

New Program Proposal
Doctorate of Education in Education Systems Improvement Science
Clemson University

Executive Summary

Clemson University (CU) requests approval to offer a program leading to the Doctorate of Education in Education Systems Improvement Science, to be implemented in May 2018. The proposed program is to be offered through traditional instruction and distance education. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	7/24/17	Not Applicable
ACAP Consideration	09/14/17	<p>Clemson University (CU) representatives introduced the program as an applied degree with components in equity and social justice. The proposed degree was presented as a formal collaboration, a consortium between Winthrop University, The Citadel, Coastal Carolina University, and Clemson University. Two essential consortium features are student recruitment and shared programming resources. ACAP members and CHE staff inquired about both and institutional representatives expanded on the proposal's explanation about student recruitment, starting with the Ed.S at each institution. Staff asked about recruitment from non-consortium institutions. Clemson representatives reiterated the goal of recruiting consortium members but added USC Ed.S. completers were a target population. They indicated Ed.S. completers from SC State could apply as well. Clemson also indicated the consortium exists for more than this program collaboration. CHE staff stressed the apparent importance of the consortium agreement to the success of implementing and sustaining the program and requested that Clemson provide it prior to CAAL.</p> <p>Clemson addressed questions ACAP members transmitted prior to the meeting. Specifically, there were questions regarding the proposed program's similarity to programs at the University of South Carolina (USC) and South Carolina State University (SCSU). Clemson indicated the proposed program was similar but not the same since their program delivery was a hybrid, the title was different, and the targeted population was similar but not the same. Clemson representatives indicated the program would target a cohort of 15 each year with a maximum of 25. Regarding coursework, Clemson representatives indicated that only three</p>

Stages of Consideration	Date	Comments
		<p>classes were similar between the degrees. Clemson plans to partner with the districts to offer face-to-face classes and flexibility in comparison to USC’s 100% online program.</p> <p>CHE staff asked about the time to completion. Clemson representatives suggested a working professional could complete the 24 hours of coursework in 12 months and then continue with the research and dissertation. One-third of the courses could be completed on a Clemson campus in locations across the state or at the three partner (consortium) institutions. CHE staff asked for clarification on costs associated with sharing instructional spaces, resources such as faculty, and support spaces (facilities, security, HVAC, etc.).</p> <p>ACAP discussion focused on a) some continued concerns about program duplication; b) the formal agreement between the partner (consortium) institutions; and c) the number of students within the consortium who would be eligible and interested in the program.</p> <p>Following the discussion, ACAP members voted to recommend the program proposal..</p>
<p>Comments, questions, and suggestions from CHE staff sent to the institution</p>	<p>9/20/17</p>	<p>Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward:</p> <ul style="list-style-type: none"> • Provide a name/focus for the Ed.D. Provide a context for this degree nationally or justification for this name. • Explain how this program differs from USC where 15 of the 24 required hours could be the same courses? Provide a more detailed comparison of this program and the programs at SCSU and USC. • What are the “persistent systemic-level issues” this degree will address as indicated in the original proposal? • How is this program unique if no new coursework is required? • There is a concern regarding sustainability since the listed consortium programs have only had 57 completers in the past three years that would be eligible. Please clarify how Clemson will meet target enrollment numbers. • If potential participants include the Ed.S. in Counseling at Clemson, what is the advantage of this program versus a Ph.D. in counseling? • Is there an intent to recruit outside the consortium programs as stated during the ACAP meeting? • Since requirements for the stated employment opportunities are met through degrees and certifications previously

Stages of Consideration	Date	Comments
		<p>completed by the applicants, explain how does this degree enhance or increase employment opportunities?</p> <ul style="list-style-type: none"> • How does this degree help increase the number of qualified administrators since the admission criteria would show they are already qualified for the administrative position? • Provide signed copies of the MOU between the consortium schools related to this Ed.D. Include agreements for instructional spaces, support spaces, faculty qualifications, and library resources as discussed at ACAP. • Will faculty and other resources at the partner institutions be used for administration of this program? If so, provide details and how it will impact each consortium member’s budget. • Will tuition dollars be shared between institutions? If so, what are the details of this agreement? • Explain how an education professional on a 10-12 month contract could complete the 24 hours of coursework in one year while working full time.
Revised Program Proposal Received	9/27/17	The revised proposal addressed the questions and request for revisions, with the exception of the conditions listed in the recommendation and the degree name in anticipation of the 10/26/17 CAAL meeting.
Revised Program Proposal #2 Received	10/20/17	A revised proposal to address the name of the degree was transmitted.
Program Proposal Withdrawn	10/24/17	Upon continued discussion with Academic Affairs staff about program content, the institution withdrew the proposal.
Meetings about proposal with Clemson	11/17/17	<p>CAAL Committee members and CHE staff met with Provost Jones from Clemson to discuss the Ed.D. proposal, specifically the focus on social justice. Provost Jones indicated that the Ed.D. was intended to serve the underserved areas of rural South Carolina through a collaborative program model. Committee members expressed a desire that meeting the needs of South Carolina (at-risk youth) remain the priority, among other considerations including national accreditation requirements. Parties agreed that the program will not go forward with a focus on social justice.</p> <p>Revisions were requested to address the following questions:</p> <ul style="list-style-type: none"> • What are the rural areas this degree will target specifically and how will the program be marketed to these specific areas? What supports will be in place for full time Ed.S. professionals in rural areas to complete the degree in a timely manner? • Do you plan to incorporate “at-risk youth” as a focus of this degree and ARISE in particular (see below)? If so, how will this

Stages of Consideration	Date	Comments
		be accomplished? Will the targeted Ed.D. participants be those who serve the defined at-risk population? <ul style="list-style-type: none"> • How will the Ed.D. curriculum reflect Education Systems Improvement Science as titled in the most recent proposal? • Are there plans to modify the required courses in the Core and Cognate? Answering this may be included in your response to questions #2 and #3.
Revised Proposal Received	12/19/17	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to the Doctor of Education in Education Systems Improvement Science (Ed.D.) to be implemented in May 2018.

Clemson University 10-year Program Approval/Termination Data (2007-2017)

Approved	34
Terminated	17

Background Information

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

The proposed Doctorate in Education Systems Improvement Studies, Ed. D. is designed to provide certified PK-12 practitioners, regardless of current job titles, positions, or content areas, with the opportunity to pursue an applied professional doctoral degree. The Ed. D. focuses on the practice and improvement of education through systemic whole school reform with an emphasis on addressing educational priorities as well as seeking specific strategic improvements in educational settings and student learning outcomes.

The program is designed to focus on problems of practice in schools through systemic whole school reform, with the goal of obtaining a deep understanding of the problem, the system that produces the problem, and a shared theory of practice to drive improvement. The focus of leadership in school systems has changed to include an examination by faculty and others of the empirical evidence of best practices that support student achievement. Graduates will need an awareness of the systemic context of challenges facing schools in South Carolina such as poverty and rurality. Effective schools are characterized by a shared purpose, decisions are made collaboratively, responsibilities are distributed among teacher leaders, and capacity exists to create and sustain change. Increasingly, educational leaders must be the stewards of a vision of success for all students as they work to achieve consensus on the purpose of education and to implement the necessary structures to change the process of teaching and learning to assist all children to succeed.

The College of Education at Clemson is committed to improving P-12 education through several strategies. One strategy is the through the Ed.D. program and the preparation of leaders in education who bring new approaches to problems facing our state's schools. Among the most pressing problems in education identified by the South Carolina General Assembly Education Subcommittee report on Abbeville schools are student achievement, under resourced rural schools, technology, student health and community engagement in education. Other relevant issues that require research are the teacher pipeline, teacher preparation and retention. We refer to these problems as the "persistent systemic-level issues" that the proposed degree graduates are prepared to tackle through applied research.

Clemson's proposed Ed. D. requires a student to have completed an Ed.S. This means that the students enter the doctoral program already certified in their field of study in education. The Ed.D. program is designed to build upon the student's specialist program to address educational change to improve student and school success through research and scholarship that is evaluated and studied.

