Name of Institution **Coastal Carolina University**

Name of Program (include concentrations, options, and tracks)

Interdisciplinary Ph.D. in Education

<u>**Specializations**</u>

Educational Leadership
Higher Education Administration
Curriculum, Instruction, and Assessment

Program Designation

☐ Associate's Degree   ☐ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   **X** Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes

X No

Proposed Date of Implementation   **Spring 2019**   CIP Code **13.9999**

Delivery Site(s) Coastal Carolina University

Delivery Mode

  X Traditional/face-to-face*   **X** Distance Education
  *select if less than 50% online   ☐ 100% online

             ☐ Blended (more than 50% online)

             X Other distance education

Program Contact Information (name, title, telephone number, and email address)

Edward Jadallah, Ph.D.
Dean, Spadoni College of Education
Vice President Online Education and Teaching Excellence
843-349-2773 Office
843-798-1836 Cell
ejadalla@coastal.edu

Institutional Approvals and Dates of Approval

College of Education	1/23/18 Approved
University Board of Trustees	2/15/18 Scheduled
University Graduate Council	2/ 7 /18 Scheduled
University Faculty Senate	3/ 7 /18 Scheduled
University Provost	3/ 7 /18 Scheduled
University President	3/ 7 /18 Scheduled

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Interdisciplinary Ph.D. in Education will involve students in developing the breadth and depth of understandings, skills, and dispositions that are relevant and meaningful for 21st century educators. The primary premise of this program is that educational knowledge is multifaceted and requires the ability to interrelate knowledge from varied disciplines. This program will address contemporary and future educational issues and continue to advance our understandings of teaching and learning. One of the primary goals of this program is prepare educational researchers who can transcend the artificial barriers of relating theory to practice. Graduates of this program will have developed the essential research knowledge base to continue as scholars who are capable of generating new knowledge, as well as the ability to interpret and translate theoretical and research knowledge into valid practices through writing, teaching, and application.

This program will involve candidates in developing depth of experiential understandings in one of three specialization areas and breadth of experiential understandings through selected courses in cognate areas. Areas of specialization include educational leadership, higher education administration, and the integrated discipline of curriculum, instruction, and assessment. Cognates may include courses in literacy, special education, English for Speakers of Other Languages (ESOL), Certificate of Online Teaching and Training (COTT), and Equitable Education. Identified courses in both the specialization and cognate areas will be co-taught to interrelate key conceptual understandings. Students will also take a research and data analysis curriculum that focuses on varied ways of knowing, and have opportunity to select relevant core electives that address individual needs and interests.

The Interdisciplinary Ph.D. in Education is unique in its emphasis on using a co-teaching model that will bring the expertise of faculty from varied disciplines to collaborate on curriculum and instruction. This model allows for key concepts to be explored and understood from relevant varied perspectives, and promotes an interdisciplinary approach to problem solving versus a compartmentalized knowledge base. The identified areas of specialization and cognates are significant in that they represent important areas of study for the contemporary educator. Graduates from this program will have developed a broader more holistic frame of reference for addressing educational issues and advancing knowledge. The program will mainly provide career pathways for educators who are interested in continuous improvement and economic advancement in their current teaching positions, as well as the broader education and private enterprise. In addition, the program will improve career options to become school directors, curriculum coordinators, school administrators, directors of community-based educational centers, and teaching/research or administrative positions in university and college settings.

These career advancement opportunities help address two very important issues affecting the education profession in our region, and throughout the state and nation. First, the current educator recruitment, retention, and attrition problem in our school districts has been strongly linked to career satisfaction (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). A career pathway that offers educators opportunities to continue their professional growth; options to assume varied educational and administrative positions that can affect change; and, an increased salary through career advancement are all primary factors that would positively affect career satisfaction. Second, educational research has documented the significance of particular localized contextual factors affecting specific educational issues (Smagorinsky & Barnes, 2014; Zygmunt-Fillwalk, Malaby, Clausen, 2010; Darling-Hammond & Bransford, 2005). The opportunity to apply educational theories and research directly to local situational contexts, and interact with colleagues and professors who have acquired knowledge of these contexts, allows learning to be directly applicable, experientially based, and applied proactively. The interdisciplinary focus of this degree will provide graduates with a frame of reference to make informed and reasoned multifaceted problem solving decisions that are relevant to issues within their particular educational context.

The proposed doctorate in education is consistent with Coastal Carolina University's mission, and as a Level V SACSCOC institution we may offer up to 3 doctoral degrees. Coastal Carolina University's mission was revised in 2014 to advance the institution's first doctoral program in marine science and to enable educational specialist degree programs to develop. The revised mission statement was approved by the Coastal Carolina University Board of Trustees on July 19, 2014, and by the South Carolina Commission on Higher Education on February 5, 2015. The following excerpts from our mission statement emphasize significant points relevant to this proposal:

> Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

> As such, Coastal Carolina commits its resources to building undergraduate and graduate degree programs of national and/or regional significance in the arts and sciences, business, humanities, **education** (emphasis added), and health and human services.

> As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and in committing itself to excellence through continuous assessment and improvement.

List the program objectives. (2000 characters)

The Interdisciplinary Ph.D. in Education will involve students in developing the breadth and depth of understandings, skills, and dispositions through study in one of three specialization areas, research and data analysis core, and selection of cognate courses. The objectives of this program build upon the professional standards identified by the Specialized Professional Associations (SPAs) that guide our Master's and Specialist's programs including Educational Leadership Constituent Council (ELCC), Educational International Literacy Association's Standards for Reading Professionals, the Council for Exceptional Children (CEC), and the professional International Society for Technology in Education (ISTE). The majority of students enrolling in the doctorate would have completed a graduate program guided by these professional association discipline standards. Identified courses in both the specialization and cognate areas will be co-taught to interrelate key conceptual understandings. Students will also take a research and data analysis curriculum that focuses on varied ways of knowing, and have opportunity to select relevant cognate and elective courses that address individual needs and interests. With this in mind, the following objectives serve to enable the continuous growth of a professional educator who understands the interrelated nature of knowledge and can conduct valid and reliable research relevant to specific context-based issues. These objectives include:

- Develop an advanced degree curricula that interrelates knowledge and skills from selected areas of specialization, complementary cognate courses, and proficiency in the areas of quantitative, qualitative, and mixed methods educational research.
- Establish a seamless P-20 educational system that promotes continuous improvement, career satisfaction, and helps retain and recruit highly effective educators.
- Facilitate interdisciplinary understandings through a co-teaching model that produces cross-disciplinary context-based solutions to contemporary educational issues.
- Provide opportunities for doctoral candidates to participate in regional collaborative networks that involve school districts, universities, and community leaders in building partnerships to affect innovative change aimed at improving educational outcomes.
- Institute advanced degree field-based experiences and internships that allow for systematic translation of theory to practice in specific areas of specialization, cognate emphasis, and the research core curriculum.
- Demonstrate curricular understandings and proficiency of research skills through a comprehensive exam, professional presentations, scholarly writing, and the successful completion of a dissertation.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

As stated earlier, the career advancement opportunities enabled through this degree help establish a P-20 educational system that address the very important issues of career satisfaction and contextually relevant studies. Both of these issues have been clearly related to current educator retention, recruitment, and attrition problems facing our region, state, and nation.

