NEW PROGRAM PROPOSAL FORM

Name of Institution: The University of South Carolina - Columbia

Name of Program (include degree designation and all concentrations, options, or tracks):
Current degree program is Ed.D. in Curriculum and Instruction. The information in this proposal is for program modifications to the existing program; however, with a CIP Code change, CHE requires this to be put forth as a New Program Proposal. The new program will be the:

Education Doctorate (Ed.D.) in Educational Practice and Innovation with concentrations in:

1. Curriculum Studies (existing);
2. Education Systems Improvement (new);
3. Learning Design and Technologies (existing but name change from Educational Technology); and
4. Science, Technology, Engineering, and Mathematics (STEM) Education (existing)

Program Designation:

- ☐ Associate's Degree
- ☐ Bachelor's Degree: 4 Year
- ☐ Bachelor's Degree: 5 Year
- ☒ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)
- ☐ Master's Degree
- ☐ Specialist
- ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
- ☒ No

Proposed Date of Implementation: **Fall 2020**

CIP Code: **13.9999 (changed from 13.0301)**

Delivery Site(s): Columbia campus delivery: 51102; Blended: 85500; 100% online: 85750

Delivery Mode:

- ☒ Traditional/face-to-face
  *select if less than 25% online
- ☒ Distance Education
  - ☒ 100% online
  - ☒ Blended/hybrid (50% or more online)
  - ☒ Blended/hybrid (25-49% online)
  - ☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
Thomas E. Hodges, Ph.D., Associate Dean for Academic Affairs and Associate Professor, 803-576-6288, hodgeste@mailbox.sc.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
College of Education Dean – April 1, 2019

BOT – AA: September 13, 2019

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The College of Education at the University of South Carolina currently offers an Ed.D. in Curriculum and Instruction with concentrations in Curriculum Studies; Educational Technology; and Science, Technology, Engineering, and Mathematics (STEM) Education. This degree is available 100% online.

The proposed degree program will replace the existing Ed.D. in Curriculum and Instruction and will be different in four ways:

1. The updated program will have a CIP Code of 13.9999 with a CIP Code title of *Education, Other* instead of the current CIP Code title of *Curriculum and Instruction*. This broader CIP code better reflects the variety of concentrations within the degree.
2. The name of the updated program will be Educational Practice and Innovation. As with the CIP code, this title better reflects the concentrations in the program than the current program name, allows students to more readily identify with the program and is more in line with students' educational needs. This new title reflects the College of Education's commitment to "bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts" as described in the mission of the College. A broad title with various areas of concentrations for the Ed.D. is not uncommon among peer institutions in The Carnegie Project on the Education Doctorate (CPED) consortium. John Hopkins School of Education, Northeastern University, University of Pittsburg, and the University of Portland, among others have implemented Ed.D. programs in this fashion.
3. The name of the Educational Technology concentration will change to Learning Design and Technologies. The concentration name change reflects the evolution of the field of instructional design and educational technology. The field is placing much more emphasis on the learner and the learning environment, emphasizing the agency an individual has to learn, as well as where, when, and how to learn. Therefore, the concentration name Learning Design & Technologies reflects these emphases and the roles of the designer, teacher/faculty member, coach, technology integration specialist, curriculum developer, and administrator to create purposeful learning environments, using technological processes (e.g., instructional systems design) and resources (e.g., learning technologies). This follows peer institutions who have recognized and made similar changes, including The University of Georgia, Purdue University, Stanford University, and North Carolina State University, and the field's major reference work edited by Association for Educational Communications and Technology past-presidents (https://www.springer.com/us/book/9783319174600).
4. The updated program will have an additional concentration in Education Systems Improvement. This concentration will provide an option for those students who are interested in district and school systems improvement. This concentration addresses the complexity of education problems to target not just curriculum and instructional practices but all conditions of systems improvement, including economics, politics, policy, and culture.

All other aspects of the program will be the same as the current program. This proposal is essentially a program modification to the existing Ed.D., but is being submitted as a new program proposal given the CIP code change and requirements by the Commission on Higher Education. There will be a teach out plan for students currently in the Ed.D. in Curriculum and Instruction and students will be allowed to finish the program under that same name. Other than the four changes listed above, the program will

be the same as the current program, including curriculum and faculty teaching in the program. The change in CIP Code and program name are being requested at this time to more effectively reflect the current curriculum, as well as student and employer needs. The Ed.D. in Curriculum and Instruction will be terminated once all students matriculate from that degree program.

Information about the Program

The University of South Carolina College of Education is an active member of The Carnegie Project on the Education Doctorate (CPED) (https://www.cpedinitiative.org/page/members). CPED is a consortium of over 100 colleges and schools of education that have committed to work together to examine "the doctorate in education (Ed.D.) through dialog, experimentation, critical feedback and evaluation." The vision of the CPED framework is to prepare "educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century." The Ed.D. in Educational Practice and Innovation at UofSC applies the CPED framework which includes an inquiry as practice in which candidates focus their research on complex problems of practice. CPED defines the problem of practice as a "persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes" (https://www.cpedinitiative.org/page/AboutUs).

Through this problem of practice approach, the UofSC program provides educators and administrators a path to the doctorate degree while helping them solve immediate problems in their school or district. Through this experience, these educators and administrators gain skills which will allow them to continue to solve problems and make improvement within their areas of influence after program completion. This is another key factor in realizing the name change to Educational Practice and Innovation.

The primary mission of the University of South Carolina is the education of the state's citizens through teaching, research, creative activity, and community engagement. The university mission goes on to state that it is the "University's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life." The Ed.D. program enhances the education of the state's citizens by helping South Carolina educators develop their skills and knowledge in the concentration areas proposed. The program also provides increased capacity for ongoing improvement in educational practices in k-12 settings in South Carolina.

The University of South Carolina College of Education seeks to distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions, and community. The College's strategic plan includes designing and implementing innovative and impactful curricula with a focus on building robust and thriving doctoral programs. The online Ed.D aligns with this mission and strategic plan as it is designed to make a positive impact on the needs of students, professionals, and the community.

The Ed.D. in Educational Practice and Innovation will have 4 areas of concentration.

- **Curriculum Studies** - The Curriculum Studies concentration emphasizes concerns for equity and social justice, self-knowledge, cultural issues, and human growth and development through a balanced approach to diversity education consisting of theory and practice. This concentration provides an in-depth understanding of the theory, history, concepts, current techniques, strategies, and issues of diversity in schools, as well as other social institutions and community settings; and facilitates self-reflection for engaging in social justice education.

- **Education Systems Improvement** - The Education Systems Improvement concentration develops capacity for school and district improvement with capabilities that include advanced understandings of inquiry and improvement science, organizational culture and change, transforming schools, districts and communities, economics and district finance, education policy and reform, school board relations, and systemic challenges and problems in urban and rural contexts. This concentration (1) prepares practitioners with a strong foundation and strategies for systems improvement; (2) prepares practitioners with advanced understandings of district, state and national policies; and (3) develops scholarly practitioners to use principles of improvement science to solve systemic problems of practice in their contexts.

- **Learning Design and Technologies** - The Learning Design and Technologies concentration develops capabilities essential to the design, development, implementation, evaluation, and research of technology-based learning, instruction, and training (e.g., computer-based training, multimedia development, technology integration, assistive technology modifications, online education, and distance learning). This concentration (1) prepares practitioners with sound principles and techniques of instructional systems design plus leading-edge technological competency; (2) prepares leaders for the meaningful integration of educational technology in teaching, learning, and performance environments; and (3) develops scholarly practitioners to solve significant problems of practice within their respective contexts.

- **Science, Technology, Engineering, and Mathematics (STEM) Education** - The STEM Education concentration of the Ed.D. emphasizes content and pedagogy related to integrated approaches to STEM (Science, Technology, Engineering and Mathematics) instruction in PK-12 settings. Through the use of instructional methods, such as project-based learning, the STEM Education concentration provides in-depth instruction related to the integration of science, technology, and engineering and mathematics practices. The STEM Education concentration prepares practitioners and instructional leaders to (1) engage with and solve significant problems of practice within education settings related to STEM fields; (2) develop, integrate, and evaluate integrated STEM instruction; and (3) leverage project-based learning as a model for STEM practices.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The College of Education's current Ed.D. program is a viable, highly sought after program with excellent enrollment, and it is anticipated that the changes to the program will only build on this success. In Fall 2018 the Ed.D. had a total head-count enrollment of 333 students across the Curriculum Studies and Educational Technology concentrations. The STEM Education program has not begun admitting students yet as it was recently approved by CHE in Spring 2019. The Ed.D. program had 277 completed applications for admissions during the 2018 calendar year. With the recent addition of the STEM Education concentration and the new concentration in Education Systems Improvement, it is anticipated that the demand for an Ed.D. will remain high.

This degree fills an important need in South Carolina and the region, providing educators and school and district administrators a path to the doctorate degree while helping them solve immediate problems in their school or district. Through this experience, these educators and administrators gain skills to

continue to solve problems and make improvement within their areas of influence. Each concentration within the program meets specific needs related to that area.

