NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks): **Doctor of Education in Leadership and Innovation**

Program Designation:

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

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes
☒ No

Proposed Date of Implementation: August 2025

CIP Code: 13.0101, Education - General

Delivery Site(s): Online (85750)

Delivery Mode:

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

Program Contact Information (name, title, telephone number, and email address):
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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
  Department (Counseling, Leadership, and Educational Studies) – 2/2/2024
  College Curriculum Committee – 2/27/2024
  College Faculty Assembly – 3/6/2024
  College Dean – 3/6/2024
  Graduate Council – 3/29/2024
  Graduate Faculty Assembly – 4/19/2024
  Provost – 5/1/2024
  President – 5/10/2024
  Board of Trustees – 6/27/2024

Background Information

Aligned with the Winthrop mission to challenge "students of talent, ambition, and intellectual curiosity, equipping them to embrace and lead a world in transition," this proposal focuses on the institution's first doctoral pathway, thus expanding the student body focus to include working adults seeking a terminal degree. The Ed.D. in Leadership and Innovation builds on a rich history of interdisciplinary pursuits that provide an avenue for individuals working in learning environments to come together to explore advanced studies in the areas of learning, leadership, and organizational change. Learning environments exist in PK12 school districts, institutions of higher education, nonprofits, community organizations, businesses, and elsewhere. Bringing together these different perspectives in an adult-oriented program allows for dissertation studies focused on problems of practice that are intended to positively influence change. The Ed.D. in Leadership and Innovation fits well with the institution's vision to be transformational and vibrant by providing tools to impact the participant's community and beyond.

The purpose of this program is to cultivate versatile leaders in PK12 and higher education, nonprofits, health education, policy advocacy, and corporate training, emphasizing a holistic approach to leadership that prioritizes learning, service, and advocacy. Content will focus on understanding theories of learning, recognizing needs of diverse constituents, and facilitating positive change for individuals and communities. The dissertation, following the Carnegie Project on the Education Doctorate (CPED) framework, is structured as a problem of practice where participants leverage their own settings as a laboratory to merge theory and practice, culminating in a dissertation focused on solving a complex, authentic problem and advocating for change within their organization.

In fall 2021, a College of Education, Sport, and Human Sciences team developed an Ed.D. proposal and submitted the Winthrop Doctoral Professional University Ad-Hoc Committee. That committee recommended developing the Ed.D. in Learning, Leadership, and Organization Change first because of its appeal to a broad audience. After a delay due to leadership changes at the university, a multidisciplinary planning committee was convened in fall 2023 to continue working on degree specifics. This degree fits the mission and longstanding history of the university and the college. The college currently houses one of the two specialist degrees on campus, the Ed.S. in Educational Leadership. The Ed.D. in Leadership and Innovation (renamed during the 2023-2024 process) proposed here was influenced by the interdisciplinary planning team and allows for flexibility in participant background while focusing on the original areas of learning, leadership, and organizational change.

Assessment of Need

This interdisciplinary approach was developed through partnerships with professionals from education, social sciences, humanities, and business. Need was assessed through an early survey of alumni in the PK12 school environment. This was followed by a more inclusive survey of local institutions of higher education, business organizations (e.g., members of local Chambers of Commerce and a regional business development network), and other community members (e.g., alumni boards and cooperative boards that regularly partner with the institution). Finally, program designers integrated data from external sources such as market research produced by Risepoint, a company focused on "helping universities grow and students succeed by increasing access to high-quality, affordable and workforce-relevant education delivered online."

Initial Survey of Partnership Educators

In general, those attending Winthrop have a strong affiliation for the university and its programming. Data indicates that 8% of those enrolled in graduate studies at the university already hold a graduate degree with 25% having that degree from Winthrop. This data are even stronger for the College of Education, Sport, and Human Sciences with 10% holding a graduate degree and almost a third (28%) having a prior degree from Winthrop. This highlights the Winthrop saying, "Once an eagle, always an eagle." As such, we believe the alumni population of Winthrop would explore the Ed.D. at Winthrop, if available. The survey results in Figure 1 confirmed this hypothesis.

Specific reactions to the proposed program were gathered through a survey distributed to approximately 300 local teachers and administrators. With only one e-mail (no reminders) and five days (including the weekend) to respond, the response rate was 43%. Figure 1 illustrates reactions to the question, "*Given the program description, would you be interested in pursuing the degree at Winthrop? If you currently have a terminal degree, would you have pursued this program if available at the time*?"

Figure 1. Program Interest
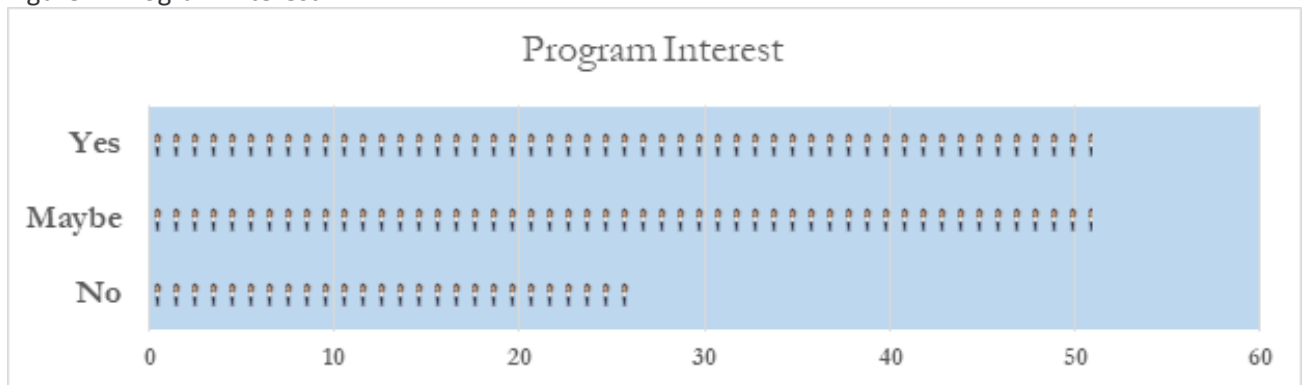
Of the 128 respondents, 80% (102) stated they were or might be interested in the Ed.D. program (equal distribution of "yes" and "maybe"). Corresponding to the initial data shared, 40% of those responding "yes" or "maybe" already have a Winthrop degree. Survey participants were provided space to include comments with 38 adding qualitative data. Cost and delivery mode were noted as important with hybrid/virtual offerings being most popular. Access to additional certifications such as administration, working with multi-lingual learners, etc. were also noted. Overall, comments were positive:

- I have two master's degrees from Winthrop and I would love the opportunity to explore a doctorate degree.
- I have inquired why Winthrop, a school primarily known for its education program, does not have a doctorate in Education. Nothing would warm my heart more than to have this degree from Winthrop!
- This is an AMAZING program and definitely needed as we continue to transform education to meet the needs of our ever-changing population.
- I ABSOLUTELY would have loved to have done my Ed.D. at Winthrop. The commute to [a different state institution] was torture :) This is a fantastic idea and I am so excited for your future students.
- As an alum, I appreciate Winthrop considering adding doctoral degrees. Having a local university with such a strong reputation offering this opportunity is definitely a positive and I believe it would be well received.