An open (unrestricted access) link for a doctoral studies interest survey was sent to administrators in school districts that partner with Coastal Carolina University: Dillon, Florence School Districts 1 - 5, Georgetown, Horry and Marion. These administrators were asked to share the survey with the staff in their area. There were 491 respondents. It is very important to emphasize that the 357 interest survey respondents who stated agree or strongly agree to pursue a Ph.D. at Coastal Carolina University are currently educators employed in our regional partner school districts. As an educator, a primary reason for pursuing an advanced degree is to continue developing the pedagogical knowledge and skills that are relevant and meaningful for teaching and learning in today's classrooms. The career path that facilitates such educational development typically begins with an undergraduate Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, followed by the Master of Education (M.Ed.), Education Specialist (Ed.S.), and then the Doctorate in Education (Ph.D., or Ed.D.). It is at the doctorate level where individuals specifically develop their knowledge and abilities to generate the theories, research, and practices that contribute to an ongoing education knowledge base that address specific context-based issues within particular classrooms, schools, and districts. Such a career pathway offers educators opportunities to continue their professional growth, options to assume varied educational and administrative positions that can affect change, and an increased salary through career advancement. These are all primary factors that would positively affect career satisfaction. The majority of these educators' intent in moving through this career pathway is to remain within a school district system as a teacher, director, or administrator and advance on a district's salary scale.

Of the 357 respondents who answered Strongly Agree/Agree, 267 of them are current educators in the Horry and Georgetown County school districts. The Horry County 2017-18 salary scale identifies a $5,614.50 annual pay increase for teachers who currently have a master's degree and obtain a doctorate by year eight of employment. Year eight was selected as the pay increase indicator to allow for acclimating first year teachers, followed by two to three years to obtain a master's degree, and then three to four years to obtain the doctorate. Using a fourteen year trajectory, a teacher who earned a doctorate by year eight would earn $94,466.70 more than if one had continued with a master's degree. Of the 357 respondents, 276 already had a master's degree. 218 of the total 491 respondents indicated an interest in the Curriculum, Instruction, and Assessment specialization allowing for continuous improvement within existing teaching positions. Those who decide to pursue administrative positions, or a combination of teaching and administration, would have varied salary increases based on specific administrative assignments. According to the Fall 2016 Teacher/Administrator Supply and Demand Survey conducted by South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA), 435 new administrators were hired in South Carolina and 53 positions remained vacant. The Bureau of Labor Statistics (BLS) website cites a national growth rate of ten percent for chief executive officers of organizations, such as school superintendents, for 2010-2020. The BLS also projects a growth rate of positions for elementary and secondary school administrators of 10% per year for the same time period (Bureau of Labor Statistics). This demand will become more acute as the occupants of senior leadership

positions in educational systems continue to retire in large numbers (Terranova, Fale, Ike, Rogers, Cattaro, Fiore, & Zseller, 2009). In the area of higher education administration, South Carolina institutions currently employ 2,500 individuals in administrative positions. The BLS identifies a national 10% growth rate in higher education administration from 2016 through 2026. (data supported in the employment opportunities chart following this section).

More specific to the regional assessment need data from the survey distributed to our partner school districts:

- **486** that answered the question **"Would you be interested in pursuing a Ph.D. in Education at Coastal Carolina University?" 357** answered agree or strongly agree.
- By highest degree earned, the strongest interest (**276** answering strongly agree or agree) came from those with a Master's degree.
- By area, the strongest interest (**267** answering strongly agree or agree) came from Horry and Georgetown County.
- In designating areas of specialization interest, educational leadership **259**, higher education administration **196**, curriculum, instruction, and assessment **218** (numbers do not total 491 due to multiple response options).
- When deciding to pursue a doctoral degree, which of the following would be your primary factors in selecting an institution?
  - ➤ **481** selected "proximity of the institution to your place of employment."
  - ➤ **206** selected "Hybrid model including online asynchronous, synchronous and face-to-face."
  - ➤ **112** selected "Weekday afternoons at a facility near your place of employment (face-to-face)."

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

    X Yes

    ☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

National Employment			
Occupation (Specializations)	**Current South Carolina Employment 2016**	**National Employment Projection 2016-2026**	**Data Source**
11-9032 Education Administrators, Elementary and Secondary School	2016 – 251,300 2026 – 271,000 19,700 growth	8 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, on the Internet at https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm (visited *December 25, 2017*).
11-9033 - Higher Education Administration	2016 - 180,100 2026 - 198,100 18,000 growth	10 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, on the Internet at https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm (visited *December 05, 2017*).
25-1081- Education teachers, postsecondary	2016 - 74,500 2026 - 82,200 7,700 growth	10 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Teachers, on the Internet at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm (visited *December 08, 2017*).

State of South Carolina Employment			
Occupation (Specializations)	**Current South Carolina Employment 2016**	**National Employment Projection 2016-2026**	**Data Source**
11-9032 Education Administrators, Elementary and Secondary School	3,890 current positions	8 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, on the Internet at https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm (visited *December 25, 2017*).
School and District Administrators (Superintendents, Principals, Directors, Coordinators, Specialists)	435 hired 53 positions remained vacant	8 percent growth (BLS)	South Carolina **Center for Educator Recruitment, Retention, and Advancement** 2016-2017 Supply and Demand Report https://www.cerra.org/supply-and-demand.html Table 6A includes the number of FTEs filled by newly hired certified administrators and certified administrator positions reported as vacant at the beginning of the 2016-17 school year. (p.14)
11-9033 - Higher Education Administration	2,500	10 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, on the Internet at https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm (visited *December 05, 2017*).
25-1081- Education teachers, postsecondary	780	10 percent growth	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Teachers, on the Internet at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm (visited *December 08, 2017*).