The Curriculum Studies Concentration: The Curriculum Studies concentration is designed for the scholarly practitioner who wants to develop an in-depth understanding of social justice in diverse communities and desires to use equity pedagogies to address problems of practice in educational settings. In this concentration, a community of scholarly practitioners collaborates with key stakeholders in laboratories of practice using research methodologies and applied theories to conduct a Dissertation in Practice (DiP) as a tool for change. Fundamental to this degree concentration is a purpose and culture underpinned by conceptions of rigorous research and pragmatic intellectualism. It prepares scholarly practitioners for PK-12 district and school-level curriculum administration positions, higher education leadership positions and other agency and institutional leadership positions.

The unique contributions of this degree concentration include its focus on providing opportunities for students to develop critical thinking curricular perspectives including knowledge of practical skills, theoretical constructs, and recognition of the integral and intersectional relationship of theory to practice toward social action. The Curriculum Studies concentration provides critical impact to the field of education at the state and national levels via its dedication to fostering inclusivity, equity pedagogies along with social justice orientations, examinations of self-knowledge, cultural issues, and human growth and development through a praxiological approach to diversity education.

The Education Systems Improvement Concentration: This EdD concentration will provide a way to address the complexity of education problems to target not just curriculum and instructional practices but all conditions of systems improvement, including economics, politics, policy, and culture (Ylimaki & Uljens, 2017). Such conditions also point explicitly toward new dilemmas and tensions among educational unity goals, demographic changes, and pressures for multicultural education. The systems improvement approach looks beyond the symptoms of school challenges to address root causes and identify factors resulting in school achievement gaps. Its equity focus recognizes that schools and districts are culturally and historically situated systems, many of which are steeped in conscious and unconscious biases that disproportionately creates barriers preventing some students from achieving, while simultaneously allowing others to succeed (e.g. Gooden, 2012; Spikes, 2018). There is a need to support and develop school and district administrators to diagnose and understand these systemic problems, identify and test solutions aimed at equity and student success. The EdD with a concentration in Systems Improvement will develop educational leaders with research in a professional doctorate as the highest degree for the “preparation for the potential transformation of that field of professional practice, just as the PhD represents preparation for the potential transformation of the basic knowledge in a discipline” (Perry, 2013). The Ed.D. in Systems Improvement follows the Carnegie model as well as current literature on the importance of connections within and between levels.

The Learning Design and Technologies Concentration: Advancements in technology have made the educational technology use in K-12 schools and higher education ubiquitous, creating a need for continuous assessment of educational technology resources and workforce. Higher education institutions constantly update the educational technology resources and infrastructure (e.g., active learning classrooms), and train faculty on educational technology use for both online and face-face courses. According to Bureau of Labor Statistics, the job market for instructional design related positions (e.g., instructional designer) will grow by 11 percent from 2016 – 2026. Similarly, there is a clear indication of growth and demand for professionals with educational technology knowledge and competence in K-12 education. The Office of Educational Technology within U.S Department of Education has updated the national educational technology plan (NETP) in 2017 again, just one year

after the release of 2016 NETP. With the 2017 update on the educational technology plan, Office of Educational Technology has emphasized that states, districts and postsecondary institutions need to develop and implement learning experiences that use technology effectively, and that research is needed on how technology is integrated in classroom instruction to impact learning. Parallel to the 2017 NETP, South Carolina State Educational Technology Plan for 2014-2016 listed two goals in the areas of learning and professional development, one tasking school districts with improving student learning through technology and another one emphasizing the need to improve teacher technology integration in the classroom. The Learning Design and Technologies concentration adheres the definition of educational technology as the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. In addition, the Learning Design and Technologies concentration prepares practitioners with sound principles and techniques of instructional systems design plus leading-edge technological competency who are leaders and models for the meaningful integration of educational technology in teaching, learning, and performance environments, and who solve significant problems of practice within their respective contexts. With these program goals, Learning Design and Technologies concentration will contribute to the achievement of educational technology goals set by the National Educational Technology plan and by the SC State Educational Technology plan.

The STEM Education Concentration: The Profile of the South Carolina Graduate, adopted by State Board of Education, Department of Education, Education Oversight Committee, and numerous other boards and committees foregrounds world-class knowledge focused on STEM fields, as well as world-class skills that develop creativity, innovation, critical thinking, and problem solving. In deference to this consensus document and the need in South Carolina to enhance the STEM workforce and increase high quality STEM educators, this concentration supports scholarly practitioners positioned to develop and deliver emerging STEM practices and provides certification in the areas of Project Based Learning (SCDE).
The United States faces persistent shortages of appropriately trained K-12 STEM teachers in high-needs fields (American Physical Society, 2019). In a study by the Association of Public Land-Grant Universities (2018), findings indicated that STEM classes in had to be cancelled because no teacher could be found to staff them, and that STEM classes were being taught by individuals whose qualifications are questionable (demonstrated adequate knowledge of the subject they are teaching and who have either full teaching licenses or temporary licenses pending completion of a teacher preparation program in which they are currently enrolled) (Allen, 2010).

America's colleges and universities have fallen short for decades in providing K-12 schools with teachers, particularly secondary school teachers, in the high-need STEM fields of physics, chemistry, math, and computer science. These shortages continue to have an impact on the quality of STEM education with the ripple effect of discouraging young students from pursuing careers in science, technology, engineering, and math themselves. According to an April 2016 report by the Center for Public Education (http://www.centerforpubliceducation.org/research/overview-teacher-shortages-glance), schools report teaching vacancies in STEM fields more than in other subject areas (Marder, Plisch & Brown, 2017).

In South Carolina, the numbers of students graduating with science and engineering degrees (approximately 18%) lags behind the national percentage of 22% graduating nationwide (National Science Board, 2018). Students often make decisions related to career interest by the end of grade school, making early STEM instruction, and STEM teacher preparation imperative.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no transfer or articulation agreements related to this program.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
National: Education, training, and library occupations			2016: 9,426,500	2026: 10,315,400 Projected increase of 9.4%	U.S. Bureau of Labor Statistics
National Education Services Sector			2016: 3,559,700	2026: 4,066,200 Projected increase of 14.2%	U.S. Bureau of Labor Statistics
National Preschool, primary, secondary, and special education school teachers			2016: 4,264,800	2026: 4,598,700 Projected increase of 7.8%	U.S. Bureau of Labor Statistics
National Education Administrators			2016: 531,600	2026: 580,400 Projected increase of 9.1%	U.S. Bureau of Labor Statistics
SC Certified Teacher Position	2018-2019 School Year: 52,600				SC Center for Educator Recruitment, Retention, and Advancement (CERRA) Educator Supply and Demand Report

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

As seen in the data above, positions in education are expected to rise over the next 10 years. The Ed.D. is designed for those in these positions to improve their practice and advance their career in education. In South Carolina, earning a doctorate degree will move a certified educator to a higher pay band. Anyone in a teaching or school/district administration position would be a candidate for this degree program. Some will seek a different position in P-12 education upon completion of the degree, but the

degree is not designed to lead to a specific career move. The Ed.D. program is designed for practicing educators who are already employed to improve their skills as an educator or administrator.

- https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm
- https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm
- https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf

Description of the Program

	Projected Enrollment								
Year	Fall Headcount			Spring Headcount			Summer Headcount		
	New	Total	Total Credit Hours	New	Total	Total Credit Hours	New	Total	Total Credit Hours
2020-2021	47	295	1770	43	307	1842	43	319	1974
2021-2022	56	341	2106	43	350	2160	43	359	2271
2022-2023	47	371	2343	43	380	2397	43	389	2451
2023-2024	56	423	2613	43	421	2559	43	421	2559
2024-2025	47	424	2557	43	424	2557	43	424	2557

Explain how the enrollment projections were calculated.

Given that this program is a result of necessary efforts to update the current Ed.D. in Curriculum and Instruction, in addition to the 47 students entering the new program, the Fall 2020 enrollment includes an estimated 248 students continuing in the Curriculum Studies and Educational Technology concentration of the current Ed.D. program. The above reflects 31 of the 248 continuing students graduating each semester for the first 8 semesters. The STEM Education concentration was recently added and the Education Systems Improvement concentration is being proposed, thus there are only new students in the Fall 2020 enrollment for these two concentrations. Including the continuing currently enrolled students in the above table allows for a more accurate calculation of revenue and costs for the program.

Each concentration has a somewhat different course sequence and time to degree completion. These variances were taken into account when calculated the enrollment and credit hours.

- The Curriculum Studies Concentration admits approximately 20 new students each fall, summer, and spring. Students in this concentration typically take 9 semesters to complete the program.
- The Learning Design and Technologies concentration admits approximately 15 new students each fall, summer, and spring. Students in this concentration typically take 11 semesters to complete the program.
- The Education Systems Improvement concentration will have some students completing post-masters and some completing post-Education Specialist. The variation in credit hours between these two options in this concentration has been taken into account. This concentration will only admit students once per year in the fall semester. The program anticipates that most students will be post-Ed.S. with 13 new students beginning every other fall semester with the first cohort beginning in Fall 2021. The program anticipates 4 new students beginning every other fall for post-masters beginning in Fall 2020. This difference explains the variation in new

students each fall in the table above. Post Ed.S. students will typically take 7 semesters to complete 39 hours. Post-masters students will typically take 10 semesters to complete 60 hours.

- The STEM Education Concentration anticipates admitting 8 students each fall, summer, and spring. Students in this concentration will typically take 10 semesters to complete the program.