The contextual framework for the research of the Ed.D. centers around three themes: inquiry as practice, laboratories of practice, and problems of practice that leads to dissertations that looks to solve complex issues facing South Carolina to identify opportunity, innovation, and improvement. The proposed program, by using field embedded research, that moves theory into practice, is a key approach to addressing state needs based on state findings. Graduate students will plan their dissertations around problems that they face in SC schools, and propose and test solutions to those everyday problems.

Uniqueness of the Proposed Ed.D. for South Carolina:

This proposal is culmination of two and half years of work between four institutions (Clemson University, The Citadel, Coastal Carolina, Winthrop). We believe that this collaboration will result in greater efficiency in the delivery of education programs and opportunities, increased degree productivity and positively impact our state because these institutions represent four key regions of South Carolina and the local school districts served by the four institutions. The literature on P-12 schools recommends the creation of

networked communities to drive educational improvement. It is through these communities of practice that students and faculty examine persistent problems of practice, to develop and test theories of practice, and to implement new models of delivery that meet the needs of students.

The Ed.S. at each of the four institutions of higher education is offered in collaboration with local school districts, thus creating a pipeline of interested students, a setting in which to study schools and school districts, an opportunity to pilot changes in educational practice, and improve educational outcomes.

This degree is about the study of education systems and the development, testing, and refinement of interventions and improvements in education. As such, the degree includes field-embedded research in and about schools and school systems that lead to improvements in student outcomes. Graduate student and faculty research efforts will highlight best practices to effect systemic change and educational practice to improve educational outcomes for children in South Carolina.

A major focus on the curriculum is improving schools in rural school areas, particularly those districts which may be underserved. Economic Research Services defines rural areas in three ways: outside a census urban area with a population less than 2,500; with a census urban area 2,500 to 9,999; with a census urban area of 10,000 to 49,000. Urban locations are census urban areas equal to or greater than 50,000. The Office of Management and Budget OMB provides the following map of SC. The areas in yellow are considered rural.

(https://www.ers.usda.gov/webdocs/DataFiles/53180/25595_SC.pdf?v=39329)

The Office of Rural Health Policy uses two methods to determine geographic eligibility for its grant programs. As in prior years, all counties that are not designated as parts of Metropolitan Areas (MAs) by the Office of Management and Budget (OMB) are considered rural. Any county that is not a part of a Metropolitan Area is considered rural. Counties classified as Micropolitan are non-Metropolitan. The current list of MAs, issued in 2013, and updates are available on the Internet at <http://www.census.gov/population/www/metroareas/metrodef.html>.

Because entire counties are designated as Metropolitan when, in fact, large parts of many counties may be rural in nature, the Office of Rural Health Policy has sought an alternative method of looking at sub-county sections of these Metropolitan counties that would allow sections to be designated rural. The Goldsmith modification was originally developed and used to identify rural Census tracts in large Metropolitan counties.

<https://www.hrsa.gov/sites/default/files/ruralhealth/resources/forhpeligibleareas.pdf>

Table 1: Rural SC Counties

List of Rural Counties and Designated Eligible Census Tracts in Metropolitan Counties
Updated Census 2010, Publication Date 12/3/2016 follows:

Non-Metro South Carolina Counties Considered Rural Tracks Include:

- | | |
|-----------------|------------------|
| 1. Abbeville | 11. Greenwood |
| 2. Allendale | 12. Hampton |
| 3. Bamberg | 13. Lee |
| 4. Barnwell | 14. Marion |
| 5. Cherokee | 15. Marlboro |
| 6. Chesterfield | 16. McCormick |
| 7. Clarendon | 17. Newberry |
| 8. Colleton | 18. Oconee |
| 9. Dillon | 19. Orangeburg |
| 10. Georgetown | 20. Williamsburg |

Under the 2016 Office of Rural Health definition, areas/tracks in the following counties defined as rural:

- | | |
|---------------|-----------------|
| 1. Aiken | 9. Horry |
| 2. Beaufort | 10. Kershaw |
| 3. Calhoun | 11. Lancaster |
| 4. Charleston | 12. Laurens |
| 5. Darlington | 13. Saluda |
| 6. Dorchester | 14. Spartanburg |
| 7. Edgefield | 15. Union |
| 8. Florence | 16. York |

Between Clemson and our partner institutions, and using both definitions for “rural areas” the program would reach applicants across the state of SC without further recruitment than planned in the original proposal. Once the program is up and running, the University can reach out to other universities in the state to expand our collaborative. Our work with the Teacher Residency Program can assist us in reaching interested school districts in the content and approach of the degree program.

- Clemson University: Oconee, Abbeville, Greenwood, McCormick, Laurens, Newberry
- Winthrop: Cherokee, Union, Chester, Lancaster, Spartanburg, York
- Coastal Carolina: Dillon, Marion, Williamsburg, Georgetown
- Citadel: Colleton, Beaufort, Jasper, Hampton, Bamberg, Dorchester,

This distribution of rural areas does not compete with SC State University nor with the University of SC-Columbia for student enrollment. The program will be marketed through literature developed by Clemson and distributed by all four partner institutions. Students enrolled in Ed.S. programs at the collaborative institutions will be provided detailed information about the Ed.D. and opportunities for continuing their education. In addition, the faculty have developed EDIS 9300 Rural Education for graduate students to focus on specific aspects of education in rural communities.

Clemson recognizes the important role that the Ed.D. programs at SC State University and USC-Columbia play in preparing education practitioners for academic administration and leadership roles in curriculum and instruction. Clemson is proposing a unique Ed.D. to complement, not compete with, these valuable programs; this Ed.D. will prepare an intentionally annually-limited cohort of certified Ed. S. practitioners to use field-embedded research to inform difference-making practice as part of their ongoing and future work in the PK-12 system that promotes career and college readiness.

The Ed.D. program will culminate with an action-based research dissertation in which the candidate works collaboratively with the faculty at Clemson University, collaboration partner universities, and local school districts to design an applied field embedded project.

The proposed program differs from Clemson’s current Doctor of Philosophy (Ph. D.) programs in two distinct ways. First, the program student learning outcomes are designed for the practitioner who wishes to remain in the school system rather than move into higher education faculty roles. Second, the market for student recruitment of the two degrees differ. Most, if not all, will be part-time graduate students and fulltime employees of a school system.

Centrality to the University’s Mission: ClemsonForward (the University’s strategic plan) is “built on four key foundations: Research, Engagement, the Academic Core and Living.” The proposed degree program aligns with all four of the foundations found in the plan. It provides faculty and graduate students an opportunity to focus on the application of educational research in the school districts, with opportunities for impacting individual students directly and system-wide. Through a formal collaboration with The

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Citadel, Coastal Carolina, Winthrop, and Clemson faculty and students will engage with colleagues across the state. The proposed program will increase opportunities for graduates of the comprehensive universities to further their education while at the same time enabling them to continue to serve in classrooms and district leadership offices in SC; in this way, Ed. D. students will be able to apply research through practice. In addition, by building on their Ed. S. degrees, the graduate students will be able to make more timely progress toward the terminal degree.

Clemson University and the College of Education have multiple strategies in place that complement each other. The Call Me Mister Program, Upstate Writing, Reading Recovery, STEAM Endorsement, Teacher Residency programs, the Center for Workforce Development, and the proposed Ed.D. are all designed to improve P-12 education in SC., serving at-risk students, working with families, and engaging communities. The goals of each may differ, but collectively they address the University's strategic plan identified above, which is built on four key foundations: research, engagement, academics, and living in SC. In addition, the College of Education's mission statement states that the College is to be a "transformative leader in systemically improving education." The Ed.D. program is one step in moving forward in improving education for SC.

Three regional institutions (Winthrop, Coastal Carolina, and The Citadel) approached Clemson seeking further opportunities for their graduates. The College of Education, in discussions with these leaders in education, has ascertained that large numbers of teachers, counselors, principals, and superintendents in PK-12 districts are interested in continuing their education beyond the educational specialist (Ed. S.) degree. While the Ph.D. is one possible avenue for these individuals, the standard research dissertation does not address the learning and professional needs and interests of this practice-based population. Student recruitment will be from these three regional institutions as well as Clemson's graduates.