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

It is very important to reiterate that the 357 interest survey respondents, who stated agree or strongly agree to pursue a Ph.D. at Coastal Carolina University, are currently educators who are employed in our regional partner school districts. The majority of these educators' intent in moving through this career pathway is to remain within a school district system as a teacher, director, or administrator and advance on a district's salary scale. Of the 357 respondents who answered Strongly Agree/Agree, 267 of them were current educators in the Horry and Georgetown County school districts. The Horry County 2017-18 salary scale identifies a $5,614.50 annual pay increase for teachers who currently have a master's degree and obtain a doctorate by year eight of employment. The Georgetown County 2017-18 salary scale, at the same eight year salary grade, identifies an increase of $8,380.00. An educator at either school district would significantly increase their earnings throughout their career, having obtained the doctorate versus remaining at the bachelor or master's levels. This premise would be valid at other school districts as well.

In addition to the economic advantages of an advanced degree pathway is the academic benefits of continuous improvement. As stated earlier, career satisfaction has been strongly correlated to educator retention and recruitment. An educator who is offered opportunities to develop as a career professional is more satisfied, motivated, and effective. These educators are then capable of contributing to classroom, school, and district improvements that affect K-12 student achievement. Hence, the seamless P-20 education process of a systematic, continuous improvement organizational structure. Process and effective organizational structures dictate effective and positive educational outcomes.

Individuals who obtain their doctorate will also have the option to pursue administrative positions within a school district, or teaching/administrative positions at universities and colleges. The data in the above charts indicate an average 10 percent growth in employment opportunities for each of the specialization areas. Postsecondary teachers (commonly referred to as professors or instructors) could work in universities, community colleges, and technical institutions of higher learning as professors, adjuncts, or lecturers. BLS data show there were nearly 1.9 million postsecondary teachers employed in 2016. Overall, these occupations are projected to have faster than average employment growth and more than half a million job openings—and over half of these openings are expected to come from the need to replace teachers who leave (Bureau of Labor Statistics).

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.   *Completed Above. N/A.*

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

    X Yes

    ☐No

If yes, explain. (500 characters)

The Spadoni College of Education currently offers the M.Ed. and Ed.S. in Educational Leadership, M.Ed. and Ed.S. in Instructional Technology, M.Ed. in Language, Literacy and Culture, M.Ed. in Special Education, and the opportunity to enroll with a non-degree status. As of fall 2017, there are a total of 477 graduate students enrolled in these programs, and approximately 90% of those students are currently teachers and/or administrators in our partnership school districts. The Interdisciplinary Ph.D. in Education would be primarily designed to build upon our existing graduate programs. Whereas the M.Ed. and Ed.S. curricula primarily advances students' knowledge and skills regarding practices within a specific discipline of study, the interdisciplinary Ph.D. is designed to develop interrelated disciplinary understandings and enable students to conduct valid and reliable contextual research. This is consistent with the idea of a teacher/scholar model emphasized in our university mission in which educators are actively involved in generating knowledge that contributes to their specific educational settings and disciplines of study. This is also consistent with the program objective to "establish a seamless P-20 educational system that promotes continuous improvement, career satisfaction, and helps retain and recruit highly effective educators." It is anticipated that more educators will pursue their master's degree knowing that there is a career pathway leading to the Ph.D. that focuses on continuous improvement, varied employment options, and increased earning opportunities.

List of Similar Programs in South Carolina

The Interdisciplinary Doctorate in Education is unique in its emphasis on using a co-teaching model that will bring the expertise of faculty from varied disciplines to collaborate on curriculum and instruction. This model allows for key concepts to be explored and understood from relevant varied perspectives, and promotes an interdisciplinary approach to problem solving versus a compartmentalized knowledge base. It also addresses a regional need and interest that will promote career satisfaction addressing retention and recruitment issues. Other programs in the state offer a discipline specific Ph.D. or Ed.D.

Program Name	Institution	Similarities	Differences
Ph.D. Educational Leadership, Higher Education	Clemson University	The focus of the Educational Leadership, Higher Education curriculum is similar to the specializations offered in the Interdisciplinary Ph.D.. Both programs have basic Ph.D. requirements including a research core in quantitative and qualitative methodologies, a written comprehensive exam, and a written dissertation.	The Interdisciplinary Ph.D. implements a co-teaching instructional model with identified courses in the specialization, cognate, and research core. Candidates will be encouraged to conduct collaborative interdisciplinary dissertation research as participants of a learning community focusing on a local or regional contemporary educational issue. This program is the terminal degree that builds on the M.Ed. and Ed.S. degrees offered at Coastal Carolina University. The majority of the Ph.D. candidates will have completed these programs and are teachers/administrators in our regional partner school districts. This program stablishes components of a seamless P-20 educational system.
Ph.D. Curriculum and Instruction	Clemson University	Curriculum and Instruction, focus is similar to the Interdisciplinary Ph.D. specialization requirements. Both programs have basic Ph.D. requirements including a research core in quantitative and qualitative methodologies, a written comprehensive exam, and a written dissertation with oral defense.	The Interdisciplinary Ph.D. implements a co-teaching instructional model with identified courses in the specialization, cognate, and research core. Candidates will be encouraged to conduct collaborative interdisciplinary dissertation research as participants of a learning community focusing on a local or regional contemporary educational issue. This program is the terminal degree that builds on the M.Ed. and Ed.S. degrees offered at Coastal Carolina University. The majority of the Ph.D. candidates will have completed these programs and are teachers/administrators in our regional partner school districts. This program establishes components of a seamless P-20 educational system.

Ed.D. Curriculum and Instruction – Curriculum Studies Concentration	University of South Carolina	Curriculum and Instruction Studies focus is similar to the CCU Curriculum, Instruction, and Assessment Specialization. Both programs require a written dissertation and oral defense	The Interdisciplinary Ph.D. implements a co-teaching instructional model with identified courses in the specialization, cognate, and research core. Candidates will be encouraged to conduct collaborative interdisciplinary dissertation research as participants of a learning community focusing on a local or regional contemporary educational issue. This program is the terminal degree that builds on the M.Ed. and Ed.S. degrees offered at Coastal Carolina University. The majority of the Ph.D. candidates will have completed these programs and are teachers/administrators in our regional partner school districts. This program stablishes components of a seamless P-20 educational system. Hybrid and face to face curriculum offerings, not totally online. Research core in quantitative and qualitative methodologies. This program is a Ph.D. not an Ed.D.
Education Administration, Ph.D.	University of South Carolina	The Ph.D. degree is offered in two program concentrations: higher education administration and CD-12 education administration. Similar to the Interdisciplinary Ph.D. specializations educational leadership and higher education administration. Both programs require a written comprehensive exam and a written dissertation and oral defense	The Interdisciplinary Ph.D. implements a co-teaching instructional model with identified courses in the specialization, cognate, and research core. Candidates will be encouraged to conduct collaborative interdisciplinary dissertation research as participants of a learning community focusing on a local or regional contemporary educational issue. This program is the terminal degree that builds on the M.Ed. and Ed.S. degrees offered at Coastal Carolina University. The majority of the Ph.D. candidates will have completed these programs and are teachers/administrators in our regional partner school districts. This program establishes components of a seamless P-20 educational system. Hybrid and face-to-face curriculum offerings. Research core in quantitative and qualitative methodologies.

