNC Charlotte is to have an excellent program that recruits primarily from the Charlotte region. Because the program will require at least 50% face-to-face courses and the other 50% in hybrid/online courses, we will be well positioned to serve this region and we know the need for the program in the region is great. (See letter from Jason Schoeneberger and Scott Gartlan as examples of students who sought alternatives to this degree program but wished for this proposed program; Jason chose to go to University of South Carolina and Scott is currently a student in the UNC Charlotte Ed.D. Educational Leadership program within the Research Track.)

Summary of Responses to the Proposed Program (as Requested by the EPPP Committee)

Three groups have reviewed this proposal at three different times.

First, we solicited the following individuals and groups to review the first version of the proposal: faculty and administrators in the Department of Educational Leadership at UNC Charlotte; faculty and administrators in other departments in the College of Education at UNC Charlotte; UNC Charlotte university administrators, including Chancellor Dubois, Provost Lorden, Vice Chancellor for Research and Economic Development Robert Wilhelm; Directors of Centers and Institutes at UNC Charlotte; seven area superintendents; eight other Charlotte-area community partners/agencies; Hanover Research (a

market research company); and Academic Analytics (business intelligence data company). Deans from seven nationally recognized colleges of education, including University of Louisville, University of Maryland College Park, Kent State University, Auburn University, the University of Alabama Birmingham, George Mason University, and the University of South Carolina also provided reviews. Finally, the Chair of the Board of Directors of the Carnegie Project for the Education Doctorate (CPED), Dr. David Imig of the University of Maryland, also reviewed the proposal. All above individuals and groups recommend moving forward with the Ph.D. proposal.

Second, in spring 2014, the deans from NC State, UNC Chapel Hill, and UNC Greensboro reviewed the proposal. They recommended that UNC Charlotte's program be an Ed.D. rather than a Ph.D. The version of the proposal they read had claimed the program would develop practitioners into researchers. Indeed, we had over-emphasized the need for candidates' educational practitioner knowledge, the local need for educational researchers, and a practitioner-to-researcher focus. This aspect of the narrative may have been one of the factors leading to the deans' recommendation that this program be an Ed.D. instead of a Ph.D.

We disagree that this program should be an Ed.D. This program is not characteristic of what the Carnegie Foundation defines as an Ed.D., but better reflects the goals and outcomes of a Ph.D. The Carnegie Project on the Education Doctorate (CPED) (www.cped.org), a national effort aimed at strengthening the Education Doctorate, defines the Ed.D. as focused on strengthening teacher and school administrative leadership. Indeed, the research questions posed by Ed.D. students are different from those seeking a Ph.D. In the UNC Charlotte College of Education, Ed.D. students have asked the following questions for their dissertation:

- Are their differences between principals in urban and rural high schools with respect to their attitudes toward the North Carolina teacher performance evaluation system?
- Are principal ratings of teacher performance across Standards I through V on the North Carolina teacher performance evaluation system associated with the ratings teacher receive for Standard VI from the EVASS value added models?

In contrast, education researchers with a Ph.D. in Educational, Research, Measurement, and Evaluation might ask questions more like those posed by the Institute for Social Capital mentioned earlier. Other questions asked of education researchers might instead look like this:

- How do children served by the Council for Children's rights fare in school compared to a matched sample of children not served by the Council? What is the impact of these achievement differences, if anything?
- Is the homogeneity of effect size test robust to violations of normality of primary data from educational evaluation studies?
- Will violations of homogeneity of variance influence the type I error rate of a special case of the homogeneity of effect size test when applied as a post hoc comparison test following ANOVA?
- Does the North Carolina kindergarten readiness formative assessment demonstrate measurement invariance across subgroups of ELL and native English speaking children?
- Is there evidence of differential item functioning across ELL and native English speaking children on the North Carolina kindergarten readiness formative assessment?

As these questions show, those seeking an Ed.D. ask practitioner-oriented questions. The Ph.D. student asks questions of methodology or of large databases that can be generalized to national audiences while also solving complex local problems.

Further, the student characteristics of those seeking an Ed.D. and those seeking a Ph.D. in education are different. The following table was developed by faculty at University of Missouri-Columbia as they strove to differentiate their Ed.D. from their Ph.D.

Ed. D.	Ph.D.
<i>Primary Career Intention</i>	<i>Primary Career Intention</i>
Administrative leadership in educational institutions or related organizations (e.g., superintendent, assistant superintendent, staff developer, curriculum director).	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
<i>Degree Objective</i>	<i>Degree Objective</i>
Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competence in conducting scholarship and research that focuses on acquiring new knowledge.
<i>Knowledge Base</i>	<i>Knowledge Base</i>
Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
<i>Research Methods</i>	<i>Research Methods</i>
Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation. Could include work in management statistics and analysis.	Courses are comparable to doctoral courses in related disciplines. Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis and writing.
<i>Internship</i>	<i>Internship</i>
A field internship or experience appropriate for intended professional career. Students demonstrate proficiency in program evaluation as part of the experience.	Practical experiences required in both college teaching and research. Expectations that students will present at a professional conference.
<i>Comprehensive Knowledge Assessment</i>	<i>Comprehensive Knowledge Assessment</i>
Written and oral assessments are used (e.g., comprehensive exams). Knowledge and practice	Written and oral assessments are used to evaluate an understanding of the theoretical and conceptual

portfolios provide evidence of ability to improve practice based on theory and research as well as demonstration of competencies.	knowledge in the field, as well as its relevance to practice and to evaluate competence in conducting research to acquire new knowledge.
<i>Dissertation</i>	<i>Dissertation</i>
Well-designed applied research of value for informing educational practice. Reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
<i>Dissertation Committee</i>	<i>Dissertation Committee</i>
Committee includes at least one practicing professional in an area of relevance to candidate's program and possibly faculty from other institutions, evaluate candidate's applied research.	Composed primarily of active researchers in areas relevant to students' areas of interest. Should include at least one faculty member from a related discipline or from another institution.

Please see the letter for Dr. David Imig, Chair of the Board of Directors of CPED, who reviewed the program, recommending it as a Ph.D.

Finally, the third group that reviewed this proposal was the UNC Graduate Council of Deans. The graduate deans reviewed the proposal, supplied written comments, and met on November 5, 2014 for discussion. The written comments and ratings follow. For the ratings of "1" (not acceptable) and "2" (not acceptable unless sufficient deficiencies are addressed"), we have included a summary of the comments made by each institution.

Feedback from UNC Universities on the Charlotte Proposed Program

	NCCU	ECU	WCU	UNCG*	NCSU
Mission Alignment	3	4	4	4	3
Student Demand	3	4	4	3	2
Societal Demand	4	4	4	4	2
Relationship to other programs	4	4	4	1	2
Collaborative opportunities	3	4	4	2	3
Program requirements and curriculum	4	4	4	4	3
Faculty sufficiency and student support	4	3	4	4	2
Administration and instructional, library, and research facilities	4	2	4	4	4
Budget	3	2	4	3	2

Note. UNCH and UNCW provided comments only, no ratings.

Comments referencing low ratings follow:

- ECU’s low rated items (research facilities and budget) were associated with comments that asked how this program could not cost the university.
- UNCG ‘s low rated items (relationship to other programs and collaborative opportunities) produced comments that suggested that we misrepresented their program, that the Charlotte program would be in direct competition with UNCG’s, and that collaboration would be a challenge since UNCG already teaches most of the classes in the Charlotte proposal.
- NCSU’s comments on low rated items (student demand, societal demand, relationship to other programs, faculty sufficiency, and budget) suggest that a program at UNC Charlotte would compete with theirs and the others in the state, that the Department of Public Instruction has just cut positions (therefore there is less a need for more educational researchers), that the program “duplicates” others in the state, and that NC State and Chapel Hill already compete for students in the Triangle. The writers also “expressed concern...that existing faculty [at Charlotte] will not have the appropriate scholarly productivity as evidenced by peer-reviewed articles, books, etc.” They also questioned Charlotte’s ability to fund doctoral students.
- UNCCH provided no numerical ratings. They argued that this program should be a full-time program and not part-time and that there is not a need for another similar program in the state, claiming it is “clearly duplicative” and “existing programs feel they can handle the Ph.D. market that is projected.” Comments also suggest this be an Ed.D. not a Ph.D.
- UNCW commented that the program may not have enough evaluation courses.

The UNC Charlotte College of Education dean, Ellen McIntyre, presented the proposal to the Graduate Council. Eight of nine of the education researchers who would teach in the program attended the meeting as well. Afterwards, the Council discussed the proposal and entertained a motion to approve the Request for Authorization to Plan the Ph.D. in Educational Research, Measurement, and Evaluation at UNCC. The motion did not pass, with a vote of 5 in favor and 9 against. The Council made and approved a second motion (11 Yes, 2 No, 1 Abstain) to recommend the program resubmit the proposal as an Ed.D. The Council made additional recommendations, which we address below.

Response to the Graduate Deans Ratings and Reviews

While the Council’s initial vote suggested lack of support for the program, it was clear from the second vote taken that the overwhelming majority (11-2) supported the establishment of a program at UNC Charlotte. Very little about the program itself was criticized.

First, the curricula issues about the program were minor and will be addressed during the program planning period. Specifically, we will consider a cohort option for full- and part-time students. We will consider requiring more than one evaluation course. And, using the scholarly literature on doctoral programs as a guide, we will design residency programs for part-time students that are both meaningful and feasible. We expect the majority of our students to be part-time students while holding full-time jobs. We know it will be a challenge for some to be a resident for a short period. We plan three

strategies: 1) to communicate the expectations of the program from Day 1 so students can plan ahead, 2) provide information about new funding for part-time graduate students, and 3) design residencies that link students' research studies and writing to work experiences that will advance the students' knowledge, skills, in work settings, where appropriate.

Concern was expressed about the mentoring capacity of the faculty who will serve the program. Without question, UNC Charlotte's College of Education *is* in a position to offer a program for which there is need and demand at little additional cost to the institution. The initial impetus behind the proposal came from a recognized need for doctoral level training in this increasingly high demand area. Because we have built a cadre of faculty in research methods and evaluation to support the Ph.D. training that we offer in Special Education, Counseling, and Curriculum and Instruction, we have the faculty and courses needed for the Educational research Measurement and Evaluation program. The education research faculty members are prepared and eager to meet the mentoring demand for this new program. We have nine full-time research faculty, all with graduate faculty status, who will serve as dissertation chairs for the students in the proposed program. We also have other new faculty members in the College, nine hired in 2014 and four more to be hired in 2015, with the credentials to serve students in this program. Currently these faculty are chairing one or two dissertations in existing programs and have the capacity to supervise additional research students.

Further, in response to NC State University's concern that Charlotte's nine faculty do not have the scholarly records necessary for the program, we have substantial counter evidence. All faculty members have research agendas that support the University's and the College of Education's mission and contribute to improving education in North Carolina. Many of these faculty members have extraordinary research publication records and most publish works with graduate students, scaffolding the students' research and scholarly output. Examples of the top tier journals in which the faculty have published include the *International Journal of Education*, *Research Measurement and Evaluation in Counseling and Development*, *Journal of Psychoeducational Assessment*, *Educational Research & Development*, *The Journal of Educational Research*, *Educational and Psychological Measurement*, *Journal of Special Education*, *Journal of Educational Measurement*, *Applied Psychological Measurement*, *Contemporary Educational Psychology*, and *Educational Research Quarterly*, to name some.

In order to provide an unbiased view of the nine faculty members who will teach in this program, we called upon Academic Analytics to compare the productivity of these faculty members against faculty members in similar programs. Academic Analytics compared our faculty's productivity against the productivity of *all* programs in the U.S. with Ph.D. programs in Educational Research Measurement and Evaluation. The company examined the percentage of faculty with articles, books, citations, and grants and compared the number of each by raw number and percentile. On every measure, UNC Charlotte education research faculty are above average. Some were in the top quintile on some measures. When each member was placed into a quintile chart, based on average number of citations, average number of articles, average number of awards, average number of books, average number of grants, and average number of grant dollars, two of UNC Charlotte's research faculty fell into the top quintile, three fell into the second quintile, 3 fell into the third quintile, and one fell into the 4th quintile. None were in the bottom quintile. (More information about the faculty is provided later in this proposal.)

Not only are the faculty prepared to support the program, the College has the research infrastructure and funding base to support students. The research assistantships that will be associated with this new Ph.D. program will be characteristic of excellent Ph.D. programs. We have a strong research tradition in the College of Education. Just since July 2014, the College has brought in \$7.3M in external funding. We currently have 29 research assistants working on funded grants. Graduate students are also eligible for full tuition support and health insurance with the Graduate Assistant Support Plan (GASP). Of our 29 funded research assistants, 22 are working on grants in the College departments; three are working in the Center for Educational Measurement and Evaluation (CEME); and four are working in the Center for Science Technology, Engineering and Mathematics (C-STEM).

One additional concern was raised about full-time residency for working professionals. Chancellor Dubois' recent announcement of \$2M in new needs-based graduate student support will likely alleviate much of this concern, as this tuition support will not require a full-time assistantship.

In response to the concern about students' timeline for finishing the program, we developed the following table which provides a suggested course selection for full- and part-time students. When we fully develop the program (Appendix C), the course requirements may be revised based on feedback from our community professionals and faculty from outside the College of Education, who are part of the planning committee.

	Full-time (3 years)	Part-time (4-5 years)
Fall 1	RSCH 8210 (Applied Research Methods) EDCI 8180 (Critical Issues and Perspectives in Education) RSCH 8110 (Descriptive and Inferential Statistics)	RSCH 8210 (Applied Research Methods) EDCI 8180 (Critical Issues and Perspectives in Education)
Spring 1	PPOL 8687 (Educational Policy Studies, K-12 Schools) RSCH 8120 (Advanced Statistics) RSCH 8111 (Qualitative Research Methods)	PPOL 8687 (Educational Policy Studies, K-12 Schools) RSCH 8110 (Descriptive and Inferential Statistics)
Summer1		RSCH 8111 (Qualitative Research Methods)
Fall 2	RSCH 8220 (Advanced Measurement) RSCH 8121 (Qualitative Data Collection and Analysis) RSCH 8140 (Multivariate Statistics)	RSCH 8120 (Advanced Statistics) RSCH 8121 (Qualitative Data Collection and Analysis)
	Qualifying Exams	

Spring 2	RSCH 8196 (Program Evaluation Methods)* RSCH 8112 (Survey Research Methods)* Select Secondary Area Course*	RSCH 8140 (Multivariate Statistics) RSCH 8220 (Advanced Measurement)
		Qualifying Exams
Summer2	RSCH 8410 (Internship -Applied Research Project in a school or other educational agency)*	
Fall 3	RSCH 8150 (Structural Equation Modeling Methods)* Select 1 Secondary Area Course* RSCH 8699 (Proposal Design)*	RSCH 8196 (Program Evaluation Methods)* Select Secondary Area Course*
Spring 3	Select 1 Secondary Area Course* RSCH 8999 (Dissertation Research)	RSCH 8112 (Survey Research Methods)* Select Secondary Area Course*
Summer3		RSCH 8410 (Internship -Applied Research Project in a school or other educational agency)*
		RSCH 8150 (Structural Equation Modeling Methods)* Select Secondary Area Course*
Spring 4		
		RSCH 8699 (Proposal Design)*
Summer 4		RSCH 8999 (Dissertation Research)

Note. *Course selection may vary depending on student's concentration.

While we appreciate the suggestion that we consider an Ed.D. degree, we believe that pedagogically it makes more sense to offer the Ph.D.. The argument by some members of the Council for this program moving forward as an Ed.D. instead of a Ph.D. seems to rest on how the rationale for the proposal was written. In rereading the proposal, we can see how the Council could misinterpret our intent. Readers may have viewed the need for this program in Charlotte and the surrounding region as an indicator that the program focuses only on local educational problems. Further, our many support letters from nonprofits and community members were seen as a strength but also as an indication that the program fits better as a practitioner oriented degree rather than a research doctorate. Clearly, we may have overemphasized the importance of the program to our local area. It is important to remember that we take our mission seriously. We are the only public institution serving one of the fastest growing large (>500,000 population) cities in the U.S. We believe that we have demonstrated that there is local

demand for the program that is not easily met by other institutions in the state. This is of primary importance to us, but not the sole driver for the program.

Another example that may have appeared “local” was in our example of internship sites. We illustrated that the integrated data housed in the Institute for Social Capital (which would provide a research site for some students and which is North Carolina’s only member of the national network of integrated data systems) could answer a critical question about education and criminal justice in the Charlotte area. And while that example appears local, it is exactly the sort of research study that forms the basis for extrapolation to national and international audiences and communities. We also stand by our statement that one of our goals is to prepare researchers who understand the world of education practitioners. This is a hallmark of a Ph.D. in education and not unlike other fields where research has practical implications, e.g., engineering, public health, clinical psychology. Excellent education research addresses authentic problems asked by people who have lived those problems. Our Ph.D. program will develop educational researchers committed to generating the knowledge most needed in the field of education and thus making important contributions to the research literature. Without question, the goal of our proposed program will be to solve education problems that can be generalized to national and international contexts and populations.

As shown in a Ph.D.- Ed.D. comparison table by Young (2013), the Ph.D. “prepares professional researchers, scholars, or scholar-practitioners” compared to the Ed.D. that prepares superintendents and school leaders. The purpose of a Ph.D. is aligned with our stated vision for the program, which is to “prepare professionals to frame sound educational research questions, to conduct rigorous, systematic inquiry that addresses educational problems, and to disseminate research findings that improve all levels of education practice.” Further, on pages 14-15 of the proposal, we are careful to distinguish the sorts of questions the Ph.D. students in this program will be asking from the kinds of questions students in the Ed.D. program ask. UNC Charlotte has an Ed.D. that prepares school leaders. Our goals for this new program are very different. Our case for the Ph.D. is laid out on pages 15-16 in the table developed by the University of Missouri comparing the two degrees.

Finally, we have asked Dr. David Imig, Chair of the Board of Directors of the Carnegie Project on the Education Doctorate (CPED) to review the proposal for characteristics of a Ph.D. or Ed.D. Dr. Imig knows the literature on doctoral education and especially the differences between a Ph.D. and Ed.D. extremely well. He writes in support of the proposed program as a Ph.D. Importantly, as the field of education moves toward differentiating these two degrees, UNC Charlotte does not want to be on the wrong side of history by beginning a new Ed.D. degree that is in contrast to the CPED movement.

