College of Education and Human Development
2012 Annual Report

Felicia L. Wilczenski, Interim Dean

Denise McNair, Assistant Dean for Budget and Finance
Laura Vanderberg, Assistant Dean for Assessment and Planning
Aimee D’Avignon, Director of Student Services
Sharon Lamb, Chair, Counseling and School Psychology
Lisa Gonsalves, Chair, Curriculum and Instruction
WenFan Yan, Chair, Leadership in Education
Stephen Reuys, Director, Adult Literacy Resource Institute
Arthur Eisenkraft, Director, Center of Science & Math in Context
Felicia L. Wilczenski, Interim Director, Institute for Learning & Teaching
John Saltmarsh, Co-Director, New England Resource Center for Higher Education
Glenn Gabbard, Co-Director, New England Resource Center for Higher Education
WenFan Yan, Director, Institute for International and Comparative Education
The College of Education and Human Development (CEHD) at the University of Massachusetts Boston includes three academic departments: Counseling and School Psychology (CSP), Curriculum and Instruction (C&I), and Leadership in Education (LIE). The CEHD is home to five centers and institutes: Adult Literacy Resource Institute (ALRI), Center of Science and Mathematics in Context (COSMIC), Institute for Learning and Teaching (ILT), and New England Resource Center for Higher Education (NERCHE), and the Institute for International and Comparative Education (IICE). The CEHD collaborates with the Institute for Community Inclusion through several teacher education and counseling programs and also houses the Northeast Regional Center for Vision Education (NERCVE). Reports for CEHD departments, centers, and institutes are available upon request.

Headcount enrollment in CEHD doctoral and master’s degree and certificate programs was 1047 in Fall 2012, representing 33 percent of all UMass Boston graduate students. FTE graduate enrollment in CEHD was 818, equivalent to 35 percent of all UMB FTE graduate enrollments. In addition, 101 students enrolled in our undergraduate major, Early Education and Care in Inclusive Settings (EECIS), which is a 33% increase over the previous year. These students were served by 43 tenured and tenure-track faculty (including the interim Dean), 5 full-time non-tenure track lecturers, and nearly 100 part time faculty. Each of the three academic departments has administrative support from one classified staff member. Three professional staff and one half-time classified staff member work in the CEHD Student Support Center. Four professionals staff the Office of Teacher Education in the C&I Department. CSP has a full time assistant to manage the online programs. An additional four professional staff (2 Assistant Deans, grants and business manager, and data manager) and two classified staff (executive assistant and receptionist) are assigned to the Dean’s office. The professional and classified staff members who conduct the work of the centers and institutes are supported primarily by external funding.

1. **Broad strategic objectives of the College of Education and Human Development**

The CEHD mission statement and associated core values, last revised in April 2009, serve as a philosophical and operational guide for all activities of the CEHD:
The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs -- and is informed by -- CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

Core values include:

I. **Academic excellence**, which applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;

II. **Social justice and inclusion** involve equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or race, ethnic, linguistic, or cultural background;

III. **Community engagement**, which integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

Our vision for CEHD is:

The UMass Boston College of Education and Human Development (CEHD) seeks to become the premier public urban college of education, recognized nationally and internationally for our academic excellence, active collaboration with community partners, our commitment to social justice, and our efforts to improve policy and practice that enhance individual, organizational, and community learning and development.

The mission, vision, and core values of the CEHD are accomplished in collaboration with students, professionals, and other stakeholders by:

A. offering **learning environments** that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with our values;
B. conducting research directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for all individuals;

C. disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;

D. offering technical assistance to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national and international levels.

I. CEHD AY 2012-2013 Goals and Progress

CEHD’s goals for the past academic year were largely achieved.

1. CEHD leadership: The offer to Michael Gamel-McCormick as permanent Dean was withdrawn by Provost Langley.

2. Recruitment and retention: We continued our efforts to recruit a diverse student population, with an emphasis on populations under-represented in the field of education i.e. cultural, ethnic, and linguistic minorities. The number of undergraduates in our early childhood program expanded significantly.

