

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program: New degree\*, New major\*, New curriculum\*, New concentration\*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain\*\*)

Substantive Course Changes

- Substantive Course Changes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education, Other (explain\*\*)

Misc. Course Changes

- Misc. Course Changes: Title, Description, Deletion, Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Ph.D. in Education and Human Development

Existing course prefix and #: Proposed course prefix and #: Credit hours: 54 (beyond Master's degree)

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No Yes

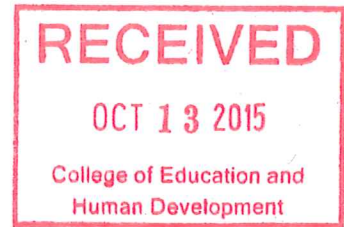
c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):



Signature lines for Chair/Director, Chair, College Curriculum Committee, Dean, Curriculum Manager, Chair, COGE/PEB/FS President, and review lines for GSC/USC and Provost.

1. Explain briefly and clearly the proposed improvement.

***This proposal creates a new Ph.D. in Education and Human Development (thereafter referred to as Ph.D. in EHD) as a college-level Ph.D. program.***

***This program requires a minimum of 54 credit hours in 3 areas: Interdisciplinary Research core (21 credits), Emphasis Area (24 credits), and Dissertation (12 credits).***

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

***Currently there are only four Ph.D. programs and one Ed.D. in the entire College of Education and Human Development, covering the following areas: Educational Leadership; Evaluation, Measurement and Research; Counseling Education; Counseling Psychology; and Special Education. This new Ph.D. in EHD will provide students in other program areas in the college with the opportunity to pursue doctoral studies.***

***There are only three similar Ph.D. programs in the country. Appendix 1 provides descriptive information about these programs. No such program could be found at other universities in the Midwest region.***

***The demand for graduates from doctoral program areas within the education and human development discipline is strong. According to HigherEdJobs (2015), there have been at least 924 jobs advertised in education-related program areas over the past few years. Appendix 2 shows some statistics in terms of the number of jobs in various education and human development programs areas.***

***In addition, this new program aligns with university and college strategic goals as follow:***

***Alignment with strategic goals of WMU-***

***Goal #1: To ensure a distinct learning experience and foster the success of students***

***Strategy***

***Goal#2: To promote innovative learning, discovery and service***

***Strategy 2.1.a: Increase flexibility in the curriculum development process to respond to a rapidly changing world***

***Goal#3: To advance WMU as a major research university***

***Alignment with strategic goals of the Office of Academic Affairs-***

***Goal #3: Offer distinctive graduate programs that prepare students to be successful in their lives and careers, and position WMU as a leader in graduate education.***

***Strategy 3.1: Pioneer new configurations of graduate and certificate degree programs***

***Strategy 3.2: To promote cross-college programs supported by an effective governance and reward structure.***

***Alignment with CEHD strategic goals and priorities-***

***Strategic Priority A: Enhance and implement the optimum portfolio of high quality programs***

***Strategic Priority B: Strengthen research and scholarship***

***Overall, according to the Carnegie classification system for colleges and universities, WMU is a high research institution. This distinction requires us to be committed strongly to developing and maintaining graduate programs that support the research mission of the institution. This proposed Ph.D. in EHD program is aligned well with the nature of our institution and its research mission.***

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

***The Ph.D. in EHD program will be administered by the dean and a faculty committee with representatives from each department participating in this new Ph.D. program. The effect on other***

**programs in the college is minimal in that students will generally be taking existing courses within the college or independent credits, and emphasis areas will only be developed for those content areas not covered via existing Ph.D.s in the college. Faculty in all departments of the College had opportunities to provide input via a college-wide planning committee composed of a representative from each department, and letters of support are attached from department chairs in the college which will be involved in the program.**

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

**Students in the new program will join other doctoral students in existing courses or independent study or research credits throughout the college. Students taking courses in the emphasis areas will enhance enrollment in, but not compete with, the existing courses and programs.**