As evidenced by the many letters we received from school superintendents and others, the demand for individuals with the proposed degree is not exclusively for faculty positions at institutions of higher education. This does not mean that the program of study is inappropriate for a Ph.D. There are many fields in which the majority of Ph.D. graduates’ work outside higher education. Engineering, computer science, and psychology are a few examples.

For at least the past 15 years, leaders in graduate education have recognized the importance of preparation of doctoral candidates for both academic and non-academic careers. Thus, the fact that we have focused our attention on the needs of school systems and non-profit organizations in addition to the traditional preparation of doctoral candidates for faculty positions should be regarded as a strength. We assert that the demand for a program with an emphasis on the needs of school systems for high quality research in educational measurement and outcomes is as great as the need of the healthcare industry for those doing research in health outcomes. Indeed, the appropriate comparison for our proposed program is not the Ed.D. in Educational Leadership but our Ph.D. in Health Services Research. Many of our students in this program work on datasets and problems that emerge in our local hospital systems. The implication of their work is national in scope.

Overview of Revisions Made Based on Feedback

The original proposal for the program has been revised twice. First, after the proposal was reviewed in spring of 2013, including by the Education deans at NC State, Chapel Hill, and Greensboro, we revised the number of students we expect and hope to serve. With the additional researcher we recently hired who will focus on value added studies that link teacher preparation programs to K-12 outcomes, we now expect that we can admit up to 10 students per year (we previously said 8). We can make this change because there is room in the courses. We also decided it was important to conduct a feasibility study (Hanover Research) and an analysis of capacity (Academic Analytics); we suspected some did not know about the talent at UNC Charlotte. Both reports provided additional data we included in the proposal. We also described more deeply the sorts of practical research experiences the students will have in working with large integrated datasets through our centers and institutes and local school systems. We clarified the goals of the program and the sort of candidates we will admit to the program. Finally, we emphasized that this program will be created from existing courses and faculty, and we will recruit students in the Charlotte area, a region that desperately needs more high quality education researchers, as shown by the many letters of support accompanying this proposal.

After the feedback from the Graduate Council, we revised the proposal a second time. We used comments and recommendations from the deans to make changes to the program and to the proposal. In this new version, we have taken out much of the language that focuses on Charlotte's needs. While Charlotte and the surrounding region *does* have a need for this program and the positions to support it, we recognize that for many, a Ph.D. provides an opportunity to work in higher education, should the graduate choose this route. Thus, to ensure that the program educates and socializes the students into the next generation of education research scholars and teachers, we decided to borrow from the extensive scholarship on doctoral education to provide a state-of-the-art Ph.D. model program. A few decisions include: 1) recruit and accept students interested in studying full-time as well as part-time; 2) plan a proposed schedule for each of the full- and part-time groups, including a cohort model for full-time students; 3) commit to the development of mentoring and apprenticeship activities, both for-credit and informal, in which all students use actual educational data to learn research skills; 4) commit to faculty development on doctoral socialization and student conflict resolution; and 5) re-think options for culminating exams and dissertations to ensure it is work that advances the field.

Feasibility of Collaboration across Programs

Many opportunities are available for collaboration with the three institutions offering similar degrees. First, we anticipate that some of our students will want to take courses from the talented professors in our sister institutions, and we will encourage it to the extent that courses are available to students online or in the Charlotte area. Indeed, NC State has one successful doctoral program that we host on the UNC Charlotte campus. We recently held meetings (March, May, and August 2014) to discuss how professors at the two universities can work together to better serve all our doctoral students (e.g., as experts on certain topics, sitting on dissertation committees of students from the other institution, cross listing courses). The collaboration between UNC Charlotte and NC State can be a model for how institutions can support one another's programs.

We also expect to build on the current collaborations among institutions to evaluate programs across several UNC universities. For example, several UNC Colleges of Education (including Chapel Hill, NC State, East Carolina, and UNC Charlotte) are conducting a study using the UNC-GA teacher quality data on elementary teacher preparation programs, teacher performance and students' achievement to explain the teacher quality scores. The deans of UNC Charlotte, NC State, East Carolina University, and UNC Greensboro recently collaborated on an AACTE proposal to share a descriptive study comparing our teacher preparation programs. The deans at UNC Charlotte, NC State, and East Carolina University also recently collaborated with UNC GA on an article on the possibilities for data sharing.

4. Are there plans to offer all or a portion of this program to students off-campus or online? If so,

a. Briefly describe these plans, including sites and method(s) of delivering instruction.

The proposed UNC Charlotte Ph.D. program will accommodate both full- and part-time students. Many students in this program will be adults working full-time. To better meet the students' needs, approximately 50% of all course work will be delivered in classes that meet face-to-face on campus or in our Center City Building in centrally-located Uptown Charlotte and the remaining 50% will be delivered through distance education technologies, with each of the online courses a "hybrid" model. This instructional delivery will appeal to both students interested in full-time study and busy working adults and provide opportunities to bring students together for collaborative learning, while allowing time for self-study. Faculty members in the College have extensive experience with online learning and create outstanding student experiences in these courses.

b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

While there are other institutions that offer 100% online programs (e.g., the University of Phoenix), none of these programs offer a Ph.D. in educational research. Most of the institutions in North Carolina offer some blend of face-to-face and distance education classes at the doctoral level. Instructors in the proposed program have a deep understanding of the needs of North Carolina educators, and especially the needs of the greater Charlotte area, which will make this an ideal program for improving education in the state.

c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: 50%

d. Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:

First Year Full-Time 2 Part-Time 6-8
Fourth Year Full-Time 2 Part-Time 6-8

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

5. Estimate the total number of students that would be enrolled in the program during the first year of operation: Full-Time 2 Part-Time 6-8

Estimate the total number of students that would be enrolled in the program during the fourth year of operation: Full-Time 8 Part-Time 24-36

6. Will the proposed program require development of any new courses: Yes ___ No X
If yes, briefly explain. NA

7. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)

- a. New Faculty: Yes ___ No X
- b. Additional Library Resources: Yes ___ No X
- c. Additional Facilities and Equipment: Yes ___ No X
- d. Additional Other Program Support: Yes ___ No X

8. For graduate programs only:

- a. Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program? Yes ___ No X
- b. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

9. For doctoral programs only:

- a. **Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.**

The University of North Carolina at Charlotte is a state-of-the-art institution with all necessary components for developing scholars and researchers. As examples, the J. Murray Atkins Library contains more than one million volumes and state-of-the-art computer labs. Atkins library is a leader in digital collections acquisitions and management, doubling the size of the collection to two million volumes from 2007 to 2014. Furthermore, the library currently has two full-time education librarians (one hired this year). The College of Education building has smart classrooms, two computer labs, and two

computer teaching labs. All classrooms are technology enhanced. As stated, the proposed new program requires no new resources.

The College of Education is continuing to grow in talented researchers each year and in the number of faculty members conducting funded research. In 2013, the College brought in nearly \$8M in new grant funds, for a total of \$20M in active grant funding, with some of the largest grants from the National Science Foundation (NSF) and the Department of Education (DOE) Institute for Education Sciences (IES). IES has awarded grants to only a few Colleges of Education in the state. IES funds only what is widely considered the *gold standard* of education research. Many of the Ph.D. students in the proposed Educational Research, Measurement and Evaluation Program will have opportunities to work directly with faculty on such funded projects.

The College of Education has made other recent additions to its research infrastructure. To assist with post-award grant activity, the College hired a grants manager to assist faculty in administering their grant funding. In October 2013, the College hired its first Associate Dean for Research and Graduate Studies to oversee all research conducted in the College. In January of 2014, the College hired an experienced pre-award grants manager from Brookhaven Labs in Long Island. This new hire, who also spent many years in the SUNY system of higher education, assists faculty in identifying funding sources, organizing grant proposals, developing budgets, and providing the infrastructure for faculty development around research. This new infrastructure is visible through the new dedicated space for the College Research Office. While most of the activities of this new office have been practiced for decades in the College, the volume of the grant awards and scholarship has increased significantly, necessitating new space and a new identity for the College of Education around research and grant procurement.

The greatest strength of the program will be the faculty who teach and advise students. The Department of Educational Leadership has nine tenured or tenure-track research faculty members who teach in graduate-level programs in the College of Education. All faculty members have research agendas that support the University's and the College of Education's mission and contribute to improving education in North Carolina. Many of these faculty members have extraordinary research publication records and most publish works with graduate students, scaffolding the students' research and scholarly output.

Research faculty members at UNC Charlotte have regional, national, and international reputations. For example, researcher Dr. Bob Algozzine is frequently cited in the ISI Web of Knowledge database, which highlights the top 250 researchers in the United States. Dr. Richard Lambert is a member of the technical advisory group for the Head Start Family and Child Experiences Survey. Dr. Claudia Flowers serves on the North Carolina Department of Public Instruction Technical Advisors Panel, which examines the technical quality of the public school assessment and accountability system and makes recommendations for system improvement. Dr. Chuang Wang is writing a book on Hierarchical Linear Modeling (HLM), one of the more sophisticated statistical procedures students in the new program will learn. These are only a few of the outstanding faculty with expertise in educational research methodology and design who will teach and advise in this program. In addition to research methodology faculty, UNC Charlotte has distinguished faculty members in endowed professorships in secondary areas, including Drs. Diane Browder in Special Education (an O. Max Gardner awardee) and Chance Lewis in Urban Education, all of whom are able to provide additional contextual expertise and opportunities for applied study. (See letters from Bowder and Lewis in proposal attachments).

Finally, in response to the Council for the Accreditation of Educator Preparation (CAEP)'s new, highly rigorous teacher education accreditation standards (described earlier in this proposal), the College of Education has hired an additional researcher whose expertise focuses specifically on evaluation of educational programs that link program attributes to student outcomes (value-added studies). Dr. Ann Cash was enticed to come to UNC Charlotte from Johns Hopkins University in part because of the research talent in the College. Students interested in working directly on such important studies will have experts as guides.

Descriptions of all faculty members' research achievements and interests are found in the Appendix. All College of Education faculty members are active in state, national and international professional organizations. In addition, faculty members have published over 900 articles in peer-reviewed journals and they serve as editors, co-editors, and reviewers for top-tier journals in their field. Research faculty members' responsibilities include providing support for students' involvement in creative, scholarly, and research endeavors. These faculty members have served on over 200 dissertation committees and have published over 150 articles with students. Graduates of the Ph.D. in Educational Research, Measurement, and Evaluation will have the skills to readily apply research and scholarship to improve North Carolina's educational systems.

- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.**

No new funds will be needed for this program.

As presented above, there is an experienced cadre of outstanding research faculty sufficient to operate the program so no new hires will be needed. The courses for this program already exist in the College, and the new program will allow more students in each class, serving as a model for efficiency. The modest number of new admits to the proposed program (8-12 per year) will not necessitate any new funds. Further, faculty members who will serve the program are eager to mentor new students on individual research. They currently work with doctoral students in other Ph.D. programs in the College and in the Ed.D. program in the College. They will concentrate their efforts mentoring the students in this program, and new faculty (we hired 9 in 2014 and will hire 4 more in 2015) will move into doctoral mentoring in the other programs.

We expect both full-time and part-time students to apply for graduate funding, if needed.

An additional revenue source that will help support doctoral students' research is the Center for Educational Measurement and Evaluation (CEME). CEME obtains external funds to conduct research in schools and other educational agencies and currently employs two doctoral students. Further, the external funding for the College of Education will allow employment of graduate assistantships and research associates. The College external funding has exceeded five million dollars of new awards per year for the past five years, \$8M in 2013, and another \$4M just since September. Of course, many students in the program will continue to work and will not require assistantship support.

- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.**

The new program will not require new graduate student stipends or related tuition benefits. The program is aimed primarily at working professionals. With our existing funds we should be able to hire up to eight full-time students as 20-hour-per-week graduate assistants over the course of four years. This will accommodate the needs of full-time students in the program. (We expect to admit two full-time students a year.) Currently, the department hires students outside of the College of Education to help fill many of the graduate assistant positions. In addition to the nine-month stipend that each student will receive, students will be able to take advantage of the Graduate School's Graduate Assistant Support Plan (GASP), a program that provides full payment of tuition and health insurance for full-time doctoral students with graduate assistantships and fellowships.

10. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Primary Contact

- Claudia Flowers, Professor of Educational Research, ClaudiaFlowers@uncc.edu, 704-687-8862

UNC Charlotte Faculty

- Lynn Ahlgrim-Delzell, Associate Professor of Educational Research, laahlgri@uncc.edu, 704-687-8636
- Bob Algozzine, Professor of Educational Research, rfgozz@uncc.edu, 704-687-8859
- Sandra Dika, Assistant Professor of Educational Research, sdika@uncc.edu, 704-687-8873
- Claudia Flowers, Professor of Educational Research, ClaudiaFlowers@uncc.edu, 704-687-8862
- Dawson Hancock, Associate Dean for Research and Graduate Studies and Professor of Educational Research, dhancock@uncc.edu, 704-687-8863
- Do-Hong Kim, Associate Professor of Educational Research, dkim15@uncc.edu, 704-687-8874
- Richard Lambert, Professor of Educational Research, rglamber@uncc.edu, 704-687-8867
- Jae Hoon Lim, Associate Professor of Educational Research, jhlim@uncc.edu, 704-687-8864
- Chuang Wang, Associate Professor of Educational Research, cwang15@uncc.edu, 704-687-8708

Outside Members of Planning Committee

- Jason Schoeneberger, Charlotte-Mecklenburg Schools Research and Evaluation Analysis, jasona.schoeneberger@cms.k12.nc.us, 980-343-1718
- Terri Manning, Director of Research at Central Piedmont Community College, Terri.Manning@cpcc.edu, 704-330-6592

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____

Date _____

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June 27, 2014

Courtney H. Thornton, Ed.D.
Associate Vice President for Research and Graduate Education
General Administration
University of North Carolina
910 Raleigh Road
PO Box 2688
Chapel Hill, NC 27515-2688

Dear Courtney:

This letter is in response to your June 5th, 2014 feedback on our proposal for a Ph.D. in Education Research, Measurement, and Evaluation. I will address each of your points:

1. **Student demand. It is unclear that the program will attract a different base of students not currently served by the existing EdD in Educational Leadership. EdD students likely also come with “real-world” experience in schools and other educational agencies. They may also be largely from the Charlotte region. Through the existing Education Research track in the EdD and strategic use of electives, a student can meet nearly all of the course requirements of the proposed PhD. If this program will attract a different base of students not currently served by the EdD in Educational Leadership, then that base should be more clearly defined. This will also help sharpen the case that demand is large enough to sustain a 40-50 steady state enrolled program focused on the Charlotte region.**

We agree that our Ed.D. students come with practical experience. They are the principals and superintendents of our local school systems. These are not the students we want to attract for this program. We have evidence from our local partners and from other institutions around the country (see the attached letters) that there is a need for people who are working as accountability officers or in education related non-profits to understand the outcomes of their work in this time of change. Non-profit agencies like Communities in Schools and a host of others providing support, afterschool programs, and the like are looking for people who can measure their impact. To use an analogy from another field, just as we have programs in health that prepare practitioners, we also have programs in health services research that study health outcomes.

The UNIVERSITY of NORTH CAROLINA at CHARLOTTE
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We are particularly interested in reaching individuals who are working professionals in school systems or community agencies. These people will bring real world experience to provide the necessary grounding for a theory-based program.

We have changed the requirement for experience for applicants to the program from three years to one year, but keeping this requirement is important to us. We make these points on page 3 of the attached revised Appendix A. In addition, students pursuing the new Ph.D. will want in-depth knowledge and skills in research as opposed to only a research specialization within an Ed.D. program. To support this, students pursuing our proposed Ph.D. will complete a minimum of 13 research courses (39 credit hours) as compared to students currently pursuing the research specialization in the Community track of the Ed.D. program who complete as few as 6 research courses (18 credit hours). (This is addressed on page 15 of the attached Appendix A.) Furthermore, we know that future employers of our students will want graduates who have been involved in extensive research coursework and experiences. The proposed Ph.D. will allow our students to be employable even in a competitive job market.

- a. One strategy could be to include a chart that defines “student profile” characteristics and expectations of the EdD versus PhD students and clarifies the differences very quickly for the reader.**

We took your advice and added a chart that helps readers differentiate the Ed.D. from the Ph.D. (see page 14); we found this comparison at University of Missouri-Columbia. We also make a point that the questions asked in a Ph.D. dissertation are different from those asked by students earning an Ed.D. (see page 13).

- b. In addition to support letters, can student demand in the Charlotte region be further quantified within the proposal?**

I do not know how else to quantify student demand beyond the reports we have supplied (Hanover) and the letters from local school leaders and other Colleges of Education. We asked deans at two other urban-serving institutions if they thought that we made a compelling argument for the program. As Dean Ginsberg at George Mason indicates, he sees parallel challenges in Northern Virginia. George Mason has developed a similar program to meet the demand for highly trained researchers for P-12. Dean Larsen at the University of Louisville also notes the particular challenges faced by urban systems and the need for highly trained research personnel. The University of South Carolina is our nearest out-of-state competitor and Dean Watson also endorses the program as filling a current need in school systems.

- c. What is the demand for the existing Education Research track in the EdD? Does the demand for that track – either low or high – inform the need for this program? Will it continue if the PhD program is established?**

There are currently three students (out of approximately 100 students in the Ed.D. program) pursuing the research specialization within the Community track. These individuals tell us that they are in the program because it is the only option currently available to them. They would prefer a Ph.D. program devoted to educational research, measurement and evaluation (ERME). In the past five years, only one Ed.D. student has graduated with the research specialization. We believe that the enrollment is low because potential students do not want an Ed.D. in Educational Leadership, a program designed for and associated with principals, superintendents, and other school district leaders. If this program is approved, the research track of the Ed.D. will be discontinued.