3. Continuing to assure the quality of our programs: CEHD is seeking national accreditation for its programs. Accreditation reviews were conducted for the following programs: educational administration (University Council for Educational Administration, UCEA), mental health counseling, and school counseling (Master’s in Psychology and Counseling Accreditation Council, MPCAC).

4. Community Partnerships: CEHD continues to work to enhance existing relationships with community partners, notably with the Boston Public Schools.
The CEHD goals primarily focused on the UMass Boston Strategic Plan of enriching and expanding academic programs and research, and improving the learning environment as well as developing financial infrastructure to support those goals. These efforts are all aimed to support our overarching concern to advance student success and development.

1. **To advance student success and development**, quality assurance of our academic programs will continue to be a top priority.
   - C&I faculty is completing an inquiry brief proposal due to be submitted this fall, 2013. This proposal is the first step in the Teacher Education Accreditation Council (TEAC) program approval process.
   - Based on the recommendations of recent AQUAD reviews in the C&I Department, the Critical and Creative Writing program moved to the College of Advancing and Professional Studies as of July 1, 2012.
   - CEHD is still waiting to receive the full report from the Department of Elementary and Secondary Education (DESE) of their program review conducted in October of 2009.

2. **To enrich and expand academic programs and research**, new program development is a priority. The first cohort of students enrolled in the Ph.D. in Counseling and School Psychology as of Fall 2012. Ph.D. proposals in Higher Education Administration, Leadership in Urban Schools, and Early Childhood Education are in process.

Several global initiatives were developed in CEHD. Under the leadership of Professor WenFan Yan, the Institute for International and Comparative Education (IICE) and its Center for U.S. – China Educational Leadership serves as a platform from which UMass Boston, Beijing No.2 Experimental Primary School, and the High School Affiliated with Renmin University of China are sharing expertise, broadening educational visions, and deepening global understandings. Professional development activities are provided for higher education administrators from Beijing higher education institutions, teacher leaders from China Elementary and Secondary Schools, and a 2-week, 6-credit course in
Comparative Education, taught by Dr. Yan, with participation by both UMass Boston students and Boston Public School teachers.

Online programs in the Department of Counseling and School Psychology continue to attract increasing numbers of international students. A MOU was signed with Moscow State University to enroll students from Russia in the Online Mental Health Counseling program. The Vision Studies program, sponsored by C&I and the Institute for Community Inclusion (ICI), provided professional development for Universities in Taiwan and Guam. A memorandum of understanding was signed to establish a collaborative relationship among the ICI, the IICE, and East China Normal University in Shanghai to study disability policy and practices.

I Given our longstanding leadership in the education of Massachusetts’ English Language Learners (ELL), UMass Boston was asked to assist in the design and implementation of the professional development segment of Rethinking Equity and Teaching for English Language Learners (RETELL). The Department of Elementary and Secondary Education (DESE) wanted all core teachers of ELLs to complete a rigorous course of study. The Department of Curriculum and Instruction and the Department of Applied Linguistics developed the RETELL course syllabus.

A new master’s program in educational administration leading to principal licensure through DESE was submitted in April of 2013.

3. To improve the learning, teaching, and working environment, efforts to enhance faculty and staff support included the implementation of two orientation sessions for part-time faculty, and the development of a faculty resource CD and website with links to pertinent College and University policies and practices. The Dean’s Office provided professional development for faculty including workshops on AFR preparation, tenure and promotion processes, grant writing, search committee procedures, Universal Design for Learning strategies, and use of Task Stream e-portfolio and management systems.

The newly reorganized Student Services Center (SSC) supports students in all departments from recruitment and orientation through writing support, MTEL
preparation, graduation, licensing, and leads for job searches. Over the past year, 24 MTEL workshops were conducted to help students prepare for licensing exams, and 260 CEHD students were endorsed for licensure through the Massachusetts Department of Elementary and Secondary Education. Personnel in the SSC are also members of critical University committees (e.g., advising, orientation, and commencement).