As with any program there will be attrition of students who do not continue in the program. We have accounted for this by reducing each cohort by 5 students after the first three semesters.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒Yes

☐No

In addition to the typical admission procedures of the Graduate School at the University of South Carolina, applicants must submit:

- Minimum of two letters of recommendation from a supervisor and/or professor who can speak to the applicant's ability to do doctoral-level work;
- A letter of intent that specifically details the applicant's fit for the program, includes a possible problem of practice for research, and a description of any previous action research experience.
- A successful scholarly writing sample with accurate evidence of American Psychological Association (APA) (6th ed.) citations and references.
- Official test scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Curriculum

Ed.D. in Educational Practice and Innovation

Required Hours

- Minimum of 60 hours required post master's degree
- Minimum of 39 hours required beyond the Ed.S. in Education Administration for students selecting the Education Systems Improvement Concentration. Students must have completed an Ed.S. in Education Administration that leads to Superintendency Certification to be eligible to complete the program in 39 hours.

Core (12 semester hours)

- EDCS 720 - Introduction to Diversity and the Curriculum
- EDCS 820 - Advanced Study of Diversity and Curriculum
- EDET 709 - Applications of Learning Principles
- EDLP 755 - Educational Policy Analysis

Concentration – Select course from chosen area of concentration (15 semester hours)

Curriculum Studies

- EDCS 722 - Racial & Ethnic Diversity and the Curriculum
- EDCS 724 - Gender Diversity in Schools and Communities
- EDCS 725 - Principles of Curriculum Construction
- EDCS 726 - Curriculum Leadership

- EDCS 824 - Curriculum Seminar

Education Systems Improvement (15 hours)

- EDLP 754 - Advanced Educational Finance
- EDLP 730 - Organization Theory and Systems Design in Education
- EDLP 731 - Social/Cultural Contexts of Education
- EDLP 732 - Applied Data Driven Decision Making in Education
- EDLP 733 - History of Educational Reform

Learning Design and Technologies

- EDET 722 - Instructional Design and Assessment
- EDET 755 - Design and Evaluation of Information Access and Delivery
- EDET 801 - Doctoral Research in Educational Technology
- EDET 825 - Evaluation of Educational Technology Research
- EDET 826 - Synthesis of Educational Technology Research

STEM Education

- EDTE 820 - Principles of STEM Integration
- EDTE 731 - Integration of Technology and Instruction
- EDSE 770 - Technology and Mathematics Education
- EDSE 850 - Advanced Readings in Science Education
- EDSE 851 - Advanced Readings in Mathematics Education

Cognate (9 semester hours)

Three courses as approved by advisor. Some typical selections are listed below:

- EDCS 710 - Diversity Training for Staff Development
- EDCS 729 - Organizational Change in Education
- EDCS 823 - Curriculum Inquiry
- EDET 603 - Design and Development Tools I
- EDET 652 - Design and Evaluation of Games and Simulations
- EDET 703 - Design and Development Tools II
- EDET 746 - Management of Technology Resources
- EDTE 740 - Introduction to Project-based Learning
- EDTE 741 - Applications of Project-based Learning
- EDTE 742 - Practicum in Project-based Learning
- EDLP 735 - Economics of Education
- EDLP 736 - Ethics of Educational Leadership
- EDLP 737 - Transformative/Anti-Racist Leadership
- EDLP 751 - Advanced School Law

Research (12 semester hours)

Four courses as approved by advisor. Some typical selections are listed below:

- EDRM 723 - Classroom Assessment Methods
- EDRM 801 - Principles and Applications of Educational Research
- EDCS 812 - Principles of Action Research

- EDCS 813 - Advanced Action Research
- EDET 810 - Principles of Applied Educational Technology Research
- EDET 811 - Advanced Applied Educational Technology Research
- EDTE 812 - Research in STEM Education
- EDTE 712 - Action Research in Teaching
- EDTE 713 - Action Research Capstone Seminar
- EDLP 734 - Action Research and Improvement Science
- EDLP 808 - Field Problems in Educational Administration and Literature Review

Dissertation (12 semester hours)
12 hours of dissertation preparation

Note: Students entering with the Ed.S. in Education Administration will have their transcripts reviewed by an adviser to determine courses and credit hours needed to complete the Ed.D. program, but they must complete a minimum of 39 hours after admission. Students entering with the Ed.S. in Education Administration will typically take:

- 9 hours from the Core (EDCS 720, EDCS 820, and EDET 709)
- 9 hours in the concentration
- 9 hours in research
- 12 hours of dissertation preparation.

New Courses
List and provide course descriptions for new courses.

New Courses Required in the Education Systems Improvement Concentration

EDLP 730 - Organization Theory and Systems Design in Education
The analysis and design of learning organizations, specifically exploring the theoretical principles that have been developed to understand these organizations and the historical and contemporary practical approaches that have been used to promote equitable learning spaces for all students.

EDLP 731 - Social/Cultural Contexts of Education
The macro- and micro-level impact of social, institutional, and cultural forces on schooling.

EDLP 732 - Applied Data Driven Decision Making in Education
Using data as a tool to enhance decision-making processes for school improvement purposes. This course emphasizes the simultaneous use and analysis of multiple data streams to inform leaders and reform efforts in the school building.

EDLP 733 - History of Educational Reform
The history of education reform, particularly in the United States, and an exploration of the promises and pitfalls of practices geared toward providing equality of educational opportunity for P-12 students.

New Course to Increase Options in Research
EDLP 734 - Action Research and Improvement Science
Experience in action research with particular focus on using the improvement science framework to address problems of practice in their contexts. The role of communicative and organizational tools as a

means to convey and forward improvement efforts and engage colleagues in the improvement science approach.

New Courses to Increase Options in the Cognate

EDLP 735 - Economics of Education
Economic topics related to education, balancing theory and empirical results with practice in the field. Economic theory from several subfields (i.e. Micro/Macroeconomics, Public Economics, Labor Economics) applied to educational questions. Policy implications of economic analysis, and changes in labor market and free market change, and an exploration of the relationship between our US education system, education policy, and equity-efficiency trade-offs that education leaders face.

EDLP 736 - Ethics of Educational Leadership
An exploration of ethics in education to include the role of care, spirituality, and social justice in ethics, in moral leadership, and in establishing a vision for schooling conducive to student success.

EDLP 737 - Transformative/Anti-Racist Leadership
An examination of the roles that institutions (and individuals within them) play in contributing to inequitable experiences of students in schools. A pedagogical approach that combines tenants of critical social theory, critical race theory, and transformative learning theory to help systems leaders develop the critical consciousness necessary to transform school districts into equitable spaces for all students.

Sample course layout for students completing the Curriculum Studies Concentration.
Total Credit Hours Required: Minimum 60 hours post-masters

Curriculum Studies Concentration - Curriculum by Year							
Course Name		**Credit Hours**	**Course Name**		**Credit Hours**	**Course Name**	**Credit Hours**
Year 1							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDCS 725 – Principles of Curriculum Construction	EDCS 812 – Principles of Action Research	3 hrs. each	EDCS 720 – Intro. to Diversity in the Curriculum	EDCS 813 – Advanced Principles of Action Research	3 hrs. each	EDCS 899 – Dissertation Preparation	3
						EDCS 729 – Organizational Change	3
						EDCS 823 – Curriculum Inquiry	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	9
Year 2							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDCS 722 – Racial and Ethnic Diversity in the Curriculum	EDCS 824 – Curriculum Seminar	3 hrs. each	EDET 722 – Instructional Design & Assessment	EDRM 723 – Classroom Assessment Methods	3 hrs. each	EDCS 899 – Dissertation Preparation	3
						EDCS 724 – Gender Diversity and the Curriculum	3
						EDET 709 – Applications of Learning Principles	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	9
Year 3							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDRM 801 – Principles and Applications of Educational Research	EDCS 710 – Diversity Training for Staff Development	3 hrs. each	EDCS 899 – Dissertation Preparation	EDCS 726 – Curriculum Leadership	3 hrs. each	EDCS 899 – Dissertation Preparation	3
						EDCS 820 – Advanced Study of Diversity and the Curriculum	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6

Sample course layout for students completing the Education Systems Improvement Concentration post-masters
Total Credit Hours Required: Minimum 60 hours post-masters

Education Systems Improvement (post-masters students) - Curriculum by Year							
Course Name		**Credit Hours**	**Course Name**		**Credit Hours**	**Course Name**	**Credit Hours**
Year 1							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDLP 734 - Action Research and Improvement Science	EDCS 720 - Introduction to Diversity and the Curriculum	3 hrs. each	EDCS 820 - Advanced Study of Diversity and Curriculum	EDET 709 - Applications of Learning Principles	3 hrs. each	EDLP 808--Field Problems in Educational Administration and Literature Review	3
						EDLP 755 - Educational Policy Analysis	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 2							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDLP 730 - Organization Theory and Systems Design in Education	EDLP 731 - Social/Cultural Contexts of Education	3 hrs. each	EDLP 732 - Applied Data Driven Decision Making in Education	EDLP 733 - History of Educational Reform	3 hrs. each	EDLP 754 - Advanced Educational Finance	3
						Cognate (one from EDLP 735, EDLP 736, EDLP 737, EDLP 751)	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 3							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
Cognate (one from EDLP 735, EDLP 736, EDLP 737, EDLP 751)	Cognate (one from EDLP 735, EDLP 736, EDLP 737, EDLP 751)	3 hrs. each	EDRM 723 - Classroom Assessment Methods	EDRM 801 - Principles and Applications of Educational Research	3 hrs. each	EDLP 899 – Dissertation Preparation	3
						EDLP 899 – Dissertation Preparation	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 4							
Fall I	**Fall II**						
EDLP 899 – Dissertation Preparation	EDLP 899 – Dissertation Preparation	3 hrs. each					
	Total Semester Hours:	6					