Finally, a two-time Winthrop University College of Education, Sport, and Human Sciences alum provided the following message:

> I'm thrilled to hear that Winthrop is considering adding an Ed.D. program. I graduated in 2020 from *[a different state institution]* with an Ed.D. in Curriculum and Instruction. While this program was strong and I'm grateful for what I learned, I would have certainly selected to do this work at Winthrop if this program was available at the time. As a two-time Winthrop graduate, I have first-hand knowledge of the caliber of education provided. Beyond that, the Winthrop community is so supportive and has always left me feeling seen, heard, cared for, and valued. This isn't something one can expect from a larger university as you often feel more like a number than a valued learner, educator, and/or colleague. The work, time, and sacrifice that goes into earning an Ed.D. is hard to quantify, but I know that doing so at Winthrop University would provide candidates with various avenues of support, effective and frequent communication, and a community of like-minded educators who want to grow together. Bringing an Ed.D. program to Winthrop would be a huge asset to our local community but would also give the opportunity for people from near and far to experience the same caliber of education and care that I have always experienced as a Winthrop student.

External Market Research

Winthrop University has an existing online education portfolio consisting of five master's programs, including the M.Ed. in Educational Leadership. The market research provided by Risepoint identified comparison institutions and indicated they have about the same number of education programs online and have seen success (Risepoint Market Research, see attachment). In 2017, Winthrop began the Ed.S. in Educational Leadership degree. Since then, ten graduates (41%) have matriculated to other South Carolina universities (Clemson University and USC) for a terminal degree. Adding the Ed.D. to the Winthrop portfolio would allow us to meet the unique needs of other graduates if district level leadership roles or superintendency is not the goal. Thus, the Ed.D. in Leadership and Innovation expands the potential pool of candidates without negatively impacting existing pipelines to other South Carolina universities focused on educational leadership.

According to a SC Department of Employment and Workforce news release, education and health services jobs increased in South Carolina 5.9% from June 2023 to June 2024 (https://dew.sc.gov/sites/dew/files/Documents/Employment%20Situation%20June%202024.pdf). According to O*NET Online, while the projected growth rate of educational administrators, (kindergarten through secondary) is 1% nationally, it is 10% in South Carolina. This includes superintendents and assistant superintendents (https://www.onetonline.org/link/localtrends/11-9032.00?st=SC). Market research conducted by Risepoint indicates that educational leadership at the doctoral level is a growing field in terms of graduates. Regionally, average annual growth is 8% (Risepoint Market Research, see Appendix A). Ed.D. Educational Leadership programs reported to be offered online appear to compete in cost and speed. The Ed.D. in Leadership and Innovation would be offered as a 100% online program. Market research suggests that culminating experiences add value to the program and are appealing to prospective students. The dissertation in the proposed Ed.D. follows CPED and is structured as a problem of practice. Participants leverage their own settings as a laboratory to merge theory and practice, culminating in a dissertation focused on solving a complex, authentic problem and advocating for change within their organization. Due to the interdisciplinary focus, this data only provides a snapshot of possible need in the state and region.

Inclusive Survey of Community

Through partnerships that included other institutions of higher education, Chambers of Commerce, alumni boards, PK12 schools, members of local business, and more, we distributed a second survey in 2024 after program development and received 83 responses. Participants include public and private sector employees; individuals from PK12 and higher education; and respondents from non-profit entities. The survey described the Ed.D. in Leadership and Innovation as proposed in the current proposal. Over 65% expressed "some" or "high" interest in the program. Many cited professional development and possible future job enhancement as reasons for engaging in the program with more pay also cited. Survey participants expressed appreciation for the program flexibility, "It's been difficult to find [a program] with my work schedule and home life; this degree would assist with professional development for me." All interested respondents wanted a program that was hybrid or completely online with asynchronous meeting options (e.g., self-paced).

Open response comments were also quite positive and in support of the proposed program.
- *I would love to take part in a program like this for the professional development and networking that would come with such a great program.*
- *I think organizational change is a great addition to the learning and leadership components of education.*
- *[The program] would provide additional opportunities for career advancement and personal enrichment in my chosen field.*

External Support

In addition to market research and stakeholder surveys, partners provided letters of support (Appendix B). An external consultant engaged in extensive review of the proposed program and provided a report used to make adjustments prior to this submission (Appendix C).

Research suggests a market does exist for such a degree at Winthrop. Feedback across time was used to influence the final proposal and will continue to influence structure, modalities, opportunities for collaboration, and promotion of the degree.

Transfer and Articulation

N/A

Employment Opportunities

As a result of the interdisciplinary nature and focus of the Ed.D. in Leadership and Innovation, exploring employment opportunities is understandably limited. Many receiving professional doctoral degrees remain within their current roles or seek advancement within their current environments. Table 1 below explores some possible opportunities.

Table 1. Possible Employment Opportunities

| Occupation | State | | National | | |
	Current Number of Employees	Projection (conservative estimate)	Projected Number of Openings	Employment Projection	Data Type and Source
Instructional Coordinator	3120	+ 2% growth	19,200	+2% from 2022-2032	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm (visited *July 09, 2024*).
Postsecondary Education Administrator (Registrars, Student Services Workers)	3,830	+ 2% growth	15,300	+ 4% from 2022-2032	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm (visited *July 11, 2024*).
Education Administrators K12 (Superintendent, Asst Supt, HR, Operations, Curriculum & Instruction, Academics, Student Services)	3890 (O*NET)	330 annual job opening in SC 10% growth projected in SC (O*NET)	311,600	+ 3%	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, https://www.bls.gov/ooh/management/top-executives.htm (visited *June 12, 2024*). O*NET: https://www.onetonline.org/link/summary/11-9032.00
Training and Development Specialists	5890	+ 4%	35,400	+ 6%	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm (visited *July 09, 2024*).
Health Education Specialists	510	+ 4%	6,600	+ 7%	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Education Specialists, https://www.bls.gov/ooh/community-and-social-service/health-educators.htm (visited *June 11, 2024*).

Occupation	State		National		Data Type and Source
	Current Number of Employees	Projection (conservative estimate)	Projected Number of Openings	Employment Projection	
Museum Director (Archivists, Curators, and Museum Workers)	100	+ 5%	5000	+ 10%	Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm (visited *June 12, 2024*).

Supporting Evidence of Anticipated Employment Opportunities

The data above indicates a need both within and beyond the state for individuals working in learning environments and specifically for those in leadership positions. According to the US Bureau of Labor Statistics, employment opportunities requiring skilled educational professionals (e.g., instructional coordinators; postsecondary administrators and teachers; and training and development specialists) is expected to grow, surpassing past averages through 2031.

Another potential population of individuals not well captured above are those who wish to pursue the Higher Education cognate for the Ed.D. in Leadership and Innovation and would be able to move from non-tenure track to tenure-track positions. Their rank may change while their fundamental job would remain the same. Likewise, teachers who wish to remain in the classroom but continue refining their craft would see an increase in pay based on the state salary schedule as opposed to a different job title. These teachers—such as curriculum coaches, teacher mentors, and department chairs—could also move into leadership roles in schools and districts. For example, a classroom teacher with five years' experience moving from a master's degree to an Ed.D. would earn an additional $4500 annually https://www.ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/.

Description of the Program

Table 2. Projected Enrollment

Year	Fall Headcount	Spring Headcount	Summer Headcount
2025-2026	10	10	15
2026-2027	15	15	25
2027-2028	20	15	25
2028-2029	20	15	25
2029-2030	20	15	25

Examining general growth patterns in graduate degrees while considering the number of individuals already contacting Winthrop because of the survey process, we have conservatively estimated five to 10 new students each year as shown in Table 2. We have placed this growth in summer to allow for better consideration of budgeting in future sections. The data is influenced by the fact that individuals could complete in six terms, but many will choose a slower pace due to work demands and need to collect data at specified times of the year. The institution conservatively expects enrollment to normalize quickly to approximately 20 to 25 students enrolled in any academic term.

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

☒Yes
☐No

Admission Requirements

1. Master's Degree with a minimum GPA of 3.25
2. Minimum 3 years of leadership, supervisory, or mentorship experience
3. Current resume /transcripts
4. Application letter, including short- and long-range objectives for completing the Ed.D. with a Statement of Purpose describing your motivation for pursuing the Ed.D. and how it will help you achieve your long-term professional goals.
5. Three professional references as indicated in the online application, who can speak to applicant's ability/potential to complete the program (one must be from the applicant's current supervisor).
6. Interview and writing sample after initial screening based on requirements above.

