TOPIC: Salisbury University: Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: March 13, 2013

SUMMARY: The proposed applied doctorate in Contemporary Curriculum Theory and Instruction: Literacy will provide students with a strong core in theory, research, and practice, with a focus on literacy. The curriculum facilitates inquiry-based learning through research, case studies, projects, and opportunities to share knowledge with peers in public venues. The target audience includes master teachers, administrators, and educational personnel at all levels.

The State of Maryland Department of Planning projects a modest growth in population for the Eastern Shore over the next 20 years. This growth will bring with it more demand for teaching professionals with advanced degrees, and teachers will be looking for opportunities for greater professional development. Almost 66% of Wicomico County teachers currently are categorized as having an Advanced Professional Certificate that requires a minimum of three years of satisfactory professional school-related experience, a master's degree, or a minimum of 36 semester hours of post baccalaureate course work and would be likely targets of the program. The other Lower Shore counties also have a high rate of teachers with Advanced Professional Certificates: Worcester County=72.7%; Somerset=48.5%; Dorchester=54.4%. (2012 Maryland State Report Card).

ALTERNATIVE(S):   The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary.   The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the Salisbury University to offer the Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy.

COMMITTEE RECOMMENDATION: Approval	DATE: March 13, 2013
BOARD ACTION:	DATE:
SUBMITTED BY: Joann Boughman 301-445-1992	jboughman@usmd.edu

Contemporary Curriculum Theory and Instruction: Literacy

A.   Centrality to institutional mission statement and planning priorities

Salisbury University is prepared to offer an applied doctorate in Contemporary Curriculum Theory and Instruction with a specialization in Literacy. Salisbury University is a premier comprehensive Maryland Public University known for offering excellent and affordable undergraduate and graduate programs, serving the Mid Atlantic Region. The core values of the University reflect our commitment to community, civic engagement, diversity, student centeredness, learning and excellence. The mission of the University states: "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and lifelong learning in a democratic society and interdependent world."
The academic environment of the University is an ideal setting for a doctoral program in education, building upon the tradition and culture in which "students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life." A doctoral program would continue Salisbury University's history of evolving program development to meet regional and state demands, especially during a time of modest population growth in our area (U. S. census data). This endeavor will continue to promote the attractiveness of the Eastern Shore as a viable region for educational, economic and social opportunity.

B.   Adequacy of curriculum design and delivery to related learning outcomes

Salisbury University is prepared to offer an applied doctorate in Contemporary Curriculum Theory and Instruction: Literacy. The program will provide a strong core in contemporary curriculum and instruction theory, research and practice, with a focus on literacy. This program, while fostering local action and student-centered excellence in research and scholarship, will also be both globally and nationally relevant in its approach. A cohort of 15 students will encourage personal, professional, social, cultural and technological expertise through an intensive community of learning. Doctoral degree seeking candidates will enhance their professional credentials as educators in P-12 schools, community colleges and universities. The program does not lead to further teacher certification or licensure. The program consists of 60 hours of graduate study.

1. List of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Research Methods: **12 credits**
- EDCI 700: Foundations of Research in Education (3)
- EDCI 702: Qualitative Research Critique and Methods (3)
- EDCI 704: Quantitative Research Critique and Methods (3)
- EDCI 711: Advanced Qualitative Research Design (3)
  Or
- EDCI 714: Advanced Quantitative Research Design (3)

Contemporary Curriculum Theory and Practice: **18 credits**
- EDCI 720: Diversity in Education (3)
- EDCI 722: Perspectives in Theory: Lenses for Critical Understandings of Education (3)
- EDCI 724: Social Context of Curriculum (3)
- EDCI 726: Learners and Learning (3)
- EDCI 728: Assessing Instruction to Improve Learning (3)
- EDCI 730: Learning, Instruction, & Technology (3)

Literacy: **18 credits**
- EDCI 740: Oral Discourse, Cognition and Diversity (3)
- EDCI 742: Writing: Theory, Research and Practice (3)

- EDCI 744: Comprehension & Strategic Learning: Theory, Research and Practice (3)
- EDCI 746: Diversity, Literature and New Media Across the Curriculum (3)
- EDCI 748:Language, Literacy & Representation as Tools for Inquiry Across the Content Areas (3)
- EDCI 750: Literacy Policy and Practice Analysis (3)

Dissertation: **12 credits**
- EDCI 805: Dissertation I (3)
- EDCI 810: Dissertation II (6)
- EDCI 815: Dissertation III (1-3 credits) (will only be taken if more time is required to complete the dissertation
- EDCI 820: Dissertation IV (3 credits)

Electives: Three or more optional credits (optional credits beyond the required 60 credits that a student may elect to take).