Sample course layout for students completing the Education Systems Improvement Concentration post-Ed.S.
Total Credit Hours Required: Minimum 39 hours beyond the Ed.S. in Education Administration

Education Systems Improvement (post-Ed.S. students) – Curriculum by Year							
Course Name		**Credit Hours**	**Course Name**		**Credit Hours**	**Course Name**	**Credit Hours**
Year 1							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDLP 734 – Action Research and Improvement Science	EDCS 720 – Introduction to Diversity and the Curriculum	3 hrs. each	EDCS 820 – Advanced Study of Diversity and Curriculum	EDET 709 – Applications of Learning Principles	3 hrs. each	EDLP 808–Field Problems in Educational Administration and Literature Review	3
						EDRM 801 – Principles and Applications of Educational Research	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 2							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDLP 730 – Organization Theory and Systems Design in Education	EDLP 731 – Social/Cultural Contexts of Education	3 hrs. each	EDLP 732 – Applied Data Driven Decision Making in Education	EDLP 899 – Dissertation Preparation	3 hrs. each	EDLP 899 – Dissertation Preparation	3
						EDLP 899 – Dissertation Preparation	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 3							
Fall I	**Fall II**						
EDLP 899 – Dissertation Preparation		3 hrs. each					
	Total Semester Hours:	3					

Sample course layout for students completing the Learning Design and Technologies Concentration
Total Credit Hours Required: Minimum 60 hours post-masters

Learning Design and Technologies - Curriculum by Year							
Course Name		**Credit Hours**	**Course Name**		**Credit Hours**	**Course Name**	**Credit Hours**
Year 1							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDET 801 – Doctoral Research in Educational Technology	EDET 722 – Instructional Design & Assessment	3 hrs. each	EDRM 801 – Principles and Applications of Educational Research	EDET 810 – Principles of Applied Educational Technology Research	3 hrs. each	EDRM 723 – Classroom Assessment (Research)	3
						EDET 811 – Advanced Applied Educational Technology Research	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 2							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
Cognate (one from EDET 603, EDET 652, EDET 703, EDET 746)	EDET 709 - Applications of Learning Principles	3 hrs. each	Cognate (one from EDET 603, EDET 652, EDET 703, EDET 746)	EDET 825 – Evaluation of Ed Technology Research	3 hrs. each	EDET 755 – Design and Evaluation of Information Access and Delivery	3
						EDET 826 – Synthesis of Educational Technology Research	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 3							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDCS 720 – Introduction to Diversity and the Curriculum	EDET 899 – Dissertation Preparation	3 hrs. each	EDLP 755 - Educational Policy Analysis	Cognate (one from EDET 603, EDET 652, EDET 703, EDET 746)	3 hrs. each	EDCS 820 – Advanced Study of Diversity & Curriculum	3
						EDET 899 – Dissertation Preparation	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 4							
Fall I	**Fall II**		**Spring I**	**Spring II**			
EDET 899 – Dissertation Preparation		3	EDET 899 – Dissertation Preparation		3		
	Total Semester Hours:	3		Total Semester Hours:	3		

Sample course layout for students completing the STEM Education Concentration.
Total Credit Hours Required: Minimum 60 hours post-masters

STEM Education - Curriculum by Year							
Course Name		**Credit Hours**	**Course Name**		**Credit Hours**	**Course Name**	**Credit Hours**
Year 1							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDRM 801 - Principles and Applications of Educational Research	EDCS 720 - Introduction to Diversity and the Curriculum	3 hrs. each	EDTE 731 - Integration of Technology and Instruction	EDTE 812 - Research in STEM Education	3 hrs. each	EDET 722 - Instructional Design & Assessment	3
						EDSE 770 Technology and Mathematics Education	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 2							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDTE 740 - Introduction to Project-based Learning	EDTE 741 - Applications of Project-based Learning	3 hrs. each	EDTE 742 - Practicum in Project-based Learning	EDTE 712 – Action Research in Teaching	3 hrs. each	EDTE 820 - Principles of STEM Integration	3
						EDCS 820 - Advanced Study of Diversity & Curriculum	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 3							
Fall I	**Fall II**		**Spring I**	**Spring II**		**Summer**	
EDSE 850 - Advanced Readings in Science Education	EDET 709 - Applications of Learning Principles	3 hrs. each	EDSE 851 Advanced Readings in Mathematics Education	EDTE 713 – Action Research Capstone Seminar	3 hrs. each	EDET 899 – Dissertation Preparation	3
						EDET 899 – Dissertation Preparation	3
	Total Semester Hours:	6		Total Semester Hours:	6	Total Semester Hours:	6
Year 4							
Fall I	**Fall II**						
EDET 899 – Dissertation Preparation	EDET 899 – Dissertation Preparation	3 hrs. each					
	Total Semester Hours:	6					

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Ed.D. Education Systems Improvement Science	A minimum of 42 hours beyond the Ed.S. degree.	Clemson University	Both programs are a professional doctorate in education.	The Clemson University program is an Ed.D. in Systems Improvement Science while the UofSC program is an Ed.D. with 4 different focused areas of concentration. The Clemson program requires and Ed.S. for admission. One concentration in the UofSC program provides a post-Ed.S. admission option, the Ed.S. in not required for admission to any of the concentrations.
Ed.D. in Educational Administration	75 hours beyond the masters.	South Carolina State University	Both programs are a professional doctorate in education.	The South Carolina State University program is an Ed.D. in Educational Administration while the UofSC program is an Ed.D. with 4 different focused areas of concentration.
Ed.D. in K-12 Leadership	60 credit hours	North Greenville University	Both programs are a professional doctorate in education.	The North Greenville University program is an Ed.D. in K-12 Leadership while the UofSC program is an Ed.D. with 4 different focused areas of concentration.
Ed.D. in Educational Leadership		Columbia International University	The CHE inventory of programs lists this program, but there is no information on the CIU website or bulletin regarding an Ed.D.	No information available about this program.
Ed.D. in Educational Leadership and Curriculum and Instruction		Bob Jones University	The CHE inventory of programs lists this program, but there is no information on the Bob Jones University website regarding an Ed.D.	No information available about this program.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Curriculum Studies Faculty			
Curriculum Studies Faculty #1 Professor Full-time	• EDCS 710 – Diversity Training for Staff Development • EDCS 720 – Introduction to Diversity in the Curriculum • EDCS 721 – Social Class Diversity and the Curriculum • EDCS 722 – Racial and Ethnic Diversity in the Curriculum • EDCS 725 – Principles of Curriculum Construction • EDCS 726 - Curriculum Leadership • EDCS 820 - Advanced Study of Diversity and Curriculum • EDCS 823 - Curriculum Inquiry • EDCS 824 - Curriculum Seminar: Theory and History • EDCS 899 – Dissertation Preparation	Ph.D. in Social Foundations of Education, University of North Carolina at Chapel Hill (1994) A.B. Major: English, Minor: Business Administration, Elon University (1987)	32 years of instructional and administrative experience in community college and university settings.
Curriculum Studies Faculty #2 Clinical Assistant Professor Full-time	• EDCS 720 – Introduction to Diversity in the Curriculum • EDCS 899 – Dissertation Preparation	Ed.D. in Curriculum & Instruction, University of South Carolina, 2009 M.Ed. in Educational Administration, University of South Carolina, 2010 M.Ed. in Divergent Learning Columbia College, 2004	5 years of experience as an Assistant Principal of Instruction, High School level 12 years of high school teaching experience – Business Education
Curriculum Studies Faculty #3 Clinical Assistant Professor Full-time	• EDCS 725 – Principles of Curriculum Construction • EDCS 812 – Principles of Action Research • EDCS 813 – Advanced Principles of Action Research	Ph.D. in Secondary Education, University of South Carolina, 2014 MEd in Secondary Education, Coastal Carolina University, 2007	10 years of experience in Secondary Science SC certification in Secondary Education, Science

	• EDCS 899 – Dissertation Preparation		
Curriculum Studies Faculty #4 Research Assistant Professor Part-time	• EDCS 823 – Curriculum Inquiry • EDCS 899 – Dissertation Preparation	EdD in Curriculum and Instruction, University of South Carolina, May 2007 Master of Public Administration with focus in education policy, UNC Charlotte, December 1999	Research appointment with Research, Evaluation, and Measurement Center in College of Education at University of South Carolina, December 2006-present Serves as principal investigator or evaluator on projects totaling $2.8 million since 2010 Produces reports and presents before state bodies such as SC Education Oversight Committee and SC Board of Education related to research and evaluation in South Carolina
Curriculum Studies Faculty #5 Associate Professor Full-time	• EDCS 899 – Dissertation Preparation	PhD, Education Theory & Policy, Penn State University, 2007 M.Ed, College Student Personnel, University of Maryland College Park, 2000	University Diversity & Inclusion Administrator (10 years) 2000-2010
Curriculum Studies Faculty #6 Associate Professor Full-time	• EDCS 720 – Introduction to Diversity in the Curriculum • EDCS 725 – Principles of Curriculum Construction • EDCS 899 – Dissertation Preparation	Ph.D. Curriculum & Instruction, University of New Orleans, 1997 M.Ed., Educational Administration, University of New Orleans, 1993 M.Ed., Curriculum & Instruction, University of New Orleans,1990	Published books, book chapters, and articles relevant to curriculum studies, research, critical pedagogy, and diversity/multicultural education. 20 years of experience as a university professor 18 years as a K-12 teacher in multiple settings
Curriculum Studies Faculty #7 Clinical Instructor Full-time	• EDCS 721 Social Class Diversity and the Curriculum • EDCS 722 Racial and Ethnic Diversity and the Curriculum • EDCS 899 Dissertation Preparation	Ph.D. in Curriculum and Instruction, Emphasis on Literacy, minor in Composition and Rhetoric, University of Wisconsin-Madison, May, 2011 Masters in Humanities/Liberal Arts, Nazareth College, Rochester, NY, May, 2005	New York State Permanent Certification in Secondary English New York State Provisional Certification in Elementary Education Wisconsin Teaching Certification in Secondary English 31 years teaching ELA and at each grade level 7-12 12 years teaching Theater, grades 9-12 5 years Supervision of Student teachers 13 years teaching Education courses at the undergraduate level