***Related observation:* Enrollment data on NCSU's PhD in Ed Research and Policy Analysis program can be found under the Ed Leadership and Policy department at <http://oirp.ncsu.edu/ir/enrol/headcount-enrollment-reports>. Head count enrollment in NCSU's program has grown 52% since 2011 (but the program has four tracks, so growth cannot be interpreted by track), and as the Hanover report states, UNCG's has grown 23% since 2008. On the surface, this is evidence for growing demand, and the NCSU program in particular has accommodated fairly rapid growth.**

- a. Are those programs also serving local (Raleigh, Greensboro) audiences?**

We do not have information on the source of students, whether local or national, for those programs. We have structured our program specifically for working professionals and others who are place bound in the Charlotte area so that we can meet local needs without impinging on the state's two other programs (NCSU and UNCG). We understand the concern that a program at UNC Charlotte could weaken the pool of candidates for the other two programs in the system, (although the NCSU program seems to be growing substantially), but we serve some of the fastest growing counties in the state. The individuals in school systems in Mecklenburg, Cabarrus, Iredell, and Union counties are more likely to seek online programs out-of-state at greater cost than to move to Greensboro or Raleigh to pursue a program.

- b. Does the opportunity exist to obtain support letters from them?**

Our sister institutions, NCSU and UNCG, have not objected to our teaching at the doctoral level in the area of ERME. They have suggested that we simply use a track in our existing Ed. D. program. The problem is that the Ed.D. is

largely the province of school system administrators. We are seeking to reach a different population. Students who want to study in the ERME area want a research degree. If we can create a Ph.D. equivalent track in the Ed.D. program, why should we not call it what it is?

2. **Distance delivery approach. The proposal indicates the program will serve needs of, and recruit in, Charlotte region (p. 12). Reviewers may question the need or motivation for the distance delivery approach, particularly if the existing EdD in Education Leadership is not a distance delivered program (and presumably also serves working professionals in the Charlotte region). It seems advisable to expand on any distance delivered aspects of the EdD program in the proposal, if applicable.**

Our goal is to recruit students from the Charlotte region. Because we want student candidates to know there will be some flexibility in how they work and learn, we want to offer the courses in a hybrid format that will put up to 50% of a course online. Thus, students will attend both face-to-face and online sessions. Recent research on instructional systems technology indicates that student learning is enhanced by traditionally delivered coursework that is augmented by the use of appropriately implemented instructional software. Therefore, most courses in our new Ph.D. program will be hybrid courses in which we blend traditional and online instruction in ways that maximize student learning. This is addressed in multiple places in the proposal (see pages 8, 12, 17).

- a. **We are unable to replicate Figure 1.6 of the Hanover Report re: national institutions offering distance PhD degrees in this CIP. For example, the NCES College Navigator only returns 3 institutions offering advanced degrees at a distance in CIP 13.0699.**

If there are only three institutions offering distance degrees, this highlights the need to serve our local constituents with a flexible, work friendly program.

3. **Faculty sufficiency. The proposal reflects a significant jump in enrollment projections from the earliest version received (up from 3 FT/12PT to 8 FT/32-40 PT) and indicates only one additional faculty member will be added. Reviewers are likely to question if the nine core faculty plus the new hire can continue to support the EdD enrollments plus this projected level of enrollment in the PhD.**

We are certain we can support the increased number of students in this program with our current faculty. We can do this because there is room in every research methods class section (see pages 4, 16). In addition, the new Ph.D. program will allow us to more frequently offer a broader range of high level research courses with the research faculty

currently employed. Part of the initial motivation for this program came from the fact that very limited additional resources would be needed; as part of establishing our other doctoral programs in education, we had hired faculty and created research methods courses. Thus, we had the capacity to efficiently offer a new degree focused on ERME.

4. Other.

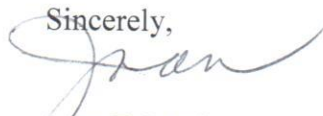
- a. Educational objectives (p. 3) state the program will prepare students for teaching in postsecondary institutions, but the teaching requirement course seems to have been removed (since last version) and elsewhere in the proposal indicates that preparation of faculty is not the aim of the program (p. 13). Could need additional clarification.**

We decided to exclude the required course for teaching in a postsecondary institution because we are not preparing researchers for postsecondary education as a *primary* goal. We will keep this course as an elective for the students who want to apply for such positions. We clarified this issue on pages 2 and 3.

- b. Perhaps a minor point but worth acknowledging – The proposal argues that individuals with a background in education will make better education researchers/evaluators than those without. We suspect that some reviewers will disagree.**

Our point about individuals with an education background making better education researchers needs to stay, a point we address in #1 above. We acknowledge that education research is not the sole province of educators. We have excellent collaborations with faculty in the social sciences with interests in education and educational policy. We have addressed these collaborations in the proposal.

Thank you again for your careful review, and we look forward to your response.

Sincerely,


Joan F. Lorden
Provost and Vice Chancellor

Enclosure

cc: Dean McIntyre



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March 27, 2014

Courtney H. Thornton, Ed.D.
Associate Vice President for Research and Graduate Education
General Administration
University of North Carolina
910 Raleigh Road
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Courtney:

Enclosed is UNC Charlotte's updated Request for Authorization to Plan a new Ph.D. in Education Research, Measurement and Evaluation. The following summary describes changes that have been made:

Anticipated student enrollment: One change in the proposal is the number of students we expect to serve. With an additional researcher to focus on value-added studies that link teacher preparation programs to K-12 outcomes, we expect that we can admit up to 12 students per year, including full-time and part-time enrollees.

Collaboration across institutions: Many opportunities are available for collaboration across four UNC system institutions, and such possible collaborations are discussed in the updated Appendix A.

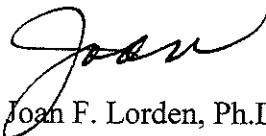
Student and societal demand: The real difference in the proposal has to do with clarity, language, and support for the program. After feedback from reviewers, we decided it was important to conduct a feasibility study (Hanover Research) and an analysis of capacity in terms of faculty productivity (Academic Analytics). We suspected some did not know about the talent at UNC Charlotte. Both reports provided additional data we have included in the proposal. We also described in depth the types of internship experiences the students will have through our relevant centers and institutes, particularly the Institute for Social Capital with its large integrated database. We clarified the goals of the program and the qualifications of candidates we will admit to the program. Finally, we emphasized that this program will recruit in the Charlotte area, a region that desperately needs more high quality educational researchers, as shown by the many letters of support accompanying this proposal.

Thornton – Page 2
March 27, 2014

Finally, this new program proposal has attended to the program review criteria listed in the January 4, 2014 memorandum to the Education Planning, Policies, and Programs (EPPP) Committee of the Board of Governors from Mr. Champ Mitchell, Chair of the EPPP subcommittee on New Program Approval and Dr. Suzanne Ortega, Senior Vice President for Academic Affairs. Also, as requested in that memo, we included an additional section called Summary of Responses to the Proposed Program on pages 12-14 of this document, detailing responses and how we addressed concerns.

Thank you for your consideration of this request and please let me know if I can provide additional information.

Cordially,



Joan F. Lorden, Ph.D.
Provost and Vice Chancellor for Academic Affairs

cc: Ellen McIntyre, Dean, College of Education, UNC Charlotte
Cody Thompson, Assistant to the Vice President for Academic & University Programs



UNC CHARLOTTE

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October 7, 2013

Dr. Chris Brown
Vice President for Research and Graduate Education
General Administration
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. Brown:

Enclosed is UNC Charlotte's request for authorization to plan a Ph.D. in Research, Measurement, and Evaluation. The proposed program emerged from a growing need for a flexible doctoral program in the region that will train school practitioners as researchers. The program is designed to emphasize research that has the potential to solve significant problems in education in North Carolina.

Thank you for your consideration of this request. Provost Joan Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

A handwritten signature in cursive script, appearing to read "Philip".

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost, UNC Charlotte
Ellen McIntyre, Dean, College of Education, UNC Charlotte
Courtney Thornton, Associate Vice President for Research & Graduate Education
Cody Thompson, Assistant to the Vice President for Academic & University Programs

APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: 6-27-2014

Constituent Institution: University of North Carolina at Charlotte

CIP Discipline Specialty Title: Educational Evaluation and Research

CIP Discipline Specialty Number: 13.0601 Level: D X

Exact Title of the Proposed Program: Education Research, Measurement, and Evaluation

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes X

The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification for new degree programs prior to implementation. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Proposed date to establish degree: January 2015 (to admit students for Fall 2015)

¹This Appendix A supersedes the preceding Appendix A entitled, "Notification of Intent to Plan a New Baccalaureate or Master's Program," adopted May 6, 2009.

1. Describe the proposed new degree program. The description should include:

a. Brief description of the program and a statement of educational objectives

The proposed Ph.D. in Education Research, Measurement, and Evaluation will provide doctoral-level preparation for professionals who seek advanced research, statistical, and evaluation skills for positions in a wide variety of educational institutions, including K-12 school districts, for-profit companies, nonprofit agencies, community colleges, think tanks, government organizations, and other institutions of higher education. The program will emphasize research skills that have the potential to create value and solve significant problems in education in North Carolina. The Ph.D. program will be housed in the Department of Educational Leadership (EDLD) but will draw on faculty in other departments in the College of Education (COED). The program may also draw on experts from other UNC institutions. (See page 14 for possible collaboration.)

In the past century, the field of education has traditionally operated largely on the basis of ideology and professional consensus, not on the basis of evidence. Even today, when faced with a problem, educators do not always turn to research. A major reason for not consulting research is a lack of models for using educational research to shape educational practice (Burkhardt & Schoenfeld, 2003). Indeed, educational research has often been criticized for its lack of relevance to practice and, in particular, its emphasis on fundamental principles rather than practical utility (William, 2008). This problem was recognized by the UNC General Administration, which supported the work of Dr. Gary Henry and Dr. Charles Thompson to assess the impact of colleges of education's teacher training programs on student learning in North Carolina. Henry and Thompson designed a series of studies using large databases on student achievement with goals of improving teacher training and student learning. The need to conduct similar and more in-depth research and evaluation of this kind is more critical than ever. Our state must equip educational institutions with the capacity to do similar work using their own data.

The College of Education at UNC Charlotte is positioned to do just that. The College is listed by *US News and World Report* as "one of America's best graduate schools in education" and has moved in their rankings from 103 in 2013 to 86 in 2014. The College has also been selected by the American Educational Research Association for its inclusion in a national study of research doctorates in education and by the Carnegie Project for the Education Doctorate for its inclusion in the redesign of the Ed.D. The faculty in UNC Charlotte's College of Education have the credentials and expertise to implement this new program. (Details on faculty expertise follow in another section.) The need for more educational researchers through programs like this one is known nationally. The deans of Colleges of Education from peer institutions have written in support of our program and were asked to specifically address whether the proposal: 1) is well-conceived and provides a solid curricular foundation to future educational researchers, 2) provides the opportunity for intellectual and programmatic collaboration across the Charlotte region, and 3) addresses a compelling need within the field. Attached are letters from college deans at University of Louisville and George Mason University, institutions that both represent urban areas and who are addressing the needs of local school systems, as well as a letter from the University of South Carolina, our closest competitor here in the south.

The proposed Ph.D. program at UNC Charlotte will strengthen the application of research to practice by: (a) linking inquiry to the practical needs of educational agencies and systems; (b) developing decision-making tools and processes for use by educational researchers; and (c) developing a model for coordination of the efforts of researchers, assessment developers, policy makers, and practitioners.

The mission statement for the proposed program is as follows:

The Doctoral Program in Education Research, Measurement, and Evaluation prepares professionals to frame sound educational research questions, to conduct rigorous systematic inquiry that addresses educational problems, and to disseminate research findings that improve all levels of education practice.

The educational objectives of the proposed doctoral program are to:

- provide a comprehensive and in-depth curriculum that combines theory and practice in educational research;
- graduate students with the knowledge and skills needed to design and conduct research that will expand knowledge in the field of education, providing a foundation for evidence-based decision-making in educational practice;
- prepare research analysts for community agencies, such as the many nonprofit organizations with education as their core mission; and
- prepare policy analysts in education and related leadership positions with the skills necessary to evaluate educational research and to produce high-quality research.

Further, some graduates may also seek positions in postsecondary institutions. However, preparing educational researchers for academe is not our primary goal.

Potential students will have had “real-world” experience in educational settings, such as schools (e.g., as teachers or administrators) or non-profit agencies (e.g., as tutors, advocates, entrepreneurs, policy-makers) in order for them to have the deep, contextual knowledge necessary for understanding the issues that need study. Currently, too many people without practical understanding of educational issues want to conduct studies and propose policy in education. Admission requirements will ensure that students have experience working in education, and course requirements and internship experiences will be designed to assist students in solving educational problems through well-designed research. The sections below describe the proposed requirements.

Admission Requirements. Applicants must meet the following criteria for admission: (a) a master’s degree in education or related field, such as statistics, with a cumulative GPA of 3.5 or higher (on a 4.0 scale); (b) a satisfactory score on the GRE or MAT; (c) a high level of professionalism and potential for success in the program as indicated in letters of reference; (d) strong writing skills as shown in a writing sample; (e) clear objectives related to obtaining a Ph.D. as evidenced in an interview; (f) appropriate interpersonal skills as determined in an interview with program faculty; and (g) at least one year of experience in an educational setting, which may include government or non-profit agencies with education missions.

Course Requirements.

Core Courses (15 credit hours)*

RSCH 8210 (Applied Research Methods)
RSCH 8110 (Descriptive and Inferential Statistics)
RSCH 8111 (Qualitative Research Methods)
EDCI 8180 (Critical Issues and Perspectives in Education)
PPOL 8687 (Educational Policy Studies, K-12 Schools)

Advanced Content (12 credit hours)*

RSCH 8220 (Advanced Measurement)

RSCH 8120 (Advanced Statistics)
RSCH 8140 (Multivariate Statistics)
RSCH 8121 (Qualitative Data Collection and Analysis)

Upon completion of the Core and Advanced Content courses, students are prohibited from taking additional coursework until successfully passing the qualifying written examination. Students will have only two opportunities to pass the qualifying written examination.

Research Methods (select 9 credit hours)*

RSCH 8196 (Program Evaluation Methods)
RSCH 8112 (Survey Research Methods)
RSCH 8130 (Presentation and Computer Analysis of Data)
RSCH 8113 (Single-Case Research)
RSCH 8150 (Structural Equation Modeling Methods)
RSCH 8230 (Classical and Modern Test Theory)

Secondary Area of Concentration (9 credit hours)

Students will be required to complete a secondary concentration in a cognate area of their choice, with the approval of their doctoral advisor/committee. Cognate areas may include: (a) educational leadership; (b) curriculum and instruction; (c) statistics; (d) counseling; (e) early childhood; (f) special education; and (g) instructional systems technology. Greater details are provided in Appendix C.

Internship (6 credit hours)*

RSCH 8410 (Internship -Applied Research Project in a school or other educational agency)

Proposal Design (3 credit hours)*

RSCH 8699 (Proposal Design)

Dissertation (a minimum of 6 credit hours)*

RSCH 8999 (Dissertation Research)

TOTAL HOURS FOR PROGRAM: 60

*The 8000 series of research courses (RSCH) are open to doctoral-level students only. The courses listed above are already currently offered at UNC Charlotte for a variety of doctoral programs. This new proposed program will not require new courses or faculty to teach them. They are reconfigured into a coherent, rigorous program. The impact of this new program will increase enrollment in current courses.

The proposed new program will have a strong link to the existing Ph.D. programs in the College of Education at UNC Charlotte. As shown in Table 1 below, the research methodology courses that largely make up the new proposed program are already offered as required or elective courses for the other four doctoral programs in the College: 1) Educational Leadership, 2) Special Education, 3) Counseling, and 4) Curriculum and Instruction. All doctoral programs require core research courses, but allow a number of elective courses to meet students' needs for content and to help them successfully complete the dissertation. The proposed Ph.D. program will use this existing research structure. In the table, we have indicated which courses are required and which serve as electives for each of the four existing

programs. The new program will only add students to existing classes, making all five programs more efficient.

Table 1: Required (R) and Elective (E) Courses for Current Doctoral Programs at UNC Charlotte

Current Course Offerings/Research Methodology Courses for Proposed Ph.D. in ERME	Ed.D. in Educational Leadership	Ph.D. in Special Education	Ph.D. in Counseling	Ph.D. in Curriculum and Instruction
<u>Core Courses (15 Credit Hours- Required)</u>				
RSCH 8210 (Applied Research Methods)	R	E	R	R
RSCH 8110 (Descriptive and Inferential Statistics)	R	R	R	R
RSCH 8111 (Qualitative Research Methods)	E	E	R	R
EDCI 8180 (Critical Issues and Perspectives in Education)	E	E	E	R
PPOL 8687 (Educational Policy Studies, K-12 Schools)	E	E	E	E
<u>Advanced Content (12 Credit Hours- Required)</u>				
RSCH 8220 (Advanced Measurement)	E	E	E	E
RSCH 8120 (Advanced Statistics)	R	R	R	R
RSCH 8140 (Multivariate Statistics)	E	E	R	E
RSCH 8121 (Qualitative Data Collection and Analysis)	E	E	E	R
<u>Research Methods (Select 9 Credit Hours for Electives)</u>				
RSCH 8196 (Program Evaluation Methods)	E	E	E	E
RSCH 8112 (Survey Research Methods)	E	E	E	E
RSCH 8130 (Presentation and Computer Analysis of Data)	E	E	E	E
RSCH 8113 (Single-Case Research)	E	R	E	E
RSCH 8150 (Structural Equation Modeling Methods)	E	E	E	E
RSCH 8230 (Classical and Modern Test Theory)	E	E	E	E

b. The relationship of the proposed new program to the institutional mission

UNC Charlotte is North Carolina’s urban research university. It leverages its location in the state’s largest city to offer internationally competitive programs of research and creative activity; exemplary undergraduate, graduate, and professional programs; and focused community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region, which includes Mecklenburg County and the surrounding counties of Cabarrus, Cleveland, Gaston, Lincoln, Stanly, and Union. One of UNC Charlotte’s goals is to “[s]timulate increased research, creative activities, and community

engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.”