The Office of Assessment and Planning has implemented efficient procedures for conducting and analyzing course evaluations as well as for timely distribution to faculty. The evaluation was changed over the past year to incorporate questions required by NEASC. There is a CEHD ongoing assessment committee reviewing our current evaluations and making recommendations for improvement. The Office also facilitated the piloting of Task Stream, CEHD’s e-portfolio and data management system by organizing the system to be compatible with CEHD’s accreditation needs and by providing technical support to faculty and students. Training videos have been prepared for both faculty and students.

CEHD hiring is consistent with the UMass Boston’s strategic goal of attracting, developing, and retaining highly effective faculty. CEHD reached successful conclusions to all seven searches for tenure-line faculty. Takuya Minami accepted a tenured position as Associate Professor of Counseling Psychology. He will be joined by Associate Professor Steven Vannoy as Counseling Psychology doctoral faculty. Amy Cook assumes the position of Assistant Professor of School Counseling. In the Department of Curriculum and Instruction, Assistant Professors Angel Fettig and Lianna Pizzo will join the Early Childhood Program and Kristin Murphy will join the Special Education faculty. Gerardo Blanco-Ramirez accepted the assistant professor position in Higher Education Administration in the Department of Leadership in Education. In April, two professional staff positions were hired. Keith Brown started his position as CEHD Grants and Business Manager and Christine Power is our new Director of Teacher Education. Tricia Kress was granted tenure and promoted to Associate Professor. There were three positive 4th year reviews: Boaz Levy, Michael Gilbert, and Anne Douglass and three PMYRs: John Saltmarsh, Jay Dee, and Peter Taylor. During AY 12-13, three faculty
members were on leave and 2 faculty members took sabbatical leaves during the spring semester. Professor Varda Konstam retired in December, 2012 and was granted emerita status. Professor Jack Levy resigned in June, 2013.

II. Other Major CEHD Achievements of AY 2012-2013.

Additional CEHD achievements include increases in grant awards and state, national, and international visibility. CEHD is working to establish a financial resources model and infrastructure. CEHD’s four centers and institutes have long been successful at securing external funding to support their personnel and programs. A new revenue sharing plan with the College of Advancing and Professional Studies will direct revenues generated from CAPS course offerings to be managed by the CEHD Dean’s office.