			6 years teaching Literacy across the Content Areas, graduate level 5 years teaching Teacher Action Research; 2 years teaching EdTPA training 5 years as ELA director of UW-Madison's PEOPLE Program for under-represented youth 2 years Designing and Implementing writing program for UW's Odyssey Project for Homeless teens
Curriculum Studies Faculty #8 Associate Professor Full-time	• EDCS 720 - Introduction to Diversity and the Curriculum • EDCS 721 Social Class Diversity and the Curriculum • EDCS 722 Racial and Ethnic Diversity and the Curriculum • EDCS 725 - Principles of Curriculum Construction • EDCS 726 - Curriculum Leadership • EDCS 723 – Understanding Sexual Diversity in Schools & Other Social Institutions • EDCS 724 – Gender Diversity in Schools and Communities • EDCS 812 – Principles of Action Research • EDCS 813 – Advanced Principles of Action Research • EDCS 820 - Advanced Study of Diversity and Curriculum • EDCS 824 - Curriculum Seminar: Theory and History • EDCS 899 – Dissertation Preparation	Ph.D. in Educational Administration (Curriculum Studies) from Miami University of Ohio, 1997 M.Ed. in Art Education, 1992	Former public-school teacher (middle school and high school), Ohio 21 years of experience teaching at the University of South Carolina in the Ed.D. Curriculum Studies Program
Curriculum Studies Faculty #9	• EDCS 720 – Introduction to Diversity in the Curriculum	Ed.D., University of South Carolina, Columbia, SC Major area: Curriculum and Instruction 2010	30 years of experience as a Secondary Teacher

Clinical Instructor Full-time	• EDCS 725 – Principles of Curriculum Construction • EDCS 820 - Advanced Study of Diversity and Curriculum • EDCS 899 – Dissertation Preparation	M.Ed., University of South Carolina, Columbia, SC, Major area: Educational Administration 2004 M.Ed., Cambridge College, Boston, MA, Major area: Secondary Education 1995	10+ years of experience as a Secondary administrator
Curriculum Studies Faculty #10 Clinical Assistant Professor Full-time	• EDCS 720 - Introduction to Diversity and the Curriculum • EDCS 725 - Principles of Curriculum Construction • EDCS 726 - Curriculum Leadership • EDCS 729 - Organizational Change in Education • EDCS 824 - Curriculum Seminar • EDCS 899 -Dissertation Preparation	Ed.D., Instruction and Curriculum Leadership, Concentration in Instructional Design and Technology, College of Education, Health and Human Sciences, University of Memphis, Memphis – Tennessee, August 2012 MPH, Master of Public Health, Concentration in Health Behavior and Health Education, American University of Beirut, Beirut – Lebanon, July 1986, .	Instructional Designer, Department of Infectious Diseases, International Outreach Program, St. Jude Children's Research Hospital, Memphis, Tennessee, May 2016-August 2017. Educational Technologist, Crew Training International, contract work, November 2014-April 2015 Development of a capstone course for Air Force recruits on character building. Development of courseware material for Airline Transport Pilot Certification Training. Consultant for education and research initiatives, International Outreach Program, St. Jude Children's Research Hospital, Memphis, Tennessee, August 2012-June 2014. Projects included: Design and development of an iBook on Genome Sequencing for middle and high school students. Evaluation of St. Jude Cancer Education for Children Program. Development of learning materials on case writing for pediatric oncology fellows. Health Educator, Health Education Resource Unit, a joint project between UNICEF, World Health Organization, the Lebanese Ministry of Health and the American University of Beirut, 1986-1990.

Education Systems Improvement Faculty			
Education Systems Improvement Faculty #1 Chair Professor	• EDLP 734 - Action Research and Improvement Science • EDLP 808 – Field Problems in Education Administration and Literature Review	Ph.D. University of Wisconsin-Madison	Studied leadership in schools with underserved populations as part of an international study of school leadership and a school development project in low performing schools. Served as a principal and curriculum director in K-12 schools.
Education Systems Improvement Faculty #2 Associate Full time	• EDLP 731 - Social/ Cultural Contexts of Education • EDLP 733 - History of Educational Reform	Ph.D. in Education Policy with a minor in Demography, Pennsylvania State University M.A. in Economics, University of Arkansas B.Ed. in Economics, Kenyatta University	Expertise in Sociology of education, stratification and inequality, comparative and international education.
Education Systems Improvement Faculty #3 Assistant Full-Time	• EDLP 734 - Action Research and Improvement Science	Ph.D. Educational Leadership and Policy Studies, The University of Iowa M.Ed., Education, Cardinal Stritch University B.A., Communication Studies, Marquette University	Assistant professor of Educational Leadership and Policies in the College of Education at the University of South Carolina. Experience as a middle school teacher in Wisconsin. Served as a postdoctoral research associate for the University Council for Educational Administration at the University of Virginia
Education Systems Improvement Faculty #4 Assistant Full-Time	• EDLP 751 - Advanced School Law • EDLP 737 - Transformative/Anti-Racist Leadership • EDLP 733 - History of Educational Reform • EDLP 736 - Ethics of Educational Leadership	Ph.D., Educational Administration, The University of Texas at Austin M.Ed., Educational Leadership, Stephen F. Austin St. University B.A., English, The University of Texas at Austin	Research in: Educational Leadership, Anti-racist School Leadership, Culturally Responsive/Critically Conscious School Leadership, School Tracking, Racial Disparities in Education, and Urban Education Experience as Middle School Teacher High School Administrator
Education Systems Improvement Faculty #5 Assistant Full-Time	• EDLP 732 - Applied Data Driven Decision Making in Education • EDLP 735 - Economics of Education • EDLP 751 - Advanced School Law • EDLP 754 – Advanced Education Finance	Ph.D., Educational Policy and Evaluation; Economics of Education & School Finance, Arizona State University M.P.A., International Public Management; Applied Economic Methods, DePaul University B.S., Psychology; Neuropharmacology, Illinois State University	Expertise in: Economics of Education Education Fiscal Policy Social Justice (special focus on alternative paradigms of justice to achieve greater fiscal equity) English Language Learners Educational Administrator in Northern Illinois, and a middle school and high school educator

Education Systems Improvement Faculty #6 Assistant Full-Time	• EDLP 730 - Organization Theory and Systems Design in Education • EDLP 754 – Advanced Education Finance	Ph.D., Education (with an emphasis in School Organization and Education Policy, University of California Davis M.PA., with a concentration in Public Human Resources Management; California State University East Bay B.A.. Psychology, San Francisco State University	Education Strategic Human Resources Management, Education Finance and Quantitative Methods Certified **Professional in Human Resources** (PHR) Society of Human Resource Management - **Certified Professional** (SHRM-CP)
Learning Design and Technologies Faculty			
Learning Design and Technologies Faculty #1 Associate Professor Full-time	• EDET 650 - Internship in Educational Technology • EDET 652 - Design and Evaluation of Games and Simulations • EDET 709 - Applications of Learning Principles • EDET 722 - Instructional Design and Assessment • EDET 780 - Research Seminar in Educational Technology • EDET 793 - Advanced Instructional Design • EDET 801 - Doctoral Research in Educational Technology • EDET 810 - Principles of Applied Educational Technology • EDET 826 - Synthesizing Educational Technology Research • EDET 899 - Dissertation Preparation • EDET 603 - Design and Development Tools I • EDET 703 - Design and Development Tools II • EDET 746 - Management of Technology Resources • EDCS 812 - Principles of Action Research • EDCS 813 - Advanced Principles of Action Research	Doctor of Philosophy in Instructional Technology, 2002, The University of Georgia MINED Industrial Education, 1996, Clemson University Bachelor of Science in Graphic Communications, 1994, Clemson University	Over 20 years of teaching experience in higher education Educational Technology researcher for more than 15 years
Learning Design and Technologies Faculty #2	• EDET 722 - Instructional Design and Assessment	Doctor of Education in Instructional Technology, 2013, Texas Tech University	Over 5 years of teaching experience in higher education