UNC’s Strategic Directions 2013-2018, *Our Time Our Future: The UNC Compact with North Carolina*, is explicitly focused on improving educational outcomes for students in all disciplines. As the criticism of higher education mounts, it becomes imperative for all disciplinary units within colleges and universities to prove their worth with data, using the most sophisticated research tools and skills available. While we see the primary purpose of this proposed degree program serving school districts and community agencies, we also recognize that research skills and evaluation processes are useful to colleges and universities and educational agencies of all kinds. Educational evaluators with strong quantitative and qualitative skills are the individuals poised to conduct the much needed research that is linked to educational practices. UNC Charlotte is committed to the proposed Ph.D. in Education Research, Measurement, and Evaluation in part because it perceives the need for units on campuses to have access to researchers with these particular skills, who are prepared to evaluate educational programs with rigor.

c. The relationship of the proposed new program to existing programs at the institution and to the institution’s strategic plan

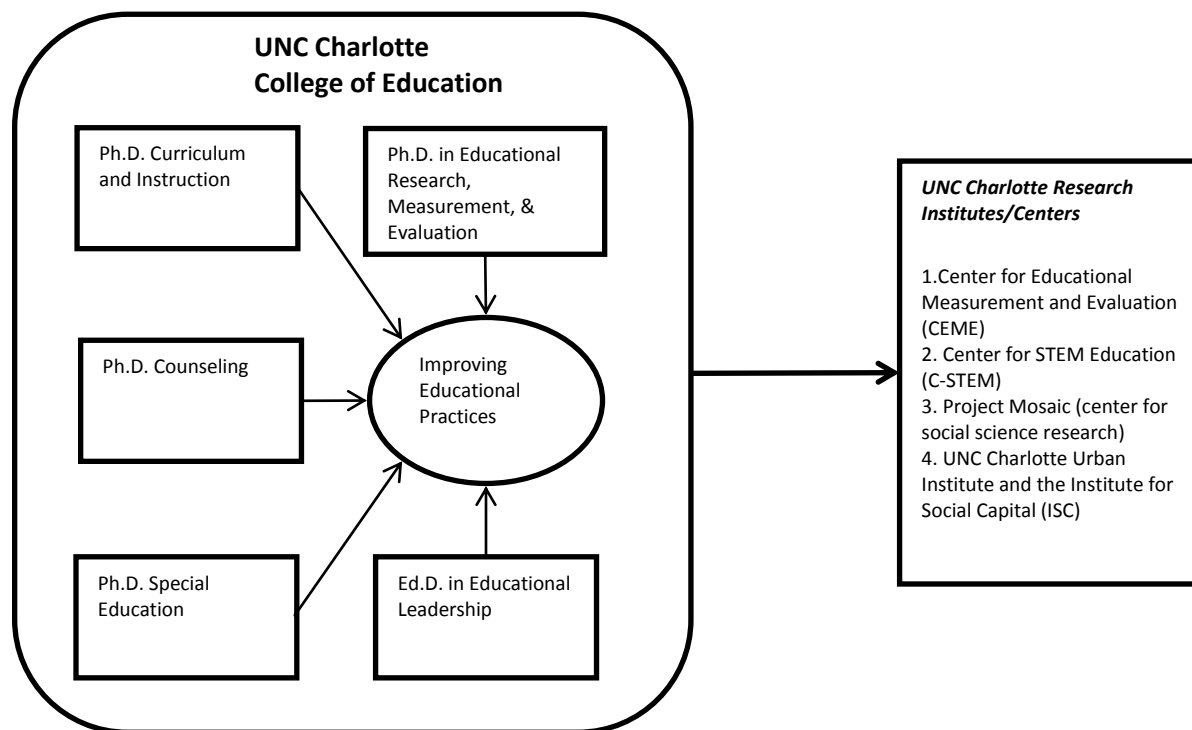
The relationship of the proposed new program to other existing programs at UNC Charlotte is shown in Figure 1. First, there is no existing doctoral program on the UNC Charlotte campus that focuses on the research and evaluation skills the proposed program will provide. The new program will have direct links with other programs within the College of Education and the University’s institutes and centers focused on social science research.

The proposed Ph.D. program is an exemplar of the mission and values of the larger University. As stated in the mission, the University seeks to develop competitive programs that will serve the needs—including educational needs—of the greater Charlotte area. Further, the University’s strategic plan clearly states the goal for “accessible and affordable quality education that equips students with intellectual and professional skills” (p. 3). Because this program clearly aligns with the University’s goals, there is much support for this program across the University.

The relationship of the proposed program to existing programs at UNC Charlotte will occur primarily through the University’s institutes and centers that focus on research. These centers and institutes will serve as practicum sites for students. Specifically, The Center for Educational Measurement and Evaluation (CEME) (<http://ceme.uncc.edu/>) is an organization where practitioners, policy makers, and UNC Charlotte faculty and students engage in projects that lead to evidence-based practice and improved educational outcomes for children and families in the region. The Center for Science, Technology, Engineering, and Mathematics (STEM) Education provides resources to improve K-12 education in the surrounding schools in North Carolina (<http://cstem.uncc.edu/>). The new Project Mosaic (<https://projectmosaic.uncc.edu/>) provides a forum for social science researchers from three colleges on campus (College of Education, College of Health and Human Services, College of Liberal Arts and Sciences) to increase the interaction among faculty and students on research tied to UNC Charlotte’s urban mission. The UNC Charlotte Urban Institute (<http://ui.uncc.edu/>) brings together leading experts in government, academia and the community to provide the highest quality research, policy recommendations and analysis on a range of public policy issues. (See letters of support from Dr. Richard Lambert of CEME, Dr. Pugalee of STEM, Dr. Jean-Claude Thill of Project Mosaic, and UNC Charlotte Vice Chancellor for Research and Economic Development Dr. Robert Wilhelm.)

Perhaps most importantly for the proposed program, the Institute for Social Capital at UNC Charlotte (<http://ui.uncc.edu/programs/isc>) has one of the most extensive integrated data systems in the nation and the only one in North Carolina that cuts across institutional silos. Directed by a former teacher with a Ph.D. in education, the organization houses all data on students from Charlotte Mecklenburg Schools as well as many government and nonprofit community agencies in the greater Charlotte region, including the Mecklenburg County Health Department, the Charlotte Housing Authority, Area Mental Health, Early Childhood SMART Start, Communities in Schools, and A Child’s Place, among others. This fully integrated data system allows for interdisciplinary studies linking education to other social variables so essential today for answering the most pressing education-related questions with which communities are grappling. For example, one current interdisciplinary study brings together researchers in criminal justice and education to examine the educational trajectory (school success) of all incarcerated citizens in the Charlotte area. This research seeks to gain knowledge about the role of education in the lives of the incarcerated that requires knowledge of advanced statistics and educational programs, as well as advanced knowledge of criminal justice. Students in this proposed Ph.D. program would have opportunity to work on interdisciplinary teams like this one, providing them with research opportunities and practical experience with sophisticated data systems. As we discuss below, the research questions asked by students in this Ph.D. program will be qualitatively different from questions asked in Ed.D programs. (See letter of support from Dr. Amy Hawn Nelson, Director of the Institute for Social Capital). The Dean of the College of Education sits on the Scholars Advisory Council of the Institute and two faculty members from the College sit on the Data and Research Oversight Committee (DAROC) of the Institute.

Figure 1: Relationship between the Ph.D. in Education Research, Measurement, and Evaluation and Other Entities



The program will offer exciting opportunities for research faculty to supervise students pursuing important questions impacting education. A description of the proposed program was presented to faculty in the Department of Educational Leadership and they gave unanimous support for the proposal.

In addition, all research faculty members, along with community and school partners, have volunteered to participate in designing and implementing the proposed program.

d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

In June 2013, *Forbes Magazine* listed the city of Charlotte as the 4th fastest growing city in the nation. It is currently the 17th largest city and has recently hit the one million mark for population, with the greater metropolitan area reporting more than 2 million. This recent, rapid growth is related to the city's designation as a major U.S. financial center and the second largest banking city in the U.S. after New York City. With the city's growth comes the region's growth, as new communities crop up outside the city's center.

As the population of the western region of North Carolina continues to grow, so too does the educational need in the area. School districts have expanded and the number of for-profit and non-profit agencies interested in raising academic achievement and skills has increased. Each of these educational institutions needs educational researchers and evaluators to monitor efforts and results; indeed, many see the analysis of their data as an unfulfilled need. For example, Dr. Susan Campbell, Director of the Council for Children's Rights, recently posted a position for a researcher and called the Dean of the College of Education requesting candidates. (See letters of support from Dr. Susan Campbell, Natalie English of the Charlotte Chamber, Dr. William Anderson of MeckEd, and Lisa Howley of the Carolina Health Care System, as examples of agencies in support of the proposal.)

UNC Charlotte's College of Education seeks to fill this void. It is a unique, desirable, and cost effective place to initiate this program because the region of western North Carolina, particularly the greater Charlotte area, has no institution producing the type of skilled researchers we propose to graduate. Further, unlike UNC Greensboro's similar program (discussed in the following section), our proposed program seeks to accommodate working graduate students by offering the program in the evenings with up to (but no more than) 50% of courses online. The decision to provide access through online tools is intended to provide the flexibility prospective students need while reaching a population not easily served by our sister institutions. Importantly, though, even the on-line classes will be "hybrid" in that each course will have some on-campus, face-to-face time. This will ensure that students are Charlotte-based and that relationships among students and faculty flourish.

Further, the College of Education and the University of North Carolina at Charlotte have strong cooperative relationships with all school districts in the Southwest Educational Alliance, including the second largest school system in North Carolina, Charlotte-Mecklenburg. These diverse school districts include schools with high needs (e.g., low performing schools, students with disabilities, students with limited English proficiency, etc.) and, along with our centers and institutes such as the Institute for Social Capital mentioned above, these districts will provide opportunities to immerse doctoral students and faculty in the real-world problems that schools face today. Both UNC Charlotte and the school systems stand to gain from the interactions, with each providing something that both need: quality research that is inspired by real-world problems and which offers solutions to these problems and well-trained evaluators and researchers to work in the districts. (See letters of support and intended collaboration from Dr. Ric Vandett, Director of the Southwest Education Alliance, Dr. Bruce Boyles, Superintendent, Cleveland County Schools; Dr. Pam Cain, Superintendent, Kannapolis City Schools; Dr. Mark Edwards, Superintendent, Mooresville Grade School District; Dr. Mary Ellis, Superintendent, Union County

Schools; Dr. Terry Griffin, Superintendent, Stanly County Schools; Dr. Heath Morrison, Superintendent, Charlotte Mecklenburg Schools; and Dr. Barry Shepherd, Superintendent, Cabarrus County Schools.)

UNC Charlotte is a unique and desirable place for this program because of our history of successful collaboration with the school systems in our area and our focus on data-driven decision-making. A major goal established by UNC Charlotte Chancellor Dubois was to partner with the Charlotte-Mecklenburg Schools to establish a STEM-focused Early College High school on the main campus in UNC Charlotte's Energy Production and Infrastructure Center (EPIC) building. For this and other collaborations, UNC Charlotte and Charlotte Mecklenburg Schools received the 2013 Shirley S. Schwartz Urban Impact Award that recognizes an outstanding partnership between a university and an urban school district that has had a significant, positive and well documented impact on student learning. (See letter of support from key partner Ann Clark, Deputy Superintendent, Charlotte Mecklenburg Schools, who was instrumental in establishing the strong partnership.)

Further, Charlotte is home to Central Piedmont Community College (CPCC), an institution with a strong, nationally known Institutional Research (IR) office, headed by a UNC Charlotte graduate. The CPCC Institutional Research office helps to create and develop new institutional research offices in community colleges staffed by researchers with degrees such as the one proposed here. (See letter of support from Terry Manning at CPCC.) These offices are in need of graduates of the program we are proposing.

Finally, as stated earlier in this proposal, the program will be cost effective. Over the last decade, the College of Education has grown its education research faculty to unprecedented quantity and quality, and we continue to hire faculty with expertise specific to the needs of school districts, community colleges, and universities. UNC Charlotte has a quality faculty and capacity to offer this program and to produce more of the high-level researchers who have the skills necessary to address the rapid changes related to education in the greater Charlotte area. Details on faculty capacity follow.

2. Provide documentation of student demand and evidence of the proposed program's responsiveness to the needs of the region, state, or nation.

In December 2013, UNC Charlotte commissioned Hanover Research to conduct an assessment of the market for the proposed Ph.D. program in Education Research, Measurement, and Evaluation (ERME). Hanover Research reviewed the student demand and distinctiveness of the proposed program by comparing it to similar programs in the state and region. In this section, we first describe the results of their assessment. Then, we provide additional rationale for the current and future demand of the program. The full Hanover Report is available upon request.

First, using data obtained from the National Center for Education Statistics (NCES) and the Integrated Postsecondary Education Data Systems (IPEDS), Hanover Research was able to estimate the potential student demand for Ph.D. programs in ERME based on growth in current programs. Hanover found a trend of modest growth overall of students completing ERME-like programs in the state of North Carolina. When examining the labor market, they also found that "data indicate that employment in ERME-related occupations will grow across the region" (p. 10) and "ERME-related occupations will grow in the state of North Carolina" (p. 18). Growth in the labor market combined with modest growth in graduates of similar programs indicate a need for a new program in a region of the state with a large growing city that still has no program of its kind.

Second, Hanover Research found that “The design of ERME-related programs varies considerably by institution” (p.5). They reviewed programs at UNC Chapel Hill, NC State University, and UNC Greensboro (discussed in more detail in Section 3). Hanover found that “there are meaningful differences between UNCC’s proposed doctoral program and established ERME-related programs in North Carolina” (p. 5). They found that “the combination of ‘real-world’ education of Charlotte’s proposed program will help provide graduates with the necessary skills and expertise to enter multiple fields.” We see these findings as more evidence for the need for this program.

However, we also believe there is additional evidence for the need for this Ph.D. program not captured by Hanover. While institutions of higher education face scrutiny, colleges and schools of education are a particular focus. If K-12 schools appear to “fail” students, critics look to those who prepared the teachers and school administrators as culprits, and they should, as one part of the problem of low student achievement. Yet, how that criticism is conducted and communicated is of utmost importance. The national field of teacher preparation has responded to this criticism by developing a higher set of standards, which includes sophisticated evaluation of programs that link teachers and school administrators to K-12 student outcomes. Specifically, Standard Four of the new national accrediting body reads:

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Four indicators specify how impact can be measured. These include satisfaction of completers, satisfaction of employers, indicators of teaching effectiveness through validated observation instruments, and “Impact on P-12 Student Learning and Development.” The latter indicator will be the most challenging for all programs and will be required for the “gold standard” accreditation. It reads:

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

To meet these new standards, teacher preparation programs will need highly qualified researchers in education who have the knowledge and skills to evaluate their own programs in ways that will establish valid grounds for actions to improve the educational experiences of all students. We believe that this future need, not recognized yet by Hanover Research or many others, will create an additional demand on programs such as the Ph.D.in Education Research, Measurement, and Evaluation as institutions that prepare teachers seek national accreditation. (See letters of support from local educator preparation institutions beyond UNC Charlotte’s College of Education, including a letter from Dr. Kristie L. Foley from Davidson College, a letter from Dr. Jeremiah B. Wills from Queens University, and a letter from Scott Gartlan, Director of the Charlotte Teachers Institute.)

As recommended by the January 4, 2014, memo to the EPPP, we conducted an additional assessment of the positions for which future graduates of the Ph.D. in Education Research, Measurement, and Evaluation will be eligible. There are at least 150 of these positions in North Carolina, with an estimated 10% yearly turnover rate. The need for such skilled researchers in the western region of North Carolina

and locally is great. For example, the Charlotte-Mecklenburg Schools Office of Accountability employs just such persons as it provides schools, administrative leaders and key stakeholders with research to facilitate data-driven decisions for improving student performance through its Center for Research and Evaluation and Center for Information Visualization and Innovation, as well as its Data Tools, State Testing, Accountability Data Processing, and Grant Development teams. (See letters of support from Dr. Jason Schoeneberger, Senior Research Analyst, Charlotte Mecklenburg Schools and Dr. Drew Maerz, Director of Testing and Accountability, Asheboro City Schools.) The following list provides other examples of positions in the state that require degrees such as the one we propose that happened to be open in spring 2013:

- NC Department of Public Instruction
 - Accountability Services Division (*N*=5 positions)
 - Test Development (*N*=5 positions)
 - Regional Accountability Coordinators (*N*=6 positions)
- Institutions of Higher Education (non-faculty positions, from websites)
 - Institutional Effectiveness (or Research) in North Carolina Community Colleges (*N*=3 positions) from <http://www.nccommunitycolleges.edu/jobs/index.aspx>
 - Institutional Research in North Carolina University Systems (*N*=42, directors and researchers) from https://uncjobs.northcarolina.edu/applicants/jsp/shared/search/SearchResults_css.jsp
 - Independent Colleges and Universities (*N*=14; <http://www.ncicu.org/member.html>)
 - Private Research Groups in North Carolina (*N*=50; e.g., MetaMetrics, Center for Research on Education, Praxis, and others)
- Local and Regional Public and Private School Systems
 - Testing coordinators for North Carolina Public School Local Educational Agencies (*N*=156 positions)
 - Educational researchers and program evaluators for North Carolina Public School Local Educational Agencies (*N*=10, in larger districts)
 - Charlotte-Mecklenburg Schools Office of Accountability (*N*=5)

3. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

The Hanover Research report indicates there are three institutions in North Carolina that operate similar Ph.D. programs:

- University of North Carolina at Chapel Hill (UNC Chapel Hill)– Educational Psychology, Measurement, and Evaluation (EPME) Quantitative Research Methods Emphasis Area (170 miles)
- University of North Carolina at Greensboro (UNCG)– Educational Research Methodology (95 miles)
- North Carolina State University (NCSU)– Education Research and Policy Analysis (180 miles)

These established nationally recognized programs all have a strong theoretical component and typically train graduate students for positions in institutions of higher education or testing companies. For example, the EPME Quantitative Research Methods Emphasis Area at UNC Chapel Hill focuses on statistics. The Educational Research Methodology program at UNCG focuses on measurement and psychometrics. Although there are similarities between the foundational courses and applied research

courses in the Education Research and Policy Analysis program at NCSU and the proposed program at UNC Charlotte, the NCSU program specializes in Higher Education Policy and K-12 Policy. These three existing programs at UNCG, NCSU, and UNC have excellent reputations with nationally known scholars, and they have a history of producing professionals that have made an impact in North Carolina, nationally, and internationally.

According to UNC-GA Institutional Research, enrollments for the UNC Greensboro and NC State programs are healthy and growing. (Chapel Hill’s program is a concentration embedded in a larger Ph.D. program, and we do not have data by concentration). NC State’s enrollment has tripled in the last five years.