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

**Since this is a new Ph.D. program, there will be no effects on students in this program in regard to program conflicts, scheduling, time to completion, etc. The existing doctoral level courses are offered on a regular rotation which includes summer, online, and in some EUP sites (e.g., Grand Rapids).**

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

**The anticipated enrollment is about 10 students per year for the first few years across all emphasis areas. There are few or no other programs in the state for some of these emphasis areas.**

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

**It is foreseen that this Ph.D. will result in additional workload for some faculty in the program areas that agree to participate, including the oversight of independent studies and research seminars, and serving on dissertation committees. Such additional workload could be absorbed in a number of ways including assigning doctoral students to teach undergraduate courses, thereby reducing the teaching load for some faculty with a significant number of advisees. It is possible that increased enrollment would require additional sections of certain EMR courses in the future.**

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

**Not applicable**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

**The specific learning outcomes will vary among the areas of emphasis, but all students in the proposed program will:**

- 1. Demonstrate a breadth of subject knowledge in education and human development**
- 2. Demonstrate the ability to apply theories and methodologies to address fundamental questions in a defined area in education and human development**

3. *Demonstrate skills in oral and written communication sufficient to function effectively in today's academic and professional environment in a defined area in education and human development.*
4. *Demonstrate professional integrity in the execution of the roles of educator and researcher*

**Methods used to assess the learning outcomes:**

1. *Outcome 1 will be measured by coursework in the 9 concentration areas*
  2. *Outcome 2 will be measured by research methodology courses*
  3. *Outcomes 3 and 4 will be measured by successful completion of the dissertation proposal, competency exam, dissertation, and final oral defense*
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

*This new program is being initiated for graduate students in the college desiring to pursue a Ph.D. in emphasis areas that currently do not have a doctoral program. It will serve as a recruitment tool for students that do not see their needs being met by existing doctoral programs in the college. Recently, faculty in the college have been approached by students, and prospective students, inquiring about such an arrangement.*

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. **not applicable**

## **Proposed Catalog Description**

### **Doctor of Philosophy in Education and Human Development (Ph.D. in EHD):**

This Ph.D. program offers flexibility to graduate students in the College of Education and Human Development to pursue doctoral work in emphasis areas not already offered in the College or university. The Ph.D. in EHD program combines coursework from the student's master's degree, additional subject area courses, and an interdisciplinary research curriculum. Additional information may be obtained from the Dean's office or on the College website regarding the emphasis areas available.

### **Admission and Application Requirements**

The following application materials are required for admission to the Ph.D. in EHD program:

1. A master's degree in the emphasis or related area, with a minimum of 3.25 GPA. The application must include transcripts of this and other previous degrees (as required by WMU).
2. Graduate Record Examination scores, with such scores above the 50th percentile on Verbal, Quantitative, and Analytic Writing preferred.
3. Current curriculum vita.
4. Statement of purpose outlining the applicant's professional experience and goals for pursuing the given emphasis area.
5. Three letters of recommendation that address the candidate's qualifications for the degree program.
6. Appropriate evidence of English language proficiency for international students (as required by WMU).



Application information may be obtained from the WMU Admissions Office website [www.wmich.edu/apply/graduate](http://www.wmich.edu/apply/graduate) or directly from the College of Education and Human Development [www.wmich.edu/education/academics/graduate](http://www.wmich.edu/education/academics/graduate)

A graduate committee of faculty with full graduate faculty status representing each department offering an emphasis area will be established to create policies and procedures to implement and oversee the program. Admissions decisions will be made by faculty in the specific program area where the student pursues his or her doctoral study.