Assistant Professor Full-time	• EDET 735 - Technological Applications for Diverse Populations • EDET 755 - Design and Evaluation of Information Access and Delivery • EDET 780 - Research Seminar in Educational Technology • EDET 811 - Advanced Applied Educational Technology Research • EDCS 813 - Advanced Principles of Action Research • EDET 603 - Design and Development Tools I • EDET 703 - Design and Development Tools II • EDET 746 - Management of Technology Resources	Master of Education in Special Education (Visual Impairment), 2012, Texas Tech University Master of Education in Instructional Technology, 2011, Texas Tech University Bachelor of Science in Computer Education and Instructional Technology, 2005, Middle East Technical University	Educational technology researcher for 10 years
Learning Design and Technologies Faculty #3 Assistant Professor Full-time	• EDET 709 - Applications of Learning Principles • EDET 722 - Instructional Design and Assessment • EDET 780 - Research Seminar in Educational Technology • EDET 801 - Doctoral Research in Educational Technology • EDET 825 - Evaluation of Educational Technology Research • EDET 826 - Synthesizing Educational Technology Research • EDET 899 - Dissertation Preparation • EDCS 812 - Principles of Action Research • EDET 603 - Design and Development Tools I • EDET 703 - Design and Development Tools II • EDET 746 - Management of Technology Resources	Doctor of Education in Instructional Technology, 2013, Texas Tech University Master of Science in Software Engineering, 2013, Texas Tech University Bachelor of Science in Computer Education and Instructional Technology, 2005, Middle East Technical University	Over 5 years of teaching experience in higher education Educational technology researcher for 10 years
Learning Design and Technologies Faculty #4 Clinical Assistant Professor	• EDET 652 - Design and Evaluation of Games and Simulations • EDET 709 - Applications of Learning Principles	Doctor of Philosophy in Educational Psychology & Research, 2016, University of South Carolina	Over 20 years of experience in higher education

Full-time	• EDET 722 - Instructional Design and Assessment • EDET 801 - Doctoral Research in Educational Technology • EDET 810 - Principles of Applied Educational Technology • EDET 811 - Advanced Applied Educational Technology Research • EDET 603 - Design and Development Tools I • EDET 703 - Design and Development Tools II • EDET 746 - Management of Technology Resources	Bachelor of Arts in English, 1994, St. Andrews University	
Learning Design and Technologies Faculty #5 Adjunct Faculty	• EDET 603 - Design and Development Tools I	Ph.D. in Learning Design and Technology	
Learning Design and Technologies Faculty #6 Adjunct Faculty	• EDET 703 - Design and Development Tools II • EDET 746 - Management of Technology Resources	Ph.D. in Science and Technology Education	
STEM Education Faculty			
STEM Education Faculty #1 Associate Professor Full-time	• EDSE 851 - Advanced Readings in Mathematics Education • EDTE 731 - Integration of Technology and Instruction • EDSE 770 - Technology and Mathematics Education	Doctor of Philosophy in Education, December 2008 Mathematics Education Track University of Central Florida, Orlando, Florida Master of Education, May 2002 Mathematics/Science Education Track Bachelor of Arts, May 1993 Major: Mathematics; Minor: Computer Science	National Board for Professional Teaching Standards, Mathematics/Early Adolescence (previously held) Previously held Florida Teaching Certification, Middle Grades Mathematics, 5-9 (previously held)
STEM Education Faculty #2 Associate Professor, Full-Time	• EDSE 850 - Advanced Readings in Science Education • EDTE 740 - Introduction to Project-based Learning • EDTE 741 - Applications of Project-based Learning • EDTE 742 - Practicum in Project-based Learning • EDTE 712 - Action Research in Teaching	Doctor of Philosophy in Education, June 2005, Science Education, Indiana University, Bloomington, IN Masters of Arts, May 1995, University of Georgia, Athens, GA Ecological Anthropology Bachelor of Science, 1993, Major: Biology, Minor Chemistry	Buck Institute Project-based Learning 101 Training 2015 Past Licensure/ Florida Teaching Certificate, 6-12 Chemistry and Biology Taught High School science at North Fort Myers High School, Fort Myers, FL 1996-2001

STEM Education Faculty #3 Full Professor Full-Time	• EDTE 820 - Principles of STEM Integration • EDTE 812 - Research in STEM Education • EDTE 712 - Action Research in Teaching • EDTE 713 - Action Research Capstone Seminar • EDSE 850 - Advanced Readings in Science Education	Doctor of Philosophy in Education and Human Development, Science Education, Vanderbilt University, 2002 Master of Science in Science Education, Florida State University, 1995 Bachelor of Science, Rio Grande College	Science teacher for 10 years. Science education researcher for over a decade.
STEM Education Faculty #4 Associate Professor Full-time	• EDTE 740 - Introduction to Project-based Learning • EDTE 741 - Applications of Project-based Learning • EDTE 742 - Practicum in Project-based Learning	Doctor of Philosophy in Education with a Science Education concentration, Miami University (OH), 1996 Master of Education with a Science Education concentration, Wright State University, Dayton, OH, 1989 Bachelor of Science, 1980, Miami Univ. (OH), Elementary Education	Ohio teaching certification grades 1- 8. Science teacher for 13 years. Science educator and researcher in higher education for more than 25 years.
STEM Education Faculty #5 Associate Professor Full-time	• EDTE 820 - Principles of STEM Integration • EDSE 770 - Technology and Mathematics Education • EDSE 851 - Advanced Readings in Mathematics Education • EDRM 801 - Principles and Applications of Educational Research • EDTE 812 - Research in STEM Education • EDTE 712 - Action Research in Teaching • EDTE 713 - Action Research Capstone Seminar • EDCS 899 - Dissertation Preparation	Doctor of Philosophy in Education, Mathematics Education concentration, August 2007, University of North Carolina-Chapel Hill Master of Education, Teacher Leadership, May 2003, Harvard University, Cambridge, MA Bachelor of Science, Mathematics, May 1996 Meredith College, Raleigh, NC	Current North Carolina teaching license, 6-12 mathematics, since 1996 National Board Certified Teacher, Adolescence & Young Adulthood Mathematics since 2000, renewal 2010, currently renewing 2020 High school mathematics teacher, Athens Drive HS, Raleigh, NC, 1996-2002
STEM Education Faculty #6 Assistant Professor Full-time	• EDSE 851 - Advanced Readings in Mathematics Education • EDSE 770 - Technology and Mathematics Education	Doctor of Philosophy in Education, Mathematics Education concentration, June 2012, Kent State University, Kent, OH	Secondary Mathematics Teacher (Ohio). Past Licensure 2006-2012 Secondary Teaching Certification (7-12) Solon High School, Solon, OH. University Professor, California State University, Fullerton (2012-

		Master of Education in Secondary Mathematics Education, May 2006, Ohio State University, Columbus, OH Master of Science in Mathematics, May 2004, Ohio State University, Columbus, OH Bachelor of Science in Mathematics, May 2001, Ohio State University, Columbus, OH	2014), Taught Pre-service secondary teachers and NOYCE fellowship.
STEM Education Faculty #7 Assistant Professor Full-time	• EDSE 851 - Advanced Readings in Mathematics Education • EDSE 770 - Technology and Mathematics Education • EDRM 801 - Principles and Applications of Educational Research • EDTE 812 - Research in STEM Education • EDTE 712 - Action Research in Teaching	Doctor of Philosophy in Curriculum and Instruction-Mathematics Education, University of Louisville, Louisville, Kentucky, 2015 Master of Arts in Elementary Education with a concentration in Middle School Mathematics, West Virginia University, Morgantown, West Virginia, 2005 Bachelor of Arts in Multi-Disciplinary Studies (Elementary Education with a concentration in Middle School Mathematics), West Virginia University, Morgantown, West Virginia, 2005	Virginia Teacher Certification in Elementary Education (0K-06) and Mathematics (05-09) Mathematics Teacher. Belmont Ridge Middle School, Loudoun County Public Schools, Leesburg VA. 2005 to 2011. Mathematics Subject Area Lead Teacher. Belmont Ridge Middle School, Loudoun County Public Schools, Leesburg VA. 2007 to 2011.
STEM Education Faculty #8 Assistant Professor Full-time	• EDTE 712 - Action Research in Teaching • EDCS 820 - Advanced Study of Diversity and Curriculum • EDSE 851 - Advanced Readings in Mathematics Education	Doctor of Philosophy in Early Childhood Education, Early Childhood Mathematics, 2014, University of Georgia Bachelor of Science in Early Childhood Education, 2009, Middle East Technical University	Taught Pre-K and Kindergarten in Turkey 2009-2010 Taught Early Childhood Math, Science and Technology Education at the university level
STEM Education Faculty #9 Assistant Professor Full-time	• EDTE 812 - Research in STEM Education • EDTE 712 - Action Research in Teaching • EDTE 713 - Capstone Seminar • EDTE 712 - Action Research in Teaching	Doctor of Philosophy in Education in Science Education/Special Education, August 2013, Purdue University West Lafayette, IN Master of Arts Special Education, Severe Disabilities, 2010, Purdue University West Lafayette IN	Past Licensure: Certified Teacher, Elementary Pk-6, Indiana Developmental kindergarten teacher 2008-2011, Frankfort Indiana Pre-K Teacher, 2006-2008, Osceola Indiana Teaching assistant, Special Education- Low incidence

		Bachelor of Science in Education, 2008, Indiana University	disabilities, self-contained, 2003-2006, West Lafayette Indiana
STEM Education Faculty #10 Part-time Affiliate Faculty	EDTE 820 - Principles of STEM Integration	Doctor of Philosophy in Education, December 2013 Biology University of South Carolina, Columbia, SC Master of Teaching, May 2003 Secondary Science Track Bachelor of Science, 2002 Chemistry Major	16 years experience as a professional educator Current South Carolina Teaching Certification in Biology and Chemistry Taught High School Biology, Chemistry and Physics in public schools in the Midlands of SC 2003-2009 Experience as Science Education Associate at State Education Agency Project Lead The Way LAUNCH Lead Teacher Training (in progress)
Faculty - Research Courses			
Research Faculty #1 Assistant Professor Full-time	• EDRM 723 - Classroom Assessment Methods • EDRM 801 - Principles and Applications of Educational Research	Doctor of Philosophy in Educational Psychology and Research, Research concentration, December 2015, University of South Carolina-Columbia Certificate in Applied Statistics, December 2015 Master of Education, Educational Research, December 2012, University of South Carolina-Columbia Bachelor of Education, Elementary Education (Math), June 2009 Chongqing University of Arts and Sciences, Chongqing, China	Online research/assessment courses for over 4 years. Writer of numerous peer-review articles in applied research.
Research Faculty #2 Assistant Professor Full-time	• EDRM 801 - Principles and Applications of Educational Research	Doctor of Philosophy in Educational Psychology, Learning Sciences concentration, 2016 McGill University, Montreal, Canada	Educator and researcher in higher education Conducted and/or collaborated on quantitative, qualitative, mixed methods research.

