

**New Program Proposal
Doctor of Philosophy
Teaching and Learning
University of South Carolina - Columbia**

Summary

USC-Columbia requests approval to offer a program leading to the Doctor of Philosophy degree in Teaching and Learning to be implemented Spring 2011. The program will be offered through traditional delivery on the main campus.

The Program Planning Summary was submitted by USC-Columbia to the Commission on Higher Education on February 11, 2010. It was reviewed and voted upon favorably without substantive comment by the Advisory Committee on Academic Programs (ACAP) on March 20, 2008. USC-Columbia's Board of Trustees approved the proposal on April 23, 2010. The final proposal was received by the Commission on May 11, 2010.

The proposed program is designed to prepare professionals for teaching and research in institutions of higher education with a focus on K-12 schools and teacher education. According to the proposal, the objectives of the program are to develop 1) advanced knowledge and understanding in the candidate's specialty area, 2) skill in conducting research in the area of concentration, 3) leadership qualities and skills in designing, implementing and evaluating programs in the student's area of specialization, and 4) knowledge and understanding needed to provide services to diverse groups of clients.

Clemson University offers a similar degree (Ph.D. in Curriculum and Instruction) in teacher education. USC-Columbia currently offers an Ed.D. in Curriculum and Instruction designed for professional educators who desire high level preparation as curriculum generalists and focusing on the critical understanding of curriculum theory and practice. The proposed program will replace two existing Ph.D. programs (Elementary Education and Secondary Education) currently offered at USC-Columbia. The proposal states that the proposed program is unique to the state because it would provide specialists in the areas of elementary, middle, and secondary education as well as curriculum.

There is a national trend to consolidate education degree programs that are content or grade level specific into a more general program with focus areas. CHE has approved similar degree programs at the Master's level at Coastal Carolina and College of Charleston in the last two years and Clemson University has submitted a similar proposal for its Master's degree. The nomenclature of *Teaching and Learning* has replaced *Curriculum and Instruction* in many institutions (Ohio State, Northwestern, Miami, NYU, and Vanderbilt) for educational doctoral programs. According to the proposal, Ph.D. degrees in Elementary and Secondary Education, delimited by school grade bands, do not best match the research skill sets and interests of current faculty.

The institution anticipates that there will be three new students (2.3 FTE) at in the proposed program's first year, increasing to four students (3.3 FTE) in the second year five students (4.3 FTE) in the third year six students (5.3 FTE) in the fourth year, and seven (6.3 FTE) in the fifth year of the new program. According to the proposal, these estimates are based on enrollment of new students beyond those who would have historically enrolled in the Ph.D.

in Elementary or Secondary Education Students who are enrolled in the current Ph.D. programs in Elementary and Secondary Education will have the options of transferring to the proposed new degree program or completing their current degree within two years. According to the proposal, USC-Columbia has instituted new policies that include incentives to departments to recruit and support full-time doctoral students in order to increase the number of doctoral students. The Department of Instruction and Teacher Education plans to reduce the number of adjunct faculty who teach courses and supervise interns in undergraduate programs and replace them with doctoral-level graduate assistants.

Admission to the proposed concentration will require students to have a baccalaureate degree from a regionally accredited university and be granted admission to the USC Graduate School and the Ph.D. program. In addition, students must 1) have a GPA of 3.0 or higher on their undergraduate degree and a GPA in all graduate work of 3.5 or higher, 2) have a minimum of two years of teaching experience, 3) submit two letters of reference, 4) submit a letter of intent outlining long-term professional goals, 5) complete the Graduate Record Examination (500+ on verbal and 500+ on quantitative) or the Miller's Analogy Test (413+), 6) complete any additional content or experiential requirements required by faculty in the content area, and 7) be recommended for admission based on an interview with a faculty admissions committee. Two new courses (Internship in Teaching and Internship in Research) will be added to the catalog.