Table 2: Enrollment Data for Similar Programs at NC State and UNC Greensboro

	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13	Fall 13
130601 NC State Educational Evaluation and Research	30	29	32	32	33	31	47	46	69	68	87	82	105
130604 UNCG Educational Assessment, Testing, and Measurement	19	17	16	15	19	20	19	18	29	26	32	30	28

In comparison to other institutions in North Carolina, UNCC has a generalist approach, which requires students to take courses from all areas (methods, measurement, and statistics) while the curricula for UNC Greensboro’s program are more narrowly focused and require more advanced-level courses in one focused area. NC State has a policy research focus in their required curriculum and no measurement courses. UNC Chapel Hill requires a strong theoretical foundation in the required courses.

The goal at UNC Charlotte is to have an excellent program that recruits in the Charlotte region, focuses on the needs within the Charlotte region, and creates a synergy for improvement in local educational settings. Because the program will require at least 50% face-to-face courses and the other 50% in hybrid courses, we do not expect to recruit students beyond the Charlotte region. We know the need for the program in Charlotte and the region is great. (See letter from Jason Schoeneberger and Scott Gartlan as examples of students who sought alternatives to this degree program but wished for this proposed program; Jason chose to go to University of South Carolina and Scott is currently a student in the UNC Charlotte Ed.D. Educational Leadership program within the Research Track.)

Summary of Responses to the Proposed Program (as Requested by the EPPP Committee)

This proposed program document has been reviewed by the following groups: faculty and administrators in the Department of Educational Leadership at UNC Charlotte; faculty and administrators in other departments in the College of Education at UNC Charlotte; UNC Charlotte university administrators, including Chancellor Dubois, Provost Lorden, Vice Chancellor for Research and Economic Development Robert Wilhelm; Directors of Centers and Institutes at UNC Charlotte; seven area superintendents; eight other Charlotte-area community partners/agencies; Hanover Research (a market research company); and Academic Analytics (business intelligence data company). Deans from

three nationally recognized colleges of education at George Mason University, the University of Louisville, the University of South Carolina also provided reviews.

The deans from NC State, UNC Chapel Hill, and UNC Greensboro recommend that UNC Charlotte's program be an Ed.D. rather than a Ph.D. because of its focus on developing practitioners into researchers. We disagree that this program should be an Ed.D. First, as found by Hanover Research and by our own analyses, there are meaningful differences between UNC Charlotte's proposed doctoral program and established ERME-related programs in North Carolina, allowing for the regionally located Charlotte program not to be redundant. Given that all four programs emphasize educational research, there will be common themes in the curriculum. However, the goal of the proposed program is not to compete with these existing programs, but to provide an opportunity for Charlotte area educational professionals to become part of a research community that focuses on local issues and problems. Potential candidates who have aspirations of being professors of educational research, measurement, and evaluation or psychometricians at research universities are not our primary target audience.

Second, this program is not characteristic of what the Carnegie Foundation defines as an Ed.D. but better reflects the goals and outcomes of a Ph.D. The Carnegie Project on the Education Doctorate (CPED) (www.cped.org), a national effort aimed at strengthening the Education Doctorate, defines the Ed.D. differently from a Ph.D. The Ed.D. is focused on strengthening teacher and school administrative leadership. Indeed, the research questions posed by Ed.D. students are different from those seeking a Ph.D. In the UNC Charlotte College of Education, Ed.D. students asked the following questions for their dissertation:

- Are their differences between principals in urban and rural high schools with respect to their attitudes toward the North Carolina teacher performance evaluation system?
- Are principal ratings of teacher performance across Standards I through V on the North Carolina teacher performance evaluation system associated with the ratings teacher receive for Standard VI from the EVASS value added models?

In contrast, educational researchers with a Ph.D. in Education, Research, Measurement, and Evaluation might ask questions more like those posed by the Institute for Social Capital mentioned earlier. Other questions asked of educational researchers might instead look like this:

- How do children served by the Council for Children's rights fare in school compared to a matched sample of children not served by the Council? What impact these achievement differences, if anything?
- Is the homogeneity of effect size test robust to violations of normality of primary data from educational evaluation studies?
- Will violations of homogeneity of variance influence the type I error rate of a special case of the homogeneity of effect size test when applied as a post hoc comparison test following ANOVA?
- Does the North Carolina kindergarten readiness formative assessment demonstrate measurement invariance across subgroups of ELL and native English speaking children?
- Is there evidence of differential item functioning across ELL and native English speaking children on the North Carolina kindergarten readiness formative assessment?

As these questions show, those seeking an Ed.D. ask practitioner-oriented questions. The Ph.D. student asks questions of methodology or of large databases that can be generalized to national audiences while also solving complex local problems.

Further, the student characteristics of those seeking an Ed.D. and those seeking a Ph.D. in education are different. The following table was developed by faculty at University of Missouri-Columbia as they strove to differentiate their Ed.D. from their Ph.D.

Ed. D.	Ph.D.
<i>Primary Career Intention</i>	<i>Primary Career Intention</i>
Administrative leadership in educational institutions or related organizations (e.g., superintendent, assistant superintendent, staff developer, curriculum director).	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
<i>Degree Objective</i>	<i>Degree Objective</i>
Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competence in conducting scholarship and research that focuses on acquiring new knowledge.
<i>Knowledge Base</i>	<i>Knowledge Base</i>
Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
<i>Research Methods</i>	<i>Research Methods</i>
Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation. Could include work in management statistics and analysis.	Courses are comparable to doctoral courses in related disciplines. Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis and writing.
<i>Internship</i>	<i>Internship</i>
A field internship or experience appropriate for intended professional career. Students demonstrate proficiency in program evaluation as part of the experience.	Practical experiences required in both college teaching and research. Expectations that students will present at a professional conference.
<i>Comprehensive Knowledge Assessment</i>	<i>Comprehensive Knowledge Assessment</i>
Written and oral assessments are used (e.g., comprehensive exams). Knowledge and practice portfolios provide evidence of ability to improve practice based on theory and research as well as demonstration of competencies.	Written and oral assessments are used to evaluate an understanding of the theoretical and conceptual knowledge in the field, as well as its relevance to practice and to evaluate competence in conducting research to acquire new knowledge.
<i>Dissertation</i>	<i>Dissertation</i>

Well-designed applied research of value for informing educational practice. Reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
<i>Dissertation Committee</i>	<i>Dissertation Committee</i>
Committee includes at least one practicing professional in an area of relevance to candidate's program and possibly faculty from other institutions, evaluate candidate's applied research.	Composed primarily of active researchers in areas relevant to students' areas of interest. Should include at least one faculty member from a related discipline or from another institution.

The Education Research track in our current Ed.D. program was developed out of local demand. We never recruited for this track but developed it because students asked for it. Our current Ed.D. students are only required to take 18 credit hours of research methods, while the proposed Ph.D. program requires a minimum of 39 credit hours of research methods. If the Ph.D. is approved, we will eliminate the Education Research track in the Ed.D.

The current proposed doctoral program has a different mission and character from an Ed.D. and definitely fits the goals for a Ph.D., training practitioners for empirical research on teaching and learning. Finally, we worry that the large and growing Charlotte region will suffer from lack of high quality educational researchers because the potential students cannot move to another city in the state for a Ph.D. program. Our region needs this degree and UNC Charlotte has an extraordinary faculty ready to deliver it. (See pages 16-18 for faculty expertise.)

Overview of Revisions Made Based on Feedback

The original proposal for the program was sent to many reviewers in Spring of 2013, including to the Education deans at NC State, Chapel Hill, and Greensboro. That program was exactly the same as it is today—same admissions criteria, courses, focus, faculty, and partners. One change in the proposal is the number of students we expect and hope to serve. With the additional researcher we expect to hire who will focus on value added studies that link teacher preparation programs to K-12 outcomes, we now expect that we can admit up to 12 students per year (we previously said 8). We can make this change because there is room in the courses. That is the only change of substance.

The real difference in the proposal has to do with clarity, language, and support for the program. After feedback from reviewers, we decided it was important to conduct a feasibility study (Hanover Research) and an analysis of capacity (Academic Analytics); we suspected some did not know about the talent at UNC Charlotte. Both reports provided additional data we included in the proposal. We also described more deeply the sorts of internship experiences the students will have through our many centers and institutes with large integrated databases. We clarified the goals of the program and the sort of candidates we will admit to the program. Finally, we emphasized more frequently that this program will be created from existing courses and faculty, and we will recruit in the Charlotte area, a region that desperately needs more high quality educational researchers, as shown by the many letters of support accompanying this proposal.

Feasibility of Collaboration across Programs

Many opportunities are available for collaboration across the four institutions. First, we anticipate that some of our students will want to take courses from the talented professors in our sister institutions, and we will encourage it to the extent that courses are available to students online or in the Charlotte area. Indeed, NC State has one successful doctoral program on the UNC Charlotte campus. We recently held meetings (March and May, 2014) and have another meeting scheduled (August, 2014) to discuss how professors at the two universities can work together to better serve all our doctoral students (e.g., as experts on certain topics, sitting on dissertation committees of students from the other institution, cross listing courses). We also expect to build on the current collaborations among institutions to evaluate programs across several UNC universities. For example, several UNC Colleges of Education (including Chapel Hill, NC State, East Carolina, and UNC Charlotte) are exploring how to use the new tool, edTPA (www.edtpa.org) to measure teacher performance. We envision a collaboration with Education, Policy Institute Consortium (EPIC), and UNC-GA to track NC teacher education program graduates with the use of the edTPA as a variable (teacher performance) – a variable not yet examined in the UNC-GA work -- to ultimately study the “why” behind teacher effectiveness in North Carolina public schools. The deans of UNC Charlotte, NC State, East Carolina University, and UNC Greensboro recently collaborated on an AACTE proposal to share a descriptive study comparing our teacher preparation programs.

Finally, UNC Charlotte’s strong teacher preparation program (2nd largest in NC) and geographic location provide natural partnerships with other institutions. For example, examining the effectiveness of teacher education support and teacher professional development programs (i.e., the Children’s Defense Fund Freedom School, the Urban Education Collaborative, the Beginning Teachers Support Program, and the Charlotte Teachers Institute) are important topics for all teacher preparation programs. UNC Charlotte has expertise and access to urban schools, and multiple opportunities are available for investigating educational activities that enhance urban education. The Ph.D. in Education Research, Measurement, and Evaluation thus provides an opportunity to enhance other institutions’ research activities and answer important questions about improving education for all students.

4. Are there plans to offer all or a portion of this program to students off-campus or online? If so,

a. Briefly describe these plans, including sites and method(s) of delivering instruction.

The proposed UNC Charlotte Ph.D. program will accommodate both full- and part-time students. Many students in this program will be adults working full-time. To better meet the students’ needs, approximately 50% of all course work will be delivered in classes that meet face-to-face on campus or in our Center City Building in centrally-located Uptown Charlotte and the remaining 50% will be delivered through distance education technologies, with each of the on-line courses a “hybrid” model. This instructional delivery will appeal to busy working adults and provide opportunities to bring students together for collaborative learning, while allowing time for self study. Faculty members in the College have extensive experience with online learning and create outstanding student experiences in these courses.

b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

While there are other institutions that offer 100% online programs (e.g., the University of Phoenix), none of these programs offer a Ph.D. in educational research. Most of the institutions in North Carolina offer some blend of face-to-face and distance education classes at the doctoral level. Instructors in the

proposed program have a deep understanding of the needs of North Carolina educators, and especially the needs of the greater Charlotte area, which will make this an ideal program for improving education in the state.

c. **What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online:** 50%

d. **Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:**

First Year Full-Time 2 Part-Time 8-10

Fourth Year Full-Time 2 Part-Time 8-10

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

5. **Estimate the total number of students that would be enrolled in the program during the first year of operation:** Full-Time 2 Part-Time 8-10

Estimate the total number of students that would be enrolled in the program during the fourth year of operation: Full-Time 8 Part-Time 32-40

6. **Will the proposed program require development of any new courses:** Yes ____ No X
If yes, briefly explain. NA

7. **Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)**

a. New Faculty: Yes ____ No X

b. Additional Library Resources: Yes ____ No X

c. Additional Facilities and Equipment: Yes ____ No X

d. Additional Other Program Support: Yes ____ No X

8. **For graduate programs only:**

a. Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program? Yes ____ No X

b. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

9. **For doctoral programs only:**

a. **Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.**

The University of North Carolina at Charlotte is a state-of-the-art institution with all necessary components for developing scholars and researchers. As examples, the J. Murray Atkins Library contains more than one million volumes and state-of-the-art computer labs. Atkins library is a leader in digital collections acquisitions and management, doubling the size of the collection to two million volumes from 2007 to 2014. Furthermore, the library currently has one full-time education librarian and is advertising for a second education librarian with hope that the position be filled by May 1st, 2014. The College of Education building has smart classrooms, two computer labs, and two computer teaching labs. All classrooms are technology enhanced. As stated, the proposed new program requires no new resources.

The College of Education is continuing to grow in talented researchers each year and in the number of faculty members conducting funded research. In 2013, the College brought in nearly \$8M in new grant funds, for a total of \$20M in active grant funding, with some of the largest grants from the National Science Foundation (NSF) and the Department of Education (DOE) Institute for Education Sciences (IES). IES has awarded grants to only a few Colleges of Education in the state. IES funds only what is widely considered the “gold standard” of education research. Many of the Ph.D. students in the proposed Education Research, Measurement and Evaluation Program will have opportunities to work directly with faculty on such funded projects.

The College of Education has made other recent additions to its research infrastructure. To assist with post-award grant activity, the College hired a grants manager to assist faculty in administering their grant funding. In October 2013, the College hired its first Associate Dean for Research and Graduate Studies to oversee all research conducted in the College. In January of 2014, the College hired an experienced pre-award grants manager from Brookhaven Labs in Long Island. This new hire, who also spent many years in the SUNY system of higher education, assists faculty in identifying funding sources, organizing grant proposals, developing budgets, and providing the infrastructure for faculty development around research. This new infrastructure is visible through the new dedicated space for The College Research Office. While most of the activities of this new office have been practiced for decades in the College, the volume of the grant awards and scholarship has increased significantly, necessitating new space and a new identity for the College of Education around research and grant procurement.

The greatest strength of the program will be the faculty who teach and advise students. The Department of Educational Leadership has nine tenured or tenure-track research faculty members who teach in graduate-level programs in the College of Education. All faculty members have research agendas that support the University's and the College of Education's mission and contribute to improving education in North Carolina. Many of these faculty members have extraordinary research publication records and most publish works with graduate students, scaffolding the students' research and scholarly output. Examples of the top tier journals in which the faculty have published include the *International Journal of Education*, *Research Measurement and Evaluation in Counseling and Development*, *Journal of Psychoeducational Assessment*, *Educational Research & Development*, *The Journal of Educational Research*, *Educational and Psychological Measurement*, *Journal of Special Education*, *Exceptional Children*, *Journal of Educational Measurement*, *Applied Psychological Measurement*, *Contemporary Educational Psychology*, and *Educational Research Quarterly*, to name some.

Research faculty members at UNC Charlotte have regional, national, and international reputations. For example, researcher Dr. Bob Algozzine is frequently cited in the ISI Web of Knowledge database, which

highlights the top 250 researchers in the United States. Dr. Richard Lambert is a member of the technical advisory group for the Head Start Family and Child Experiences Survey. Dr. Claudia Flowers serves on the North Carolina Department of Public Instruction Technical Advisors Panel, which examines the technical quality of the public school assessment and accountability system and makes recommendations for system improvement. Dr. Chuang Wang is writing a book on Hierarchical Linear Modeling (HLM), one of the more sophisticated statistical procedures students in the new program will learn. These are only a few of the outstanding faculty with expertise in educational research methodology and design who will teach and advise in this program. In addition to research methodology faculty, UNC Charlotte has distinguished faculty members in endowed professorships in secondary areas, including Drs. Diane Browder in Special Education (an O. Max Gardner awardee) and Chance Lewis in Urban Education, all of whom are able to provide additional contextual expertise and opportunities for applied study. (See letters from Bowder and Lewis in proposal attachments).

In order to provide an unbiased view of the nine faculty members who will teach in this program, we called upon Academic Analytics to compare the productivity of these faculty members against faculty members in similar programs. Academic Analytics compared our faculty's productivity against the productivity of *all* programs in the U.S. with Ph.D. programs in Education Research Measurement and Evaluation. The company examined the percentage of faculty with articles, books, citations, and grants and compared the number of each by raw number and percentile. On every measure, UNC Charlotte education research faculty were above average. Some were in the top quintile on some measures. When each member was placed into a quintile chart, based on average number of citations, average number of articles, average number of awards, average number of books, average number of grants, and average number of grant dollars, two of UNC Charlotte's research faculty fell into the top quintile, three fell into the second quintile, 3 fell into the third quintile, and one fell into the 4th quintile. None were in the bottom quintile. This is an extremely impressive group. (The full report is available upon request.)

Finally, in response to the Council for the Accreditation of Educator Preparation (CAEP)'s new, highly rigorous teacher education accreditation standards (described earlier in this proposal), the College of Education has hired an additional researcher whose expertise focuses specifically on evaluation of educational programs that link program attributes to student outcomes (value-added studies). Dr. Ann Cash was enticed to come to UNC Charlotte from Johns Hopkins University in part because of the research talent in the College. Students interested in working directly on such important studies will have experts as guides.

Descriptions of all faculty members' research achievements and interests are found in the Appendix. All College of Education faculty members are active in state, national and international professional organizations. In addition, faculty members have published over 900 articles in peer-reviewed journals and they serve as editors, co-editors, and reviewers for top-tier journals in their field. Research faculty members' responsibilities include providing support for students' involvement in creative, scholarly, and research endeavors. These faculty members have served on over 200 dissertation committees and have published over 150 articles with students. Graduates of the Ph.D. in Education Research, Measurement, and Evaluation will have the skills to readily apply research and scholarship to improve North Carolina's educational systems.

- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.**

As presented above, there is an experienced cadre of outstanding research faculty sufficient to operate the program so no new hires will be needed. Our College has had many doctoral students in the Educational Leadership program who wished to study educational research methodology. Those students were advised to take multiple research courses as a “concentration” in their Educational Leadership program. As stated, the courses for this program already exist in the College, and the new program will allow more students in each class, serving as a model for efficiency. The modest number of new admits to the proposed program (8-12 per year) will not necessitate any new funds. An additional revenue source that will help support doctoral students’ research is the Center for Educational Measurement and Evaluation (CEME). CEME obtains external funds to conduct research in schools and other educational agencies and currently employs two doctoral students. Further, the external funding for the College of Education, which has exceeded five million dollars of new awards per year for the past five years (and \$8M in 2013), will allow employment of graduate assistants and research associates. Many students in the program will continue to work and will not require assistantship support.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

The new program will not require new graduate student stipends or related tuition benefits. The program is aimed primarily at working professionals. With our existing funds we should be able to hire up to eight full-time students as 20-hour-per-week graduate assistants over the course of four years. This will accommodate the needs of full-time students in the program. (We expect to admit two full-time students a year.) Currently, the department hires students outside of the College of Education to help fill many of the graduate assistant positions. In addition to the nine-month stipend that each student will receive, students will be able to take advantage of the Graduate School’s Graduate Assistant Support Plan (GASP), a program that provides full payment of tuition and health insurance for full-time doctoral students with graduate assistantships and fellowships.

10. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Primary Contact

- Claudia Flowers, Professor of Educational Research, ClaudiaFlowers@uncc.edu, 704-687-8862

UNC Charlotte Faculty

- Lynn Ahlgrim-Delzell, Assistant Professor of Educational Research, laahlgri@uncc.edu, 704-687-8636
- Bob Algozzine, Professor of Educational Research, rfaigozz@uncc.edu, 704-687-8859
- Sandra Dika, Assistant Professor of Educational Research, sdika@uncc.edu, 704-687-8873
- Claudia Flowers, Professor of Educational Research, ClaudiaFlowers@uncc.edu, 704-687-8862
- Dawson Hancock, Associate Dean for Research and Graduate Studies and Professor of Educational Research, dhancock@uncc.edu, 704-687-8863
- Do-Hong Kim, Associate Professor of Educational Research, dkim15@uncc.edu, 704-687-8874
- Richard Lambert, Professor of Educational Research, rglamber@uncc.edu, 704-687-8867
- Jae Hoon Lim, Associate Professor of Educational Research, jhlim@uncc.edu, 704-687-8864

- Chuang Wang, Associate Professor of Educational Research, cwang15@uncc.edu, 704-687-8708

Outside Members of Planning Committee

- Jason Schoeneberger, Charlotte-Mecklenburg Schools Research and Evaluation Analysis, jasona.schoeneberger@cms.k12.nc.us, 980-343-1718
- Terri Manning, Director of Research at Central Piedmont Community College, Terri.Manning@cpcc.edu, 704-330-6592

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____

Date _____

References

Burkhardt, H. & Schoenfeld, A. H. (2003). Improving educational research: Towards a more useful, more influential, and better-funded enterprise. *Educational Researchers*, 32(9), 3-14.

William, D. (2008). What should education research do, and how should it do it? *Educational Researcher*, 37, 432-438.



Asheboro City Schools

...the subject is excellence

1126 S. Park St. • Asheboro, NC 27203 • (336) 625-5606 • (336) 629-1330, fax • dmaerz@asheboro.k12.nc.us

October 1, 2013

Dean Ellen McIntyre
College of Education
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dr. McIntyre,

It was a pleasure to review the proposed Ph.D. program in Research, Measurement and Evaluation at UNC Charlotte. The proposal clearly aligns with and supports the institutional mission of the University of "Stimulating increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region." In addition, the program could also fill a regional need within our K-12 schools. There is a shortage of highly qualified educators with the knowledge and skills of using research to inform teaching and learning.

The College of Education at UNC Charlotte, its member institutions and centers, and regional school districts have a strong record of collaboration. These partnerships continue to prove successful in identifying and addressing the major educational needs within the greater Charlotte Region. The proposed Ph.D. program will offer substantial opportunities to enrich these programs and partnerships by stimulating increased research into the specific needs of the K-12 educational institutions. The program, built upon the documented expertise and experience of the nine faculty members, will enable doctoral-level professionals to engage in research in support of local school districts: Aligned with the University and College of Education's missions, this research could potentially inform and improve education in the Charlotte area and throughout the Carolinas.

The proposed Ph.D. program extends the current scope of doctoral opportunities at the University and in North Carolina. Current UNC Charlotte doctoral opportunities build expertise in the specific content areas of educational leadership, special education, curriculum and instruction, or counseling, while offering research electives within the program of study. The proposed program will blend expertise in research, measurement and evaluation, with the practical needs of educational systems. In North Carolina K-12 educational institutions, there is currently a dearth of expertise in this blending of theory and application. While three other North Carolina universities provide doctoral studies in educational research, this proposed program would be unique in producing skilled researchers who are equally adept in educational practice.

In summary, the proposed Ph.D. Program in Research, Measurement and Evaluation has the potential to develop highly qualified educators who can use research to inform educational practice. A program that links theory and application is needed to address the rapid educational changes and requirements faced within our schools and within North Carolina.

Sincerely,

Drew R. Maerz, Ed.D.
Director of Testing and Accountability



4401 Old Airport Road
PO Box 388
Concord NC 28026-0388

704-262-6123
704-262-6175 fax

January 14, 2014

Dr. Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross,

With great enthusiasm, I wish to express my strong support of the Ph.D. in Educational Research, Measurement, and Evaluation proposed by the Department of Educational Leadership at the University of North Carolina at Charlotte. I am most impressed by the group of outstanding research methodologists ready to provide our region with skilled researchers ready to help solve some of the most pressing problems in education.

Cabarrus County Schools is a data-driven organization, collecting and analyzing data with which to monitor and influence the academic progress of our students. Locating and hiring professionals with the knowledge and skills to analyze large volumes of quantitative and qualitative data is difficult. Graduates of UNC Charlotte's Ph.D. in Educational Research, Measurement, and Evaluation program would have the expertise that would allow us to examine school and student performance data with which to create programs and make decisions that can develop the full potential of every student in our district.

Cabarrus County Schools wishes to partner with UNC Charlotte to provide Ph.D. students with practical experience working with our data to inform the decisions for the children in our district. I recommend this program without reservation.

Please feel free to contact me if you need additional justification for establishing this degree program. I am available to discuss with you further if you so desire.

Sincerely,

A handwritten signature in blue ink that reads 'Barry C. Shepherd'.

Barry C. Shepherd, Ed.D.
Superintendent



Carolinus HealthCare System

*Division of Medical Education
Lisa Howley, PhD, MEd*

*AVP, Medical Education & Physician Development
Director, Center for Physician Leadership*

September 10, 2013

Dean Ellen McIntyre
College of Education
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dr. McIntyre:

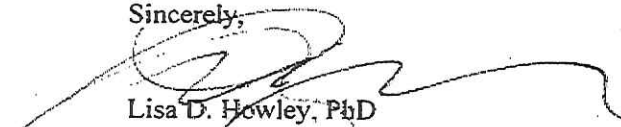
Dr. Claudia Flowers shared with me the proposed plan for a new doctoral program in educational evaluation and research. As a former faculty member within the College and educational researcher, I am thrilled to hear that this plan is moving forward and am very confident it will evolve into an excellent program for our future scholars in educational research.

The nine faculty members supporting this prospective program and the College of Education are extremely well suited to provide transformative doctoral-level training to our region. These faculty members' collective expertise in research methods, statistics, measurement and evaluation are impressive and will benefit your future doctoral students. Particularly striking is the proposed mission, goals and objectives of the program: Its emphasis on action and outcomes-based research is particularly important in today's climate and culture of education.

On behalf of the Division of Medical Education at Carolinus HealthCare System, I strongly support the addition of this program to our region and welcome future collaborations between healthcare practitioners and educational researchers. I also welcome the opportunity to meet with you to discuss potential collaborative partnerships.

I strongly support the development of this program and wish you great success as you move forward with this important endeavor.

Sincerely,



Lisa D. Howley, PhD
Assistant Vice President of Medical Education & Physician Development
Division of Medical Education
Carolinus HealthCare System
LDH:nbb



CENTRAL PIEDMONT COMMUNITY COLLEGE

August 22, 2013

Dean Ellen McIntyre
College of Education
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dean McIntyre,

I am an associate vice president over Institutional Research, Institutional Effectiveness, Quality Assurance and the Center for Applied Research at Central Piedmont Community College. I employ a staff of approximately 16 who function as educational researchers, evaluators and data analysts. Many of my staff members have master's degrees and would like to complete doctorates but have few choices that are a fit with their job roles and responsibilities. I have looked at the Ph.D. plan of study in Research, Measurement, and Evaluation and I am excited about the opportunities this program will bring to the community-based and educational institutions in the region.

In the current economy, creating a culture of evidence is critical in educational institutions. Decisions are made daily based on data and information that impact college policy and student outcomes and success. The need for analytics that predict student strengths and barriers is becoming greater and greater, particularly in the Charlotte region where students transition from K-12 to community college to the university all in the same county. This doctoral program will provide quality advanced training to staff members currently employed in the 58 community colleges in North Carolina but will be the most helpful for the many community colleges and universities in the Charlotte statistical area. It will also help establish a link between staff currently working in these fields to increase communication thus impacting student outcomes.

Central Piedmont Community College works regularly with UNC-Charlotte on articulated curricula and student tracking between institutions. The Center for Applied Research has conducted the last three follow-up studies of UNCC graduates for the University Career Center for Work, Service, and Internships. Several of my staff members mentioned this new potential Ph.D. program to me and indicated they were waiting for its formal approval so they could apply.

I am very excited about this new opportunity for UNC Charlotte and am looking forward to working with the program faculty on this new Ph.D. program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terri M. Manning', written in a cursive style.

Terri M. Manning, Ed.D.



January 23, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223

Dear Dean McIntyre,

I was very excited to read about the new Ph.D. in Education Research, Measurement, and Evaluation proposed by the Department of Educational Leadership in the College of Education at UNC Charlotte. I found the proposal to highly worthy and needed and am writing to show my full support. In 2012, I served on Superintendent Morrison's Task Force on an Accountability Framework. That experience affirmed, in my mind, the need to measure, collect the data and then use the data to improve processes and outcomes.

The program you are seeking to create will prepare researchers who can analyze education data for all sorts of educational institutions, including school districts, companies, and government and other non-profits agencies. I appreciate that the College of Education is well aware that educational programs and products often work outside of schools, and recognizes that these agencies will need to have experts ready to evaluate program innovations. In today's world of "big data," it is essential that we have professionals prepared to conduct rigorous studies with multiple variables that can inform practice. I believe the UNC program will produce such professionals.

I look forward to watching the progress of this program and the graduates of it who can help make the Charlotte region a better place through improved education. I support the program without reservation.

UNC Charlotte has a growing reputation for excellent programs and I am proud to support another one.

Sincerely,

A handwritten signature in black ink that reads "Natalie Haskins English". The signature is written in a cursive, flowing style.

Natalie Haskins English
SVP, Public Policy

August 23, 2013

Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

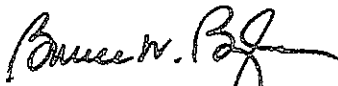
Dear President Ross:

I am writing to strongly endorse the University of North Carolina at Charlotte's proposed Ph.D. in Educational Research, Measurement, and Evaluation.

Each year we hire professionals who must establish systems that collect and analyze data related to student achievement. These data must then be evaluated and presented in ways that teachers and administrators can use to improve the learning of every student. This is a difficult task that requires talented and well-trained researchers who can work with educators at all levels to apply the results in practice. This proposed Ph.D. in Educational Research, Measurement, and Evaluation program will produce the professionals needed to accomplish these tasks in our school district.

Please feel free to contact me if I can provide additional information as you consider this important proposal.

Sincerely,



Bruce W. Boyles, Ed.D.
Superintendent

Jan. 13, 2014

Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross:

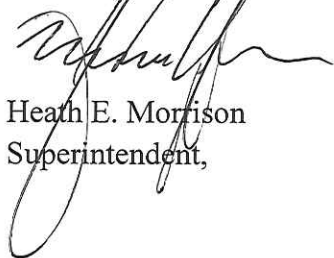
It was my pleasure to review the proposal for the new Ph.D. in Educational Research, Measurement, and Evaluation by the Department of Educational Leadership at the University of North Carolina at Charlotte. I write to support the program fully, as it is a significant need in the region community right now.

Public schools today face formidable challenges regarding student achievement and accountability of performance. Relying on external consultants to advise us on these issues does not help grow capacity of our employees to understand, use and manage data. UNC Charlotte's proposed Ph.D. program in in Educational Research, Measurement, and Evaluation directly supports our vision to develop professionals who can design and implement high quality programs, collect and analyze school data, and help principals ensure that we provide every student the opportunity to succeed.

A helpful feature of the proposed program is "real world" practicum experience that will be required of the graduate students. We need graduates of the program ready to analyze large sets of data so we can make informed policy decisions for all students. We advocate strongly for the program will produce the next generation of policy analysts for the Western part of North Carolina.

If you would like further evidence of the need for this Ph. D. program, please contact me.

Sincerely,



Heath E. Morrison
Superintendent,

August 27, 2013

Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross:

I very much support approval of the University of North Carolina at Charlotte's proposed Ph.D. in Educational Research, Measurement, and Evaluation.

As the second largest school district in North Carolina, Charlotte-Mecklenburg Schools collects large volumes of school data related to student achievement and school performance. As a result, we have an ongoing need for professionals who can analyze and interpret these school data in order to ensure the success of every child in the district. The Ph.D. in Educational Research, Measurement, and Evaluation proposed by UNC Charlotte will produce professionals with the expertise that we greatly need in order to accomplish these tasks.

We look forward to the establishment of this program in our region.

Sincerely,



Ann Blakeney Clark
Deputy Superintendent

August 24, 2013

Dean Ellen McIntyre
College of Education
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dr. McIntyre:

It is my pleasure to write a letter in support of the proposed Ph.D. in Research, Measurement, and Evaluation at the University of North Carolina at Charlotte (UNCC) in the College of Education.

I am currently a Senior Analyst and Interim Director in the Research & Evaluation department in Charlotte-Mecklenburg Schools (CMS) and am also under a 3-year contract with the UNCC College of Education as an Associate Faculty member. As a Senior Analyst, I am responsible for the acquisition, summarization and analysis of data and information to inform policy and planning decisions in CMS. The majority of my work involves conducting research and evaluation projects related to specific policies or programs instituted in CMS, as well as the creation, management and analysis of all large, annual surveys in CMS. As an Associate Faculty member at UNCC, I am currently teaching Education Research Methods in Fall 2013 semester to the CMS Principal Pipeline cohort focusing on principal development.

I have reviewed the request to plan the Ph.D. in Research, Measurement, and Evaluation program and am excited about impact and quality of the program on the educational system in Charlotte, North Carolina and the country at large. As an analyst and person responsible for filling vacancies, I can assure you that CMS typically struggles to find well-trained researchers with a focus devoted to education. Given Charlotte's prominence as a banking center, many individuals applying to positions in our department have some of the required data management skills, but lack the contextual appreciation for the education environment and do not necessarily possess the inferential quantitative skills we are looking for. In the past we have attempted to recruit students from the two nearest educational research programs (UNC-Greensboro and University of South Carolina), but have been unsuccessful in obtaining students from those programs. We typically lose UNC-Greensboro students to educational institutions on the eastern side of North Carolina, and many students from the USC program remain in their state as well. A local program providing Ph.D. level training in education research would greatly benefit the policymakers in CMS and ultimately, the greater Charlotte Community.

On a larger scale, a local Ph.D. program in Research, Measurement, and Evaluation would provide positive experiences for both CMS and students of the program. Charlotte-Mecklenburg Schools would benefit by having both students and graduates of the program engaging in high-quality research efforts that will ultimately improve the academic experience for CMS students, create a more fiscally efficient school system, and inform the community about the efforts within CMS that are positively impacting students. In turn, students and graduates of the Ph.D. program would gain valuable experience in an applied setting outside of the classroom, where they can engage in data mining activities, qualitative data collection, and develop skills in summarizing technical information to non-technical audiences. The value in hands-on experience in the educational research setting cannot be overstated.

Several years ago, Dr. Dawson Hancock, Dr. Bob Algozzine and myself collaborated to formalize a relationship between the UNCC College of Education and the CMS Research & Evaluation office. As part of that agreement, Dr. Algozzine has served as the liaison between our respective institutions, offering not only his personal expertise and insight, but also connections to other faculty in the college of education. On several occasions, Dr. Algozzine brokered assistance from other faculty members to engage in educational research work that otherwise would have to have been completed by CMS staff. In turn, UNCC faculty logged the hours as part of their service requirement, and also gained access to CMS data. Also, UNCC has assigned a graduate assistant to process all UNCC COE student requests to conduct research in CMS; yet another instance of off-setting work that otherwise would be completed by CMS-based staff. Overall, the relationship that exists between UNCC COE and CMS Research and Evaluation has been mutually beneficial and a positive experience for everyone involved.

On a more personal note, I would have greatly appreciated the existence of this program back in 2007. As a working professional looking to obtain a Ph.D. in education research, I had two options available to me given my location here in Charlotte: UNC-Greensboro and USC-Columbia. The UNC-Greensboro program was an excellent program, but was, and I believe still is, a more psychometrically-oriented program. I ultimately chose to attend USC and had a great experience, but at a great cost. Commuting 180 miles roundtrip, twice a week, for nearly 4 years and the inability to engage more heavily with fellow graduate students in applied settings made my completion of the program that much more difficult. A similar program here in Charlotte would provide an avenue for local students to obtain a more developed skill-set and higher professional degree right here in their community. I would say as of right now, there are probably three individual working in CMS that would be interested in this program were it established at UNCC.

In conclusion, I fully support the efforts of the UNCC College of Education as they seek support to establish a Ph.D. in Research, Measurement, and Evaluation program designed to prepare professional who seek advanced research and statistical skills and leadership positions in education institutions, with the intent of utilizing their skills and abilities to help improve the educational experience for students in North Carolina and beyond. I hope that should the program come to fruition, I can be involved in my role with CMS or even continuing my role as a faculty member.