Description of the Program

Projected Enrollment						
	Fall Semester		Spring Semester		Summer Semester	
Year	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)
2018-2019	20	60	19	114	18	108
2019-2020	37	111	35	212	34	201
2020-2021	52	156	49	296	47	281
2021-2022	64	193	61	367	58	349
2022-2023	57	172	54	326	52	310

Note 1: Based on enrollment of 20 new students each fall.

Note 2: Credit hours based on 3 hours per fall term, 6 hours per spring term, and 6 credit hours per summer term.

Note 3: Years one through four total headcounts based on 95% returning fall to spring, 95% returning spring to summer and 95% returning summer to fall. Year five headcount additionally based on 90% graduation rate of returning students.

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

X Yes

No

If yes, explain. (1000 characters)

In addition to the Office of Graduate Studies admission requirements, each specialization area in the Interdisciplinary Ph.D. will have an admissions committee who will review applications and make recommendations based on the following criteria:

- An earned Master's Degree in education or related field with an overall cumulative grade point average of 3.0.
- Successful scores on GRE or MAT and TOEFL if applicable:

    ➢ A score of 300 with no less than 160 on the verbal and 140 on the quantitative Graduate Record Examination, or 400 on the Miller Analogies Test.
    ➢ Scores must be no more than five years old.

- Applicants who are non-native speakers of English speakers must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:

  - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
  - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
  - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
  - Pearson Test of English (PTE) Academic with a score of 59;
  - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
  - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
  - MELAB (Michigan English Language Assessment Battery) with a score of 77;
  - TOEIC (Test of English for International Communication) with a score of 745;
  - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
  - If an applicant's Master's Degree GPA is 3.5 or higher, the GRE and MAT exams are waived.

- Applicants will submit a written statement explaining how the Interdisciplinary Ph.D. will be instrumental in achieving specific career and research goals.
- Three professional reference letters that specifically address the candidate's ability to successfully meet the demands of high level graduate coursework. One letter must be from their current immediate supervisor.
- A face-to-face and/or virtual interview will be required that primarily focuses on the applicants written statement regarding career and research goals as well as the applicants vision for their personal and professional development and how this program will support their vision.
- Applicants will complete an on-site writing sample.

Are there any special articulation agreements for the proposed program? If yes, identify. (1000 characters)

☐Yes

X No

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Specialization Area		
Educational Leadership (*21 cr. hrs.)	**Higher Education Administration (*21 cr. hrs.)**	**Curriculum, Instruction, & Assessment (*21 cr. hrs.)**
EDAD 701 Advanced Theory and Practice of Leadership and Management (3)	**EDAD 701** Advanced Theory and Practice of Leadership and Management (3)	**EDUC 728** Data-Driven Decision-Making to Inform Instruction (3)
EDAD 760 Instructional Leadership and Supervision (3)	**EDAD 780** Politics and Policy of Education (3)	**EDSP 741** Comprehensive Assessment for Exceptional Learners (3)
EDAD 780 Politics and Policy of Education (3)	**EDAD 735** Finance and Ethics (3)*	**EDUC 790** Strategies for Serving Rural and Urban Learners (3)*
EDAD 735 Finance and Ethics (3)*	**EDAD 788** Action Research (3)*	**EDUC 732** Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12) (3) or **EDUC 731:** Elementary Education (Grades PK-5) (3)
EDAD 786 Topics in Educational Leadership (3)	**EDAD 791** Contemporary Issues in Higher Education (3)	**EDUC 750** Contemporary Curriculum Theory (3)
EDAD 788 Action Research (3)*	**EDAD 792** Legal Basis of Educational Organization and Administration (3)	**EDUC 785** Critical Studies in Diversity and Education (3)
EDAD 770 Assessing Leadership Skills and Initiating Change (3)	**EDAD 793** College Teaching and Advising (3)	**EDUC 735** Contemporary Learning Theories and Practices (3)*
Research Foundations (12 cr. hrs.)	**Research Foundations (12 cr. hrs.)**	**Research Foundations (12 cr. hrs.)**
EDUC 800 Ways of Knowing: Introduction to Educational Research (3)	**EDUC 800** Ways of Knowing: Introduction to Educational Research (3)	**EDUC 800** Ways of Knowing: Introduction to Educational Research (3)
EDUC 810 Qualitative Research Methods in Education (3)	**EDUC 810** Qualitative Research Methods in Education (3)	**EDUC 810** Qualitative Research Methods in Education (3)
EDUC 815 Quantitative Research Methods in Education (3)	**EDUC 815** Quantitative Research Methods in Education (3)	**EDUC 815** Quantitative Research Methods in Education (3)
EDUC 825 Mixed Methods Research in Education (3)*	**EDUC 825** Mixed Methods Research in Education (3)*	**EDUC 825** Mixed Methods Research in Education (3)*

Cognates & Electives: Selected from one of the specialization areas, or identified courses in existing graduate programs (literacy, special education, equitable education, leadership, English for speakers of other languages (ESOL), and instructional technology. The cognate **may emphasize** the interdisciplinary focus of the doctorate through coursework in a discipline different from the student's specialization. **(Cognate 12 cr. hrs.; Elective 6 cr. hrs. per advising)**

EDUC 899 Dissertation: Candidates will be encouraged to conduct collaborative interdisciplinary research as participants of a learning community focusing on a specific contemporary educational issue. Each candidate will produce an individual dissertation that represents expertise in a specialization area and contributes findings and conclusions to the identified thesis. **(12 cr. hrs.)**

Proposed Cognate and Elective Courses (Cognate (12-18 hrs) and Elective (0-6 hrs)