## **Program Requirements**

The Ph.D. in CEHD requires a minimum of 54 credits beyond the Master's degree distributed as follows:

### **1. Interdisciplinary Foundation of Research and Inquiry Core (21 credits).**

- EMR 6450 Data Analysis I Design of Studies
- EMR 6480 Qualitative Methods
- EMR 6580 Qualitative Practicum
- EMR 6650 Data Analysis II Correlation Studies
- Three other research or research design courses (as selected in conjunction with, and approved by, the student's adviser)

Note: Within this interdisciplinary foundation of research and inquiry core of courses, each student shall demonstrate mastery of two research tools including qualitative and quantitative methods.

2. **Emphasis Area** (21 ~~27~~ credits). The course of study within this emphasis area is developed by the doctoral advisor and student including guided electives, research seminars, and independent studies.

### **3. Dissertation** (12 credits)

Overall, the Ph.D. in EHD program requires at least 54 credit hours beyond the Master's degree with a minimum 3.25 GPA. At least half of the credits must be at the 6000 level or above, and at least 42 credits must be taken at WMU once admitted to the doctoral program. Students must also successfully pass a comprehensive examination, and successfully defend their dissertation as evidenced by approval of their dissertation committee.

The program follows a master-apprentice model of doctoral preparation, similar to the one adopted by the Peabody College of Education and Human Development at Vanderbilt University. While in the program, the student will mainly engage in scholarly research projects with their advisors besides completing the courses in the area of Interdisciplinary Foundation of Research and Inquiry.

Appendix 1: A Survey of the Ph.D. in Education and Human Development Programs in the US

Institution	Program Name	Concentrations	Curriculum Nature	Website
University of Colorado - Denver	Ph.D., Education and Human Development	<ul style="list-style-type: none"> <li>• Early Childhood Special Education/Early Childhood Education</li> <li>• Mathematics Education</li> <li>• Research, Assessment and Evaluation</li> <li>• Science Education</li> <li>• Urban Ecologies</li> <li>• Administrative Leadership and Policy</li> </ul>	Coursework-based program	<a href="http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Apply/Doctorate/Pages/PhD.aspx">http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Apply/Doctorate/Pages/PhD.aspx</a>
Vanderbilt University	Ph.D. in Education and Human Development	<ul style="list-style-type: none"> <li>• Leadership, Policy and Organizations</li> <li>• Psychology</li> <li>• Special Education</li> <li>• Teaching &amp; Learning</li> </ul>	Research-based program	<a href="http://peabody.vanderbilt.edu/degrees-programs/phd-programs/">http://peabody.vanderbilt.edu/degrees-programs/phd-programs/</a>
George Mason University	Ph.D. in Education and Human Development	<ul style="list-style-type: none"> <li>• Education Leadership</li> <li>• Learning Technologies Design Research</li> <li>• Science Education Research</li> <li>• Professional specializations (e.g., early childhood education, education leadership, educational psychology, exercise, fitness and health promotion, higher education, international education, literacy and reading, mathematics or science education leadership, multilingual/multicultural education, research methodology, special education, and teaching and teacher education)</li> </ul>	Coursework-based program	<a href="http://catalog.gmu.edu/preview_program.php?catoid=27&amp;poid=25207#EDLE">http://catalog.gmu.edu/preview_program.php?catoid=27&amp;poid=25207#EDLE</a>

Appendix 2: Faculty Position Openings in Various Education and Human Development Program Areas

<b>Program Areas</b>	<b># of Positions</b>	<b>Data Years</b>
Adult and Distance Education	6	09/2013-06/2015
Curriculum and Instruction	36	07/2015-10/2015
Fashion and Textile Design	29	02/2015-10/2015
Health Education and Promotion	71	11/2013-09/2015
Human Development and Family Studies	60	08/2013-10/2015
Instructional Technology and Design	30	12/2013-10/2015
Interior Design	32	02/2015-10/2015
Physical Education and Kinesiology	227	10/2011-09/2015
Public and Environmental Health	169	10/2013-09/2015
Reading and Developmental Education	75	10/2013-10/2015
Special Education	126	11/2013-10/2015
Sport Management, Recreation and Leisure studies	78	01/2011-10/2015
Teacher Education	132	10/2011-10/2015
Total		

Source: HigherEdJobs (2015). *Faculty Positions*, Retrieved from <https://www.higheredjobs.com/faculty/>

# WESTERN MICHIGAN UNIVERSITY



October 25, 2015

College of Education and Human Development  
Office of the Dean

Dear Members of the College Curriculum Committee,

This letter is to provide the College Curriculum Committee (CCC) with information about additional resources that may be needed to support the establishment of the proposed Ph.D. in Education and Human Development (Ph.D. in EHD).