COURSE DESCRIPTIONS
Research Methods

EDCI 700: Foundations of Research in Education: (3 credits): Provides the foundation for the research strand of this program.   Includes an overview of quantitative and qualitative research design. Covers basic concepts in sampling, measurement, and analysis. Develops strategies for searching, understanding and applying research literature. Explores perspectives on research, its forms in various contexts, and how it contributes to knowledge and improved practice. Examines institutional requirements for conducting research.

EDCI 702: Qualitative Research Critique and Methods: (3 credits): Prepares doctoral students to interpret, evaluate and design qualitative research. Enhances the ability to select and use appropriate research methods. Examines major concepts and practices of qualitative research methodology, focusing primarily on interpretive and critical theoretical approaches. Includes hands-on exploration of qualitative study design, data collection and analysis procedures, validity, generalizability, and ethics. (Prereq: Foundations of Research in Education)

EDCI 704: Quantitative Research Critique and Methods: (3 credits): Prepares doctoral students to interpret, evaluate and design quantitative research. Explores major concepts and practices of quantitative research methodology, data collection and analysis and research design. Emphasizes the application of appropriate statistical concepts to practical questions in education policy and evaluation. Includes hands-on exploration of experimental and quasi-experimental design, data collection and analysis procedures, validity, generalizability, and ethics. (Prereq: Foundations of Research in Education)

EDCI 712: Advanced Qualitative Research: (3 credits): Advanced study of qualitative research. Delves deeply into ethnography, case study, and action research. Further examines methodologies for collecting and analyzing data, researching conclusions, and suggesting study implications from qualitative and mixed-methods research. (Prereq: Foundations of Research in Education, Qualitative Research Critique and Methods, and Quantitative Research Critique and Methods)

EDCI 714: Advanced Quantitative Research: (3 credits): Advanced study of quantitative research methodologies. Examines inferential statistics, and non-parametric tests; emphasizes process and application in particular settings. Provides practical experiences in analyzing and tabulating data, using quantitative statistical software, and reaching conclusions based on quantitative and mixed methods research. (Prereq: Foundations of Research in Education, Qualitative Research Critique and Methods, and Quantitative Research Critique and Methods)

Core

EDCI 720: Diversity in Education: (3 credits): Explores a global perspective on the richness of diversity in education. Examines important current and emerging education challenges among diverse subgroups including the potential disconnects between school, and homes and other social and cultural environments. Critiques major theoretical lenses on diversity. Enhances ability to identify and apply strategies to ensure educational equity for diverse learners.

EDCI 722: Perspectives in Theory: Lenses for Critical Understandings of Education: (3 credits): Advances study of theoretical, cultural and social perspectives on education. Examines teaching as situated within particular social contexts and as affected by cultural structures. School-based observation proceeds in concert with theoretical study to provide empirical grounding, scrutiny and synthesis of perspectives.

EDCI 724: Social Context of Curriculum: (3 credits): Investigates major schools of thought through historical and contemporary lenses. Examines social, political and philosophical dimensions of education and their impact on instruction, curriculum design and evaluation. Curriculum inquiry and theoretical analysis provide avenues for discussion of crucial themes.

EDCI 726: Learners and Learning: (3 credits): Explores foundational psychological concepts through current research on teaching practices. Examines the intersection of neuroscience and educational practices. Investigates contrasting theories of learning and their utility for explaining and addressing educational problems.

EDCI 728: Assessing Instruction to Improve Learning: (3 credits): Provides advanced study of assessment for the reflective practitioner to collect, critique and utilize a broad range of assessment data to improve instruction and learning. Builds understandings of the diverse types of assessment data that can inform and support differentiated learning. Develops critical reflection on potential biases and benefits of various assessment tools and how those tools can be best used to make effective instructional decisions.

EDCI 730: Learning, Instruction and Technology: (3 credits): Explores the utility of technological products, processes, and innovations for curriculum design, development, practice and assessment. Emphasizes effective instructional design, and teaching methods when utilizing technology as a medium for learning.