Instructional Technology

EDIT 700: Principles of Instructional Design (3)
EDIT 704: Technology in Curricula (3)
EDIT 710: Instructional Technology Tools (3)
EDIT 720: Psychology of Instructional Technology (3)
EDIT 760: Instructional Technology Leadership (3)
EDIT 764: Special Topics in Instructional Technology (3)
Online Teaching Endorsement Courses
EDIT 604: Teaching with Technology (3)
EDIT 650: Teaching and Learning Online (3)
EDIT 660: Advanced Online Teaching (3)
EDIT 610: Instructional Design and Tech. Integration (3)
EDIT 620: Technology Planning and Management (3)
EDIT 630: Development of Instructional Multimedia (3)

English for Speakers of Other Languages

EDSP 641: Comprehensive Assessment for Exceptional Learners (3)
EDSP 697: Practicum in Special Education (3)
Certification in English for Speakers of Other Languages
EDLL 650: Applied Linguistics for ESOL Teachers (3)
EDLL 651: Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners (3)
EDLL 652: Teaching Reading and Writing to Limited English Proficient (LEP) Learners (3)
EDLL 653: Testing and Assessment for Language Minority Students (3)
EDLL 654: ESOL Curriculum Design and Materials Development (3)

Equitable Education

EDEQ 624: Framework for Equitable Education (3)
EDEQ 625: Application of Differential Instruction (3)
EDEQ 626: Culturally Responsive Methods and Materials (3)
EDEQ 640: Successful Collaboration with Diverse Families (3)
EDEQ 628: STEM Methods and Materials for Diverse Students (3)

Leadership

EDAD 760: Instructional Leadership and Supervision (3)
EDAD 780: Politics and Policy of Education (3)
EDAD 786: Topics in Educational Leadership (3)
EDAD 788: Action Research (3)
EDAD 770: Assessing Leadership Skills and Initiating Change (3)

Literacy

EDLL 603: Research in Literacy Methods and Materials (3)
EDLL 606: Trends and Issues in Literacy Education - Capstone Course (3)
EDUC 607: Research for Today's Schools (3)
EDLL 617: Content Literacy/middle/secondary (3)
R2S Literacy Teacher Endorsement
EDLL 600: Advanced Reading Theory: Philosophical, Historical and Sociological Foundations of Reading (3)
EDLL 604: Practicum in Literacy Assessment and Evaluation (3)
EDLL 608: Instructional Strategies and Materials in Literacy (3)
EDLL 616: Content Literacy/EC/ELED (3)
R2S Literacy Coach Endorsement
EDLL 620: Literacy Assessment and Instruction for Diverse Populations (3)
EDLL 621: Developing Literacy Teacher - Leaders within School Communities (3)
EDLL 622: Action Research in Literacy Coaching (3)

Special Education

EDUC 600: Applied Behavior Analysis (3)
EDUC 630: Single-case Research and Ethics (3)
EDSP 635: Advanced Topics in Special Education (3)
EDSP 606: Instructional Design in Special Education (3)
EDSP 640: Behavior Management (3)
EDSP 641: Comprehensive Assessment for Exceptional Learners (3)
EDSP 697: Practicum in Special Education (3)

* South Carolina Initial Licensure Add-on Certification or Endorsements

Course Descriptions for New Courses

Course Name	Description
EDAD 770: Assessing Leadership Skills and Initiating Change	This course examines effective leadership styles, skills, roles, and functions of leaders within various organizations. Students assess their own leadership style and the leadership style of others, as they gain a broad understanding of the history and origins of leadership, leadership styles, and initiating substantive change with fidelity. This course studies topics closely related to effective leadership such as lifelong learning, powerful communication, problem-solving skills, management, goal-achievement, conflict resolution, and the leadership development of others.
EDAD 791: Contemporary Issues in Higher Education	This course examines contemporary issues and impact in higher education. Students gain a broad understanding of past and current situations / trends which impact higher education in a positive or negative manner. This course examines topics closely related to higher education such as accreditation, affordability, enrollment, student equity, access, online education, teaching and learning, title IX, and working with various faculty members.
EDAD 792: Legal Basis of Educational Organization and Administration	This course is an introduction to finance and ethics at all levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structure and operations within various educational settings. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.
EDAD 793: College Teaching and Advising	This course examines advanced principles of educational law with special attention to public sectors, private sectors, colleges, and universities. Other related topics which will be examined include hiring and personnel issues, dismissal, due process, current court decisions, and constitutional issues. The rights and responsibilities of various educational stakeholders will also be discussed. The course includes discussion, research, presentation, and application of educational law in relation to various educational settings.
EDAD 735: Finance and Ethics	This course serves as an introduction to finance and ethics at various levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structures and operations within various educational settings. Other related topics include budget management, expenditures, local and federal involvement, monetary safeguards and audits. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.
EDUC 800: Ways of Knowing: Introduction to Educational Research (Dissertation Topic Proposal)	This course is designed to provide an introduction to understanding and interpreting qualitative and quantitative methods of educational research. Review of the steps in planning, selecting appropriate research methodology, conducting, analyzing, and reporting data, and reporting research. The purpose of the course is to assist students through the proposal and dissertation writing processes.
EDUC 810: Qualitative Research Methods in Education (Preliminary Research Instrument for Dissertation Data Collection)	This course will provide an introduction to qualitative methods in social science research, in terms of both the practical issues of conducting this type of research and the conceptual debates in the field. Methods include collection and analysis of observations, interviews, and other records of human activity to gain a better understanding of structures, processes, and perspectives that drive or shape human behavior. The purpose of the course is to assist students through the proposal and dissertation writing processes.