Sincerely,



Jason Schoeneberger

Senior Research Analyst, Charlotte Mecklenburg Schools

Associate Faculty Member (Adjunct), University of North Carolina at Charlotte

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Susan K. Campbell, Ph.D.
Executive Director

601 East Fifth Street
Suite 510
Charlotte, NC 28202
704/372.7961 office
704/372.5941 fax
www.cfcrights.org



a United Way agency



Council for Children's Rights

January 31, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223

Dear Dean McIntyre,

I read with great interest the Department of Education's proposal for a new Ph.D. program in Education Research, Measurement, and Evaluation. As the Executive Director of the region's largest children's advocacy organization, I know quite well how important it is that education policy and practice be informed by high quality research. I am writing to offer my full support for the program.

We are currently involved in a search for a Director of Research and Planning, and the job description for this individual dovetails nicely with the kind of professional this program is designed to produce. In today's world of "big data," it is essential that we have professionals prepared to conduct rigorous studies with multiple variables that can inform practice. It is also critical that these folks can translate the data for those in decision-making roles. I believe the UNC program will produce such professionals.

We have worked closely with UNC-Charlotte over the years, in partnership with the Urban Institute, Institute for Social Capital, and Departments of Psychology and Education. Many of our employees have studied or taught courses there as well. The university has a growing reputation for excellent programs and I am proud to support another one.

I look forward to watching the progress of this program and the graduates of it, who can help make the Charlotte region a better place through improved education. I support the program without reservation.

Sincerely,

Susan K. Campbell, Ph.D.

Susan K. Campbell, Ph.D.
Executive Director
Council for Children's Rights

DAVIDSON

January 14, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223

Dear Dean McIntyre,

I am pleased to offer my support for the proposed Ph.D. in Education Research, Measurement, and Evaluation within the Department of Educational Leadership in the College of Education at UNC Charlotte.

This new program will create a cadre of graduates who are able to analyze educational data focusing on schools and school districts. Importantly, the emphasis on educational research will produce high quality graduates who can evaluate programs within schools and school districts with the ultimate goal of improving education in the state.

In particular, the proposal mentions the need for researchers skilled enough to know how to link teacher preparation programs to K-12 pupil outcomes, a new standard for accreditation by the Council for the Accreditation of Education Preparation (CAEP). Many smaller colleges and universities who have outstanding teacher preparation programs do not always have staff ready to evaluate programs in this way. The UNC Charlotte Ph.D. program distinguishes itself in this regard. Again, I am pleased to offer my full support.

Sincerely,



Kristie L. Foley, PhD
Professor and Associate Director
Medical Humanities and Public Health
Davidson College
Davidson, North Carolina



Kannapolis City Schools

100 DENVER STREET
KANNAPOLIS, NC 28083

Pamela D. Cain, Ed.D.
Superintendent
Pam.cain@kcs.k12.nc.us

704-938-1131 FAX: 704-933-6370

<http://www.kcs.k12.nc.us>

January 15, 2014

Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross,

I wish to express my strong support of the Ph.D. in Educational Research, Measurement, and Evaluation proposed by the Department of Educational Leadership at the University of North Carolina at Charlotte. UNC Charlotte has a group of outstanding research methodologists ready to provide our region with skilled researchers ready to help solve some of the most pressing problems in education.

Our school district routinely collects and analyzes data with which to monitor and influence the academic progress of our students. Locating and hiring professionals with the knowledge and skills to analyze large volumes of quantitative and qualitative data is difficult. Graduates of UNC Charlotte's Ph.D. in Educational Research, Measurement, and Evaluation program would have the expertise that would allow us to examine school and student performance data with which to create programs, conduct program evaluations and make decisions that can develop the full potential of every student in our district.

I would like to see UNC Charlotte partner with Kannapolis City Schools to provide some of the PhD students with practical experience working with our data to determine the best decisions for the children in our district. I recommend this program with no reservations.

Please feel free to contact me if you need additional justification for establishing this degree program.

Sincerely,

Pam Cain, Ed. D.
Superintendent
Kannapolis City Schools



January 13, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223

Dear Dean McIntyre,

It was my pleasure to read about the new Ph.D. in Education Research, Measurement, and Evaluation proposed by the Department of Educational Leadership in the College of Education at UNC Charlotte. I am proud to see the University take on this important work. The proposal is of utmost importance to our community; I found the proposal to highly worthy and am writing to show my full support.

The program seeks to prepare researchers who can analyze education data for all sorts of educational institutions, including school districts, companies, and government and other non-profits agencies. The College of Education is well aware that educational programs and products often work outside of schools, and they recognize that these agencies will need to have experts ready to evaluate program innovations. In today's world of "big data," it is essential that we have professionals prepared to conduct rigorous studies with multiple variables that can inform practice. I believe your program will produce such professionals.

I look forward to watching the progress of this program and the graduates of it who can help make the Charlotte region a better place through improved education. I support the program without reservation.

UNC Charlotte has a growing reputation for excellent programs and I am proud to support another one.

Sincerely,

A handwritten signature in black ink that reads "W. M. Anderson".

Bill Anderson, Ed.D.
Executive Director
MeckEd



Mooreville Graded School District

Mark Edwards, Ed.D.
Superintendent

January 15, 2014

Tom Ross, President
University of North Carolina
P.O. Box 2688
Chapel Hill, North Carolina 27414

Dear President Ross,

It is with great enthusiasm that I express my support, on behalf of the Mooreville Graded School District, of the new *Ph.D. in Educational Research, Measurement, and Evaluation* proposed by the Department of Educational Leadership at the University of North Carolina at Charlotte. Based upon my review of the proposal, UNC-Charlotte appears to have a group of outstanding research methodologists ready to provide our region with skilled researchers who can assist our school districts and state department to solve some of the most pressing problems in education.

Our school district routinely collects and analyzes data with which to monitor and influence the academic progress of our students. Locating and hiring professionals with the knowledge and skills to analyze large volumes of quantitative and qualitative data is difficult. Graduates of UNC Charlotte's Ph.D. in Educational Research, Measurement, and Evaluation program would have the expertise that would allow us to examine school and student performance data with which to create programs and make decisions that can develop the full potential of every student in our district.

I would like to see UNC Charlotte partner with Mooreville Graded School District to provide some of the PhD students with practical experience working with our data to determine the best decisions for the children in our district. I recommend this program with no reservations.

Please feel free to contact me if you need additional justification for establishing this degree program.

Sincerely,

Dr. Mark A. Edwards
Superintendent

cc: Dr. Ellen McIntyre, UNC-Charlotte
Ric Vandette, Southwest Education Alliance
Dr. Jim Bird, UNC-Charlotte

Jeremiah B. Wills, Ph.D.
Department of Sociology
Queens University of Charlotte
willsj@queens.edu
704-688-2835

January 14, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223

Dear Dean McIntyre,

It is my pleasure to offer my full support of the PhD program in Education Research, Measurement, and Evaluation proposed by the Department of Educational Leadership in the College of Education at UNC Charlotte. As the proposal describes, such a program committed to evidence-based practice in the field of education is critical.

The new UNC Charlotte program will train PhD-level researchers to work with education data with applications for a variety of organizations and agencies, especially within the regional community. This will further extend the College of Education's commitment to improving the quality of education in our state. More practically speaking, the program will address new accreditation standards of the Council for the Accreditation of Education Preparation by training researchers to evaluate the effects of teacher preparation programs on K-12 student outcomes.

Clearly, the College of Education at UNC Charlotte is well prepared to offer this doctoral program. The faculty are impressive scholars in their specialty areas, and the necessary administrative structure is in place. The doctoral students who complete the program will be trained to offer a needed service to the many smaller colleges and universities in the area that focus on teacher training but do not have the resources to conduct sophisticated evaluations of their programs.

I look forward to seeing this important and exciting new program in place.

Sincerely,



Jeremiah B. Wills

Dr. Ric Vandett
Director
828-302-0293
drvandett@charter.net



Jennifer Camden
Administrative Assistant
704-292-4872
jennifer.camden@ucps.k12.nc.us

January 13, 2014

Dr. Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross,

As a partner with the University of North Carolina at Charlotte, I was given the opportunity to review UNCC's Department of Educational Leadership's proposal for the new Ph.D. in Educational Research, Measurement, and Evaluation. After reading the proposal, and knowing what I know about the quality of the Department of Educational Leadership at UNCC, I offer my and the Southwest Education Alliance's (SWEA) full support of the proposal.

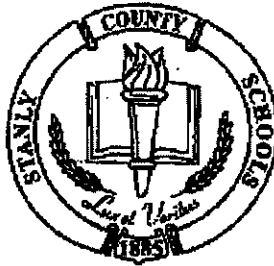
As the SWEA works with the eleven school districts in our region, we have become acutely aware of the challenges facing the schools as they struggle to meet the demands of legislators and others who constantly put obstacles in the way of schools achieving their goals. The changing demands coupled with reduced resources makes it imperative that schools have staff who have the knowledge and skills needed to analyze data which would lead to designing programs offering opportunities for all students to be successful.

The proposal's component of offering a real world practicum experience ensures that the students would be using pertinent data relevant to each school's situation. These experiences will help the graduates become agents of policy change, and they would be working within the public schools saving the schools from having to outsource data to get the information the schools need to effect change.

I give my unqualified support to this proposal and look forward to partnering with the university by providing schools within the region that can be used for lab settings.

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

Ric Vandett, Ed.D.
Director
Southwest Education Alliance



January 13, 2014

Tom Ross, President
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross,

I wish to express my strong support of the Ph.D. in Educational Research, Measurement, and Evaluation proposed by the Department of Educational Leadership at the University of North Carolina at Charlotte. UNC Charlotte has a group of outstanding research methodologists ready to provide our region with skilled researchers ready to help solve some of the most pressing problems in education.

Our school district routinely collects and analyzes data with which to monitor and influence the academic progress of our students. Locating and hiring professionals with the knowledge and skills to analyze large volumes of quantitative and qualitative data is difficult. Graduates of UNC Charlotte's Ph.D. in Educational Research, Measurement, and Evaluation program would have the expertise that would allow us to examine school and student performance data with which to create programs and make decisions that can develop the full potential of every student in our district.

I would like to see UNC Charlotte partner with Stanly County Schools to provide some of the PhD students with practical experience working with our data to determine the best decisions for the children in our district. As a professional educator, superintendent and alumni of UNCC, I understand the quality of past and current programs at UNCC and strongly recommend this program with no reservations.

Please feel free to contact me if you need additional justification for establishing this degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry Griffin".

Dr. Terry Griffin
Superintendent, Stanly County Schools

UCPS

UNION COUNTY PUBLIC SCHOOLS

Department Name

400 North Church Street
Monroe, NC 28112
Phone 704.296.9898 Fax 704.289.9182
www.ucps.k12.nc.us

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January 16, 2014

President Tom Ross
University of North Carolina
Chapel Hill, North Carolina

Dear President Ross,

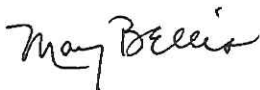
I wish to express my strong support of the Ph.D. in Educational Research, Measurement, and Evaluation proposed by the Department of Educational Leadership at the University of North Carolina at Charlotte. UNC Charlotte has a group of outstanding research methodologists ready to provide our region with skilled researchers ready to help solve some of the most pressing problems in education.

Our school district routinely collects and analyzes data with which to monitor and influence the academic progress of our students. Locating and hiring professionals with the knowledge and skills to analyze large volumes of quantitative and qualitative data is difficult. Graduates of UNC Charlotte's Ph.D. in Educational Research, Measurement, and Evaluation program would have the expertise that would allow us to examine school and student performance data with which to create programs and make decisions that can develop the full potential of every student in our district.

I would like to see UNC Charlotte partner with Union County Public Schools to provide some of the PhD students with practical experience working with our data to determine the best decisions for the children in our district. I recommend this program with no reservations.

Please feel free to contact me if you need additional justification for establishing this degree program.

Sincerely,



Mary B. Ellis, Ed. D.
Superintendent
Union County Public Schools

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UNC CHARLOTTE

Urban Institute

Institute for Social Capital

9201 University City Boulevard, Charlotte, NC 28223-0001

August 29th, 2013

Dear Dean McIntyre,

As the Director of the Institute for Social Capital, I hold a unique position at UNC Charlotte where I am charged with the dual mission of advancing University research while also supporting data-based decision making in our community. In this role, I work with both academics and community leaders to utilize research to inform practice. Prior to taking on this role in 2012, my career was at the school level, and as such, my expertise is related to educational research. I hold two degrees from UNC Charlotte, a Master's in School Administration and a Ph.D. in Curriculum & Instruction, Urban Education.

I have reviewed the request to plan the Ph.D. in Research Measurement, and Evaluation. I enthusiastically express my support for this program, both as a former student who had to take methods classes outside of the COE due to a lack of advanced offerings, and as a community researcher who knows firsthand the dearth of expertise in this area within our community.

My role as ISC Director places me as a liaison between governmental agencies and non-profits and the University. I am often the "academic" voice in many community discussions around a variety of topics, particularly education. These discussions have, at times, left me dismayed by the lack of understanding there exists regarding data quality, research methods, and standards of evaluation, even from fellow UNC Charlotte Graduates. My own concerns have been echoed by Directors throughout the city who talk about the difficulty of finding good "data people."

Our community indicates tremendous opportunities for individuals with expertise as it relates to researching educational outcomes. I would go as far to say that there are few professionals in our community, outside of the University environment, that have the skills and expertise needed to successfully conduct or even interpret educational research. As agency funding becomes more and more tied to outcomes and indicators, professionals in this field are more and more in demand, and harder to find. The proposed Ph.D. would meet this need and I would venture to say that graduates of this program would be highly sought after.

I hope you strongly consider the proposed request to plan for the Ph.D in Research Measurement, and Evaluation as it would be an important contribution to the strength of the College of Education and the greater community.

Best Regards,

Amy Hawn Nelson, Ph.D.

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UNC CHARLOTTE
College of Education

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
T 704.687.8772 F 704.687.2916 www.uncc.edu

August 26, 2013

Dear Dr. Flowers:

This letter is written in support of the new PhD in Research, Measurement, and Evaluation. This new PhD program will strengthen the work of all the doctoral programs in the College of Education. There are at least three ways the program will strengthen the PhD in Special Education. First, the new PhD will provide additional coursework for students who want more advanced research training while pursuing a PhD in Special Education. Second, students will have peers in all of their research courses who have greater aptitude in research design. Currently some of our doctoral students in special education discover they know as much, or more, about research design than anyone in their design courses. Having peers gaining advanced expertise in this area will challenge our own doctoral students to go deeper in their knowledge of design and provide opportunities for class discussions and examples with a higher level of challenge. Finally, having a cohort of doctoral students gaining this advanced expertise will provide a community of scholars who value the advancement of research. This creates the opportunity for both formal and informal research colloquia and discussion groups.

I strongly endorse the PhD in Research, Measurement, and Evaluation and look forward to the contribution it will make to the PhD programs in this College.

Sincerely,

Diane M. Browder

Diane M. Browder, PhD

Lake and Edward Snyder Distinguished Professor of Special Education and Coordinator of PhD Program in Special Education



Adapted Curriculum • General Curriculum • Academically and Intellectually Gifted
Birth - Kindergarten • Ph.D. in Special Education





Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

August 30, 2013

Ellen McIntyre, Ph.D.
Dean, College of Education
University of North Carolina at Charlotte

Dean McIntyre:

I am pleased to write a letter of support on behalf on the proposed doctoral program in Education Research, Measurement and Evaluation. I consider this a welcome addition to the doctoral offerings in the College of Education at UNC Charlotte.

Let me begin with the punch line—this proposed doctoral program in Education Research, Measurement and Evaluation would elevate the doctoral offerings and intellectual rigor, not only in this proposed program, but also in the other doctoral programs in the College of Education. As program coordinator of the Urban Education Strand in the Curriculum and Instruction doctoral program, I firmly believe that our students will benefit from the additional course offerings of this program. As an example, a large majority of our doctoral students have aspirations for careers in higher education. Given that we are one of the few higher education institutions in the United States that prepare students in the field of urban education at the doctoral level, the new courses with the proposed doctoral program will allow graduates of our program to be strongly considered for tenure-track positions at top-tier research institutions. Additionally, this proposed doctoral program would also better prepare our doctoral students to be future leaders at the practitioner-level in urban educational settings around the United States.

In closing, I strongly support this proposed doctoral program as a welcome addition in the College of Education. If you have any questions concerning this letter of recommendation, I can be reached at (704) 743-4207 (Office) or by e-mail chance.lewis@uncc.edu.

Regards,

Chance W. Lewis, Ph.D.
Carol Grotmes Belk Distinguished Professor of Urban Education
Director, *The Urban Education Collaborative*
College of Education
University of North Carolina at Charlotte

Middle Grades Education • Secondary Education • Teaching English as a Second Language

The UNIVERSITY of NORTH CAROLINA *at* CHARLOTTE



UNC
SCHOOL OF EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

William B. Ware, McMichael Term Professor of Education 2011-2013
Learning Sciences and Psychological Studies
wbware@unc.edu

CAMPUS BOX 3500
118 PEABODY HALL
CHAPEL HILL, NC 27599-3500

September 26, 2013

Dean Ellen McIntyre
College of Education
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dr. McIntyre,

I write to support the proposed program entitled Research, Measurement, and Evaluation to be offered within the College Education. I have read the 13-page Appendix which described the program and also the letter of support from Professor Karvonen. I believe that she has done an excellent job justifying the need for such a program in the Charlotte area and I concur with her. Not wanting to duplicate her contribution, I will present my argument from a different perspective.

As the proposal correctly notes, there are three other somewhat similar programs in North Carolina. However, it also notes that there are important differences in the proposed program, and I agree. I would like to address more specifically the differences between the proposed program and the program at UNC-Chapel Hill. First, the title of our program, Educational Psychology, Measurement, and Evaluation (EPME) emphasizes the areas of psychometrics and statistical methods. The Evaluation part of the title was to showcase the expertise of Professor Henry Frierson, who has left the University and who has not been replaced. Thus, it is a bit of a stretch so suggest that we have a program which includes the area of Evaluation. The word was retained in the title for internal "political" reasons. Another important difference is that the Ph.D. program at Chapel Hill is a full-time program, and as such, is not available to a large potential population of students.

Perhaps most important is that the EPME program has been discontinued in the process of our revising our Ph.D. program within the School of Education. The EPME faculty has been dispersed to help staff two new programs, 1) Learning Sciences and Psychological Studies and 2) Applied Development. Of lesser importance is the fact that I am currently 71 years old and will not be here forever. I am the only person in our School teaching applied statistics and there is no plan currently in place to replace me.