Specialization in Literacy

EDCI 740: Oral Discourse, Cognition and Diversity: (3 credits): Examines cultural/social, historical, theoretical and cognitive perspectives on oral language use in societies. Investigates how oral discourse patterns in cultures/homes and in schools shape cognition and ways of communicating and understanding. Develops knowledge of the ways diverse oral discourse patterns and cognitive structures improve all students' literacy and learning when adaptations are made in classrooms.

EDCI 742: Writing: Theory, Research and Practice: (3 credits): Develops in-depth knowledge of critical assumptions about writing and writing pedagogy from the perspectives of social, cultural and cognitive processes. Explores connections between writing and other communicative and literate processes.

EDCI 744: Comprehension and Strategic Learning: Theory, Research and Practice: (3 credits): Examines research on comprehension and its instruction at all levels of development. Develops knowledge about comprehension, meta-cognition and strategic behavior, and focuses on applying that knowledge to enhance student learning.

EDCI 746: Diversity, Literature and New Media Across the Curriculum: (3 credits): Examines theoretical and practical understandings of culturally responsive literacy practices, with an emphasis on expanding knowledge of children's and young adult literature and informational texts. Examines the potential use of both traditional and new media formats across the curriculum.

Develops and applies understanding and appreciation of multicultural, multilingual and diverse literature.

EDCI 748: Language, Literacy and Representation as Tools for Inquiry Across the Content Areas: (3 credits): Investigates talking, listening, reading, writing, viewing and visually representing to learn across the curriculum. Emphasizes the development of students-as-researchers engaged in inquiry for effective content learning.

EDCI 750: Literacy Policy and Practice Analysis: (3 credits) Examines the history of paradigm shifts that influence global, national, state and local policies. Critically evaluates their impact on practices in schools and classrooms and develops recommendations that empower teachers to make instructional decisions that meet the literacy needs of students.

Dissertation

A minimum of 12 credits required. Advancement to Candidacy required. Prerequisites: Foundations of Research in Education, Qualitative Research, Quantitative Research; Advanced Qualitative/Quantitative Research); Students must register for three credits the semester the dissertation will be defended. This course work provides candidates in the doctoral program with the advisement and support while carrying out their dissertation study.

EDCI 805: Dissertation I: Development of proposal for dissertation research and submission of research protocol in Institutional Review Board for approval. Pass/Non-Pass (3 credits)
EDCI 810: Dissertation II: Dissertation research. Pass/Non-Pass (3 or 6 credits)
EDCI 815: Dissertation III: Additional dissertation enrollment following the first 9 hours until the semester of defense. Should a student not complete the dissertation work required during EDCI 810, then enrollment in this course will be required each semester until completion. Pass/Non-Pass. Scheduled as needed. (3 credits)
EDCI 820: Dissertation IV: Completing research, production of the dissertation and defense. The student must enroll for 3 credits in the semester of the dissertation defense. Pass/Non-Pass (3)

***Electives: Three or more optional credits (optional credits beyond the required 60 credits that a student may elect to take.) Optional credits may be offered through Master's level enhanced courses or independent studies such as the example listed below.
Teaching Apprenticeship: (3 credits): Focuses on teaching at the community college, college or university level. Explores theory and practices of teaching adult learners and designing and implementing effective instruction.

Program Requirements

Admission
- Applicants must hold a Master's degree from a nationally accredited University, with a minimum graduate GPA of 3.5, and a focus area in education or closely related field. Preference will be given to applicants who have three years professional experience teaching. Three professional recommendations that demonstrate the applicant's likely success in doctoral study are required. Applicants must submit along academic transcripts, GRE scores, and a professional writing sample prior to program admission.

Academic Progress
- Candidates must maintain a 3.0 GPA throughout the program. If a candidate's GPA falls below a 3.0, he or she will be placed on academic probation and must achieve the GPA benchmark within two semesters of graduate study (including summer). Candidates who fail to remediate the GPA to this level will be dismissed from the program. A course grade below a C will lead to program dismissal. No more than one course grade of C is acceptable within the program of

study. (Academic integrity is paramount and must be maintained at the highest levels.) The Appeal process for probation and dismissal appeals are established by the Graduate Academic Policy Committee for the University community and in cases of extraordinary circumstances appeals will be heard.