EDUC 815: Quantitative Research Methods in Education (Preliminary Research Instrument for Dissertation Data Collection)	This course will provide an introduction to quantitative methods, to develop a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data and examine the social, political and ethical dimensions of designing and executing research. The course considers the methodological issues relevant to conducting an array of quantitative research with an emphasis on the art and science of survey research methods. In addition to methodological considerations. The course will explore the stages of survey development and administration, including measurement, instrumentation, sampling and distribution, institutional review board approval, and use of SPSS. The purpose of the course is to assist students through the proposal and dissertation writing processes.
EDUC 825: Mixed Methods Research in Education (Dissertation Proposal)	This course will provide an overview of mixed methods research, focus on the epistemological foundations of both mixed method designs and their components, including epidemiological surveys, in-depth qualitative interviewing, and collecting, analyzing, integrating, and reporting data based on multiple sources. The course covers the paradigms and "mental models" that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined. The purpose of the course is to assist students through the proposal and dissertation writing processes.
EDUC 899: Dissertation (Dissertation)	This course focuses on both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the dissertation writing processes.
EDUC 728: Data-Driven Decision-Making to Inform Instruction	This course focuses on the critical knowledge, theory, practice, current accountability structures, and application of student evaluation, communicating student achievement, and using assessment data as decision-making tools. Provides an overview of principles and issues surrounding curriculum as well as in various program evaluation measures and curriculum evaluation tools. Develops the ability to examine, explore, analyze, and utilize student level data to guide decision-making and reform efforts in the classroom, school building, or school district, guided by the principles of understanding data management, interpretation, and student assessment.
EDSP 741: Comprehensive Assessment for Exceptional Learners	This course focuses on assessment (e.g., norm-referenced, criterion-referenced, and curriculum-based measurement, and informal and informal testing) in the context of classrooms and educational systems with emphasis on the determination of individual needs and development of plans to meet needs. This course covers the use and interpretation of formal and informal diagnostic tests, procedures calculated to determine instructional levels, and procedures for exceptional learners. Emphasis is on interpretation for instruction, eligibility determination, placement decisions, and report writing.
EDUC 790: Strategies for Serving Rural and Urban Learners	This course will explore the social, historical and political shaping of education policy in the United States as it relates to rural and urban communities. The course focuses on the relationships between economic and social stability and how socioeconomic and ethnic diversity within rural and urban schools may be correlated directly with educational opportunity and achievement, which may impact long-term individual, family, and demographic group economic stability and advancement. Analyzing facts and statistics on topics such as poverty and homelessness, diversity, substance abuse, and mental health.
EDUC 732: Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12)	This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades 6-12. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.
EDUC 731: Advanced Instructional Methods and Strategies – Elementary Education (Grades PK-5)	This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades PK-5. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.

EDUC 750: Contemporary Curriculum Theory	This course provides an in depth understanding of contemporary theoretical substructures of the curriculum. In this course, the curriculum is understood as both the explicit, planned course of learning, and the hidden or latent experiences that students encounter in school settings or experience within their world. We will study historical, political, behavioral, social, psychological, cognitive, philosophical, institutional theories in order to understand the impact of theories on curriculum issues, schools and society. The goal of this course is to provide students with the theoretical framework for analyzing, critiquing, and investigating curriculum so that they will understand the complexities of contemporary curriculum discourses and research practices.
EDUC 785: Critical Studies in Diversity and Education	This course focuses on the examination of the student diversities found in classrooms and the impact of diverse learners on curricular and instructional practices. Teachers will study ways of making classrooms, curricula, and instructional strategies diversified, developmentally appropriate and equitable to meet the needs of all student populations. Analysis and interpretation of critical theories, research, and approaches to understanding issues of student and community diversity affecting schools.
EDUC 735: Contemporary Learning Theories and Practices	This course focuses on critical examinations of professional development, current foundational research, current practices, reform efforts, and evaluation of education. Analysis of curricular debates within teacher education, emphasizing the relationship of current mandates to the larger purposes of teacher preparation and PK-20 schools.

Educational Leadership Specialization Faculty

Faculty and Administrative Personnel				
Rank	**Full- or Part- time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Associate Professor	Full-Time	+EDAD 701 (3) F; EDAD 760 (3) SP+EDAD 780 (3) SU +EDAD 735 (3) SU+EDAD 786 (3) F+EDAD 788 (3) SU +EDAD 770 (3) SU EDAD 792 (3) F	BA, Middle Grades Education, University of North Carolina at Charlotte 1999. M.Ed. Middle, Secondary, and K-12 Education, University of North Carolina at Charlotte 2004. M.SA. School Administration, University of North Carolina at Charlotte 2006. Ph.D., Curriculum and Instruction, University of North Carolina at Charlotte 2010.	Graduate Faculty and M.Ed. and Ed.S. Educational Leadership Program Coordinator
Associate Professor	Full-Time	+EDAD 701 (3) F +EDAD 760 (3) SP +EDAD 786 (3) F	BA, History, State University College at Postdam 1976. MA, Economics Maxwell School of Public Citizenship of Syracuse University 1984. Certificate of Advanced Studies Educational Administration, State University College at Brockport 1991. Ph.D. Educational Administration and Policy Studies University at Albany, 2000	Graduate Faculty
*Assistant/Associate Professor	Full-Time	+EDAD 701 (3) F +EDAD 760 (3) SP +EDAD 780 (3) SU +EDAD 735 (3) SU +EDAD 786 (3) F +EDAD 788 (3) SU +EDAD 770 (3) SU		Replacement Hire in Educational Leadership
*Assistant/Associate Professor	Full-Time	+EDAD 701 (3) F		New Hire by year 1, contingent upon enrollment growth and to take on the lead role of the higher education specialization area

Higher Education Specialization Faculty

Faculty and Administrative Personnel				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Teaching Associate	Part-Time	EDAD 791 (3) SP EDAD 793 (3) SU	BS, Methodist University, Special Education 1991, MA, Fayetteville State University Special Education 1994, Ph.D., Morgan State University Higher Education Administration 2007.	Graduate Teaching Associate and Director of Accreditation and Assessment
Associate Professor	Full-Time	+EDAD 701 (3) F +EDAD 780 (3) SU +EDAD 735 (3) SU +EDAD 788 (3) SU EDAD 792 (3) F	BA, Middle Grades Education, University of North Carolina at Charlotte 1999. M.Ed. Middle, Secondary, and K-12 Education, University of North Carolina at Charlotte 2004. M.SA. School Administration, University of North Carolina at Charlotte 2006. Ph.D., Curriculum and Instruction, University of North Carolina at Charlotte 2010.	Graduate Faculty and M.Ed. and Ed.S. Educational Leadership Program Coordinator
*Assistant/Associate Professor	Full-Time	+EDAD 701 (3) F +EDAD 780 (3) SU +EDAD 735 (3) SU +EDAD 788 (3) SU EDAD 792 (3) F		Replacement Hire in Education Leadership
*Assistant/Associate Professor	Full-Time	+EDAD 701 (3) F EDAD 791 (3) SP EDAD 792 (3) F EDAD 793 (3) SU		New Hire by year 1, contingent upon enrollment growth and to take on the lead role of the higher education specialization area