The program design supports potential students who are in a variety of positions within the PK-12 systems of education in SC and who are seeking opportunities to further their education beyond the Ed.S., and remain as practitioner in a PK-12 system. A variety of job titles of the potential students include, but are limited to, district level leaders, teachers, counselors, educational technology staff, finance officers, student services support personnel, and so forth. The applicant must have completed an Educational Specialist degree prior to admission into the program.

The Ed.D. was designed for full time working professionals, taking two classes per semester. Students have access to a program coordinator at Clemson, doctoral advisory committees formed from Clemson and their partner institution, and full access to all Clemson resources. The course work is divided between online and in-person instruction at various sites around the state delivered in MBA executive-style weekend seminars. This delivery method of the program is a hybrid. Courses will be taught using distance education technology (online for some classes, a mixed of technologies in others, and both on and off-campus for those courses requiring in- person instruction). When needed for courses that are best taught in person, the classes would use a classroom in a Clemson facility (University Center of Greenville, CURI, etc.) or in a classroom at one of our partner institutions (Winthrop, The Citadel, Coastal Carolina). The 21 hours of coursework will be completed in a twelve-month period, followed by the comprehensive examination (given on campus during Year 2) and then the initiation of the dissertation with EDIS 9890 taught in residence on campus. EDIS 9890 is designed as a seminar for developing the proposal for the dissertation.

List the program objectives. (2000 characters)

The faculty of the College of Education and the Department of Education and Organizational Leadership Development have developed the following program objectives.

1. Deliver an advanced professional degree program based on relevant standards, measurable outcomes, and application of new educational strategies.
2. Prepare graduates for problem-based research with an emphasis on complex problems in educational practice and settings.

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3. Serve as leaders in implementing new innovative approaches in education in rural settings.
4. Develop collaborative research initiatives that inform educational practice for constituencies served by members of our partner institutions (in such areas, as academic, behavioral/social, post-secondary, transition to workforce development).
5. Design research and evaluation models to test, refine, and validate strategies that improve education delivery and student outcomes.
6. Analyze student achievement through student admission, retention, progression, graduation and employment.
7. Establish and maintain a seamless progression from collaborative member institutions' graduate programs (Ed.S.) to the Clemson Doctorate in Educational Systems Improvement Science (Ed. D.).
8. Engage with collaborative universities through a formal agreement: Consortium of Innovative Educational Practice.

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)

The proposed program is in alignment with current educational policy, wherein there is a need for evidence based models of whole school reform, which may be referred to as comprehensive school reform. There are federal grants available through the US Department of Education to support initiatives in school improvement. Faculty and graduate students will be encouraged to seek funding for their research programs. There are multiple strategies to help “at-risk” student populations, and the strategy often is linked directly to a specific definition of at-risk. The University faculty are concerned at all levels in P-12 education addressing students who are at-risk for failure and seeking effective solutions. Faculty recognize the cost of poorly educated populations: low wages, unemployment, higher rates of incarcerations, and so forth. Whole school reform should address all of factors that influence P-12 education and identify and evaluate solutions, promote reliable and documented successful strategies, and work within the school's community, connecting elementary, middle and high schools to create a continuum of educational success.

While most models of whole school reform are focused on academic outcomes (Accelerated Schools, Success for All, Direct Instruction), whole school reform includes models that address behavioral needs as well (ARISE is an example). Most faculty believe that multiple strategies are required to improve P-12 education. Education prepares students academically (college readiness), trains them for the workforce (career development), provides skills citizenship, communication and critical thinking skills needed for lifelong learning. More than that, faculty recognize the need to prepare teachers and administrators who understand the importance of wrap around services and who support the need to involve the family and community in the school.

How does the proposed Ed.D. in Educational Systems Improvement Science address the specific question of at-risk students? The program is designed around school systems and models, not individual students. We are focused on populations, not individuals, but our goal is to impact an individual student through our graduates' work. Field embedded research on education innovation, developmental educational programming (curriculum/instruction/workforce development/wrap around services/behavioral modification programs), implementation fidelity, and measurement of intended outcomes, is the basis of improvement science. We recognize the complex, multidimensional aspects of managing academic, social, behavioral, and community approaches and the importance of evidence-based interventions.

The professional doctorate at Clemson University will meet the needs of a SC market. Due to the large numbers of Ed. S. graduates annually and those individuals who have already completed the degree and are in the workforce, there is a significant market for the program. We are capitalizing on the strengths of the graduates with educational specialist degrees from the Citadel, Coastal Carolina, and Winthrop. The

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College of Education deans and program coordinators at these three institutions and Clemson have reviewed and agreed upon the Ed. S. curriculum so that there is an alignment between the Ed.S. and the proposed Clemson Ed. D. The purpose of mapping the degree programs was to streamline the educational process, eliminate gaps in prerequisites for the doctorate, and prepare students for the transition into the doctoral program. The admitted students will have completed a minimum of 30 graduate hours beyond the master's degree, completing both the Ed. S. and any required state certification for practice before admission. The proposed Ed. D. will add an additional 42 hours of post Ed. S. credit hours, including the dissertation.

The three collaborating universities (The Citadel, Coastal Carolina, and Winthrop) and Clemson have provided data supporting enrollment numbers of 15 to 25 students in each cohort class for the Ed. D. In fact, the number of Ed. S. graduates annually exceeds Clemson's capacity to enroll all graduates from the four universities into the program. Further, institutional data document the viability of the degree program including the number of students enrolled in Clemson's Ed. S. programs. We are continuing to collect information related to the needs assessment, but we feel confident about the cohort size based on our discussions with the three comprehensive universities. Letters of support are attached to this document.

The Ed.D. program can help SC schools improve. The proposed program, by using field embedded research, that moves theory into practice, is a key approach to addressing state needs based on state findings. Graduate students will plan their dissertations around problems that they face in SC schools, and propose and test solutions to those everyday problems. In our proposal, we call these problems of practice. The Ed.D. program will culminate with an action-based research dissertation in which the candidate works collaboratively with the faculty at Clemson University, collaboration partner universities, and local school districts to design an applied field embedded project.

During our collaborative meetings, the deans identified the importance of graduate students having opportunities to study with faculty from the four institutions and to interact with students from every region of our state. The deans anticipated that this interaction would enable our graduate students to obtain a deeper understanding of the complexities of educating students so that they meet state and national standards. The models of whole school reform that will be taught in the program will address academic performance and underperformance, social and behavioral issues, and the transition to post-secondary education or workforce. The Ed.D. is designed to force graduate students to propose solutions and to evaluate current and new models for success and improvement of schools in South Carolina. The solutions must involve parents, caregivers, community leaders, and broad participation across the school systems (administrators, counselors, teachers, and board members).

There is no intention in proactively recruiting USC's Ed.S. graduates, nor those at SCSU. Marketing efforts are focused on enrolled students and graduates of the four collaborating universities. We have evidence that between the partner institutions and Clemson's own's Ed.S. graduates and enrolled doctoral students that we will have more than adequate number of applicants for the program. Our partner institutions have provided evidence of interest in the Ed.D. from their previous graduates and current students.

Clemson currently has over 100 PhD students and many have expressed an interest in an Ed.D. should one at Clemson become available. Overtime, we anticipate the number of applicants to increase not decrease, and if so, we will need to consider multiple cohorts classes.

Why would a student choose an Ed.D. rather than a PhD in any field of study? At Clemson, the PhD programs are focused on the preparation of college and university faculty members as opposed to K-12 practitioners—those potential students who wish to remain and practice in the K-12 system. The field based orientation of the Ed.D. would make it attractive to a host of educational professionals currently considering or pursuing doctorates at Clemson.

Employment Opportunities

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

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.”

Increasingly, educational leaders must be the stewards of a vision of success for all students as they work to achieve consensus on the purpose of education and to implement the necessary structures to change the process of teaching and learning in order to assist all children to reach mandated levels of proficiency. This Ed.D. is designed for graduates with an Ed.S. in a variety of content areas with the purpose of developing leaders and change agents for PK-12 regardless of current job titles, positions, or content degrees.

The title “administrator” in many education schools goes beyond principals and includes coordinators of technology, student support, counseling, and so forth.

The Ed.D. improves the individual’s knowledge and skills by expanding their educational knowledge, practice and research skills. This is the foundation of the Ed.D. as a doctorate of the practice. The professional practitioner with the Ed.D. can identify complex and persistent problems and pose significant questions, and using research skills and data analysis to effect change.