- Preliminary Examination: The purpose is to demonstrate developing knowledge of research and core curriculum and instruction content and the ability to write scholarly papers. At least three written prompts will be provided during a supervised assessment period; the examinations will be assessed and scored by at least three faculty readers who teach in the program. Candidates must receive a passing score; those receiving an unsatisfactory score may continue on probation and must pass the preliminary examination by the end of the following semester. Second failures result in program dismissal.

- Advancement to Candidacy/Qualifying Examination: The intention is to demonstrate knowledge of research and core curriculum and instruction content and the ability to write scholarly papers. A comprehensive examination will be administered and the examinations will be assessed and scored by at least three faculty readers who teach in the program. Candidates will then be invited to discuss their responses with the faculty readers. Readers will then assign final scores. Students must receive a passing score; those receiving an unsatisfactory score may continue on probation and must pass the comprehensive examination in order to advance to candidacy. Second failures result in program dismissal.

- Dissertation Proposal: The dissertation proposal will be developed as a plan for a candidate's research. After consultation with a professor who has agreed to serve as the Chair, two other faculty will compose the dissertation committee. Once a candidate's topic has been approved, the proposal will be developed and submitted for approval. Proposals will be comprised of the first three chapters of the dissertation: Introduction, Literature Review and Research Methodology. Once the proposal has been approved the candidate is able to proceed with the study and must be compliant with university research protocols. The candidate will recruit two other faculty members to serve on the Dissertation Committee within three months of the proposal defense date.

- The Dissertation Defense: After completing all examinations, coursework and research the candidate will present the final study to the Dissertation Committee. After hearing an oral presentation and defense, the committee will determine the quality and success of both the presentation and defense and will direct any changes and revisions necessary to the dissertation. The Doctor of Education is only granted when the highest standards of scholarship and the ability to conduct independent research have been met. The dissertation and oral defense must be approved unanimously by the candidate's dissertation committee for successful completion of the degree.

- Proquest Dissertation Publishing: The candidate must submit a completed dissertation with any and all edits and changes to Proquest Dissertation Publishing before graduation to be eligible for program completion.

2. Describe the educational objectives and the intended student learning outcomes.
This applied doctorate in Education provides an opportunity for candidates to complete a terminal degree. The program facilitates inquiry- based learning through research, case studies, projects that integrate authentic experiences, and opportunities to share knowledge with peers in public venues. The target audience includes master teachers, administrators, and educational personnel at all levels.

The delivery design integrates the theme of leaders as change agents through specific areas of focus: Research Methods, Contemporary Curriculum Theory and Instruction, and Literacy. The delivery of the program will be through a cohort model that includes three years of coursework and

research and writing of the dissertation. Sixty credits (course work and dissertation) are required, and more if a student chooses to select optional electives).

Provide a brief narrative that addresses the adequacy of curriculum design and related learning outcomes.
Candidates will develop:
* Broad and deep knowledge of research design, methods, data collection and analysis;
* The ability to conduct research in an educational setting in an academic and ethical manner and utilize results to inform/improve instruction;
* Global and national perspectives on curriculum theories, research and its applications in a diverse society and be able to apply this knowledge to issues that arise in educational settings;
* Deeper understandings and valuing of human diversity and its impact on student learning and teacher pedagogy;
* Global, national, state and local perspectives on assessment and their impact on instruction and student learning;
* Abilities that enable them to act as change agents to ensure all students receive appropriate and challenging learning opportunities in the 21st century;
* Expertise in technology to foster student learning through discovery, application and communication of knowledge and information;
* Broad and deep knowledge of historical trends in literacy practices and achievement as examined in the context of national and global perspectives;
* Understanding of diverse characteristics of learners, schools and cultural settings that impact literacy learning;
* Ability to articulate a theoretical and pragmatic rationale for recommending literacy practices;
* Innovative pedagogical designs that utilize integrated literacy modalities to meet the college, career and life needs of 21st century learners;
* Methods to support student competencies in literacy tools appropriate for learning across the curriculum;
* Ability to present in oral and written forms for scholarly/academic audiences as well as practitioners.

3. Discuss how general education requirements will be met, if applicable.
General education requirements are not applicable to this program.

4. Identify any specialized accreditation or graduate certificate requirements for this program and its students.
No specialized accreditation or graduate certificate requirements are required for this program and its students.

5. Contracts with other institutions or non-collegiate organizations.
There are no contracts with other institutions or non-collegiate organizations.