Listed below are the FY 13 awards, totaling close to 4.5 million dollars, to CEHD faculty and staff through March 31, 2013 (ORSP). In addition, Kristen Wendell recently received a National Science Foundation grant of over ½ million dollars for her project in STEM teacher training.
<table>
<thead>
<tr>
<th>Award PI</th>
<th>Title</th>
<th>Direct</th>
<th>Indirect</th>
<th>Current Yr Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitchell, Elizabeth G.</td>
<td>Boston Writing Project</td>
<td>$20,000</td>
<td>-</td>
<td>$20,000</td>
</tr>
<tr>
<td>Wilczenski, Felicia L.</td>
<td>Inclusive Concurrent Enrollment Partnership Programs</td>
<td>$9,009</td>
<td>$991</td>
<td>$10,000</td>
</tr>
<tr>
<td>Gabbard, Glenn P.</td>
<td>The Civic Mission of Higher Education Institutions</td>
<td>$15,000</td>
<td>-</td>
<td>$15,000</td>
</tr>
<tr>
<td>Wendell, Kristen Bethke</td>
<td>STEM Summer Learning Institute.</td>
<td>$15,861</td>
<td>$1,269</td>
<td>$17,130</td>
</tr>
<tr>
<td>Wilczenski, Felicia L.</td>
<td>Inclusive Concurrent Enrollment Ptnrship Pgm for Stds with Dis Implement.</td>
<td>$99,039</td>
<td>$8,584</td>
<td>$107,623</td>
</tr>
<tr>
<td>Sevian, Hannah M.</td>
<td>Boston Science Partnership-Master Teacher Program</td>
<td>$34,332</td>
<td>-</td>
<td>$34,332</td>
</tr>
<tr>
<td>Sevian, Hannah M.</td>
<td>Boston Science Partnership’s Science Education Fellowship Supplement 2</td>
<td>$153,906</td>
<td>-</td>
<td>$153,906</td>
</tr>
<tr>
<td>Mitchell, Elizabeth G.</td>
<td>Boston Writing Project</td>
<td>$20,000</td>
<td>-</td>
<td>$20,000</td>
</tr>
<tr>
<td>Tschopp, Molly Kathleen</td>
<td>RSA Long Term Training Rehabilitation Counseling (CFDA# 84-129B).</td>
<td>$144,981</td>
<td>$2,399</td>
<td>$147,380</td>
</tr>
<tr>
<td>Eisenkraft, Arthur</td>
<td>An Examination of Science and Technology Teachers Conceptual Learning Through</td>
<td>$95,953</td>
<td>$36,462</td>
<td>$132,415</td>
</tr>
<tr>
<td>Chen, Robert F.</td>
<td>Participant Costs Supplement BEST</td>
<td>$138,454</td>
<td>$28,587</td>
<td>$167,041</td>
</tr>
<tr>
<td>Stone-Macdonald, Angela Keema</td>
<td>Early Intervention Scholars Program.</td>
<td>$243,704</td>
<td>$6,296</td>
<td>$250,000</td>
</tr>
<tr>
<td>Douglass, Anne Lorine</td>
<td>The Post Master's Certificate Program in Early Education Research and Policy</td>
<td>$419,382</td>
<td>-</td>
<td>$419,382</td>
</tr>
<tr>
<td>Wilczenski, Felicia L.</td>
<td>Inclusive Concurrent Enrollment Partnership Programs</td>
<td>$6,135</td>
<td>$611</td>
<td>$6,746</td>
</tr>
<tr>
<td>Reuys, Stephen</td>
<td>Proram and Staff Development Regional Support Centers for Adult Basic Education</td>
<td>$20,000</td>
<td>$1,600</td>
<td>$21,600</td>
</tr>
<tr>
<td>Eisenkraft, Arthur</td>
<td>Wipro Science Fellowship Fellowship</td>
<td>$190,200</td>
<td>$19,020</td>
<td>$209,220</td>
</tr>
<tr>
<td>Eisenkraft, Arthur</td>
<td>Supporting large scale change in science education: understanding online</td>
<td>$578,253</td>
<td>$174,127</td>
<td>$752,380</td>
</tr>
<tr>
<td>Cosgrove, Lisa A.</td>
<td>Organized Psychiatry's Relationships with Industry: Ethical Dilemmas and Policy..</td>
<td>$7,900</td>
<td>-</td>
<td>$7,900</td>
</tr>
<tr>
<td>Douglass, Anne Lorine</td>
<td>Early Education Access for Early Education Professionals</td>
<td>$53,720</td>
<td>-</td>
<td>$53,720</td>
</tr>
<tr>
<td>Wendell, Kristen Bethke</td>
<td>CLC High School Innovation Grant: TAG - E Boston HS- DLTAS</td>
<td>$90,909</td>
<td>$9,091</td>
<td>$100,000</td>
</tr>
<tr>
<td>Patmon, Denise Sharie</td>
<td>Calderwood Teachers as Writers</td>
<td>$12,950</td>
<td>$1,943</td>
<td>$14,893</td>
</tr>
<tr>
<td>Reuys, Stephen</td>
<td>Program and staff development regional support centers for adult basic</td>
<td>$15,703</td>
<td>$1,257</td>
<td>$16,960</td>
</tr>
<tr>
<td>Gabbard, Glenn P.</td>
<td>Project Compass Implementation: A Regional Initiative to Support the Success of</td>
<td>$183,279</td>
<td>$18,328</td>
<td>$201,607</td>
</tr>
<tr>
<td>Vanderberg, Laura E</td>
<td>Teacher Quality Partnership- CFDA# 84.405 A</td>
<td>$691,341</td>
<td>$19,123</td>
<td>$710,464</td>
</tr>
<tr>
<td>Douglass, Anne Lorine</td>
<td>The Post Master's Certificate Program in Early Education Research and Policy</td>
<td>$859,520</td>
<td>-</td>
<td>$859,520</td>
</tr>
<tr>
<td>Espinal, Sonnya Luz</td>
<td>Project Alerta Summer FY 12-13</td>
<td>$4,545</td>
<td>$454</td>
<td>$4,999</td>
</tr>
<tr>
<td>Espinal, Sonnya Luz</td>
<td>Project ALERTA Winship School 12-13</td>
<td>$4,545</td>
<td>$454</td>
<td>$5,000</td>
</tr>
<tr>
<td>Espinal, Sonnya Luz</td>
<td>Project ALERTA Hennigan 12-13</td>
<td>$4,545</td>
<td>$454</td>
<td>$4,999</td>
</tr>
<tr>
<td>Espinal, Sonnya Luz</td>
<td>Project ALERTA Hurley 12-13</td>
<td>$4,545</td>
<td>$454</td>
<td>$5,000</td>
</tr>
<tr>
<td>Espinal, Sonnya Luz</td>
<td>Project ALERTA: O'Donnell School 12-13</td>
<td>$4,545</td>
<td>$454</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
2. **Increased State, National, and International Visibility:** The work of CEHD administrators, faculty, students, and professional staff makes a significant impact on Massachusetts, national, and international policy and practice and provides important visibility for UMass Boston. Examples of group efforts are listed below.