For all these reasons, I support the proposed program at UNC-Charlotte. I have read the proposal and think that the program will make a real contribution to the State. I know several of the proposed faculty both professionally and personally; they are fine people in both venues.

The program has my support without any reservations.

Sincerely,

A handwritten signature in cursive script that reads "William B. Ware".

William B. Ware, Professor
Learning Sciences and Psychological Studies
McMichael Term Professor 2011-2013



August 30, 2013

Dean Ellen McIntyre
College of Education
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

Dear Dr. McIntyre,

Thank you for the opportunity to review UNC Charlotte's proposed Ph.D. program in Educational Evaluation and Research. The proposal outlines a program that would transform educational practitioners into researchers and prepare them for a variety of roles in K-12 and higher education settings. The gap between educational research and educational practice has been a persistent challenge in the field, and is often a theme prioritized by national organizations in the discipline. UNCC's proposed program offers an intentional and theory-driven model that has the potential to bridge that gap.

The proposed program capitalizes on resources already in place. The department has nine faculty members to support the broad array of course offerings. These faculty members have diverse backgrounds and areas of specialization that will be critical for delivering a program that spans research and evaluation including quantitative and qualitative methods. The strong record of external funding in the College of Education, and the presence of the Center for Educational Measurement and Education within the college, will offer substantial opportunities for students to develop as researchers through applied experiences. The proposed program also appears to be well aligned to the university's mission, particularly regarding outreach to the region. The existing relationships between UNCC and area school districts and community colleges would no doubt be strengthened by the program.

In summary, the proposed program shows great promise in developing doctoral-level professionals who can help bridge the gap between educational research and practice, in service of the Charlotte region and the state of North Carolina. A program with this type of mission would clearly fill a gap in the offerings within the UNC System.

Sincerely,

Meagan Karvonen, Ph.D.
Associate Director



UNC CHARLOTTE

Vice Chancellor for Research and Economic Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.2291 f/ 704.687.2292 <http://research.uncc.edu>

February 3, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. McIntyre,

With this letter, I am pleased to offer my strong support for the proposed Ph.D. program in Education Research, Measurement and Evaluation at UNC Charlotte. This will offer new opportunities to define and improve education in North Carolina through careful data-driven analyses.

The new program is distinctive for two reasons. First, the program is designed to stimulate increased regional research, creative activities, and community engagement with a focus on partnerships that address the major needs of educational programs. Second, the proposed Ph.D. program will be located in close proximity to our schools and other educational agencies, allowing for greater collaboration. The Research and Economic Development organization of UNC Charlotte will strongly support the partnerships developed by this new program. New opportunities for graduate research and practical experience provided by this program will greatly contribute to the growth of research and the research culture at UNC Charlotte.

The objectives of the proposed program are highly aligned with the needs of our community. Developing collaborative relationships that assist in designing and conducting research that expands knowledge in the educational field will provide a foundation for building evidence-based practices for making decisions that enhance our educational programs and improve student learning. The program will prepare education research scholars committed to finding solutions to the challenges facing public education. This doctoral program will also fill a regional need with the K-12 educational system while mutually benefiting our community and the UNC Charlotte.

UNC Charlotte is the Urban Research University for North Carolina. This new program demonstrates the opportunities and potential that can be realized by growing the research enterprise in Charlotte and closely coupling it with state and regional partners.

Sincerely,

Robert G. Wilhelm, Ph.D.
Vice Chancellor for Research & Economic Development
Executive Director, Charlotte Research Institute
Professor of Mechanical Engineering & Engineering Science





UNC CHARLOTTE
College of Education

Center for Science, Technology, Engineering, and Mathematics [STEM] Education
College of Education Bldg., Suite 222
9201 University City Blvd., Charlotte, NC 28223-0001

January 31, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. McIntyre,

The Center for Science, Technology, Engineering, and Mathematics [STEM] Education at UNC Charlotte is pleased to write a letter of support for the proposed Ph.D. program in Education Research, Measurement and Evaluation at UNC Charlotte. This endeavor offers an exciting opportunity for improving education in North Carolina through data-based decisions based on in-depth analysis.

The new program is distinctive for two reasons. First, the increased regional research and related creative activities and community engagement and resulting partnerships will address the major needs of educational programs. Second, the proposed Ph.D. program will be located in close proximity to our schools and other educational agencies, allowing for greater collaboration. In fact, the Center for STEM Education is committed to collaborating with the College of Education, and expects to provide avenues for practical experience analyzing data for the students.

The objectives of the proposed program are aligned with the needs of our community. Developing collaborative relationships that assist in designing and conducting research that expands knowledge in the educational field will provide a foundation for building evidence-based practices for making decisions that enhance our educational programs and improve student learning. The program will prepare education research scholars committed to finding solutions to the challenges facing public education. This doctoral program will also fill a regional need with the P-12 educational system while mutually benefiting our community and the UNC Charlotte.

Our numerous programs with PK-12 schools provide multiple opportunities for engagement of doctoral students in developing research and analyzing data that will provide us with information to better inform our decisions about our work. The Center's grant funded projects will also benefit tremendously from this proposed program by providing a level of expertise and support that will allow for effective evaluation of our activities.

Sincerely,



David K. Pugalee, Ph.D.
Director





UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Project Mosaic
ProjectMosaic@unc.edu

February 4, 2104

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. McIntyre,

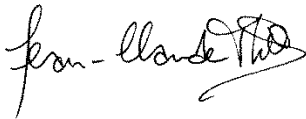
It is a pleasure to write a letter of support for the proposed Ph.D. program in Education Research, Measurement and Evaluation at UNC Charlotte. This new initiative offers an exciting opportunity for benchmarking education systems and for improving education in North Carolina through rigorous data-driven analyses.

The new program is distinctive for two reasons. First, the program is designed to stimulate increased regional research, creative activities, and community engagement with a focus on partnerships that address the major needs of educational programs. Second, the proposed Ph.D. program will be located in close proximity to our schools and other educational agencies, allowing for greater collaboration. In fact, a core mission of Project Mosaic is to conduct collaborative scholarship among social scientists at UNC Charlotte, and a close collaboration with the College of Education is critical to this mission. Project Mosaic is poised to provide avenues for practical experience analyzing data for the students enrolled in the program.

The objectives of the proposed program are aligned with the needs of our community. Developing collaborative relationships that assist in designing and conducting research that expands knowledge in the educational field will provide a foundation for building evidence-based practices for making decisions that enhance our educational programs and improve student learning. The program will prepare education research scholars committed to finding solutions to the challenges facing public education. This doctoral program will also fill a regional need with the P-12 educational system while mutually benefiting our community and the UNC Charlotte.

While Project Mosaic is brand new and collaboration with the College of Education remains to be fully realized, my contacts with researchers of the College have revealed tremendous potential for deep and long-lasting research opportunities that will enrich the policy and practical relevance of education measurement and evaluation research to the local, regional, and national educational community, and thus to the national economy at large. The unique combination of talent of the faculty involved in the proposed doctoral program is instrumental to this endeavor. I am delighted to provide my enthusiastic support for the proposed new doctoral program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jean-Claude Thill". The signature is fluid and cursive, with a prominent flourish at the end.

Jean-Claude Thill
Knight Foundation Distinguished Professor of Public Policy
Director, Project Mosaic



UNC CHARLOTTE

College of Education

Department of Educational Leadership

9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8857, www.uncc.edu

February 6, 2014

Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. McIntyre,

It is a great pleasure to write a letter of support for the proposed Ph.D. program in Education Research, Measurement and Evaluation at UNC Charlotte. This new degree program presents an exciting opportunity for our College. The objectives of the proposed degree program are closely aligned with the needs of educational agencies in our state and region. Collaborative relationships with local school systems in which our students will have the opportunity to design and conduct research studies that support evidence-based practices and improve student learning will be an essential feature of the program. The program will prepare educational research scholars committed to finding solutions to the challenges facing public education. This doctoral program will also fill a regional need within the P-12 educational system while mutually benefiting our community and UNC Charlotte.

The Center for Educational Measurement and Evaluation at (CEME) at UNC Charlotte provides statistical, program evaluation, and measurement expertise and technical assistance to school systems and related agencies. CEME seeks to connect educational administrators, practitioners, and policy makers to UNC Charlotte faculty and students to engage them in mutually beneficial projects that lead to evidence-based practice, improved educational outcomes for students, and informed decisions about educational policy. CEME provides a vehicle through which university faculty and students establish research and evaluation collaborations with educational practitioners in our state and region. CEME will house an internship course for these students. We are very excited about involving the students from this new degree program in all of our ongoing work and fully expect to benefit greatly from their skills and energy.

Given that the field of education, both nationally and in the state of North Carolina, is currently focused on a range of reforms and data-driven accountability programs, and given that the need for professionals with the skills and passion to advance the knowledge base with state of the art research and evaluation skills has never been greater, UNC Charlotte through this new degree program is uniquely poised to help prepare the next generation of educational evaluators, researchers, and policy makers.

Sincerely,

Richard G. Lambert, Ph.D., Ed.S.
Professor
Department of Educational Leadership
Director
Center for Educational Measurement and Evaluation
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001
Phone: 704-687-8867
E-mail: rglamber@email.uncc.edu



UNC Charlotte · 324 Fretwell · Charlotte, NC 28223
704-687-0078 www.charlotteteachers.org

3 March 2014

Subject: Letter of Support for the Proposal to Add New Ph.D. Program in Education Research, Measurement, and Evaluation in UNC Charlotte's College of Education

I am writing this letter in support of the proposal to add a new academic program at UNC Charlotte in the College of Education: Ph.D. in Education Research, Measurement and Evaluation. I reviewed a copy of the revised program description (January 2014) and found the stated approach to preparing professionals in "advanced research, statistical, and evaluation skills" most suitable to the current education research climate in Charlotte. Charlotte-Mecklenburg Schools, as well as the surrounding school districts, have become a shining beacon for top-quality public education in the nation.

I direct the Charlotte Teachers Institute (CTI), an educational partnership among UNC Charlotte, Davidson College and Charlotte-Mecklenburg Schools to strengthen teaching and learning in public schools. Founded in 2009 on the Yale National Initiative Model to Strengthen Teaching, CTI has served more than 300 teachers and collaborated with more than forty university and college professors to offer thirty-six content-rich seminars. Housed in the College of Liberal Arts and Science at UNC Charlotte, CTI is a unique professional development model focused on classroom teachers' growth in content knowledge, collaboration, leadership and creativity. Recently, CTI was recognized by the Council for Great City Schools with its Shirley S. Schwartz Urban Education Impact Award. I am always looking for high quality research collaborations to help evaluate the effectiveness of CTI's model for teachers and their students. The addition of a Ph.D. program in Education Research will provide CTI with partnership opportunities with doctoral students looking to test their research and evaluation skills through work with programs, like CTI, serving real teachers and students in the community.

Additionally, I am currently a doctoral student in the Department of Educational Leadership at UNC Charlotte working on an Ed.D. with a focus on Research and Evaluation. This new Ph.D. degree offers much more in the area of education research by requiring both core and advanced research content, in addition to methods coursework. The added rigor and sharpened research attention will suit my studies quite well. I am very much in support of the establishment of this new degree at UNC Charlotte.

Sincerely,

Scott R. Gartlan
Executive Director
Charlotte Teachers Institute

A handwritten signature in blue ink, appearing to read 'Scott R. Gartlan', is written over the typed name and title.

June 30, 2014

Ellen McIntyre, Ph.D.
Dean and Professor
College of Education
COED 206
University of North Carolina at Charlotte
Charlotte, NC 28223-0001

Dear Dean McIntyre:

Thank you for the opportunity to review the Ph.D. in Education Research, Measurement, and Evaluation program proposed by the College of Education at UNC Charlotte. The proposal is compelling and well-conceived. The proposed curriculum and program requirements are contextually strong and will provide students with an important array of knowledge, skills, and abilities as well as considerable applied, professional experience. The description of the proposed Ph.D. program will expand the intellectual and programmatic collaboration within UNC Charlotte and across the greater Charlotte region, resulting in critical interdisciplinary scholarship in areas of educational policies and practice. There is an acute need for highly trained researchers in the fields of P-12 and higher education.

At George Mason University, in response to parallel challenges in Northern Virginia to identify highly trained personnel to staff and lead the research centers of public schools and higher education systems, we too have developed graduate-level programs in this domain, including doctoral-level training. It is an area of high need and specific specialization for which well-conceived doctoral programs are in demand by students and their graduates are in demand by employers.

The description of the proposed Ph.D. program, educational objectives, curricula, and course requirements will provide students with a solid foundation as educational researchers. UNC Charlotte's location in an urban environment and strong relationship with educational organizations in the community offer unique opportunities for students to engage in meaningful internships, which is an essential part of the doctoral-level training. The experiences that students will engage in will increase their capacity to research important questions that will serve to improve the educational experiences and life outcomes of children and youth and the capacity of schools.

UNC Charlotte has the resources to offer the Ph.D. in Education Research, Measurement, and Evaluation. The faculty is composed of established scholars in diverse educational fields, and the UNC Charlotte Research Institutes/Centers will create a vibrant environment for mentoring future educational researchers.

Please feel free to contact me if I can provide additional information as you seek to establish this important new doctoral program at UNC Charlotte.

Sincerely,



Mark R. Ginsberg, Ph.D.
Dean and Professor



LEMUEL WATSON
DEAN AND PROFESSOR
COLLEGE OF EDUCATION

June 25, 2014

Dr. Ellen McIntyre
Dean
College of Education
UNC Charlotte
Charlotte, NC 28223-0001

Dear Dr. McIntyre:

Thank you for the opportunity to review the proposed Ph.D. in Education Research, Measurement, and Evaluation in the College of Education at UNC Charlotte. I found the proposal compelling because of the skilled researchers it will produce and my awareness of the educational challenges in urban settings. Like UNC Charlotte, our institution strives to leverage university resources to address the challenges of raising the achievement of all students to high levels. The description of the proposed Ph.D. program will expand the intellectual and programmatic collaboration within UNC Charlotte and across the greater Charlotte region, resulting in critical interdisciplinary scholarship in areas of educational policies and practice. There has never been a greater need for highly trained researchers in the educational field.

The description of the proposed Ph.D. program, educational objectives, and course requirements will provide students with a solid foundation as educational researchers. UNC Charlotte's location in an urban environment and strong relationship with educational organizations, as noted in the letters of support, offer unique opportunities for students to engage in meaningful internships, which is an essential part of the doctoral students training. The relationships that students build will be extraordinarily rewarding and increase their capacity to qualitatively improve the educational experiences and life outcomes of children and youth in our urban educational agencies.

UNC Charlotte has the resources to offer the Ph.D. in Education Research, Measurement, and Evaluation. The faculty are established scholars in diverse educational fields, and the UNC Charlotte Research Institutes/Centers should create a vibrant environment for mentoring future educational researchers.

Please feel free to contact me if I can provide additional information at 803-777-3075 or lwatson@mailbox.sc.edu. Good luck in your efforts in establishing the new Ph.D. program.

Sincerely,

Lemuel Watson
Dean

CHALLENGING THE STATUS QUO ... EXCEEDING EXPECTATIONS

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208
803/777-3075 • FAX 803/777-3035 • E-MAIL COEDEAN@MAILBOX.SC.EDU

AN EQUAL OPPORTUNITY INSTITUTION



June 27, 2014

Dr. Ellen McIntyre, Dean
College of Education
UNC Charlotte
Charlotte, NC 28223-0001

Dear Dean McIntyre,

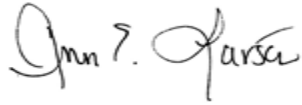
Thank you for the opportunity to review the proposed Ph.D. in Education Research, Measurement, and Evaluation in the College of Education at UNC Charlotte. I found the proposal compelling because of the skilled researchers it will produce to meet the high demand for scholars and practitioners in this field. The proposed program also responds to educational challenges in urban settings. Like UNC Charlotte, the College of Education and Human Development strives to leverage university resources to address the challenges of raising the achievement of all students to high levels. The description of the proposed Ph.D. program will expand the intellectual and programmatic collaboration within UNC Charlotte and across the greater Charlotte region, resulting in critical interdisciplinary scholarship in areas of educational policies and practice. There has never been a greater need for highly trained educational researchers, evaluators, and policy analysts.

Based on my extensive experience as a program reviewer and insights as a Vice Dean and now incoming Dean of a large urban college of education, the description of the proposed Ph.D. demonstrates that the educational objectives are sound; the admission standards are high; and the programmatic course requirements are rigorous and promise to provide students with a solid foundation as educational researchers. UNC Charlotte's location in an urban environment and strong relationship with educational organizations, as noted in the letters of support, offer unique opportunities for students to engage in meaningful internships, which is an essential part of the doctoral students training. The relationships that students build will be extraordinarily rewarding and increase their capacity to qualitatively improve the educational experiences and life outcomes of children and youth in our urban educational agencies. This proposed Ph.D. will complement existing programs as well as UNC Charlotte's institutional mission and its Strategic Plan.

UNC Charlotte has the necessary resources conducive to offering a strong and effective Ph.D. in Education Research, Measurement, and Evaluation. The faculty are established scholars in diverse educational fields, and the UNC Charlotte Research Institutes/Centers should create a vibrant environment for mentoring future educational researchers. Moreover, as the dean and leader of UNC-C's College of Education, you have extensive evidence of scholarship at the highest level which is apropos for a Research university's doctoral emphases, including through your publications, texts, editorial board service, grant funding, presentations, peer reviews, and professional development delivery. You have also been successfully engaged in assessment, accreditation, and accountability endeavors which provide evidence of your expertise and attention to standards and external audiences and assessors to ensure program quality, assurances, and sustainability.

Please feel free to contact me if I can provide additional information. Best wishes in your efforts in establishing the new Ph.D. program. I look forward to following your College's progress with this program.

Sincerely,

A handwritten signature in cursive script that reads "Ann E. Larson". The signature is written in black ink and is positioned above the typed name.

Ann Elisabeth Larson, Ph.D.

Dean, College of Education and Human Development, beginning July 1, 2014

University of Louisville

Professor, Department of Middle and Secondary Education

Immediate Past-President, Kentucky Association of Colleges for Teacher Education (KACTE), a state affiliate of the American Association of Colleges for Teacher Education (AACTE)

502-852-3235

ann.larson@louisville.edu