C. Critical and compelling regional or Statewide need as identified in the State Plan.
1.   Demonstrate demand and need for the program
Conducted in 2011, a needs assessment of educators in Salisbury University's Professional Development School partners in seven counties in the region (n =662), demonstrated a significant interest in a doctoral program of education to support the growth and excellence for teaching professionals. Of the 662 survey respondents, 70% (more than 450 educators) already possess a master's degree or a masters plus additional credential coursework. Specifically, this assessment

indicated that 143 individuals were "most interested" in a doctoral program of study. Of those 143, three themes emerged as interest areas: literacy; technology; and cultural studies. Overall this needs assessment indicated a strong interest in a Salisbury University doctoral program in curriculum and instruction.

2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education and the USM Strategic Plan.**

A significant emphasis of the curriculum is devoted to understanding the needs of an increasingly diverse student population in Maryland's K-12 schools. As is noted in the Maryland State Plan for Post-Secondary Education (2009), the trend towards an increased African-American and Hispanic student population will require educators and educational leaders who are attuned to the needs of these students.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State.

The State of Maryland Department of Planning projects a modest growth in population for the Eastern Shore over the next 20 years.

	2010	2015	2020	2025	2030
UPPER EASTERN SHORE REGION	239,951	252,150	271,100	288,950	305,300
Caroline County	33,066	34,500	36,650	38,850	41,150
Cecil County	101,108	107,500	118,500	128,500	138,200
Kent County	20,197	20,700	21,500	22,200	22,700
Queen Anne's County	47,798	50,250	53,600	57,350	60,350
Talbot County	37,782	39,200	40,850	42,050	42,900
LOWER EASTERN SHORE REGION	209,275	216,650	228,500	238,650	246,750
Dorchester County	32,618	33,450	35,000	36,650	37,950
Somerset County	26,470	27,050	27,900	28,650	29,050
Wicomico County	98,733	102,950	109,200	114,400	119,200
Worcester County	51,454	53,200	56,400	58,950	60,550

This growth will bring with it more demand for teaching professionals with advanced degrees, and teachers will be looking for opportunities for greater professional development. 65.8% of Wicomico County teachers currently are categorized as having an Advanced Professional Certificate which requires a minimum of three years of satisfactory professional school-related experience, a master's degree or a minimum of 36 semester hours of post baccalaureate course work and would likely targets of our program. The other Lower Shore counties also have a high rate of teachers with Advanced Professional Certificates: Worcester County=72.7%; Somerset=48.5%; Dorchester=54.4%. (2012 Maryland State Report Card).

E. Reasonableness of Program Duplication

The University of Maryland College Park offers a **Ph.D.** in Reading Education through the Department of Teaching and Learning, Policy and Leadership. In contrast, our program will lead to an applied degree and encompass all aspects of literacy beyond the specific discipline of reading. SU's **Ed.D.** will not adversely affect their program because there is a need for both types of

programs within the state. Furthermore, we will primarily be a regionally-based program serving the demonstrated needs of the Eastern Shore of Maryland.

The University of Maryland Eastern Shore offers an Education Leadership (EDLD) Doctorate designed for mid-career professionals interested in furthering an administrative career. Its focus is on administrative leadership and organization, which is fundamentally different from the focus of SU's proposed applied **Ed.D.** (Appendix B)

The University of Maryland Baltimore Campus offers a **Ph. D**. in Language, Literacy and Culture, which is an interdisciplinary program of study of language, culture and human interaction. SU's **Ed.D**. will not adversely affect their program because our specialization is only focused on literacy and is an applied research degree. There is a need for both types of programs within our state.

F. Relevance to Historically Black Institutions (HBIs)

As noted earlier, this program will not be competing for students with the HBI closest to SU, UMES. As an applied **Ed.D.** in Curriculum and Instruction, it is designed largely for educators wishing to further their professional development in a teaching environment. The Education Leadership program at UMES is designed for those interested in an administrative career, and indeed is delivered in an executive-style format that attracts a different target audience from the one we propose to serve.

G. Distance Education Program

This proposal does not include a distance education component, though many of the courses will include an online component.

H. Adequacy of faculty resources

The current Salisbury University faculty is highly prepared and capable of starting and supporting this program. The table below describes each faculty member and his/her areas of expertise. Additionally, four new faculty will be hired during the next five years. A program director whose time will be split ½ time administrative and ½ time teaching will direct the program. Faculty professional development costs, $42,500, have been allocated over the next five years.