As indicated in the proposal, *"[i]t is foreseen that this Ph.D. will result in additional workload for some faculty in the program areas that agree to participate, including the oversight of independent studies and research seminars, and serving on dissertation committees. Such additional workload could be absorbed in a number of ways including assigning doctoral students to teach undergraduate courses, thereby reducing the teaching load for some faculty with a significant number of advisees. It is possible that increased enrollment would require additional sections of certain EMR courses in the future"*. The college is committed to adding a faculty line in EMR to support the operation of the program in the next year or two. It is my hope that the anticipated annual enrollment goal of 10 students will be reached in the next few years across all emphasis areas.

Please let me know if you have any questions about this letter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ming Li", is written over a blue horizontal line.

Ming Li, Ed.D.  
Dean

1903 W. Michigan Ave., Kalamazoo, MI 49008-5229

PHONE: (269) 387-2960 FAX: (269) 387-2882

WEBSITE: [wmich.edu/education](http://wmich.edu/education)

CAMPUS SITE: 2301 Sangren Hall



# WESTERN MICHIGAN UNIVERSITY



Family and Consumer Sciences  
College of Education and Human Development

October 13, 2015

Dean Ming Li  
CEHD  
WMU

Dear Dr. Li:

The FCS Department's graduate faculty support the proposed development of the Ph.D. in Education and Human Development. We see this as an excellent opportunity for program faculty to work with doctoral level students and to help meet students' goals.

Sincerely,

A handwritten signature in cursive script that reads "Gary H. Bischof".

Gary H. Bischof  
Professor and Chair, FCS Department

1903 W. Michigan Ave., Kalamazoo, MI 49008-5322  
PHONE: (269) 387-3704 FAX: (269) 387-3353  
WEBSITE: [www.wmich.edu/consumer](http://www.wmich.edu/consumer)

CAMPUS SITE: 3326 Kahrman Hall

# WESTERN MICHIGAN UNIVERSITY



Department of Teaching, Learning, and Educational Studies  
College of Education and Human Development

October 9, 2015

To Whom It May Concern:

As the chair of the department of Teaching, Learning and Educational Studies, I am providing a letter of support for the *College of Education and Human Development Ph.D.* program.

This program will benefit MA graduates in the Practice of Teaching and Socio-Cultural Studies programs who desire to earn a Ph.D. from Western Michigan University to become teacher educators. Several recent graduates have expressed interest in applying for the Ph.D. program to continue the research projects they started with their capstone and thesis project advisors.

We have 15 faculty members who have full graduate status and are willing to chair and serve on doctoral committees. These faculty members will teach the Ph.D. students how to complete rigorous research studies and publish the results in the top research journals in our field.

Overall, I believe the CEHD Ph.D. program will be an asset to graduate education at Western Michigan University. Feel free to contact me if you have questions or need more information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Regena F. Nelson".

Regena F. Nelson, Ph.D.  
Professor and Chair  
Teaching, Learning and Educational Studies  
269-387-3437  
nelsonr@wmich.edu

Kalamazoo, MI 49008-5276  
PHONE: (269) 387-3465 FAX: (269) 387-3880  
[www.wmich.edu/teaching](http://www.wmich.edu/teaching)

# WESTERN MICHIGAN UNIVERSITY



Department of Special Education and Literacy Studies  
College of Education and Human Development

October 13, 2015

To Whom It May Concern:

I am writing in support of the College of Education and Human Development's proposed Ph.D. program.