   a. Through a partnership with the Center of Science and Mathematics in Context (COSMIC) and the Department of Applied Linguistics, two Federal Department of Education’s Title III Program grants were secured to develop four-course graduate certificate programs in teaching content to English Language Learners. Twenty seven inservice teachers from Boston, Brockton, Chelsea, and New Bedford public schools began the Math Certificate in the summer of 2012 and are expected to complete the certificate in the fall of 2013. A second math cohort began in Spring 2013 with 18 teachers. The first cohort of the Science section will begin in Summer 2013.

   b. *Early Education and Care in Inclusive Settings* undergraduate program experienced a rapid growth enrolling approximately 150 majors to surpass the goal of 100 students.

   c. The *Adult Literacy Resource Institute* is grant funded and received $594,960 in FY13. The Institute provided significant staff and program development supports and various other services and resources to adult basic education programs in the Boston region. An increasing number of its professional development activities are offered via online, distance learning approaches. A.L.R.I. provided a total of 69 region-wide staff and program development activity sessions involving 734 participants. The A.L.R.I. continues to operate the statewide SABES Adult Basic Education Library (also known as the Statewide Research and Resource Collection), providing resources to adult basic education practitioners across the state.
d. Through its policy and practice research, commitment to community engagement and dissemination activities, the New England Resource Center for Higher Education (NERCHE) continued to support administrator, faculty, students, and staff across the region in becoming more effective practitioners and leaders. Over the past year, seven think tanks were conducted involving 117 participants.

III. Strengths and Challenges

1. **Strengths**: Outstanding faculty and professional staff are key strengths of CEHD. CEHD faculty and staff contribute to College and University governance, handle large teaching and administrative loads, prepare new courses and programs, respond to accreditation demands, and make major contributions to professional fields through publications and conference presentations. Grant funding increased significantly.

2. **Challenges** include high service expectations conflicting with high research and teaching demands, departmental leadership and college administrative infrastructure, inadequate space and staff support, insufficient support for data collection and management, and insufficient graduate assistantships.

IV. CEHD Goals for AY 2013-2014

CEHD’s goals for the coming academic year are compatible with those of the University in advancing student success and development, enriching and expanding academic programs and research, establishing financial resources model consistent with the university’s mission statement, and developing an infrastructure supportive of the goals.