Table: Salisbury University Faculty Resources

Faculty	Appointment Type Academic Title/Rank	Terminal Degree and Field	Status	Course(s) to be Taught
Andes, Jon	FTNTT Professor of Practice	Ed. D., Policy, Planning & Educational Administration & Supervision	FT	EDCI 720 Diversity in Ed.
Andes, Laurie	FTT Full Professor	Ed. D. Policy, Planning & Educational Administration & Supervision	FT	EDCI 740 Oral Discourse
Beegle, Gwen	FTT Associate Professor	Ph. D. Special Education, Interdisciplinary Studies	FT	EDCI 726 Learners & Learning
Bond, Ernest	FTT Full Professor	Ph. D. Educational Theory & Practice-- Language, Literacy & Culture	FT	EDCI 746 Div. in Literature

Chen, Chin-Hsiu	FTT Associate Professor	Ph. D. Early Childhood Education	FT	EDCI 724 Social Context
Clark, Shenitia	FTT Assistant Professor	Ph.D. Curriculum & Instruction—Language & Literacy	FT	EDCI 748 Lang., Lit. & Rep.
DeWitt, Douglas	FTT Associate Professor	Ph. D. Education	FT	EDCI 700 Fnd. of Research
Dean, Patricia	FTT Associate Professor	Ph. D. Curriculum & Instruction—Language & Literacy Education	FT	EDCI 746 Div. in Literature
Finch, Maida	FTT Assistant Professor	Ph. D. Education, Leadership & Policy Studies	FT	EDCI 722 Persp. In Theory
Groth, Randall	FTT Associate Professor	Ph. D. Mathematics Education	FT	EDCI 702 Qual. Res. Meth.
Jenne, Joel	FTT Full Professor	Ph. D. Curriculum & Instruction –Qualitative Research & Social Studies	FT	EDCI 700 Fnd. of Research
McCormick, Kimberly	FTT Assistant Professor	Ph. D. Learning and Developmental Sciences	FT	EDCI 712 Adv. Qual. Res.
Michelson, Nancy	FTT, Full Professor	Ph. D. Reading	FT	EDCI 744 Comp. & Strat Lrn
Ortega, Leticia	FTT Assistant Professor	Ph. D. Curriculum & Instruction-Language & Literacy	FT	EDCI 750 Lit. Policy
Pennerman, Althea	FTT, Associate Professor	Ph. D. Instructional Design & Development	FT	EDCI 722 Persp. In Theory
Richards, Patricia	FTT, Full Professor	D.Ed. Reading	FT	EDCI 728 Assess. Instr.
Robeck, Edward	FTT, Full Professor	Ph.D. Curriculum & Instruction, Science Education	FT	EDCI 730 Instr. & Tech
Siers, Ronald	FTT, Assistant Professor	Ph. D. Organizational Leadership	FT	EDCI 704 Quant. Res. Meth.
Terrill, Brandy	FTT, Assistant Professor	Ph. D. Curriculum, Technology, & Higher Education-- Arts Education	FT	EDCI 702 Qual. Res. Meth.
Wagner, Diana	FTT, Associate Professor	Ed. D. Educational Leadership	FT	EDCI 704 Quant. Res. Meth.
Wiencek, Joyce	FTT, Associate Professor	Ph. D. Curriculum & Instruction-Language & Literacy	FT	EDCI 740 Oral Discourse

I. Adequacy of library resources
The additional budgetary commitment within this document will meet new program needs. Students will have access to significant print and electronic resources through Blackwell Library and additionally, though the extensive collections of its 16 sister libraries within the University System of Maryland consortium.

J. Adequacy of physical facilities, infrastructure and instructional equipment
The new Teacher Education and Technology Center that opened in fall 2008 and the Academic Commons (a new library building that is in the planning stages and will open fall 2016) will be key facilities for the program. The president assures that institutional facilities meet the needs of a new doctoral program.

K. Adequacy of financial resources with documentation
See attached budget (Appendix A).

L. Resources and Expenditures

Resources
1. Reallocated Resources
   The university is committing up to $100,000 per year for the first five years in resources designated to the Ed.D. program. This will cover initial personnel costs.
2. Tuition and Fee Revenue
   In-state tuition will be set at $525 per credit; Out-of-State tuition $925 per credit. A 2% COLA increase was figured for each year. Tuition alone generates an estimated $1,895,450 over the first five years of the program.
3. Grants, Contracts, and Other External Resources
   None are anticipated.
4. Other Sources
   None are anticipated.