While an Ed.S. certification is required for many positions, the advanced degree, the Ed.D., adds knowledge, skills, research, and experiences. Why does an educator choose a doctorate to practice, it changes your thinking, your questioning, your seeking solutions based on empirical findings, and your willingness to try new solutions? In some cases, a doctorate may be preferred for employment in mid-and-senior management positions.

Employment Opportunities				
Occupation	Expected Number of Jobs National	Expected Number of Jobs in SC	Employment Projection	Data Source
Education Administrators, Elementary and Secondary School (11-9032)	Nationally: 242,970	In SC: 1410-3140	6% growth expected	Bureau of Labor Statistics (www.bls.gov) 6/13/17
Instructional Coordinators	Nationally 151,100	In SC 840-1540	7% growth	Bureau of Labor Statistics (www.bls.gov) 6/13/17
Educational Student Support Services—such as technology support	Nationally 766,900	In SC 2320-6700	12%	Bureau of Labor Statistics (www.bls.gov) 6/13/17
School and Career Counselors	Nationally 273,400	In SC 1440-3360	8% growth	Bureau of Labor Statistics (www.bls.gov) 6/13/17

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

As of June 2017, the most current data report on SC educational administration jobs available online is referenced. The employment data on teaching and administrative jobs in SC schools is collected and reported by the Center for Educator Recruitment, Retention, and Advancement (CERRA). Data is available on their website for 2015 and 2016 which demonstrates a continued need for appropriately prepared and certified school leaders.

Data from the SC Center for Educator Recruitment, Retention, and Advancement (CERRA) most recent published report on supply and demand for public school districts found turnover in the public-school system a major issue. The concern for teacher turnover is troubling, but it seems that administrative changes are high as well. (SC CERRA, *A REPORT ON THE FALL 2015 SUPPLY AND DEMAND SURVEY*, January 2016, https://www.cerra.org/uploads/1/7/6/8/17684955/2015_supply_demand_report.pdf) and SC CERRA, *A REPORT ON THE FALL 2016 SUPPLY AND DEMAND SURVEY*, January 2017, https://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf)

Staff/ACAP Question: On page 5 of the formal report, the following definition of “certified administrators”. It includes all non-teaching positions.

“In this section, the term “administrator” refers to all employees in certified, non-teaching positions.5 Districts reported 434.6 FTEs that were filled by newly hired administrators for the 2016-17 school year. This number indicates a 27% increase compared to the 2015-16 school year. Most of this increase occurred due a larger proportion of other school-level administrators being hired. Districts reported 52.5 vacant administrator positions at the beginning of the 2016-17 school year, which is an increase of 18 vacancies compared to numbers reported for the 2015-16 school year. Unfilled principal slots in middle and high schools contributed to this occurrence, as did vacancies in other school-level administrator positions.”

In the South Carolina Public School System there were 376.30 FTE open positions in administration in 2015 and 434 in 2016. This was a 27% increase. Of additional concern, are the numbers of positions that were unfilled. The certification requirement for the position requires an Ed. S. Therefore, a percentage of the individuals hired in these positions would be candidates for the Ed. D.

While none of the positions in the school system require a doctorate, the closest we come to identifying employment opportunities is to look at the availability of opening that fit this potential group of applicants and Ed.S. graduates. In addition, we assume that our students will be employed and attending the program as part-time graduate students and full-time employees. The number of potential administrator (mid-and-senior level) positions that are open may increase with the end of the TERI system and with a diminishing pipeline of teachers in South Carolina

2016 Data Table 6A: CERRA report referenced above, page 14, January 2017

Type of Administrator	Number of FTEs Filled with Newly Hired Certified Admin	Number of Certified, Vacant Administrator Positions
District Superintendent	9.0	0
District Assistant/Associate Superintendent	6.0	2.0
Other District-Level Administrator	74.0	11.5
Primary/Elementary School Principal	39.33	3
Primary/Elementary School Assistant Principal	53.5	4
Middle School Principal	28.83	2
Middle School Assistant Principal	33.5	1.5

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High School Principal	24.84	4
High School Assistant Principal	54	6.5
Other School-Level Admin	116.6	18
TOTAL	434.6	52.5

2015 Data Table 6A: CERRA report referenced above, page 15, January 2016

Type of Administrator	Number of FTEs Filled with Newly Hired Certified Admin	Number of Certified, Vacant Administrator Positions
District Superintendent	11.0	3.0
District Assistant/Associate Superintendent	13.0	1.0
Other District-Level Administrator	64.5	9.0
Primary/Elementary School Principal	36.5	2.0
Primary/Elementary School Assistant Principal	63.5	3.0
Middle School Principal	13.5	0.0
Middle School Assistant Principal	27.5	1.0
High School Principal	17.0	0.0
High School Assistant Principal	43.0	4.0
Other School-Level Admin	52.3	11.5
TOTAL	341.8	34.5

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

Yes

No

If yes, explain. (500 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Ed.D., Education Administration	South Carolina State University	SC State's program in Educational Leadership provides "a broad conceptual framework in leadership theory and research. The Ed. D. does require a completed Ed. S. and certification. All doctoral programs, by definition, are going to have extensive requirements in research course work. It would be inappropriate of any doctoral program to not require courses in qualitative and quantitative research or program evaluation in a professional doctoral program of study, just as a dissertation is required for doctoral study.	<p>The program requires 75 credit hours beyond the masters, 45 hours are required for completion of the Ed. S., and an additional 30 hours toward the Ed.D. Fewer hours in the dissertation requirement, with CU requiring 18 versus 9 at SCSU. SCSCU Students divide the thirty hours between 6 credits in special concentration, 12 credits that include educational management issues, technology, and trends, and 9 hours of research courses and 9 hours of dissertation, with 60% of the curriculum research based.</p> <p>There does not appear to be any overlap in the required core or cognate course requirements.</p> <p>The 42-hour curriculum has 6 credits of core, 6 credits of cognate and 30 hours of research.</p> <p>Clemson includes a program evaluation research course requirement. Clemson's program has 9 hours of research coursework, plus an advanced seminar that leads to the dissertation proposal and 18 hours of dissertation for a total of 30 hours or 71% of the degree program.</p>
Ed. D., K-12 and Higher Education	North Greenville University	The program is geared toward working professions Similar research courses are required.	The program stresses the focus on Christian education. The program requires 60 hours which can be completed in 18 months. The number of hours toward the dissertation is 6 hours rather than our 18.
Ed.D., Educational Leadership	Columbia International University	CHE's website lists an Ed. D. at Columbia University, however their online website identifies a PhD in Educational Leadership and no Ed. D. programs. The program is similar to CU's PhD in Educational Leadership.	Columbia's program allows for 15 credit hours of a student's masters studies to be used toward a 60-credit hour PhD. Program objectives and admission criteria describe contributions toward Christian education providing a specific stated difference and is reflected limited course work and seminars.

Ed.D., Curriculum and Instruction; and Educational Leadership	Bob Jones University	Based on the university's website they do not have graduate degrees in education beyond the masters.	N/A
Ed.D., Curriculum and Instruction	University of South Carolina, Columbia	Other than the degree being a professional doctorate, there are no common themes. The program is fully online and focused on curriculum and instruction. All doctoral programs, by definition, are going to have extensive requirements in research course work. It would be inappropriate of any doctoral program to not require courses in qualitative and quantitative research or program evaluation in a professional doctoral program of study, just as a dissertation is required for doctoral study.	<p>The two programs are different in focus as noted by the titles of the degrees and the CIP codes used by the Universities. Clemson's program is focused on the development of the scholarly practitioners of education with a focus on whole school reform. The 42-hour curriculum has 6 credits of core, 6 credits of cognate and 30 hours of research.</p> <p>Clemson has proposed a broad focus on educational systems to improve opportunities for students versus Curriculum and Instruction at USC.</p> <p>Simply stated the program at USC-Columbia requires 60 credit hours, and 27 of the 60 hours or 45% of the degree program is in Curriculum and Instruction coursework. Clemson's program requires no coursework in Curriculum and Instruction.</p> <p>Clemson's program has 9 hours of research coursework, plus an advanced seminar that leads to the dissertation proposal and 18 hours of dissertation for a total of 30 hours or 71% of the degree program. It appears that USC has 12 credits of research courses, plus 12 hours of credit divided into the dissertation preparation for a total of 24 research credit hours or 40% of the degree program.</p>

Description of the Program

Projected Enrollment						
Year	Summer		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-19	15	135	15	90	15	90
2019-20	28	504	28	252	28	252
2020-21	40	720	40	360	40	360
2021-22	42	756	42	378	42	378
2022-23	45	810	45	405	45	405

Enrollment is conservatively modeled at 15 students per cohort, growing to a maximum of 25 students.