Curriculum, Instruction, and Assessment Specialization Faculty

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
		Faculty and Administrative Personnel		
Full Professor	Full-Time	EDUC 732 (3) SU EDUC 785 (3) FA EDUC 790 (3) SU	B.S.Ed. Technology Education, Eastern Illinois University 1981. M.S.Ed. Occupational Education, Chicago State University 1991. Ed.D. Curriculum and Instruction-Post Secondary Education Illinois State University 1995.	Graduate Faculty, undergraduate Middle Level Education Program and Chair of the Department of Graduate and Specialty Studies
Full Professor	Full-Time	EDUC 785 (3) FA EDUC 750 (3) SU EDUC 790 (3) SU	A.A. Northwood University Secretarial Science 1975. BS Phys. Ed & Business Administration Michigan State University 1979. MS, Student Personnel Administration State University College of Buffalo 1981. M.Ed. Educational Administration State of University of New York at Buffalo 1992. Ph.D. Educational Administration State University of New York at Buffalo 1993.	Graduate Faculty
Assistant Professor	Full-Time	EDUC 728 (3) F EDUC 731 (3) SU EDUC 735 (3) SP	BS, Elementary Education, The University of North Carolina at Greensboro 2004. M.Ed. Curriculum and Instruction, Elementary Science The University of North Carolina at Greensboro 2007. Ph.D. Educational Studies The University of North Carolina at Greensboro 2012.	Graduate Faculty and Undergraduate Elementary Education. Program Coordinator
Assistant Professor	Full-Time	EDSP 741 (3) SU EDUC 785 (3) FA	BS Early Childhood and Special Education, Peabody College, Vanderbilt University 1996. M.Ed. Special Education Peabody College, Vanderbilt University 1998. MS, Community Research and Action Peabody College, Vanderbilt University 2005. Ph.D. Educational Psychology University of Alabama 2017.	Graduate Faculty
Associate Professor	Full-Time	EDUC 728 (3) F EDUC 732 (3) SU EDUC 785 (3) FA	BA, History and Classical Studies,Tulane Univ. 2001. M.A. Anthropology Florida State University 2001-2003. M.Ed. University of North Florida 2006. Ph.D. Curriculum and Instruction Indiana University 2010	Graduate Faculty

Research Foundation Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Full Professor	Part-Time	EDUC 800 (3) F	B.A. History and Psychology (dual major), Malone College, 1973. M.Ed. Curriculum and Instruction, Bowling Green State University, 1981. Ph.D. Teacher Education, Curriculum Inquiry, Social Science Education, Ohio State Univ., 1984	Graduate Faculty and Dean
Full Professor	Full-Time	EDUC 810 (3) SP EDUC 815 (3) SU EDUC 825 (3) SU	BS, Psychology, Secondary Education Muskingum College 1992. MA, Science Education, The Ohio State University 1994. Ph.D. Teacher Education, area of concentration Science Education, Research and Statistics 1996.	Graduate Faculty
Full Professor	Full-Time	EDUC 810 (3) SP EDUC 815 (3) SU EDUC 825 (3) SU	B.A., University of Massachusetts Child Development and Early Childhood Education Ph.D., Georgia State University specializing in assessment, statistics, research methodology, and policy-oriented research.	Graduate Faculty
*Assistant/Associate Professor	Full-Time	EDUC 800 (3) F; EDUC 810 (3) SP EDUC 815 (3) SU; EDUC 825 (3)		New Hire by year 1, contingent upon enrollment growth and to take on the lead role of the research foundation and dissertation assignment coordinator

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Note: + Identifies courses within the Educational Leadership and Higher Education specialization areas are offered as courses within the Educational Leadership Ed.S. Program and will not require additional staffing. Enrollment from the proposed program will assist to increase FTEs in the course.

Note: All courses offered for the cognates and electives are currently being offered as part of other graduate program requirements.

Note: All graduate faculty teaching in the Doctoral Program are eligible to serve in a capacity on Dissertation Committees (EDUC 899 (1-12) SU, F, SP)

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

FacultyStaff   Administration

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2018-2019	0	0.00	1	0.17	1	0.17
2019-2020	0	0.00	1	0.17	1	0.17
2020-2021	0	0.00	1	0.17	1	0.17
2021-2022	0	0.00	1	0.17	1	0.17
2022-2023	0	0.00	1	0.17	1	0.17
Faculty						
2018-2019	0	0.00	2	0.56	2	0.56
2019-2020	1	0.17	2	0.94	3	1.11
2020-2021	1	0.17	4	1.50	5	1.67
2021-2022	1	0.17	5	2.06	6	2.22
2022-2023	0	0.00	5	2.22	5	2.22
Staff						
2018-2019	0	0.00	1	0.33	1	0.33
2019-2020	0	0.00	1	0.33	1	0.33
2020-2021	0	0.00	1	0.33	1	0.33
2021-2022	0	0.00	1	0.33	1	0.33
2022-2023	0	0.00	1	0.33	1	0.33

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Currently, the University has three full-time tenured/tenure track faculty in educational leadership (one new hire F-18), three tenured faculty who have terminal degrees in higher education administration, three tenured faculty and one lecturer in instructional technology, and four tenured/tenure track faculty in educational foundations who will assume primary responsibilities for the curriculum, instruction, and assessment specialization and research courses. Overall, the college has seventeen tenured faculty and eleven tenure-track faculty who have graduate faculty teaching status. The program will identify a faculty member to serve as the doctorate program coordinator through a course-release each semester. Given the anticipated interest in the program, it is projected that the University will hire one new tenure/tenure track faculty member in higher education administration and one new tenure/tenure track faculty with expertise in quantitative and qualitative research design. Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library and Bryan Information Commons has holdings of over **450,000** items in all formats. The library has access to over **120,000** periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats and provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the World Wide Web at (http://www.coastal.edu/library). Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research-oriented courses. Coastal Carolina University fully supports and participates in PASCAL (Partnership Among South Carolina Academic Libraries), our state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL.

In addition to the owned content enumerated above, Kimbel Library provides access to over **300,000 eBooks via EBSCO and Ebrary.** The Library also subscribes to two streaming video resources that cover all academic areas. Films on Demand and VAST: Academic Video Online currently includes over **2000** films. The library also provides access to over 140 online citation, abstracting, and full-text resources. This includes general products such as Academic Search Complete as well as electronic resources specific to education such as Education Full-text, Education Research Complete, Mental Measurements Yearbook with Tests in Print, PsycINFO, PsycARTICLEs, and Teacher Reference Center.

A quantitative comparison of Kimbel Library's holdings was conducted using the Association of College and Research Libraries *Standards for College Libraries*. Subject areas relevant to the specializations in the Interdisciplinary Doctorate were identified using the Library of Congress *Classification Web* tool. In the analysis of the Education Leadership specialization, the library compared holdings to three peer institutions, which were chosen based on FTE student enrollment (10,000 or less), type of institution (regional, liberal arts), and presence of a master's level degree program. The library holds **790** monographs in support of the Educational Leadership and Higher Education Administration specializations. In the specialization of Curriculum, Instruction, and Assessment, as well as the varied cognate disciplines, the holdings of over **450,000** items in all formats, and **120,000** periodicals, primarily in electronic format.