Expenditures
1. New Faculty (FTE, Salary, and Benefits)
   Four new faculty lines will be designated to the **Ed.D.** program.
   One position will be added in year one at $75,000 annually + benefits
   One position will be added in year two at $75,000 annually + benefits
   One position will be added in year three at $65,000 annually + benefits
   One position will be added in year four at $65,000 annually + benefits
   Current faculty load formula is not sufficient to meet the demands of developing and completing doctoral dissertation research. Adherence to the USM formula for this area is essential for the development and maintenance of a quality doctoral program. The following model is being proposed to reward work on dissertations. Dissertation credits may be banked using the following model:
   - Each dissertation committee served on as a non-chair = 1 credit
   - Each chair of a dissertation committee = 3 credits
   - Once a faculty member has a total of 9 credits of dissertation service a 3 credit course release may be applied for through the Department Chair and Program Director.

Note that any combination of chairing committees and/or serving on committees that fully meet the above criteria will result in the eligibility for a full course release. In lieu of a course release a faculty member may chose to be paid an overload course fee at the doctoral level.

2. New Administrative Staff
   A program director (faculty member) will be added to the faculty to oversee the **Ed.D.** program at $75,000 annually + benefits. It is anticipated that this position will begin the semester before the program begins, at the latest. The director will teach a 1-2 load while administering the program.
3. New Support Staff
   A clerical support position will be added: ½ time the first year, and full time beginning the second year at $35,000 annually + benefits.
4. Equipment
   No new or special equipment is anticipated.
5. Library
   Extensive upgrades will need to be made to the current resources of the SU Blackwell Library. $74,700 has been budgeted for these upgrades during the first five years based on an analysis of the current resources by the library staff.
6. New and/or Renovated Space
   Office space will need to be renovated to accommodate the new Program Director and the new faculty members. University support services will provide renovations to existing space. It is also anticipated that the planned Academic Commons that will open fall, 2016 will provide significant support to the program
7. Other Expenses
   A total of three graduate assistants will be added to the program. Cost: $5,000 per semester + tuition remission.

M. Adequacy of provision for evaluation of program
Advanced education programs where at least 50% of the candidates are in-service teachers fall under the purview of the National Council for Accreditation of Teacher Education (NCATE). Salisbury University has held NCATE accreditation for its programs at the undergraduate and graduate levels since 1999.   NCATE is the teaching profession's mechanism to help to establish high quality teacher preparation programs. The proposed program will be reviewed nationally under NCATE guidelines. Professional program accreditation requires all programs to demonstrate candidate competencies through an assessment system aligned to both institutional and national standards. Candidates will be assessed periodically across the program at four transition points: 1) admission to the program; 2) the Preliminary Examination; 3) the Qualifying Examination; and 4) the capstone; Dissertation Defense.

N. Consistency with the State's minority student achievement goals
The 2009 Maryland State Plan for Postsecondary Education cited closing the achievement gap between first-generation, low-income, and under-represented minority college students and their peers as one of the most important challenges facing the state in the coming years. To close the gap, the plan emphasizes *Preparation, Access, Participation,* and *Completion*. (Maryland State Plan for Postsecondary Education, 2009, p. 23). Literacy is a fundamental building block of all other educational development, and having educators with the knowledge and skills generated in this program will assist in each of the areas identified in the 2009 report.

O. Relationship to low productivity programs identified by the Commission
The program is not among those identified as low productivity programs.