Curriculum

Overview and Context for Terminology

Inherent in any proposal are terminology that can have multiple meanings in different contexts. This brief overview is provided to help express the definitions of some terminology within the interdisciplinary context of the Ed.D. in Leadership and Innovation. Because individuals seeking this advanced degree are considering learning, leadership, and organizational change at a high level and across contexts, some grounding of intentions related to our coursework and goals may be helpful to reviewers.

Inclusionary principles are fundamental to instructional practice in all learning environments. The range of learners across all situations requires that those engaged in leadership roles understand and consider such differences while providing opportunities for meaningful development to occur. Given the interdisciplinary nature of the Ed.D. in Leadership and Innovation, this can be a complex topic to explore collectively. In a PK12 school environment, educators must be prepared to meet the needs of learners who include, but are not limited to, those identified as gifted and talented; those with IEPs and 504 plans; those for whom English is not their first language; and those challenged by grade level expectations. In other environments, such as corporate training and community-building opportunities, these same diverse learners exist but may not be as clearly identified. Therefore, having some instruction in the variety of learners and the planning required to meet multiple needs is essential to a degree program focused on learning, leadership, and organizational change. Inclusionary practices can be quite broad, but a few common examples include choosing multiple books on a topic that are written at different reading levels; providing alternative assessment options that meet an IEP or provide extension; varying the way in which change processes are shared with employees based on role; considering whether materials are needed in multiple languages or formats; and providing ADA compliant environments. These practices allow all learners and employees to meet the organization's expectations or training goals while remediating or extending topics when required.

Participants will work with a variety of learners and within differing organizational cultures. Developing practical strategies for leadership enables leaders to take into account the context, the needs of the population, organizational goals, and the structure of change.. This general exploration then allows for

considerations of pertinent disciplinary standards; organization practices, values, and mission; applicable laws and regulations; and the need for inclusionary learning practices previously discussed when implementing change.

Universal Design for Learning will be a primary focus of specified coursework. This framework is focused on design, access, support, and executive function within a learning environment. The grounding of this includes awareness of establishing learning environments in which learners feel safe to engage in the activities and optimize the abilities for learners at all levels to develop new skills. The design principles focus specifically on engagement, multiple representation of concepts, and variation in action and expression. Access focuses on choice, autonomy, authenticity, and necessary tools. Support is defined in part through persistence, clarity of texts, and modality of expression of outcomes. Finally, executive function considers areas such as motivation, prior knowledge, critical thinking, challenge, and goal setting.

New Courses

Core (18 credit hours)
- LLOC 800: Advanced Organizational Leadership
- LLOC 801: Policy and Ethical Considerations in Organizations
- LLOC 802: Leadership Mentoring, Supervision, and Performance Appraisal: Evaluating People and Programs
- LLOC 803: Interdisciplinary Perspectives on Learning Theory
- LLOC 804: Inclusive Design and Curriculum Development across Contexts
- LLOC 805: Diversity and Equity in Organizations

Research Core (12 credit hours)
- LLOC 806: Introduction to Applied Research, Academic Writing and the Dissertation Process
- LLOC 700: Quantitative Research Methods
- LLOC 701: Qualitative and Mixed Research Methods
- LLOC 702: Program Evaluation

Dissertation Seminars (12 hours min)
- LLOC 807: Problem of Practice I: Literature Review
- LLOC 808: Problem of Practice II: Research Design
- LLOC 809: Problem of Practice III: Data Analysis, Results, and Conclusions
- LLOC 810: Problem of Practice Seminar: Dissertation

Cognate (9 hours) – courses selected to provide the learner opportunities to explore specific areas pertinent to the individual's problem of practice

Course Descriptions and Goals

LLOC 800: Advanced Organizational Leadership: (3 cr. hr.) This course is designed to engage scholars and practitioners in a rigorous exploration of current theories, research, and practices in the field of leadership within complex organizational contexts. Aspiring doctoral candidates critically examine and contribute to the evolving discourse on leadership, drawing upon interdisciplinary perspectives to inform their research and practice.

1. Demonstrate an understanding of advanced leadership theories, critically evaluating their foundations, assumptions, and implications for organizational leadership practice and research.
2. Analyze the complexities of organizational structures and adaptive systems and explore strategies for effective leadership.
3. Apply critical lenses to leadership paradigms, analyzing power dynamics, social justice, and ethical considerations.
4. Explore how leaders can foster inclusivity and equity within organizations.
5. Actively participate in scholarly discussions, presenting research findings, contributing to critical discourse, and providing constructive feedback to peers.
6. Cultivate the ability to communicate complex ideas effectively to a variety of audiences.

LLOC 801: Policy and Ethical Considerations in Organizations: (3 cr. hr.) This course analyzes the intersection of advanced organizational leadership, policy development, and ethical considerations within contemporary organizational contexts. Candidates critically examine the role of leadership in shaping and navigating organizational policies, as well as the ethical implications that arise in the formulation and execution of these policies. Through an interdisciplinary approach, the course aims to equip candidates with the knowledge and skills necessary to address complex policy challenges and foster ethical leadership practices within diverse organizational settings.
1. Assess the ways in which leadership styles and decisions impact the development and execution of organizational policies.
2. Examine the ethical considerations inherent in leadership roles and decision-making, especially in the context of policy formulation.
3. Analyze the complexities of policy implementation within diverse organizational cultures and develop strategies to align policies with organizational values.
4. Identify and critically analyze contemporary issues shaping organizational policies and develop leadership responses to emerging challenges.
5. Apply various ethical decision-making models to practical organizational scenarios, fostering the ability to make principled decisions in complex situations.

LLOC 802: Leadership Mentoring, Supervision, and Performance Appraisal: Evaluating People and Programs: (3 cr. hr.) This course explores the multifaceted roles of leadership in mentoring, supervision, and performance appraisal within organizational contexts. Participants study advanced theories, models, and practical strategies for effectively evaluating individuals and programs. Emphasis will be placed on the ethical dimensions of leadership in mentoring, fair and constructive supervision, and the design and implementation of performance appraisal systems.
1. Analyze mentoring theories and practices, developing effective and ethical leadership strategies.
2. Create fair and transparent performance evaluation systems with a focus on employee development and organizational outcomes.
3. Examine ethical considerations in mentoring, supervision, and performance appraisal.
4. Develop leadership skills for delivering constructive feedback, crafting individualized development plans, and ensuring fair and unbiased evaluation.
5. Assess the impact of inclusive leadership and technology integration on organizational performance.

LLOC 803: Interdisciplinary Perspectives on Learning Theory: (3 cr. hr.) The course is designed to provide students with a comprehensive understanding of various theoretical frameworks, methodologies, and applications that contribute to learning and examines learning theory from an interdisciplinary perspective. The physiological, psychological, and psychosocial aspects of learning related to people of all ages are explored. Evidence-based practices suitable for addressing the unique needs of these populations are explored.

1. Develop a comprehensive understanding of foundational and contemporary learning theories, including emerging paradigms.
2. Explore intersections of psychology, education, cognitive science, neuroscience, and technology in learning theory.
3. Critically analyze various learning theories and apply insights to design effective learning environments.
4. Investigate social and cultural influences on learning experiences at individual and group levels.
5. Apply learning theories to real-world settings, including workplaces and public spaces.