		Master of Arts in Educational Psychology, Learning Sciences concentration, 2012 McGill University, Montreal, Canada Bachelor of Arts, Psychology (honors), 2008, Saint Mary's University, Halifax, Canada	
Research Faculty #3 Professor Full-time	• EDRM 801 - Principles and Applications of Educational Research	Doctor of Philosophy in Educational Psychology, Measurement concentration, December 1999, University of Georgia Master of Science, Statistics, May 1996, University of Georgia Bachelor of Science in Business Administration, Decision Science, May 1992 West Virginia University	Measurement Science consultant and evaluator for education and independent companies for more than 20 years. Researcher in higher education for more than 25 years.

Total FTE needed to support the proposed program:
Faculty: 0 new faculty will be needed. While over 30 faculty are involved with teaching in the program, the instructional effort to offer the program is approximately 16 FTE faculty.
Staff: 0 new staff will be needed. 1.5 FTE total existing support staff.
Administration: 0 new faculty will be needed to administer the programs. 0.6 FTE total existing faculty for administration.

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

As shown in the faculty table above, this program involves the efforts of many highly qualified College of Education faculty. Over 30 faculty are involved in teaching and administering this program. Those efforts combine for an approximate 16 FTE needed for the program. All faculty needed to deliver this program are already on staff with the College of Education, many of whom are already teaching in the current Ed.D. program. Given this, no new faulty will be needed.

A portion of the time and effort of various support staff within academic departments and within the college student services office is required to facilitate this program to equal an approximate 1.5 FTE.

A portion of the time of faculty from each concentration area will be toward the academic administration of the program. These program coordinators time and effort would combine for a 0.6 FTE for program administration.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The University of South Carolina has extensive library and learning resources including physical holdings and online research databases that support the current Ed.D. in addition to the many other education programs offered. No additional resources will be needed.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The University of South Carolina has in place student support services that provide strong support for students in the current Ed.D. in addition to the many other education programs offered. The Graduate School at the University of South Carolina maintains the application system and provides support for the admission and progression process. No additional resources will be needed.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The University of South Carolina has in place the physical resources and facilities that supports the current Ed.D. in addition to the many other education programs offered. These resources can support face-to-face, online, and blended programs. No additional resources will be needed.

Equipment
Identify new instructional equipment needed for the proposed program.
The University of South Carolina has in place the instructional equipment that supports the current Ed.D. in addition to the many other education programs offered. No additional instructional equipment will be needed.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐Yes

☒No

Financial Support

Sources of Financing for the Program by Year

	1st		2nd		3rd		4th		5th		Grand Total	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Tuition Funding	$ 247,289.65	$ 2,700,481.88	$ 280,500.81	$ 3,160,230.94	$ 192,056.81	$ 3,476,399.06	$ 289,600.82	$ 3,737,455.31	$ 26,239.03	$ 3,708,449.06	$ 1,035,687.11	$ 16,783,016.25
Program-Specific Fees	$ 12,672.00	$ 173,376.00	$ 15,704.89	$ 204,768.00	$ 9,996.01	$ 227,520.00	$ 19,417.76	$ 248,256.00	$ 1,736.83	$ 245,472.00	$ 59,527.49	$ 1,099,392.00
Special State Appropriation											$ -	$ -
Reallocation of Existing Funds											$ -	$ -
Federal, Grant, or Other Funding											$ -	$ -
Total	**$ 259,961.65**	**$ 2,873,857.88**	**$ 296,205.71**	**$ 3,364,998.94**	**$ 202,052.81**	**$ 3,703,919.06**	**$ 309,018.58**	**$ 3,985,711.31**	**$ 27,975.86**	**$ 3,953,921.06**	**$ 1,095,214.60**	**$ 17,882,408.25**

Estimated Costs Associated with Implementing the Program by Year

	1st		2nd		3rd		4th		5th		Grand Total	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Program Administration and Faculty/Staff Salaries		$ 1,653,830.00		$ 1,653,830.00		$ 1,653,830.00		$ 1,653,830.00		$ 1,653,830.00	$ -	$ 8,269,150.00
Facilities, Equipment, Supplies, and Materials		$ 4,000.00		$ 4,000.00		$ 4,000.00		$ 4,000.00		$ 4,000.00	$ -	$ 20,000.00
Library Resources											$ -	$ -
Other (specify)	$ 71,019.62	$ 279,540.96	$ 73,842.57	$ 368,619.63	$ 54,324.83	$ 433,493.92	$ 65,616.07	$ 496,683.70	$ 6,230.32	$ 498,218.17	$ 271,033.40	$ 2,076,556.38
Total	**$ 71,019.62**	**$ 1,937,370.96**	**$ 73,842.57**	**$ 2,026,449.63**	**$ 54,324.83**	**$ 2,091,323.92**	**$ 65,616.07**	**$ 2,154,513.70**	**$ 6,230.32**	**$ 2,156,048.17**	**$ 271,033.40**	**$ 10,365,706.38**
Net Total (Sources of Financing Minus Estimated Costs)	**$ 188,942.03**	**$ 936,486.92**	**$ 222,363.14**	**$ 1,338,549.31**	**$ 147,727.99**	**$ 1,612,595.14**	**$ 243,402.51**	**$ 1,831,197.61**	**$ 21,745.54**	**$ 1,797,872.89**	**$ 824,181.20**	**$ 7,516,701.87**

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Sources of financing were calculated based on the number of projected credit hours each year given projected enrollment in the table. Program specific fees include revenue from the College of Education's Program Enhancement Fee which is assessed during the fall and spring semesters for all College of Education graduate and undergraduate students. These amounts were projected based on projected enrollment in the table.

Estimated costs involved with the program include reallocation of existing faculty and staff salaries and fringe. Total cost to deliver the coursework equals $1,502,064 which equals salary and fringe for 16 faculty FTE. This was estimated using average salaries/fringe and course loads for faculty involved in teaching these programs. Program Administration costs was estimated at $66,747 which represents a one-course equivalent (salary and fringe) for 5 faculty members to provide program administration support. Finally, administrative support equals $85,019. This was estimated using 1.5 FTE for total effort and the average salaries and fringe for administrative support staff providing direct support to these programs.

Supply/Material costs were estimated at $1,000 per year for each concentration area for years 1 through 5.

Finally, other costs include the College of Education's share of central service unit cost allocations (indirect costs) based on the increase in student FTE's. Also under the other category is included the 8.5% support service fee the College of Education pays to the University on Tuition/Fee revenue.

Evaluation and Assessment

Program Objectives	**Student Learning Outcomes Aligned to Program Objectives**	**Methods of Assessment**
Mastery of Relevant Theory and Research	Candidates demonstrate in-depth, critical knowledge of theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.	Research proposal/portfolio in EDRM 801
Cultural Competence	Candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.	Culminating project in EDCS 820
Inquiry Skills and Knowledge of Research Methods	Using systematic and professionally accepted approaches, candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.	Dissertation

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Program objectives will be evaluated through key assessments with rubric criteria aligned to student learning outcomes early, midpoint and at the end of the program. One key assessment, a research proposal, will be

completed in conjunction with EDRM 801. A culminating project in EDCS 820 will serve as another program key assessment. The dissertation will be the final program key assessment.

In addition to these program-wide key assessments, faculty from each concentration will use data collected at other points in the program (e.g., data collected from qualifying and comprehensive exams) to inform program evaluation. Employment data (e.g. promotion, retention, salary) will be collected via degree candidate exit surveys and post-graduate surveys. If candidates are employed in a South Carolina public school district, employment data will be obtained from the South Carolina Department of Education. Employer surveys will also provide important feedback for program assessment.

Assessment data will be reviewed yearly by faculty to make improvements and changes to coursework to assure students meet program objectives. In addition to this annual review by faculty, the degree program is reviewed on a regular basis by the UofSC Education Preparation Provider unit (EPP) Quality Assurance Committee (QCom), which is responsible for managing, monitoring, and reviewing assessment data for each program, office, and committee in the EPP.