Cohort enrolls in Summer of year. First-year students enroll in 9 hours in summer, 6 hours in Fall and 6 hours in Spring. The second-year students enroll in 9 hours in summer, 3 hours in Fall and 3 hours in Spring. Attrition has been included in the enrollment projects.

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

- Yes
- No

If yes, explain. (1000 characters)

Admission Requirements

To qualify for admission into the Clemson Ed. D. program, a student must have completed the Ed. S. degree at a Consortium institution or have completed the Ed.S. at an accredited institution completing specific course requirements. In addition, the applicant must complete the following requirements:

- Submit a formal application for admission to Clemson University Graduate School.
- Submit a letter of recommendation from a partner institution or other accredited institution.
- Earn a grade of “B” or higher in each graduate course applicable to the program.
- Submit an official transcript showing current enrollment or graduation from one of the partner institutions with an Ed. S. degree with a minimum of 30 credit hours and appropriate certifications in the content area. If the applicant has not yet graduated from an Ed. S. program, an official transcript documenting Ed. S. completion must be submitted to prior to enrollment in the Ed. D. program.
- Complete any missing prerequisite requirements following a review of Ed. S. transcript, if from a non-partner institution.
- Submit GRE scores (taken within the last five years).
- Provide a statement of research interest developed during the Ed. S. internship.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

The Deans of the Colleges of Education at The Citadel, Coastal Carolina, and Winthrop are in discussions with Clemson related to the proposed professional doctorate and other opportunities to work collaboratively to improve PK-12 education in South Carolina. The Consortium is committed to a long-term relationship that requires member institutions to work toward setting a strategic agenda to promote innovative educational practice through graduate education, research, and advocacy.

The Memorandum of Agreement (MOA) is attached, and is in the process of being signed. This is not an Articulation Agreement. The MOA is about the Consortium's work toward improving education in South Carolina and one objective is the development of a progression to the Ed.D. program. Clemson is totally responsible for the curriculum delivery and the selection of faculty assigned to teach courses.

Clemson has physical classrooms and facilitates across the state at our Educational and Research Centers and innovation campuses (CURI, CU-ICAR, Genetics Center). In addition, we have instructional sites at the University Center of Greenville, and the Western Piedmont Center in Greenwood. Classrooms are available at all sites, and budget included the cost of room rentals if needed.

For the courses delivered off-site (not on the main campus), the plan is to teach those classes in a weekend format. Faculty will travel to a site within reasonable travel time to the enrolled students. The total number of weekends and number hours is determined by the course credit.

: Will faculty or other resources at the partner institutions be used for administration of this program?

No.

The exception is if Clemson decides to hire and fund a person at a partner institution to teach a class. The home institution would have to agree that their faculty member is available.

Based on the MOA, Clemson's use of adjunct faculty from Consortium member institutions are contingent upon the needs of the program, Clemson's budget, and within Clemson's sole discretion. The process of hiring adjunct faculty is outlined in Clemson's faculty manual and all adjuncts must meet Faculty Criteria for teaching doctoral students.

If so, how much? How does this impact the budget for the program and budgets for partner institutions?

There is no budgetary impact on the consortium institutions for the program.

The Clemson budget includes the cost of faculty salaries. Whether fulltime or adjunct faculty are used to teach the coursework, the cost is included in Clemson's proposed budget. The budget also includes the cost of delivery of courses in a weekend format at off-site locations.

: Will tuition dollars be shared between institutions? If so, what criteria will this be based on? Please provide justification.

No. This is a Clemson degree. The consortium members are not responsible for the implementation of the degree program.

Curriculum

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

Curriculum by Category*					
Core Courses (6 credits)		Cognate (<u>Select 6 credits</u>)		Research (12 credits) and Dissertation (18 credits)	
	Credit Hours		Credit Hours		Credit Hours
EDIS 9100 Models for Whole School Reform	3	EDIS 9300 Rural Education	3	EDF 9270 Quantitative Research Designs and Statistics for Educational Contexts	3
EDIS 9200 Systemic Educational Reform	3	EDF 8710 Cultural Diversity in Education	3	EDF 9790 Qualitative Research in Education	3
	3	ED 8540 Perspectives on Poverty	3	EDL/EDIS 9350 Advanced Program Evaluation	3
			3	EDL/EDIS 9890 Advanced Seminar in Educational Leadership	3
			3	EDL/EDIS 9910 Dissertation	18
		(

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required: 42 credit hours

Course Descriptions for New Courses

The following new courses were developed:

Course Name	Description
EDIS 9100 Models for Whole School Reform	The course provides the framework for beginning doctoral students introducing the conceptual and theoretical frameworks of improvement science and whole school reform. Preq: Consent of instructor
EDIS 9200 Systemic Educational Reform	School and organizational reform with a focus on school improvement that includes systemic change in all aspects of schooling: curriculum, management, staff development, student assessment, and community and parental involvement. Includes the study of systems theory and models of whole school reform. Preq: Consent of instructor
EDIS 9300 Rural Education	Explores the unique challenges of rurality on schools, districts, and communities. Provides a review of the research on rurality and identifies effective practices and strategies to lead improvement efforts for P-12 schools and districts in rural communities. Analyzes policies and practices that promote capacity building, school and community relations, and curricular innovation that promote improvement and opportunity for students enrolled in these schools and districts. Preq: Consent of instructor

The faculty made significant changes in the curriculum when the title of the program was changed in response to the CHE request and was presented in a document to CHE with the change in CIP code. We added a new course prefix (EDIS) for the program of study as well.

How is this a unique program if no new courses are required (p. 11)?

Three new courses have been developed. Two core courses provide the framework for the degree program. The third new course will be one of three current options available for students in their cognate area.

The feedback from CHE has helped the faculty better define the EDIS program of study and its focus on whole school reform. The proposed new coursework better defines the Education Systems Improvement Studies program. The cognate is focused on issues contextually important to practitioners in SC. By better defining and delineating the content in the core and the cognate course selection, we find that the new plan of study meets the recommendations and intent of the CHE staff recommendation regarding the curriculum.

Clemson faculty recognize that CHE has suggested that the cognate be more restrictive, however, cognates on campus have by policy been determined between the student and their doctoral advisory committee to allow the committee to guide students based on their research and professional goals. The doctoral advisory committee will determine the six hours selected in the cognate. Therefore, we anticipate the number of courses available in the cognate may expand.

The advantage of having multiple doctoral programs in Clemson's College of Education is that Clemson has strong faculty teaching and research capacity as well as numerous courses available. We have doctoral and master's studies in administration and supervision, counselor education, curriculum and instruction, educational leadership, human resource development, learning sciences, literacy, language and culture, and specific teaching areas (early

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childhood, elementary, middle level, secondary). The expertise of the faculty and the range of education disciplines ensure that students in the Ed.D. will have a robust opportunity to engage with faculty and course work that addresses their research questions and professional practice.

Clemson and our collaborative institutions have extensive experience working with fulltime educators in P-12. In residency (on Clemson campus) is planned during our mini sessions—which are 15 days in length. Even during Clemson’s formal summer sessions, options are available for courses to be taught in a condensed session (mini-session). Opportunities for student financial funding are limited to those who choose to teach during their time on campus in our master’s program. Currently, 85% of our PhD students in the College of Education are working professionals in P-20 settings and most have 12-month appointments in school districts. Because, our faculty have extensive experience in working with this student population, we are confident that students can manage six hours during the academic year and 9 credits in the summer, particularly with some classes being online and other taught in a weekend format.