LLOC 804: Inclusive Design and Curriculum Development across Contexts: (3 cr. hr.) This course investigates components necessary to create learning environments that embrace diversity, promote inclusivity, and meet the unique needs of learners in various contexts including education, business, and healthcare. Topics include Universal Design for Learning, learning design, and curriculum development as they relate to creating learning environments in a variety of settings and formats. Students explore UDL frameworks, analyze varied learning environments, and develop practical skills in designing inclusive instructional materials. Emphasis is placed on personalized and flexible learning experiences, equipping students to lead initiatives that embrace diversity and meet unique learner needs in multiple professional settings.
1. Identify core components of learning, emphasizing diverse methods for creating inclusive environments. Develop practical skills in applying advanced learning design principles to various professional settings.
2. Explore and integrate curriculum development strategies aligned with Universal Design for Learning (UDL) principles, ensuring flexibility and inclusivity in instructional materials.
3. Emphasize the importance of personalized and flexible learning experiences, enabling the design of instructional materials tailored to individual preferences, abilities, and diverse backgrounds.
4. Critically assess the impact of different learning designs on inclusivity, considering cultural, linguistic, cognitive, and physical diversities among learners in various contexts.
5. Propose evidence-based solutions to enhance inclusivity in learning environments, drawing on real-world examples and case studies from education, community learning centers, business, and healthcare.

LLOC 805: Diversity and Equity in Organizations: (3 cr. hr.) This course provides a comprehensive exploration of diversity and equity leadership, covering foundational concepts, leadership strategies, contextual factors, effective initiatives, motivators, barriers, and practical application skills. Students examine conceptual frameworks and strategies for how to approach diversity and equity from a leadership perspective. An understanding of the organizational, cultural and intergroup contexts in which diversity and equity initiatives arise, which diversity and equity initiatives work and why, the drivers that motivate diversity and equity initiatives, and the opportunities and barriers to building effective diversity and equity initiatives in organizations will be studied.
1. Synthesize theoretical knowledge to develop practical strategies for approaching diversity and equity from a leadership perspective.
2. Identify organizational, cultural, and intergroup contexts influencing diversity initiatives.
3. Identify and assess effective diversity and equity initiatives in various organizational settings.
4. Identify barriers to diversity and equity and develop strategies to overcome them.
5. Apply leadership strategies that contribute to fostering diversity and equity in organizations.

LLOC 806: Introduction to Applied Research, Academic Writing and the Dissertation Process: (3 cr. hr.) This course is designed to introduce students to the skills, knowledge, and methodologies required to conduct academic research and dissertation writing. The course provides a comprehensive overview of

applied research principles, academic writing strategies, skills in critiquing their research literature and strategies for developing research ideas.

1. Describe the principles, methodologies, and applications of applied research in various academic disciplines.
2. Analyze and synthesize information from diverse sources to develop a comprehensive understanding of a chosen research area.
3. Explain the ethical considerations inherent in academic research.

LLOC 700: Quantitative Research Methods: (3 cr. hr.) This course provides students with an introduction to different types of quantitative research methods and statistical techniques. Students learn to perform descriptive and inferential statistical analyses with an emphasis on interpretation, statistical reasoning, and critical thinking about statistical information. Statistical analysis of data is applied to specific settings. The course includes use of statistical packages.

1. Explain the different types of statistical inference methods used to draw conclusions about a population from sample data and their applications.
2. Apply data analysis techniques to examine relationships between variables using correlation, regression analysis, chi-square analysis, and other relevant statistical methods.
3. Develop a research question and design a study using the appropriate statistical methods, including the selection of sampling techniques, data analysis methods, and research design.
4. Design and develop a data visualization or graphic representation of quantitative data, using appropriate chart types and techniques to maximize clarity and impact.

LLOC 701: Qualitative and Mixed Research Methods: (3 cr. hr.) This course offers an exploration of qualitative and mixed methods research theory and methodology. Participants learn the skills to apply these approaches to real-life research scenarios.

1. Apply qualitative and mixed methods research methods to real-life research scenarios.
2. Evaluate the quality of qualitative and mixed methods research studies and identify strategies for enhancing the rigor and validity of the research.
3. Evaluate the impact of qualitative research on policy-making, social change, and advocacy efforts, examining the ways in which it can challenge dominant narratives and amplify the voices of marginalized groups.
4. Compare and contrast the effectiveness of different mixed methods research designs and data analysis techniques for answering different research questions or addressing different topics.
5. Investigate the impact of contextual factors and study characteristics on mixed methods research studies, such as cultural norms, participant characteristics, and study setting.

LLOC 702: Program Evaluation: (3 cr. hr.) This course is designed to provide students with skills in program evaluation, a critical aspect of evidence-based decision-making and accountability in various professional fields. Participants learn the principles and methodologies of program evaluation, equipping them with the knowledge and practical tools needed to assess the effectiveness, efficiency, and relevance of programs.

1. Explore the theoretical foundations and key concepts underpinning program evaluation.
2. Understand the role of program evaluation in informing decision-making processes.
3. Develop proficiency in designing program evaluations, considering different methodologies and data collection techniques.
4. Acquire practical skills in collecting and analyzing data relevant to program evaluation.
5. Explore the importance of cultural competence in program evaluation, considering diverse perspectives and ensuring evaluations are contextually relevant.

LLOC 807: Problem of Practice I: Literature Review: (3 cr. hr.) The Problem of Practice Seminar offers doctoral students the opportunity to investigate significant issues within their fields. Seminar I focuses on identifying problems of practice, locating and evaluating relevant literature, and synthesizing the literature to articulate a theoretical framework related to their chosen research area.

1. Identify and define complex problems within their field of study or professional practice.
2. Conduct comprehensive literature reviews to understand existing research and theories relevant to the identified problem.
3. Compile and integrate information from various sources to create a cogent and comprehensive narrative on the chosen research topic.
4. Critically assess and apply theoretical frameworks to analyze and contextualize their chosen problem of practice.

LLOC 808: Problem of Practice II: Research Design: (3 cr. hr.) In Problem of Practice II, doctoral students investigate significant issues within their fields and develop research-based strategies for addressing these problems. Through rigorous investigation, analysis, and the proposal of actionable solutions, students refine their research skills and contribute to the advancement of knowledge and practice within their respective disciplines. Seminar II focuses on developing research designs related to the identified problem of practice including participant identification and data collection strategies. Students complete a research proposal related to their chosen research area.

1. Develop research questions, select appropriate methodologies, and design studies according to social science research standards.
2. Review and select appropriate data collection instruments
3. Plan data collection methods relevant to their specific problem of practice.

LLOC 809: Problem of Practice III: Data Analysis, Results, and Conclusions: (3 cr. hr.) In the Problem of Practice Seminar III, doctoral students investigate significant issues within their fields, collect data, analyze results, and communicate research findings to a variety of audiences. Through rigorous investigation, analysis, and the implementation of possible solutions, students refine their research skills and contribute to the advancement of knowledge and practice within their respective disciplines. Seminar III focuses on implementing research designs related to the identified problem of practice. Students collect, analyze and communicate research findings.

1. Present research findings in a clear, compelling, and persuasive manner.
2. Integrate data findings with existing theories and literature relevant to their identified problem of practice.
3. Critically assess and apply theoretical frameworks to interpret and contextualize the data collected.
4. Develop skills to effectively communicate research findings in written and oral forms.

LLOC 810: Problem of Practice Seminar: (3 cr. hr.) The purpose of this repeatable course is thesis preparation. In this seminar, doctoral students complete the writing of the dissertation and defend their dissertation in collaboration with the dissertation committee.

Sample Curriculum by Year

Total Credit Hours Required: **51 hours**

The following sample degree plan was intentionally expanded beyond the six term minimum as we expect many candidates will need additional time due to work and family obligations. This plan is only an example. Individual degrees plans will be monitored and adjusted by the advising team with candidates.