Faculty for the proposed program will be drawn from existing education faculty currently teaching in the elementary, middle and secondary education graduate programs. No new full-time faculty members will be hired in the first five years of the proposed program's operation. In the first five years, there will be 15 faculty members (4.0 FTE) teaching in the proposed program. There will be one administrator (0.2 FTE) and two staff (0.5 FTE) for the proposed program.

The proposal states that no new space or facilities are needed for the proposed program. The proposal further notes that existing instructional equipment and library resources are sufficient to support the proposed program.

The proposed program is not subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE) because it prepares teachers for the professoriate and NCATE does not review these programs. The program may be reviewed by Commission staff as part of its review of advanced teacher education programs and must demonstrate satisfactory attainment of program goals and standards as identified in the *CHE Program Report for Advanced Programs in Teacher Education and Other Education Unit Programs Without Specialized Accreditation*. The proposed program will utilize five key assessments that are unique to the program. The proposed assessments are: 1) a qualifying examination paper; 2) a comprehensive examination; 3) an Internship in Teaching Culminating Paper; 4) an Internship in Research Inquiry Project; and 5) a dissertation. State approval from the South Carolina Department of Education (SCDE) is not required for graduate programs in teacher education unless the advanced degree will lead to licensure.

The proposed program included an external review from Dr. Karen Karp, Distinguished Teaching Professor, University of Louisville Department of Teaching and Learning. Dr. Karp stated that USC's program is timely, has significant merit, and will fill the need that exists for doctorally prepared faculty members and researchers in the field of curriculum and instruction. She stated that the format of the proposed program is aligned with national trends and allows

interplay between the various vertical components of the education system and that doctoral graduates of the proposed program will be attractive candidates for positions at all types of institutions of higher. The reviewer recommended that faculty may need additional support in professional development opportunities that will support the K-12 model and that course options in special education should be added on any program documentation. The reviewer stated that USC-Columbia has the capacity to offer the proposed program. The reviewer also suggested there should be new costs to the program to allow for additional library holdings in middle level education, site licenses for supporting software, training and professional development for faculty, and increased funding for graduate assistants and fellowships. Lastly, the reviewer suggested more details for the admission's process and review. Dr. Les Sternberg, Dean of the College of Education at USC-Columbia provided a letter of response to the external reviewer's recommendations. Dr. Sternberg stated that the library holdings are sufficient to support a middle level focus for the proposed program because USC-Columbia currently offers an undergraduate program in middle level and that faculty in that program continually recommend library resources as new publications become available. In addition, USC-Columbia has identified additional library holdings for the proposed program. Dr. Sternberg stated that statistical software is available through the technology center for faculty and staff for use on university computers. In addition, Dr. Sternberg stated that funding for professional development and faculty travel are provided through departmental funds.

USC-Columbia states that there are no new costs for the proposed program. In an effort to deal with reductions in appropriations to the state, and because tuition revenue alone will not support the proposed program, USC-Columbia is reallocating existing internal resources to cover the cost of this program.

In summary, USC-Columbia seeks approval to offer a program leading to the Doctor of Philosophy degree in Teaching and Learning. This program is needed to train teachers for the professoriate for teacher education programs in colleges and universities. The proposed program will replace programs leading to Ph.D.s in Elementary Education and Secondary Education, both of which will be terminated upon approval of the Ph.D. in Teaching and Learning. The proposed program will prepare professionals for teaching and research in institutions of higher education with a focus on K-12 schools and teacher education. The proposed degree will be more flexible to meet the needs of a broad spectrum of educators, including those focused on a particular curriculum area or age span/grade level through options within the proposed program.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to a Doctor of Philosophy degree in Teaching and Learning at USC-Columbia, to be implemented in Spring 2011 and offered on the main campus through traditional delivery, provided that no "unique cost" or other special state funding be required or requested and that the programs leading to the Ph.D. degree in Elementary Education and the Ph.D. degree in Secondary Education be terminated upon implementation of the proposed program.