The following curriculum timeline has been proposed and approved by the faculty. It is possible to complete the coursework in 12-calendar months, and be ready for the comprehensive exam by the second May in the program. As mentioned at ACAP, 21 hours is required before the comprehensive exam, the final course EDL/EDIS9890 Advanced Seminar sets the stage for the dissertation.

Table 3

Course Progression—12 months from start to Comprehensive Examination

	Mini Session	Summer I & II	Fall	Spring	Total
Year 1	3 cr (EDIS 9100)	6 cr	6 cr	6 cr	21 cr
Year 2	Comp Exam On-Campus	3 cr (EDIS 9890)	Dissertation hours begin (18 total cr hrs required)		3 cr + dissertation hours
Year 3	On Campus Residency				
Total Cr					42 cr hours

In 2015, the Profile of South Carolina Graduates was published. (<https://ed.sc.gov/about/profile-of-sc-graduate/>) The Profile identifies three major components required for SC high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics (see Table 2). The goal of the Ed.D. is to prepare educational professionals who can seek new solutions, evaluate school models currently in use, and determine the most appropriate strategies for schools in SC that address a variety of student and community issues through educational programs. ARISE is one model available to address at-risk youth and has reported success. The goals of programs like ARISE target Life and Career Characteristics, and are critical to student success in life. Accelerated Schools and Success for All models focus on World Class Knowledge and Skills. These are critical for success in life as well. The key is defining models that incorporate all three tenets of the Profile of the SC Graduate.

Whole school models that address World Class Knowledge, World Class Skills and Life and Career Characteristics are part of the curriculum of the Ed.D. In the Ed.D. curriculum, models such as ARISE, Accelerated Schools and Success for All are introduced in EDIS 9100 Models of Whole School Reform. The goal of the Ed.D. is to prepare graduates who can seek new solutions, evaluate models currently in use, and determine the most appropriate strategies for schools in SC that address a variety of student and community issues through educational programs.

Table 3

Profile of the South Carolina Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

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)
Professor #1 (F) Department Chair	F	EDL 7450 School Finance, 3 Fa Su EDL 8300 Business Management, 2 - Sp - EDL 8301 Business Mgt Lab, 3 - Sp - EDL 9650 Higher Ed Finance, 3 Fa EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BA, Economics, University of North Carolina 1988. MEd, School Counseling, University of Virginia 1992. PhD, Education Foundations, Leadership, Policy, University of Virginia 2001.	
Professor #2 (F)	F	EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BA, Sociology, Psychology, University of Tennessee 1981. MA, Sociology, University of Tennessee 1983. PhD, Counseling, Mississippi State University 1995.	
Professor #3(F)	F	EDL 7250 Legal Phases Sch Adm, 3 - Sp - Su EDL 9600 Higher Edu Law, 3 - Sp - EDL 9720 Ed Leadership Ethics, 3 Fa - -	BS, Recreation Leadership, University of Massachusetts-Amherst 1965. MS, Educational Administration, Illinois State University 1976. EdD, Educational Administration, Illinois State University 1976. JD, School of Law, University of Dayton 2001.	
Professor #4 (F)	F	EDL 9750 College Teaching, 3 - Sp - EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BS, Nursing, Fort Hays State University 1980. MS, Counseling, Fort Hays State University 1984. PhD, Education Leadership, Clemson University 1999.	
Professor #5 (F)	F	EDIS 9200 Systemic Educational Reform (Su) EDL 9100 Intro PhD Seminar, 3 Fa EDL 9110 Systematic Inq Ed L, 3 - Sp - Su EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BA, Special Education, University of North Carolina 1976. MS, Educational Administration, University of Wisconsin 1982. PhD, Educational Administration, University of Wisconsin 1983.	
Professor #6 (F)	F	EDL 8390 Research in Ed L, 3 Fa - Sp - EDL 9000 Prin Edu Leadership, 3 Fa EDL 9050 Thry/Prac Ed Ldrshp, 3 - Sp - EDL 9860 Internship in Ed Leadership, 1 Fa	BA, Elementary Education, University of North Carolina 1967. MAT, Elementary Education, University of North Carolina 1968. MEd, Education Administration, University of North Carolina 1976.	

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		EDL 9861 Internship Ed Leadership Lab, 4 Fa EDL 9890 Advanced Seminar in Ed Leaders, 3 - Sp - EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	PhD, Education Administration, University of North Carolina 197	
Professor #7 (F)	F	EDL 8850 STEM - School Admin, 2 - Sp - EDL 8850 STEM - School Admin, 3 Fa EDL 9800 Current Issues EDL, Var. - Sp - EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BS, Industrial Arts, Fort Hays State University 1977. MS, Industrial Education, Fort Hays State University 1979. EdS, Visual Communications, Pittsburg State University 1984. PhD, Curriculum and Instruction/Instructional Technology, Kansas State University	
Professor #8	F	EDL 9000 Principles of Educational Leadership, 3 Sp or Fa; EDL 9050 Theory and Practice in Educational Leadership, 3 Sp or Fa	BA, Philosophy, 1981; BA, Cultural Anthropology, UC Santa Barbara, 1986; MA, Educational Policy, Organizations, and Leadership Studies, UC Santa Barbara, 1991; PhD, Educational Policy, Organizations, and Leadership Studies, UC Santa Barbara, 1993	
Associate Professor #1 (F)	F	EDL 7200 School Personnel Adm, 3 - Sp - EDL 7300 Techniq of Supervision-Pub Sch, 3 Fa - Sp - EDL 8390 Research in Ed L, 3 Fa EDL 9000 Prin Edu Leadership, 3 Su EDL 9860 Internship in Ed L II, 1 Su EDL 9861 Intern in EdL II Lab, 4 Su EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BS, Elementary Education, University of Southern Maine 1991. MEd, Teaching and Curriculum, University of Sydney (Australia) 1995. PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison 2010.	
Assistant Professor #1 (F)	F	EDL 8390 Research in Ed L, 3 Su EDL 8550 App Res & Eval in He, 3 Fa EDL 8850 Selected Topics, Var. - Sp - Su EDL 9720 Ed Leadership Ethics, 3 Su EDL 9910 Doctoral Dissertation Research, Var. Fa - Sp - Su	BS, History, Iowa State University 1990. MEd, Higher Education Leadership, University of Arkansas 1996. PhD, Higher Education Leadership, Iowa State University 2013.	
Assistant Professor #2 (F)	F	EDL 9620 Governance in H E, 3 - Sp - EDL 9880 Directed Research, 3 Fa EDL 9890 Adv Doctoral Sem I, 3 - Sp -	BA, Psychology, Texas A&M University-Kingsville 2003. MS, Student Affairs Administration in Higher Education, Texas A&M University 2005. PhD, Educational Leadership, Iowa State University 2011.	