Table 3. Sample Curriculum by Year

Year 1

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
LLOC 800: Advanced Organizational Leadership	3	LLOC 801: Policy and Ethical Considerations in Organizations	3	LLOC 807: Problem of Practice I: Literature Review	3
LLOC 806: Introduction to Applied Research, Academic Writing and the Dissertation Process	3	LLOC 803: Interdisciplinary Perspectives on Learning Theory	3	LLOC 802: Leadership Mentoring, Supervision, and Performance Appraisal: Evaluating People and Programs	3
Cognate Course 1	3	Cognate Course 2	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	6

Year 2

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
LLOC 805: Diversity and Equity in Organizations	3	LLOC 804: Inclusive Design and Curriculum Development Across Contexts	3	LLOC 701: Qualitative and Mixed Research Methods	3
LLOC 700: Quantitative Research Methods	3	Cognate Course 3	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	3

Year 3

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
LLOC 808: Problem of Practice II: Research Design	3	LLOC 809: Problem of Practice III: Data Analysis, Results, Conclusions	3	LLOC 810: Problem of Practice Seminar: Dissertation	3
LLOC 702: Program Evaluation	3				
Total Semester Hours	6	Total Semester Hours	3	Total Semester Hours	3

Similar Programs in South Carolina Offered by Public and Independent Institutions

Table 4. Similar SC Programs

Program Name and Designation	Credit Hours	Institution	Similarities	Differences
Ed.D. Doctor of Education	75 minimum; 30 hours (plus Ed.S. hours)	South Carolina State University	• Online offering	• Program offers several methods of instruction (face-to-face, Online at the SC State Center for Online and Distance Education) • Program prepares candidates for a top education leadership position or a career as a college or university lecturer or professor. • WU's degree is interdisciplinary and spans across learning environments to include business, nonprofits, community organizations, etc. Ed.S. not required for program admission.
Ed.D. Education Improvement Science	42 (plus Ed.S. hours)	Clemson University	• Online format • Focus on Improvement Science • Designed for working professionals	• Program focuses on preparing principals, superintendents, and leaders in higher education. It is designed for certified PK12 practitioners and requires an Ed.S. • WU's degree is interdisciplinary and spans across learning environments to include business, nonprofits, community organizations, etc. Ed.S. not required for program admission.
Ed.D. Education Practice & Innovation	60 minimum	University of South Carolina	• Fully online	• Program is designed to develop capacity for school, district, and higher education institutions. This program is targeted for leaders in PK12, community college, and higher education. • WU's degree is interdisciplinary and spans across learning environments to include business, nonprofits, community organizations, etc.
Ed.D. Educational Systems Leadership	63 hours	Anderson University	• Focus beyond PK12 setting • Designed for working professionals	• Private school program using a hybrid format. Program requires an Ed.S. from Anderson for admission. Program does not offer cognate choices. • WU's degree is interdisciplinary and spans across learning environments to include business, nonprofits, community organizations, etc.
Ed.D. Learning & Inquiry	60 hours	College of Charleston	• Based on problem of practice model	• Limits master level work to education focus for admission. Requires in person summer residencies.
Ed.D. Professional Leadership	60 hours	Converse College	• Designed for working professionals • Has a business cognate	• Private school program that meets in-person. Program has a special education cognate.

Faculty

Table 5. Program Faculty Overview

Rank and Full- or Part-Time	Courses Taught for the Program	Academic Degrees and Relevant Coursework	Other Qualifications and Relevant Professional Experience
Professor/FT	LLOC 806, LLOC 700, LLOC 807, LLOC 808, LLOC 809, Dissertation Seminar Series	Ph.D., Educational Psychology and Research, Research Track, University of South Carolina; M.L.I.S., Library and Information Science, University of South Carolina	• Director of Graduate Studies • Experience teaching educational research, design, and analysis; assessment; and technology integration • Olweus Bullying Prevention Trainer
Professor/FT	LLOC 802, LLOC 806, LLOC 807, Dissertation Seminar Series	Ph.D., Mentoring and Supervision, North Carolina State University	• Curriculum and Instruction Specialist • Teaching certification in Elementary; National Board certification • Associate Dean, Department Chair • Grant writer and program administrator
Associate Professor/FT	LLOC 800, LLOC 801, LLOC 802, LLOC 805, Educational Leadership Cognate, Dissertation Seminar Series	Ed.D, Educational Leadership, University of North Carolina at Charlotte	• Educational Leadership and Ed.S. Program Director • Scholar and presenter in school climate and principal support • Community leadership (Rotary Club, NC PreK Board of Directors, Department of Social Services)
Professor/FT	Business Cognate, Dissertation Seminar Series	Ph.D., Business Administration, University of Nebraska	• Professor of marketing and management; electronic commerce; and promotion management • Chamber of Commerce member
Professor/FT	Learning Design Cognate, Dissertation Seminar Series	Ed.D., Instructional Design and Development, University of Georgia	• Program Director for Learning Design and Technology • Professor of project planning and management; human performance technology; and educational multimedia • Scholar and presenter in measuring student learning, digital equity, and open educational resources for increasing access
Associate Professor/FT	LLOC 806, LLOC 700, LLOC 701, LLOC 809, Dissertation Seminar Series	Ph.D., Special Education, University of Texas at Austin	• Experience teaching diverse learner courses and ethics in special education • Grant-funded research in reading and resilience • University academic assessment and other service
Associate Professor/FT	Community Organizations Cognate, Dissertation Seminar Series	Ph.D., History, University of South Carolina	• Research in African American and religious history • Teaching certification in History, English, and French

Rank and Full- or Part-Time	Courses Taught for the Program	Academic Degrees and Relevant Coursework	Other Qualifications and Relevant Professional Experience
Instructor/FT	LLOC 800, LLOC 801, Higher Education Cognate, Dissertation Seminar Series	Ed.D., Adult and Community Education, Ball State University	• Vice Provost for Academic Affairs – faculty/staff affairs and professional development; institutional planning; university partnerships • Executive Director of the Center for Professional Excellence • ACUE Certificate in Effective College Instruction
Associate Professor/FT	Higher Education Cognate, Dissertation Seminar Series	Ph.D., Higher Education, Iowa State University	• Department Chair • Director of accredited athletic training program • Athletic Trainer licensure and certification
Professor/FT	LLOC 802, LLOC 803, LLOC 804, Dissertation Seminar Series	Ed.D., Special Education Administration, John Hopkins University; M.S., Special Education, John Hopkins University	• Department Chair • Employee supervision and evaluation • Special Education Certification • Elementary Certification
Assistant Professor/FT	Counseling Cognate, Dissertation Seminar Series	Ph.D., Counseling and Psychological Studies, Regent University	• Licensed Professional Counselor Supervisor • Licensed Clinical Mental Health Counselor • Licensed Professional Counselor • Practitioner Therapist • CBT and EMDR Training
Professor/FT	LLOC 803, LLOC 804, Dissertation Seminar Series	Ed.D., Exceptional Student Education, Florida Atlantic University; additional degrees in Special Education, Business Administration, and English	• Department Chair • Teacher certification; certification endorsement for English as a Second Language • Experience teaching literacy, coaching, and assessment • Leader of faculty mentoring program and scholarship club
Associate Professor/FT	Arts Administration Cognate	M.F.A., Theatre Administration, Yale School of Drama	• Program Director for M.A. in Arts Administration • Experience teaching arts management and grant writing; marketing and entrepreneurship; and public relations
Associate Professor/FT	LLOC 806, LLOC 700, LLOC 701, Dissertation Seminar Series	Ph.D., Special Education, University of North Carolina at Charlotte; M.S., School Psychology, The College of Saint Rose	• Experience teaching educational research, design, and analysis; exceptional learners; and educational psychology • Scholar and presenter in theories of learning, specific learning disabilities, and literacy
Associate Professor/FT	LLOC 803, LLOC 700, LLOC 701, LLOC 702, Dissertation Seminar Series	Ph.D., Educational Psychology	• Program evaluation (edTPA) • Published author in gifted education and reflective practice • Bilingual