Age of collection. The average publication date of monographs is 2005 and the average age of media (audiovisual) and eBooks are more recent (2010): 87% of media and nearly 100% of eBooks in the collection are dated year **2000** or later. Over half (66%) of the collection has a publication date prior to 2000. The education collection was updated in 2014 when the library worked with education faculty to assess the education collection, update holdings, and add core titles. This effort is reflected in the relative currency of titles in the call number ranges for education.

The library facility is open 24X7 during fall and spring semesters. Faculty can request information literacy instruction sessions and librarians provide one-on-one consultative services for students either in person or online via the Ask-A-Librarian service. In addition, a librarian is assigned as a liaison to the Spadoni College of Education. It is estimated that approximately $25,000 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be needed for the proposed program. Faculty members in the program will support candidates with advising and serve on comprehensive exam and dissertation committees. At the university level, the Coastal Office of Online Learning (COOL) and the Center for Teaching Excellence to Advance Learning (CeTEAL) will support candidates' needs regarding online learning technologies and general orientation to university resources and professional development. Existing services also include the Writing Center, Graduate Studies Office, Student Computing Services, Library Services, Learning Assistance, Accessibility & Disability Services, and Counseling Services.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The Spadoni College of Education has recently installed two high-end distance learning facilities, one multi-purpose classroom for live streamed instructional events, and one multimedia production studio for recording and editing. Both facilities are currently available, fully funded, and will be managed internally by college staff and graduate assistants with support from the university's division of Information Technology Services.

All classrooms in the College of Education are connected to the Internet and have Smart board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. The existing physical plant is sufficient to support this proposed program. Two additional office spaces will be required for two new tenure track faculty members (1-Fall 2019, 1-Fall 2020). No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

Will any extraordinary physical facilities be needed to support the proposed program?
☐Yes

X No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Financial Support

Estimated Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration (1)	$16,605	$16,938	$17,276	$17,622	$17,974	**$86,415**
Faculty and Staff Salaries (2)	$64,860	$117,083	$171,369	$227,780	$232,335	**$813,428**
Graduate Assistants	$39,000	$39,000	$39,000	$39,000	$39,000	**$195,000**
Equipment						**$0**
Facilities						**$0**
Supplies and Materials	$2,000	$2,000	$2,000	$2,000	$2,000	**$10,000**
Library Resources	$5,000	$5,000	$5,000	$5,000	$5,000	**$25,000**
Other						**$0**
Total	**$127,466**	**$180,021**	**$234,645**	**$291,401**	**$296,309**	**$1,129,843**
Sources of Financing by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$135,366	$255,303	$361,865	$456,838	$455,392	**$1,664,764**
Program-Specific Fees						**$0**
State Funding						**$0**
Reallocation of Existing Funds						**$0**
Federal Funding						**$0**
Other Funding						**$0**
Total	**$135,366**	**$255,303**	**$361,865**	**$456,838**	**$455,392**	**$1,664,764**
Net Total (i.e., Sources of Financing Minus Estimated Costs)	**$7,900**	**$75,282**	**$127,220**	**$165,437**	**$159,083**	**$534,921**

Note 1: Program administration based on .17 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.

Note 2: Faculty and staff salaries include 28% fringe benefits. Years 2-5 are also based on a 2% increase.

Note 3: Tuition includes a 30% reduction in tuition for in-state students.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Currently, the University has three full-time tenured/tenure track faculty in educational leadership (one new hire F-18), three tenured faculty who have terminal degrees in higher education administration, and four tenured/tenure track faculty in educational foundations who will assume primary responsibilities for the curriculum, instruction, and assessment specialization and research courses. Overall, the college has seventeen tenured faculty and eleven tenure-track faculty who have graduate faculty teaching status. The program will identify a faculty member to serve as the doctorate program coordinator through a course-release each semester. Given the anticipated interest in the program, it is projected that the University will hire one new tenure/tenure track faculty member in higher education administration and one new tenure/tenure track faculty with expertise in quantitative and qualitative research design. Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Interdisciplinary Ph.D. in Education will evaluate candidates at five specific stages of development: (1) Specialization and Cognate Key Assessments, (2) Comprehensive Exam, (3) Written Dissertation Proposal and Oral Defense, (4) Written Dissertation and Oral Defense, and (5) Employment Trends. The Coastal Carolina University's Office of Institutional Research, Assessment and Analysis (IRA&A) provides quality information and analysis services that support decision-making, strategic planning, assessment, accreditation, and records management activities of the University. With the integrated software and cloud-based assessment tools embedded in the Campus Labs® platform, program faculty will work with our IRA&A to analyze assessment data and complete online reports to ensure program continuous improvements in each stage of the developmental assessment process. Employment data will be tracked and analyzed through our Center for Excellence and Academic Advising. The Center employs a graduate program manager who will be responsible for exit interviews and the administration of surveys to gather data on graduate satisfaction, alumni satisfaction, employer satisfaction, and graduation rates. The specific program evaluation and key assessment data are described below:

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Students develop critical thinking skills that would allow them to see the integrative connections between disciplinary fields in their area of specialization.	Key Assessments Comprehensive Examination Written Dissertation Proposal and Oral Defense Written Dissertation and Oral Defense
Students will develop a regional perspective of a need for improvement and become a change-agent within the region by analyzing and providing a resolution or awareness of the concern.	Key Assessments Regional Collaborative Analysis Research Papers Written Dissertation Proposal and Oral Defense Written Dissertation and Oral Defense
Students develop an understanding and skills to perform mixed method research that provides data-driven analysis and results to make substantive changes within the regional community.	Key Assessments Regional Collaborative Analysis Research Papers Written Dissertation Proposal and Oral Defense Written Dissertation and Oral Defense
Students develop an awareness of diversity (i.e., people, cultures, ideas, and etc,) which may have an impact on PK-20, and appreciate the importance of engaging in lifelong interdisciplinary learning to become informed and responsible change agents within their community.	Key Assessments Interdisciplinary Portfolio Regional Collaborative Analysis Research Papers Written Dissertation Proposal and Oral Defense Written Dissertation and Oral Defense
Students learn to develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing students, schools, communities, and societies.	Key Assessments Regional Collaborative Analysis Research Papers Interdisciplinary Portfolio

Will the proposed program seek program-specific accreditation?

☐Yes

X No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

☐Yes

X No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☐Yes

X No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.