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Assistant Professor #3 (F)	F	EDL 7350 Educational Eval, 3 - Sp - EDL 8390 Research in Ed L, 3 Fa - Sp -	BS, Management, Clemson University 2003. MAT, Business Education, University of South Carolina 2007. EdD, Curriculum and Instruction, University of Florida 2012.
Assistant Professor #4 (F)	F	EDL 9620 Governance in H E, 3 Su EDL 9700 Foundations Hi Edu, 3 Su EDL 9910 Doctoral Dissertation Research, Var. - Sp -	BS, Organizational Communication, Murray State University 2010. MA, Communication Studies, Ball State University 2012. EdD, Higher and Community Education, Ball State University 2015.
Assistant Professor #5 (F)	F	EDL 8850 College Student Support Skills, 3 Fall EDL 8850 Intro to Feminist Theory in Ed, 3 - Spring	BA, American Studies, University of Dayton 1996. MS, College Student Counseling and Personnel Services, University of Dayton 2000. EdD, Education, University of Massachusetts 2014.
Assistant Professor #6 (F)	F	EDIS 9300 Rural Education, 3, (Sp) EDL 7350 Program Evaluation EDL 7400 Curr Plan: Sch Adm, 3, Fa EDL 8390 Research in EdL EDL 9350 Adv Program Evaluation EDF 9710 Case Study, 3 Fa ED 8540 Perspectives on Poverty	BA, Studio Art Wellesley College. EdM Smith College Elementary Education and Child Studies. PhD, Educational Leadership, Pennsylvania State University.
Assistant Professor #7 (F)	M	EDL 7000 Public School Adm 3, Su, Fa EDL 7150 Sch & Comm Relations 3, Sp EDF 8710 Cultural Diversity, 3 Fa	BA, Social Studies Education, University of North Carolina Chapel Hill 1991. MA Teaching, University of North Carolina Chapel Hill, 2005, EdS Educational Leadership and Cultural Foundations University of North Carolina Greensboro 2012. PhD Educational Leadership and Cultural Foundations, University of North Carolina Greensboro 2014.
Lecturer #1 (F)	F	EDL 7000 Public School Adm, 3 Fa EDL 7100 Org Theory for Adm, 3 Fa Su EDL 7150 Sch & Comm Relations, 3 - Sp - EDL 7500 EI Prin & Spv Ex I, 1 Fa EDL 7501 EI Prin/Spv Ex I Lab, 4 Fa EDL 7510 EI Prin & Spv Ex II, 1 - Sp - EDL 7511 EI Prin/Sp Ex II Lab, 4 - Sp - EDL 7550 Sec Prin & Spv Exp I, 1 Fa EDL 7551 Sec Prin/Sp Ex I Lab, 4 Fa EDL 7560 Sec Prin & Spv Ex II, 1 - Sp - EDL 7561 Sec Pri/Sp Ex II Lab, 4 - Sp - EDL 9050 Thry/Prac Ed Ldrshp, 3 Su	BA, Physical Education, Humboldt State University 1985. MA, Physical Education, Ohio State University 1987. EdD, Educational Leadership, Bowling Green State University 2004.

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Lecturer #2 (F)	F	EDL 7000 Public School Adm, 3 Su EDL 7400 Curr Plan: Sch Adm, 3 Fa EDL 7550 Sec Prin & Spv Exp I, 1 Su EDL 7551 Sec Prin/Sp Ex I Lab, 4 Su EDL 8150 The Superintendency, 3 Fa EDL 8500 Practicum: District, 1 - Sp EDL 8501 Pract: District Lab, 4 - Sp EDL 8510 School Sys Prac II, 1 Fa EDL 8511 Sch Sys Prac II Lab, 4 Fa	BA, English/Education, University of South Carolina 1974. MEd, Educational Administration, University of South Carolina 1983. EdS, Educational Administration, University of South Carolina 1986. PhD, Educational Administration, University of South Carolina	
Lecturer #3 (P)	P	EDL 8850 Coaching Women, 3 Fall	BA, History, Clemson University 1998. JDD, Law, University of Georgia School of Law 2001. MA, History, Clemson University 2008. MA, English, Clemson University 2011.	
Professor of the Practice #1 (P)	P	EDIS 9100 Models of Whole School Reform, 3, Su EDL 9620 Governance in H E, 3 - Sp - EDL 9880 Directed Research, 3 Fa EDL 9890 Adv Doctoral Sem I, 3 - Sp -	BS, Elementary Education, University of Georgia 1976. MEd, Elementary Education, Clemson University 1991. PhD, Education Leadership, Clemson University 2002.	
Adjunct Faculty #1 (P)	P	EDL 7400 Curr Plan: Sch Adm, 3 - Sp -	BS, Elementary Education, Liberty University 1987. MEd, Education Leadership and Policy Studies, University of Virginia 1994. PhD, Educational Leadership, Clemson University 2011.	
Adjunct Faculty #2 (P)	P	EDL 7000 Public School Adm, 3 Fa EDL 7200 School Personnel Adm, 3 - Sp -	BS, Animal Science, Clemson University 1997. MS, Agricultural Education, Clemson University 1998. PhD, Educational Leadership, Clemson University 2015.	
Adjunct Faculty #3 (P)	P	EDL 7650 Assessment Hi Edu, 3 - Spring	BS, English, Radford University 2003. MEd, Counselor Education, Clemson University 2012.	

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

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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):

Faculty	<u>0.5</u>	Staff	<u>.20</u>	Administration	<u>.20</u>
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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)

The program is designed so that six credit hours (two courses) are taught each spring and each fall semesters by current faculty as part of their normal teaching assignment. Summer courses are planned, budgeted and negotiated with faculty outside of their 9-month contract. No additional faculty are required to implement the program.

No additional staff is required. The department employs a fulltime student services coordinator whose primary responsibility is to assist students in online and off campus programs. This program will be part of her assigned duties.

The department chair will serve as the coordinator of the program.

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)

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources. Clemson has an active online education office and students have access to all library and learning resources no matter where the student is located.

My Library Account

Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries

Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page, and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

Students may also check out a maximum of three books for three weeks, with a one-week renewal from the following libraries in Charleston (upon presentation of a valid Clemson ID). Charleston Southern University, The Citadel, College of Charleston, Medical University of South Carolina, and Trident Technical College

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>.

Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Clemson Online: Staff are available to ensure that online students have access to the resources and support that are available to on-campus students. <http://www.clemson.edu/online/students/>

Student Support Services

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

Student services are in place for the proposed program.

Each student is assigned a faculty advisor (i.e., a “major professor”) with whom they will collaborate to develop a degree plan until such time as the student forms his/her doctoral committee. The doctoral advisory committee will review both the student’s course plan and research and scholarship activities (e.g., dissertation). University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate committees develop and approve the Plan of Study (GS-2) for each student which includes any common core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources

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

There are no additional major equipment items needed to support the proposed program.

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

Yes

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)

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The College of Education is in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

Financial Support – Incremental Accounting Methodology

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration						-
Faculty & Staff Salaries	43,687	45,104	58,871	66,230	68,339	282,230
Graduate Assistants	-	-	3,427	3,504	3,583	10,513
Equipment						-
Facilities	38,912	55,515	78,189	90,649	104,108	367,373
Supplies & Materials	23,029	19,180	20,378	25,608	21,556	109,751
Library Resources						-
Other Admin Cost	31,887	42,604	56,271	61,695	67,313	259,770
Total	137,515	162,402	217,135	247,685	264,899	1,029,636
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	143,010	202,012	278,875	312,542	347,978	1,284,416
Program-Specific Fees Diff+Lab						-
State Funding (i.e., Special State Appropriation)						-
Reallocation of Existing Funds						-
Federal Funding						-
Other Funding						-
Total	143,010	202,012	278,875	312,542	347,978	1,284,416
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	5,495	39,609	61,740	64,857	83,079	254,780

*Provide an explanation for these costs and sources of financing in the budget justification.

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.

The program will not enroll a cohort of less than 15 students annually, helping to mitigate potential financial risk associated with enrollment volatility.

Personnel Costs:

- No new faculty hires are required to support the program. Existing Assistant and Associate professors hired to meet growing demand of students in the department will be leveraged to deliver the new sections within current loads. Additional course delivery costs, including summer pay and adjunct costs beginning in Year 3, are included. These adjuncts will allow existing faculty to dedicate resources to other graduate teaching or research priorities.
- Two stipends will be awarded to graduate students for teaching support. However, no waivers of tuition will be offered.

Operational Costs:

- This hybrid program will include a blend of online, on-campus, and off-campus courses. Costs to ensure federal compliance for online courses, as well costs to rent off-campus space at CURI once a year and support faculty travel for weekend courses are included. No additional programmatic supplies are required.
- Marketing funding is included.

Other costs:

- Administrative overhead, intended to represent general and administrative costs, is estimated at 25% of total tuition revenue.

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 Ed. D. in Education System Improvement Studies is designed primarily for working professionals to provide a strong background in five domains: leadership, ethics, diversity, research, and policy. In addition, the faculty assess the student's overall abilities in two important standards: communication and content expertise.

Leadership

The Leadership domain includes the critical study of leadership and whole school reform and how they inform effective and ethical educational leadership, vision, and practices for improving educational institutions and the communities they serve.

Ethics

The Ethics domain includes the legal and moral foundations for informing and guiding the work of ethical leaders, researchers, and academics who serve educational institutions, agencies, and organizations.

Research

The Research domain includes identifying, gathering, analyzing, and presenting data for solving problems of practice and knowledge production.

Policy

The Policy domain includes identification and analysis of current and emerging trends and problems in educational institutions, organizations, and agencies for systemic educational reform.