Rank and Full- or Part-Time	Courses Taught for the Program	Academic Degrees and Relevant Coursework	Other Qualifications and Relevant Professional Experience
Professor/FT	LLOC 700, LLOC 701, LLOC 808, LLOC 809, Community Organizations Cognate, Dissertation Seminar Series	Ph.D., Cognitive Psychology, Texas Tech University	• Experiencing teaching advanced statistics and data analysis; research methods; and political psychology • Scholar and presenter in political psychology, technology applications in psychology, and intervention analysis
Professor/FT	Community Organizations Cognate, Dissertation Seminar Series	Ph.D., Developmental Biopsychology, Virginia Polytechnic Institute and State University	• Served on Psi Chi Board of Directors • Associate Editor, *Journal of Psychological Inquiry* • Outstanding Psychology Professor from the SC Psychological Association • Scholar and presenter in minority and women's issues

Total FTE needed to support the proposed program:
Faculty: 3
Staff: 0.25
Administration: 0.5

Faculty, Staff, and Administrative Personnel

No new dedicated faculty are anticipated in the first five years as modeled. Instead, the college will request that some existing lines be advertised in a manner that allows for flexibility across various degrees and disciplinary needs. The first such request is that a current open line in educational leadership be advertised for a fall 2025 start date that allows for support of the current educational leadership degrees while selecting a candidate that supports core coursework in the Ed.D. in Leadership and Innovation. Existing faculty across colleges will be paid at a per student rate for service on dissertation committees or for small section sizes associated with credit-bearing coursework. Many of the expected cognate coursework is already offered for other graduate degree programs.

Resources

Library and Learning Resources

Discipline-specific learning resources to support a new program.

As the primary provider of scholarly information for the Winthrop University community, the Ida Jane Dacus Library is an integral part of Winthrop's instructional program. Dacus Library has an extensive and substantial collection of resources, both print and electronic, to meet the requirements and interests of online Ed.D. students.

Monograph Collection

Overall monograph holdings across various access platforms include 285,200 unique print titles and 353,000 electronic books. An additional 731,700 e-books are available through PASCAL-managed collections. Within these overall holdings, there are 6,575 physical books and 21,081 electronic books. E-books are immediately available to Ed.D. students through links in the online catalog. Online students can request delivery of physical books and circulation staff will check out and mail the requested materials to the student.

Table 6. Monograph Collection

LC Range	Subjects	Physical Books	E-Books	Objective
HD 28-70	Management. Incl. executive ability, conflict management, delegation, leadership, corporate culture	1,562	6,796	Leadership
HF 5001-6182.2	Business. Incl. career development, ethics, etiquette, marketing, personnel management, communication, accounting	2,118	6,012	Leadership
HM 1041-1281	Sociology – Social Psychology. Incl. interpersonal relations, social behavior, aggression, interpersonal communication, authority, leadership	143	1,016	Community & Health Services Leadership
KF 4101-4257	United States law – Education	225	104	Education
L-LC	Education – History of education, theory and practice, special aspects of education (including learning design, education finance)	10,343	15,605	Education
LD-LG	Education – Individual institutions, world-wide	328	304	Education
LJ	Education – Student societies (fraternities, sororities, alumni and alumnae)	14	3	Education
QP 141-185.3	Physiology – Nutrition	139	135	Community & Health Services
QP 301-336	Physiology – Movement. Incl. physiology of exercise	213	89	Community & Health Services
R 1-920	Medicine (General). Incl. profession, communication, community relations, in relation to psychology, business methods, medical technology (incl. medical informatics)	712	2,812	Community & Health Services
RA 1-790.95	Public Aspects of Medicine. Incl. government health agencies and regulation, medical economics, community health services, health promotion, preventive health, hygiene	1,688	4,285	Community & Health Services
	TOTALS	**17,485**	**37,161**	

Electronic Databases

Winthrop online Ed.D. students have access to over 170 electronic databases/collections (including those provided by the South Carolina State Library through the SCDiscus program) containing resources in a variety of formats (monographs, journals, newspapers, streaming video, etc.). Dacus uses the OpenAthens authentication system, which enables Winthrop students to retrieve electronic subscription resources from anywhere they have internet access. The most relevant databases for the Ed.D. program include:
- *Alt-HealthWatch*: Focuses on complementary, holistic, and integrated approaches to health care and wellness.
- *Applied Science & Technology*: Content covers a wide range of applied science including medical informatics.
- *Business Insights*: Authoritative information and statistical data on companies and industries.

- *Business Source Complete*: Scholarly business journals and other sources.
- *Economics and Theory*: Academic journals and magazines with content useful for new businesses, marketing, and analyzing trends.
- *Education Full Text*: Full-text, indexing, and abstracts for hundreds of periodicals, books, and yearbooks.
- *Educator's Reference Complete*: Collection of journals that seeks to provide full-text for titles in the ERIC database.
- *ERIC (Educational Resource Information Center*: Database of indexed and full-text education literature and resources.
- *Entrepreneurship*: Database covering all aspects of starting and operating a business, including accounting, human resources, marketing, and more.
- *Health and Medicine*: Periodicals, reference books, videos and more containing information on the complete range of health care topics.
- *Health Source (Consumer and Nursing/Academic editions)*: Journals and magazines covering medical disciplines, nutrition, childcare, and general health.
- *Liebert Online*: Peer-reviewed journals in biotechnology, medicine, and science.
- *MEDLINE*: Created by the National Library of Medicine, MEDLINE provides information on medicine, the practice of medicine, the health care system, and more.
- *Psychology & Behavioral Sciences Collection*: Coverage includes topics such as emotional and behavioral characteristics, and mental processes.
- *ScienceDirect*: Journals in science, technology, and medicine.
- *Small Business Source*: Information on small business and entrepreneurial subjects.
- *Teacher Reference Center*: Indexing and abstracts for hundreds of peer-reviewed education journals.

The program would benefit from the addition of two additional databases: ProQuest's Dissertations and Theses database and Education Source Ultimate. The estimated annual costs are:
- *ProQuest Dissertations and Theses* - $20,091, with an annual increase of approximately 5%
- *Education Source Ultimate* - $9,672, with an annual increase of approximately 5%

Discipline-specific refereed journals and primary source materials.

The library's journal holdings include over 2,150 English-language e-journals on subjects that directly support the EdD program. With the growth of hybrid and online courses and programs, and student preference for online journals, the library has significantly reduced its print subscriptions in favor of online subscriptions and journal collections. Print holdings are backfiles – generally prior to 2015. Current content is almost exclusively online. If a student needs an article that is only available in print, Circulation staff will digitize and send the article to the student via email.