APPENDIX A
Projected Revenue and Expense

Projected Revenue						
Enrollment Projections per year	**Cohort 1 2014-15**	**Cohort 2 2015-16**	**Cohort 3 2016-17**	**2017-2018**	**2018-19**	**TOTAL**
						totals include estimated attrition
Doctoral (Instate) $525 per credit	13	13(24)	13 (33)	11(32)	11(32)	
Doctoral (Out-of-State) $925 per Credit	2	2 (3)	2(5)	4(7)	4(8)	and graduation
Total*	15	15 (27)	15(38)	15(39)	15(40)	
Estimated Credit Hours Generated						
Doctoral Instate 18 Credits: 6 courses/year @ 3 credits per course	234	432	594	576	576	
Doctoral: Out-of State	36	54	90	126	144	
Doctoral Cohort- 12 Dissertation Credits/student (Instate)				132	156	
Doctoral Cohort- 12 Dissertation Credits/student (Out of State)				24	24	
Total	270	486	684	858	900	
Tuition Revenue (Includes 2% Annual Increase)						
Tuition: $525/credit x18 credits/In-state	$122,850.00	$226,800.00	$311,850.00	$302,400.00	$302,400.00	**$1,266,300.00**
Tuition: $925/credit x18 credits/Out-of-state	$33,300.00	$49,950.00	$83,250.00	$116,550.00	$133,200.00	**$416,250.00**
Doctoral Cohort: Dissertation Credits	$0.00	$0.00		$91,500.00	$104,100.00	**$195,600.00**
Fees	$1,200.00	$2,100.00	$3,400.00	$4,600.00	$6,000.00	**$17,300.00**
Total	**$157,350.00**	**$278,850.00**	**$398,500.00**	**$515,050.00**	**$545,700.00**	**$1,895,450.00**
Other Revenue Sources						
University Resources	$100,000.00	$90,000.00	$80,000.00	$55,000.00	$35,000.00	**$360,000.00**
Total Other Sources	**$100,000.00**	**$90,000.00**	**$80,000.00**	**$55,000.00**	**$35,000.00**	**$360,000.00**
TOTAL REVENUE	**$257,350.00**	**$368,850.00**	**$478,500.00**	**$570,050.00**	**$580,700.00**	**$2,255,450.00**
* Totals include projected attrition and graduation						

Projected Expenditures							
Categories	2014	2015	2016	2017	2018	**5 Year Total**	Notes
Annual/Academic Year Salaries							
Salaries (Full Time Additional Faculty @ Assoc 2% COLA per year)	$75,000.00	$151,500.00	$219,530.00	$288,920.60	$294,699.01	**$1,029,649.61**	$75,000 annual salary; 2 Assistant at $65,000 annual salary; salary with a 2% COLA per year
# FTE Faculty	1.5	2.5	3.5	4.5	4.5	4.5	6 courses year one; 12 courses year two; 18 courses years 3, 4, 5
Program Director (12 Month)	$72,000.00	$73,440.00	$74,908.80	$76,406.98	$77,935.12	**$374,690.89**	One-half time Admin responsibilities; one-half teach
% of Admin	0.50	0.50	0.50	0.50	0.50	0.5	
Clerical	$17,500.00	$35,700.00	$36,414.00	$37,142.28	$37,885.13	**$164,641.41**	Admin II Level
% of Clerical	0.50	1.00	1.00	1.00	1.00	1.00	1/2 time year one
Total Salaries	$164,500.00	$223,920.00	$293,398.40	$364,266.37	$371,551.70	**$1,417,636.46**	
Total Benefits: Estimated at 33% of Salaries	$54,285.00	$73,893.60	$96,821.47	$120,207.90	$122,612.06	**$467,820.03**	
Graduate Assistants	$19,450.00	$38,900.00	$58,350.00	$58,350.00	$58,350.00	**$233,400.00**	$5000 Stipend/Semester + Tuition Remission : 1 in year one; 2 in year 2 and 3 in year 3
Other Expenses							
Library/Resources	$10,000.00	$18,300.00	$17,300.00	$14,300.00	$14,800.00	**$74,700.00**	
Prof Development	$5,000.00	$7,500.00	$10,000.00	$10,000.00	$10,000.00	**$42,500.00**	
Marketing/Advertising	$3,000.00	$1,500.00	$750.00	$750.00	$750.00	**$6,750.00**	
Total Other Expenses	$18,000.00	$27,300.00	$28,050.00	$25,050.00	$25,550.00	**$123,950.00**	
TOTAL EXPENDITURES	**$256,235.00**	**$364,013.60**	**$476,619.87**	**$567,874.27**	**$578,063.75**	**$2,242,806.50**	

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MEMORANDUM

October 16, 2012

TO: Dr. Teri Hollander

FROM: Dr. Bernita M. Sims-Tucker

Upon review of the letter, it appears that their Ed.D. proposed doctorate will not conflict with our Ed.D. in Education Leadership as it was stated. Their program is in a different content area, with the target audience seeking a degree in curriculum in contrast to our audience which seeks a degree in school or district leadership. Therefore, UMES has no objection to this proposal.