The table below provides specific student learning outcomes for program graduates and the place or time in which the assessment is made.

The University uses a web-based program to collect program and student learning outcome data. Currently, the WEAVE online program is used. The system allows the departmental faculty to plan assessment strategies annually and then collect data using departmental rubrics as appropriate to the program to collect individual data that is then summarized and analyzed by faculty. Faculty use the results of the analysis in adjusting the program design, content and/or delivery. For example, the faculty-developed rubrics for comprehensive examinations, research proposal, and dissertations defenses allow data to be collected that can be summarized and used for program improvement, and assures that all graduates meet the expected student learning outcomes.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Domain 1: Leadership Candidates demonstrate a knowledge of leadership and whole school reform that inform strategies for improving educational communities.</p>	<p>Comprehensive Core Examination</p>
<p>Domain 2. Ethics Candidates synthesize the knowledge of the legal and moral foundations that guide ethical leaders and educators and demonstrate these values in their research and practice experiences.</p>	<p>Comprehensive Core Examinations, Comprehensive Concentration Examination, Dissertation</p>
<p>Domain 3. Research Candidates engage in critical questioning, gain a mastery of appropriate research methodology and methods; and demonstrate successful research skills.</p>	<p>Dissertation Proposal; Dissertation Defense and Final Document</p>
<p>Domain 4: Educational Improvement Science Candidates evaluate educational current and emerging policy, trends, and models in education for purpose improving education.</p>	<p>Comprehensive Core Examinations, Comprehensive Concentration Examination</p>
<p>Standard 1: Communication Candidates demonstrate excellence in oral and written communication skills, including an ability to analyze, synthesis and evaluate research findings.</p>	<p>Dissertation Proposal; Dissertation Defense and Final Document</p>
<p>Standard 2: Content Expertise Candidates demonstrate a broad and depth knowledge of the practice of P-12 education and the apply their expertise in a practical research dissertation.</p>	<p>Comprehensive Core Examinations, Comprehensive Concentration Examination, Dissertation</p>

CAAL

02/08/18

Agenda Item 2d

Will the proposed program seek program-specific accreditation?

Yes

No

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

The proposed program is not subject to specialized or professional accreditation or approval by any state agency other than the Commission.

Will the proposed program lead to licensure or certification?

Yes

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

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.



ZUCKER FAMILY SCHOOL OF EDUCATION
OFFICE OF THE DEAN

July 31, 2017

Dr. George J. Petersen, Dean
College of Education
Clemson University
Clemson, SC 29631

RE: Statement of Support for Clemson's Doctor of Education Degree Proposal and Formation of Consortium for Innovative Educational Practice

Dear Dr. Petersen:

I commend the College of Education at Clemson University for its foresight in planning and designing the new Doctor of Education (Ed. D.) degree. As Dean of the Zucker Family School of Education at The Citadel, I have been fully involved in conversations leading to the creation of the degree, and, on behalf of The Citadel, I heartily endorse and support the program. It is great to see ideas like this one that are right for graduate students in multiple localities across South Carolina.

From the outset of the planning process, Clemson has sought out experts from across the state's Specialist in Education (Ed. S.) programs to assist in creating a doctoral program that would be appropriate for students across the state who are completing the Ed. S. degree. Creating a "seamless" Ed. S. to Ed. D. pathway is very right for our state and will allow students completing Ed. S. degrees at an institution near their home address to have access to a high-quality doctoral program. We have already begun to gauge Lowcountry interest in the proposed Ed. D. program, and I can assure you that there is considerable excitement among both current Citadel graduate students and our Ed. S. alumni.

The new Ed. D. program is commendable due to its focus on developing scholar-practitioners prepared to promote innovative educational practice. The program's academically rigorous coursework builds solidly on the foundation students will receive in one of the four Ed. S. granting institutions and a practice-based dissertation that allows students to address the issues and problems in schools in South Carolina. Over time, the dissertations completed by students in the program will serve as a repository of proactive ideas for solving South Carolina's problems related to poverty, low achievement, dropout, and the like. I also commend Clemson for its creation of "Consortium for Innovative Educational Practice" as the umbrella for making this degree and other future degrees possible. The Consortium has potential to make a wider range of graduate degrees available to students across South Carolina and brings together the best thinking of faculty across multiple institutions to best serve the state's needs. The Citadel is pleased to be a member of the Consortium, and we look forward to many other ways that our institution may work collaboratively to better serve students in the Lowcountry as part of this impressive statewide initiative.

Sincerely,

Larry G. Daniel, Ph. D.
Dean and Professor

171 Moultrie Street, Charleston, SC 29409-6300
(843) 953-5097 Fax (843) 953-7258 www.citadel.edu



COASTAL CAROLINA
UNIVERSITY

Office of the Provost and
Executive Vice President

843.349.2086
843.347.2914 fax
coastal.edu

July 18, 2018

Dr. Jeremy R. King
Associate Provost for Institutional Effectiveness
Clemson University
302 Sikes Hall
Clemson, SC, 29634

Dear Dr. King:

The Colleges of Education of Clemson University (Clemson), the Citadel (Citadel), Coastal Carolina University (CCU), and Winthrop University (WU) have collaborated to develop an Ed.D. program in Educational Leadership. This collaboration has resulted in The Consortium for Innovative Educational Practice (CIEP).

This Consortium has committed to a collaborative relationship to facilitate transitions between degree programs by coordinating academic courses, programs, and the degrees offered by each institution. A primary goal of the Consortium is to allow transfer credits from the participant institutions' graduate degree programs, and, in particular, their Educational Specialist (Ed. S) programs, to Clemson's newly proposed Doctor of Education (Ed. D) program or other doctoral level programs that may be developed by the members of the consortium.

Coastal Carolina University is supportive of this new collaborative degree program and will designate Dean Edward Jadallah to serve as the designated official for the Consortium's Executive Committee. We are excited about our participation in this Consortium and look forward to further collaborations among our universities. This type of consortium agreement provides a guiding framework for future developments in graduate education that serve the needs of educators and students throughout South Carolina. As Coastal Carolina University develops a Ph.D. program designed to meet the regional needs of our school district partners, we anticipate potential future collaborations.

Sincerely,

J. Ralph Byington
Provost and Executive Vice President

P.O. Box 261954
Conway, South Carolina
29528-6054



WINTHROP
UNIVERSITY

Office of the Provost

June 12, 2017

TO: Dr. George Petersen, Dean, College of Education
Clemson University

FROM: Dr. Debra Boyd, Provost and Executive Vice President for Academic Affairs

RE: Clemson University Ed.D. in Education New Program Proposal and
The Consortium for Innovative Educational Practice Memorandum of Agreement

Over the past year Dr. Jennie Rakestraw, Dean of the Richard W. Riley College of Education at Winthrop University, has been collaborating with Dean George Petersen of Clemson University and two fellow deans, Dean Larry Daniel of The Citadel and Dean Ed Jadallah of Coastal Carolina University, and our program directors on an initiative that would allow graduates of our Education Specialist programs an avenue to pursue a new Doctorate of Education (Ed.D.) at Clemson. The design of the Ed.D. program would be informed by the Carnegie Project on the Education Doctorate. The desire was to make available a quality doctoral program to practicing educators (such as principals, counselors, curriculum specialists, instructional coaches) across South Carolina who desire to go into central leadership positions. With only two educational leadership doctoral programs available in the state, many practicing educators do not have access to the needed doctoral program.

These curriculum discussions led to broader discussions on the need in South Carolina for creating and implementing innovative approaches in education so that our P-12 schools can be improved and those who teach and lead in school districts across the state can have the access to professional development and advanced programs. Of particular concern are the needs of rural, high poverty districts in the state and how we can collectively work to address those educational needs. The idea of a consortium--The Consortium for Innovative Educational Practice--was formulated to support the continuation of these important discussions and actively pursue projects that will fulfill our shared goals.

Winthrop University fully supports Clemson's new Ed.D. in Education program and we look forward to sending qualified graduates of our Ed.S. program to them. We believe the strong collaboration that took place while Clemson designed the program--along with discussions of our Ed.S. programs--helped to strengthen the curricula and led to the creation of a doctoral program that is unique in South Carolina.