1. **Transition to new CEHD leadership**: CEHD will conduct a search for a permanent Dean.

2. **Recruitment and retention**: We continue to focus our recruiting efforts to attract a diverse student population, with an emphasis on populations under-represented in the field of education i.e. cultural, ethnic, and linguistic minorities.
3. **New program development**: Plans are underway to develop a new master’s degree in Higher Education with a concentration in Institutional Research, and a M.Ed. degree in Educational Administration for Chinese students. A new track in LIUS is proposed in Program Evaluation and Educational Research.

4. **Continuing to assure the quality of our programs**: CEHD is seeking national accreditation for its programs. Major efforts are underway to obtain accreditation in teacher education, educational administration, mental health counseling, and school counseling.

5. **Community Partnerships**: CEHD continues to work to enhance existing relationships with community partners, notably with the Boston Public Schools.

**Aspirational Institution:**

**University of Illinois Chicago UIC College of Education**: [http://education.uic.edu/](http://education.uic.edu/) U.S.

World and News Ranking: 38 among best education schools

UIC has an urban mission similar to UMass Boston and is one of the Urban 21 Universities. Like UIC’s College of Education, CEHD is increasing is doctoral offerings and is planning to increase its undergraduate education degree programs. These efforts will enhance our reputation as a research institution and in the field of teacher education.

**Mission**

We are a community of scholars committed to educational equity as it contributes to social, political and economic parity. We develop new knowledge about education that improves teaching, learning and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research and public service to all learners, but particularly those in urban environments.

**Faculty** 44 tenure-stream; 10 non-tenure track

**Departments**

- Special Education
- Curriculum & Instruction
Programs

Bachelor's Degree Program
- BA in Urban Education offers two concentrations:
  - Elementary Education: Education in a Democratic Society

Master's Degree Programs
- MEd in Instructional Leadership offers six concentrations:
  - Early Childhood Education
  - Educational Studies
  - Literacy, Language, Culture
  - Policy Studies
  - Secondary Education
  - MEd in Measurement, Evaluation, Statistics, and Assessment (MESA)
  - Online MEd in Measurement, Evaluation, Statistics, and Assessment (MESA)

MEd in Special Education

MEd in Youth Development

Doctoral Degree Programs
- PhD in Curriculum and Instruction offers two concentrations:
  - Curriculum Studies
  - Literacy, Language, Culture

PhD in Educational Psychology

PhD in Policy Studies in Urban Education offers two concentrations:
- Educational Organization and Leadership
- Social Foundation

PhD in Special Education

PhD in Urban Education Leadership

Program Options
- 5th Year Option in Special Education for Undergraduates in Elementary Education
- Bilingual and English as a Second Language (ESL) Approval / Endorsement
- Early Childhood Alternative Certification Program
- Early Childhood Special Education Approval
- Educational Research Methodology (ERM) online certificate
- Learning Behavior Specialist II
- Middle School Endorsement
- Physics Methodology Coursework
- Reading Teacher Endorsement

UIC Key Facts

University of Illinois at Chicago Office of Public Affairs (MC 288)
601 S. Morgan St., Chicago, IL 60607-7113, (312) 996-3456, www.news.uic.edu

Location: Chicago, IL

Founded: UIC was formed in 1982 by the consolidation of two U. of I. campuses: the Medical Center campus, which dates back to the 19th century, and the comprehensive Chicago Circle campus which replaced, in 1965, the two-year undergraduate Navy Pier campus that had opened in 1946 to educate returning veterans.

More history of UIC

Status: Public Research University
Budget $1.95 billion (2011) | More budget information
Research Approximately $335 million

Tuition 2010 & 2011
Full-time $6,031 to $8,350 per semester in-state
Undergraduate $12,226 to $14,545 out-of-state

Enrollment Fall 2011
16,911 undergraduates
8,012 graduate students
2,657 professional students
27,580 total

Full-time Equivalent Employees Faculty: 2,574
Administrative and Professional: 3,669
Support Staff: 5,272