This program will enable students who are interested in earning an advanced degree in the area of Literacy Studies to complete their studies with support from faculty in Special Education and Literacy Studies as well as other CEHD Departments and faculty. We anticipate that there will be a great deal of interest and pent up demand for this program among Literacy Studies MA graduates.

There are four Literacy Studies faculty with graduate status that will be able to chair and/or serve on student committees. They will also offer advanced seminars in the area of literacy and provide appropriate mentoring to Ph.D. students as they pursue their research and scholarly interests.

We welcome this program to our College and look forward to our involvement in it.

Yours truly,

A handwritten signature in cursive script, appearing to read "Dan Morgan", followed by a horizontal line.

Daniel Morgan, Ph.D.  
Chair

1903 W. Michigan Avenue, Kalamazoo, MI 49008-5258

PHONE: (269) 387-5935 FAX: (269) 387-5703

E-MAIL: [spls\\_info@wmich.edu](mailto:spls_info@wmich.edu)

WEBSITE: [wmich.edu/specialed](http://wmich.edu/specialed)

CAMPUS SITE: 4571 Sangren Hall

**WMU Webmail Plus****mzz3541@wmich.edu**

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**CEHD Doctoral Program**

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**From :** Donna M Talbot <donna.talbot@wmich.edu>

Tue, Oct 13, 2015 04:49 PM

**Subject :** CEHD Doctoral Program**To :** Ming Li <ming.li@wmich.edu>External images are not displayed. [Display images below](#)

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Dr. Li-

We discussed the CEHD doctoral program in the Coordinating Committee (Unit Heads) meeting, as well as in our department faculty meeting. There were no objections, mostly curiosity about how many students would actually pursue this degree. In fact, some of our programs that have only master's degrees indicated that they might have students who would be interested.

We also discussed the fact that these students would move into our EMR courses. As we have discussed, our EMR courses are already over-enrolled typically. We already have requested an additional faculty line for that area; having additional doctoral students will only re-emphasize the need for additional faculty.

Based on the discussions in our department, we support the move to add a CEHD doctoral program in the College. We would like to be able to add the new doctoral students to our EMR courses.

Thank you,

Donna M. Talbot

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# WESTERN MICHIGAN UNIVERSITY



Department of Human Performance and Health Education  
College of Human Development and Education

October 12, 2015

To Whom May Concern

As Interim Chair of the Department of Human Performance and Health Education, I am writing to support for the College of Education and Human Development Ph.D. program.

This program will provide a good opportunity for the students who are in the master programs in human performance and health education to pursue a Ph.D. from Western Michigan University. For the Department of Human Performance and Health Education, the Ph.D. program will improve the research environment, retain the good master students to continue their research and study in WMU.

Our HPHE faculty have been doing great research in the Kinesiology field. These faculty members will teach the Ph.D. students how to complete rigorous research studies and publish the results in the top research journals in our field. I fully support the CEHD PhD program and believe that it will be a great asset to HPHE graduate education at Western Michigan University. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Yuanlong Liu".

Yuanlong Liu, PHD  
Interim Chair

Student Recreation Center, Kalamazoo, MI 49008-5426  
PHONE: (269) 387-2710 FAX: (269) 387-2704  
[www.wmich.edu/coe/hper](http://www.wmich.edu/coe/hper)



WMU Webmail Plus

chr9725@wmich.edu

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**Fwd: doctoral degree requirements**

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**From :** Ming Li <ming.li@wmich.edu>

Tue, Oct 27, 2015 03:02 PM

**Subject :** Fwd: doctoral degree requirements**To :** Cassandra Marie Duchesneau  
<cassandra.m.duchesneau@wmich.edu>**Cc :** Richard W Zinser <richard.zinser@wmich.edu>, Carol A  
Weideman <carol.weideman@wmich.edu>

Dear Cassandra,

The following is the e-mail sent by Dr. Stapleton regarding the minimum credit hours required of completing a doctoral degree at WMU. Please let me know if you have any questions.