The program will also submit assessment plans that are reviewed by the UofSC Office of Institutional Research, Assessment and Analytics and perform an external review no less than every seven years as required by university policies ACAF 3.00 (Assessment of Student Learning) and ACAF 2.20 (Academic Program Review), respectively.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐Yes

☒No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐Yes

☒No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes

☒No

September 3, 2019

To Whom It May Concern:

I am pleased to provide a review of the proposal for a new graduate program in the College of Education at the University of South Carolina (UofSC), specifically the Education Doctorate (Ed.D.) in Educational Practice and Innovation.

In particular, I will address the following areas within this letter of review:

- description of the proposed program;
- the merits of the proposed program;
- the potential effect of the proposed program on existing programs at the institution;
- the program's relationship to similar programs in the state, region, and nation;
- the institution's readiness and ability to support the proposed program;
- the workforce and market demand in South Carolina; and
- my conclusions and overall recommendation.

1) Description of the Proposed Program

The Ed.D. Program in Educational Practice and Innovation is, in essence, a substantial redesign of the existing Ed.D. Program in Curriculum and Instruction. The new program will replace the existing program and will differ in four ways:

- It will utilize a new CIP Code that will emphasize its broader focus, especially in terms of the variety of concentrations within the degree program.
- An updated name for the program will also emphasize this programmatic variety of offerings. In addition, the name is a reflection of the College of Education's commitment to bridging the gap between theory and practice, and doing so across a wide variety of educational contexts. This commitment is also described within the College's mission statement. The Carnegie Project on the Education Doctorate (CPED)—of which the UofSC is a member—has long supported the design of professional practice doctorates that utilizes a broad name for the degree, with several areas of concentration.
- One of the areas of concentration will be retitled from "Educational Technology" to "Learning Design and Technologies." This change allows for much greater emphasis to be placed on the learner and the learning environment, as opposed to simply focusing on technologies used to facilitate instruction. Several of UofSC's peer institutions have made similar changes, reflecting important advancements in the field of educational technology.
- The updated program will also add a new concentration in the area of Education Systems Improvement. This concentration will focus on the broader contexts of educational reform, change, and improvement, including aspects such as politics, policy, and culture.

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Other than the changes listed above, the proposed program will be the same as the current program. The core curriculum and faculty who teach in the program will not be impacted by these programmatic changes. A plan has been developed for "teaching out" the current program to those students who are already enrolled, allowing them to complete the program under the current name.

2) Merits of the Proposed Program

After reviewing the proposal for this education doctorate program, it is clear that there are numerous merits to the program. I have chosen to highlight three of the most salient ones here.

First and foremost, the redesign of the areas of concentration now provide the opportunities for doctoral students to focus on areas of need and demand across the broad field of education. The areas of curriculum studies, education systems improvement, learning design and technologies, and STEM (science, technology, engineering, and mathematics) are areas of vital importance to the future success of schools, districts, and other educational contexts in South Carolina. Perhaps more importantly, we collectively know that these areas are not only important now, but will continue to be critical areas of study and practice for decades to come.

Second, as you will read later is this letter of review, the proposed program at the UofSC does not duplicate or in any way overlap with other existing Ed.D. programs at other institutions of higher education in South Carolina. This is a critically important factor, as this means that potential students will undoubtedly see the benefits of applying to this new and improved program. Those other programs typically have a singular focus, whereas this proposed program has a common core curriculum but allows for students to follow one of four areas of concentration, depending on their current work context and career goals.

Third, I would be remiss if I failed to mention that the faculty, staff, and administrators of the current program took it upon themselves to look critically at an already-successful program. They collectively made decisions regarding ways that the program could be improved. It is clear that they took into careful consideration the potential benefits not only for future students of the program, but also benefits that could be realized by the entire state of South Carolina, its schools, and its administrators, teachers, students, and families.

3) Potential Effect of the Proposed Program on Existing Programs at the Institution

The plan is for the proposed program to use existing faculty—along with a majority of the existing curriculum—in order facilitate its implementation. Since this new program is designed to replace the existing Ed.D. program with only a few new courses needed due to the addition of a new concentration, the faculty necessary for the program are already in place. This number exceeds 30 faculty members, with the equivalent of 16 FTE required. These faculty are already in place in the College of Education at the UofSC. Furthermore, the qualifications of these faculty are noteworthy, with many have more—in some cases, much more—than a decade of valuable experience in higher education. The use of these faculty in the new program will not have any adverse impact on other programs since they have already been contributing members of the current program.

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Additionally, no new staff will be needed. There is currently a total of 1.5 FTE staff support for the program, and this will remain intact for the new, proposed program. Further, no new or additional administrative positions will be needed for the new program, with 0.6 FTE continuing to serve in the new program.

Additional resources—such as library and learning materials, student support services, facilities, and equipment—are already in place and no additional resources will be required by the proposed program.

Therefore, there should be literally no impact on other programs currently offered within the College of Education or at the UofSC, as a whole.

4) The Program's Relationship to Similar Programs in the State, Region, and Nation

Documentation is available for existing Ed.D. programs at three other institutions in the state of South Carolina—Clemson University, South Carolina State University, and North Greenville University.

Clemson University's program has a specific focus (Systems Improvement Science) and offers no additional areas of concentration. Further, an Ed.S. is required for admission into this program. This fact substantially limits a potential pool of applicants, and this pool would be further limited by the lack of curricular options in the form of areas of concentration.

Similarly, the programs at South Carolina State University and North Greenville University also have singular foci (Educational Administration and K-12 Leadership, respectively) and offer no additional areas of concentration. These limited options for potential students would likely lead to smaller numbers of applicants, as well as smaller cohort sizes.

For these reasons, the proposed program at the UofSC offers the greatest numbers of options and degrees of flexibility for incoming students across the entire state of South Carolina, in order to better customize what they want to study so that it best aligns with their potential problems of practice—an aspect that is crucial in professional practice doctorates in education.

With respect to similar programs in the nation, the proposed program at the UofSC is aligned well with other innovative Ed.D. programs around the country, and in particular, many of those who are members of the Carnegie Project on the Education Doctorate (CPED). These programs tend not to "pigeonhole" students into specific career paths. On the contrary, these programs emphasize knowledge and skills that are transferrable and can be implemented in a wide variety of educational contexts. This characteristic makes these programs much more appealing to applicants and potential students.

5) The Institution's Readiness and Ability to Support the Proposed Program

The UofSC and its College of Education are well-poised to implement the proposed program. The impressive credentials of the faculty associated with the program demonstrate the fact that they are well-versed and are able to perform as true experts in their respective fields of study, and have both numerous years and diversities of experiences, which they will no doubt bring with them into their

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instruction. The majority of the curriculum has been used in the current version of the program and has been shown to be highly effective in terms of meetings the goals and objectives of the program.

The combination of both an existing faculty and the majority of an existing curriculum should facilitate the implementation of the proposed program with comparative ease, along with a relatively seamless transition. One should always expect the occasional stumbling block along the way, but these existing structures will likely keep those to a minimum. If and when they do arise, they should be easily managed as a result of being able to rely on these existing, well-functioning structures.

6) Workforce and Market Demand in South Carolina

The current Ed.D. program in the College of Education at the UofSC is a highly sought-after program. For a professional practice doctorate, simultaneous enrollment across the various years of the program in excess of 300 students serves as a testament to this fact. To my knowledge, there are only a handful of institutions and programs around the country that are in such demand so as to receive more than 250 applications for admission in a single calendar year.

Furthermore, the four areas of concentration for the proposed program—curriculum studies, education systems improvement, learning design and technologies, and STEM—represent growing fields of study and practice in various educational contexts, including PK-12 education, higher education, and education in nontraditional settings. These are areas of practice that are in high demand and need around the entire country, so I must assume that is the case in South Carolina, as well.

Finally, it is important to note that like many professional practice doctorates in education, the proposed program at the UofSC provides professional educators with a path to an education doctorate while also helping them learn how to identify and solve immediate problems of practice in their respective educational settings and contexts. Throughout the degree program—and well beyond—students gain skills and continue to seek solutions to complex problems and make improvements within their respective spheres of influence. It is also important to note that while some graduates of programs such as the proposed program here will seek different professional positions after program completion, that is not the immediate goals of professional practice doctorates. Many of them will remain in their current positions—or, at least, with the same employer—utilizing what they have learned to continuously improve their skills as professional educators.

7) Conclusions and Overall Recommendation

Having been a part of several education doctorate programs at different institutions, I can honestly say that I was very impressed with the proposed program in Educational Practice and Innovation. The program proposes to do an extremely thorough job of preparing professional educators to identify problems of practice in their workplace settings, design and implement innovative solutions, and assess the effectiveness of those potential solutions. This is what is needed now more than ever in the broad field of education. Further, this program has been designed to meet needs and demands that no other education doctorate program in the state of South Carolina has been designed to do. Students in this program would not be forced into a singular "track" as a focus for their doctoral studies, but rather would be afforded the opportunity to share a solid core curriculum, and then

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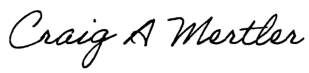
branch off into their desired areas of focus. This programmatic design will allow them to better meet their own individualized professional career goals, but also allows them to appropriately address problems that they have seen arise in their schools, districts, and other educational settings in order to seek immediate solutions.

Thank you for this opportunity! It was a pleasure to review the program proposal for the Educational Doctorate (Ed.D.) in Educational Practice and Innovation at the University of South Carolina. Please let me know if I might be of further assistance.

Yours Respectfully,



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