Table 7. Journal Collection

LC range	Subjects	Physical Journals	Electronic Journals	Program
HD 28-70	Management. Incl. executive ability, conflict management, delegation, leadership, corporate culture	3	419	Leadership
HF 5001-6182.2	Business. Incl. career development, ethics, etiquette, marketing, personnel management, communication, accounting	11	554	Leadership

LC range	Subjects	Physical Journals	Electronic Journals	Program
HM 1041-1281	Sociology – Social Psychology. Incl. interpersonal relations, social behavior, aggression, interpersonal communication, authority, leadership	0	31	Community & Health Services Leadership
KF 4101-4257	United States law - Education	4	7	Education
L-LC	Education – History of education, theory and practice, special aspects of education (including learning design, education finance)	46	1,339	Education
LD-LG	Education - Individual institutions, world-wide	0	16	Education
LJ	Education – Student societies (fraternities, sororities, alumni and alumnae)	0	2	Education
QP 141-185.3	Physiology – Nutrition	2	49	Community & Health Services
QP 301-336	Physiology – Movement. Incl. physiology of exercise	1	28	Community & Health Services
R 1-920	Medicine (General). Incl. profession, communication, community relations, in relation to psychology, business methods, medical technology (incl. medical informatics)	6	1,050	Community & Health Services
RA 1-790.95	Public Aspects of Medicine. Incl. government health agencies and regulation, medical economics, community health services, health promotion, preventive health, hygiene	9	688	Community & Health Services
	TOTALS	82	4,183	

Select peer-reviewed journals
- *American Journal of Health Studies* (1997-present)
- *American Journal of Public Health* (1975-present)
- *Behavior Analysis in Practice* (2008-present)
- *Cross-Cultural Management Journal* (1999-present)
- *Childhood Education* (1924-present)
- *Critical Education* (2010-present)
- *Current Developments in Nutrition* (2017-present)
- *Harvard Business Review* (1922-present)
- *Health Psychology and Behavioral Medicine* (2013-present)
- *Human Resource Management Review* (1994-present)
- *Information & Management* (1995-present)
- *International Journal of Business Communication* (2014-present)
- *International Journal of Education Policy and Leadership* (2006-present)
- *International Journal of Whole Person Care* (2014-present)
- *Journal of Accounting and Economics* (1995-present)
- *Journal of Business and Educational Leadership* (2013-present)
- *Journal of Business Economics & Management* (2005-present)

- *Journal of Community Health* (1997-present)
- *Journal of Health and Social Behavior* (2004-present)
- *Journal of Health Communication* (1996-present) (1 year embargo)
- *Journal of Leadership Studies* (2009-present) (1 year embargo)
- *Journal of Urban Health* (1998-present)
- *Journal of Vocational Behavior* (1995-present)
- *Multicultural Education* (1997-present)
- *Nonprofit Management & Leadership* (1998-present) (1 year embargo)
- *Online Journal of Public Health Informatics* (2009-present)
- *Organization Theory* (2020-present)
- *Patient Education and Counseling* (1995-present)
- *Patient Related Outcome Measures* (2010-present)
- *Population Health Management* (2008-present)

Offsite Access

The Library's online catalog, OneSearch, is available via the Dacus Library website (https://libguides.library.winthrop.edu/dacus) and is the gateway to the resources available in our collections – both physical and electronic. Dacus is a member of PASCAL (Partnership Among South Carolina Academic Libraries), a consortium of over 50 academic libraries in the state. The online catalog is shared among PASCAL libraries, enabling patrons to find resources not only in Dacus but also in other members' collections. Links in the catalog records provide direct access to electronic books and articles. Patrons who are unable to visit the library can request delivery of physical books through the postal service and e-mail delivery of scanned chapters or articles.

Winthrop students can expand their access to library resources through PASCAL's visiting patron service. With a valid Winthrop ID, currently enrolled students may visit any PASCAL library and borrow materials directly. Through PASCAL's Pick Up Anywhere and Return Anywhere service, students may return library materials to any participating PASCAL library.

Books, book chapters, and articles that are not available in Dacus Library holdings or subscriptions can be borrowed from another library via PASCAL Delivers or interlibrary loan. Interlibrary Loan and PASCAL Delivers (https://libguides.library.winthrop.edu/ill/home) are cooperative services between libraries that allow Winthrop faculty, students, and staff to obtain materials NOT available from Dacus.

PASCAL Delivers is a rapid book-delivery service managed by the PASCAL consortium that enables resource sharing among member libraries. Students and faculty can discover and request library materials that are not available at Dacus from participating PASCAL libraries. Digitized materials – such as book chapters or articles – are sent to requestors electronically, and physical materials are mailed to Dacus then mailed to off-campus patrons upon request. Students in South Carolina have the option of going to a PASCAL library near them to pick up materials.

Dacus participates in OCLC—an international catalog that includes libraries around the world. Interlibrary loan through OCLC is available for books and articles that are not in Dacus or PASCAL collections. Materials will be sent to Dacus, and ILL staff will send on to the requester. Digitized materials such as book chapters or articles will be sent electronically, and physical books will be mailed upon request.

Orientation to the library

Prior to beginning their first course, Ed.D. students will complete an online orientation that will include information regarding accessing Dacus Library, including an overview of available resources and services. Information regarding Dacus Library will also be included in each course syllabus.
The Dacus Library website provides the entire Winthrop community, including online Ed.D. students, with access to information about the library's services, collections, hours of operation, and contact information. The library is staffed by four professional librarians, seven paraprofessionals/library technical assistants, and several student employees.

Library support for students

Ed.D. students access Circulation and User Services through the "Our Services" tab on the Dacus Library home page. Online students may check out physical books from the circulating collection for the semester by requesting personal delivery through the online catalog. Circulation staff will check out and mail the requested materials to the student. Information and instructions on services such as requesting library materials, digitization requests, and personal delivery, are available on this site. Staff are on hand to answer questions or put patrons in contact with a reference librarian during operating hours.

The "Get Help" tab on the home page links users to the Research Services page where contact information for the Reference Librarians is available, including links to schedule a virtual appointment. The "Get Help" tab also has links to the Book a Librarian page, Research Guides, and the library's A-Z List of databases.

There is a repository of video tutorials on the library's website at https://libguides.library.winthrop.edu/c.php?g=1058424&p=7692262. Topics include citation, searching the library catalog, ScienceDirect and EBSCOhost, and library services.

Research assistance is provided in several modalities. One-on-one reference instruction and consultation are available during hours of operation via chat, text, phone, or e-mail. A chat widget on the library's website provides access to a librarian during reference hours. This chat feature permits patrons to send questions to a librarian from anywhere they have access to the internet. The feature includes screen-sharing functionality, which allows the librarian to share their screen with the patron and provide instruction on searching the catalog and the databases to find the resources needed.

Students can also get research help through the library's Book a Librarian service (https://libcal.winthrop.edu/appointments/). Students can make a virtual appointment with a librarian to discuss their project. During this meeting, the librarian can teach the student how to navigate the library's catalog and databases to find resources, help the student refine their research topic, and provide tips on citation sources and organization. Virtual Book a Librarian meetings take place through the chat widget.

Research Guides (https://libguides.library.winthrop.edu/?b=s) are available for a number of subject areas and provide students with a jump start on their research by helping them identify appropriate resources. These tools include monographs and reference resources, articles and databases, and websites that have been evaluated by a librarian.

Student Support Services

Winthrop University; the College of Education, Sport, and Human Sciences; the School of Graduate, Continuing, and Online Education; and our many partners are well-positioned to support graduate students in the Ed.D. in Learning and Leadership. A wrap-around approach to services allows for targeted support from the point of interest to graduation.

- Admissions and Recruitment, and support through the application process, is handled through the School of Graduate, Continuing, and Online Education. Faculty and staff provide assistance in thesis preparation, monitoring academic standing, and coordinating commencement.
- Academic Advising is provided by the student's faculty advisor and the Director of Graduate Studies who will serve as the inaugural program director.
- Each candidate will have access to a personalized dissertation committee with a designated chair. The committee, which may include qualified partners from the dissertation data collection location, will provide individualized support throughout the exploration of the problem of practice to complete the program's coursework.
- The Office of Student Wellness provides counseling and student health services for all students. Options for telehealth services are available.
- The Office of Financial Aid provides services around the financial aid process, including any scholarships and student loans. Options for virtual appointments for online students are offered.
- The Office of Records and Registration assists students with registration questions and works with the School of Graduate, Continuing, and Online Education on academic standing and commencement.
- Graduate students at Winthrop can also access the services of the Winthrop Writing Center and the Mathematics Resource Center for assistance on writing and for statistics courses.
- The Instructional Technology Center in the College of Education, Sport, and Human Sciences provides support for and access to a variety of technologies including technologies that may assist dissertation data collection needs.
- The institution's Office of Technology Services maintains appropriate licenses for data collection and analysis tools available to students.
- The Winthrop Office of Online Learning offers students support in navigating the content management system used for 100% online coursework.