Thanks.

Ming

Ming Li, Ed.D., Dean  
College of Education and Human Development  
Western Michigan University  
2301 Sangren Hall  
Kalamazoo, MI 49008-5229  
269-387-2960

"It takes a village to achieve success!"

----- Forwarded Message -----

&gt; From: "Susan R Stapleton" &lt;susan.stapleton@wmich.edu&gt;

&gt; To: "ming li" &lt;ming.li@wmich.edu&gt;

&gt; Cc: "Susan Stapleton" &lt;susan.stapleton@wmich.edu&gt;

&gt; Sent: Tuesday, October 27, 2015 2:51:42 PM

&gt; Subject: doctoral degree requirements

&gt;

&gt; Ming,

&gt;

> I have copied below part of the language from the Graduate Catalog  
> about doctoral degree requirements. These can be found beginning on  
> page 23 of the current catalog.

&gt;

&gt; Hope that helps.

&gt; Sue

&gt;

&gt;

&gt;

> In addition to the minimum University requirements for graduation  
> listed below, each doctoral degree program  
> requires students to complete specific courses, examinations,  
> research, and/or experiences. For more complete  
> information about the requirements for each doctoral program, read  
> the program requirements section of the relevant  
> program's listing in this catalog or contact the program's graduate  
> advisor or the department office.  
>  
> 1. Minimum Credit Hours: After admission to the doctoral program,  
> completion of a minimum of thirty hours,  
> excluding the dissertation, at Western Michigan University in an  
> approved program of study. Hours in  
> addition to thirty may well be required by a specific program;  
> consult the program advisor for complete  
> information. The thirty hours, excluding the dissertation, may not  
> include any credit earned at another  
> institution. Credit earned at another institution in addition to the  
> thirty hours and dissertation earned at  
> WMU after admission to the doctoral program, however, may be approved  
> by the doctoral program advisor  
> and included in the student's program of study.  
>  
>

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# WESTERN MICHIGAN UNIVERSITY



University Libraries  
Office of the Dean

October 23, 2015

Dear Dean Li,

University Libraries is pleased to support the Colleges of Education and Human Development's proposed new PhD in Education and Human Development. Thank you for taking the time to meet and explain the rationale and structure for this program. The Libraries understand that the Foundation of Research and Inquiry Core for the program is comprised of existing courses that support current Master's degree programs. Library information support for these courses is already provided. The additional Emphasis Area and Dissertation components of the proposed PhD will be a combination of electives, research seminars and independent study. The informational needs of each individual will vary as with all independent research but the University Libraries has broad holdings that can be further supplemented by interlibrary loan and document delivery as needed. Initial projections are for 10-12 students per year which is not overly demanding. The Libraries would be glad to support the informational and educational research needs of graduate students in this program as appropriate.

We wish you every success with this endeavor.

Sincerely, on behalf of WMU Libraries,

A handwritten signature in blue ink that reads "Barbara J. Cockrell".

Barbara J Cockrell

Assoc Dean for Collections and Technical Services

**Waldo Library**

Western Michigan University  
1903 W. Michigan Ave.  
Kalamazoo, MI 49008-5353 USA  
PHONE: (269) 387-5202  
FAX: (269) 387-5077

**Zhang Legacy Collections Center  
Archives and Regional History**

Western Michigan University  
1903 W. Michigan Ave.  
Kalamazoo, MI 49008-5307 USA  
PHONE: (269) 387-8490; FAX: (269) 387-8484

**Swain Education Library**

Western Michigan University  
1903 W. Michigan Ave.  
Kalamazoo, MI 49008-5214 USA  
PHONE: (269) 387-5223  
FAX: (269) 387-5231

**Maybe Music and Dance Library**

Western Michigan University  
1903 W. Michigan Ave.  
Kalamazoo, MI 49008-5434 USA  
PHONE: (269) 387-5237  
FAX: (269) 387-0605