Physical Resources/Facilities

The current physical plant at the university is sufficient to support the Ed.D. in Leadership and Innovation. The college has access to several locations where faculty can capture video for online courses and meet virtually with students.

Equipment

The College of Education, Sport, and Human Sciences will have sufficient technology resources including three classrooms with dual modality and lecture capture capacity. A smaller seminar room ideal for activities such as dissertation defenses in a virtual environment is under development and is slated to be available by spring 2025. The final technology resource that could benefit the program is a dedicated one-button studio for students and faculty. These resources are currently being explored through multiple sources including the University Library.

Impact on Existing Programs

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

☐ Yes
☒ No

Financial Support

Table 8. Sources of Financing for the Program by Year

Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand New	Total
Tuition Funding	$107,055	$107,055	$166,671	$166,671	$201,933	$201,933	$201,933	$201,933	$245,700	$245,700	$923,292	$923,292
Program-Specific Fees	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-
Special State Appropriation	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-
Reallocation of Existing Funds	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-
Federal, Grant, or Other Funding	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-	$-
Total		**$107,055**		**$166,671**		**$201,933**		**$201,933**		**$245,700**		**$923,292**

Table 9. Estimated Costs Associated with Implementing the Program by Year

Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand New	Total
Program Administration and Faculty/Staff Salaries	$11,371	$103,305	$-	$103,305	$13,095	$116,400	$6,548	$181,869	$-	$181,869	$31,013	$686,748
Facilities, Equipment, Supplies, and Materials	$15,000	$15,000	$-	$15,000		$10,000	$-	$8,000		$8,000	$15,000	$56,000
Library Resources	$10,000	$10,000	$20,000	$30,000	$5,000	$35,000		$35,000	$-	$35,000	$35,000	$145,000
Other (specify)	$-	$-	$-	$-	$-	$-					$-	$-
Total	**$36,371**	**$128,305**	**$20,000**	**$148,305**	**$18,095**	**$161,400**	**$6,548**	**$224,869**	**$-**	**$224,869**	**$81,013**	**$887,748**
Net Total		**$(21,250)**		**$18,366**		**$40,533**		**$(22,936)**		**$20,831**	**$-**	**$35,544**

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

Budget Justification

The revenue generation numbers included in Table 8 represent an assumption of 9 credits per term per student. The institution is aware that many internal full-time faculty and staff are interested in using the Employee Education Assistance Program (EEAP) to support some of the course requirements. To ensure the program is financially viable, the number of participants using EEAP will be limited to 40% of estimated enrollment. The revenue above assumes no special tuition rate and no increase in tuition across the five-year program start. It is assumed that these are conservative estimates.

The estimated cost numbers included in Table 9 consider:
- Salaries: the existing faculty line (with fringe benefits), reassignment time for program direction (with fringe benefits), and support for dissertation direction (with fringe benefits) beginning in the third year.
- Materials included minimal marketing funds to complement ongoing graduate program promotion, membership in CPED, and travel to the annual meeting.
- Library Resources include access to key databases targeting dissertation research.

New Personnel Expenses

Although the college and university can launch the EdD at Winthrop with existing faculty/staff positions, there are some costs not current in the college budget that will be needed. Below is an overview of these costs by year. In all cases fringe benefits have been calculated at the current rate.

Year 1
- $2,815 (plus 45.5% fringe): An existing/vacant faculty line in educational leadership programs has been redesigned. A search is underway. A small adjustment in the salary was required to meet current competitive rates for individuals in these fields.
- $5,000 (plus 45.5% fringe): An existing 9-month employee will receive a stipend for program management.

Year 2: no additional funding needs in personnel are expected.

Years 3 and 4: as the program reaches year three and beyond some stipend support will be required for dissertation support by existing faculty as this is expected to be considered an overload activity.

Year 5: no additional funding needs in personnel are expected.

Evaluation and Assessment

Table 10. Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Demonstrate a commitment to service-oriented leadership, actively engaging in community service, educational outreach, and initiatives that contribute to the betterment of society.	LLOC 803 3: Critically analyze various learning theories and apply insights to design effective learning environments. LLOC 803 5: Apply learning theories to real-world settings, including workplaces and public spaces.	Key Assessment in Core Classes, Comprehensive Exams, Dissertation
Foster positive change in diverse educational and community settings, emphasizing service and advocacy.	LLOC 801 1-5: 1. Assess the ways in which leadership styles and decisions impact the development and execution of organizational policies. 2. Examine the ethical considerations inherent in leadership roles and decision-making, especially in the context of policy formulation. 3. Analyze the complexities of policy implementation within diverse organizational cultures and develop strategies to align policies with organizational values. 4. Identify and critically analyze contemporary issues shaping organizational policies and develop leadership responses to emerging challenges. 5. Apply various ethical decision-making models to practical organizational scenarios, fostering the ability to make principled decisions in complex situations. LLOC 805 2, 3, 5: 2. Identify organizational, cultural, and intergroup contexts influencing initiatives. 3. Identify and assess effective initiatives in various organizational settings through a lens of the variety of individuals impacted by decisions. 5. Apply leadership strategies that contribute to fostering diversity and equity in organizations.	Key Assessment in Core Classes, Comprehensive Exams, Dissertation
Recognize and address the needs of constituents, providing inclusive and responsive leadership.	LLOC 800 1-4: 1. Demonstrate an understanding of advanced leadership theories, critically evaluating their foundations, assumptions, and implications for organizational leadership practice and research. 2. Analyze the complexities of organizational structures and adaptive systems and explore strategies for effective leadership. 3. Apply critical lenses to leadership paradigms, analyzing power dynamics, social justice, and ethical considerations. 4. Explore how leaders can foster inclusivity and equity within organizations. LLOC 802 1-5: 1. Analyze mentoring theories and practices, developing effective and ethical leadership strategies.	Key Assessment in Core Classes, Comprehensive Exams

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
	2. Create fair and transparent performance evaluation systems with a focus on employee development and organizational outcomes. 3. Examine ethical considerations in mentoring, supervision, and performance appraisal. 4. Develop leadership skills for delivering constructive feedback, crafting individualized development plans and ensuring fair and unbiased evaluation. 5. Assess the impact of inclusive leadership and technology integration on organizational performance. LLOC 805 1, 5: 1. Synthesize theoretical knowledge to develop practical strategies for approaching needs and differences from a leadership perspective. 5. Apply leadership strategies that contribute to fostering diversity and equity in organizations.	
Develop a comprehensive understanding of inclusive learning environments and the diverse needs of learners across various contexts and ages.	LLOC 803 1, 2: 1. Develop a comprehensive understanding of foundational and contemporary learning theories, including emerging paradigms. 2. Explore intersections of psychology, education, cognitive science, neuroscience, and technology in learning theory. LLOC 804 1-5: 1. Identify core components of learning, emphasizing diverse methods for creating inclusive environments. Develop practical skills in applying advanced learning design principles to various professional settings. 2. Explore and integrate curriculum development strategies aligned with Universal Design for Learning (UDL) principles, ensuring flexibility and inclusivity in instructional materials. 3. Emphasize the importance of personalized and flexible learning experiences, enabling the design of instructional materials tailored to individual preferences, abilities, and diverse backgrounds. 4. Critically assess the impact of different learning designs on inclusivity, considering cultural, linguistic, cognitive, and physical diversities among learners in various contexts. 5. Propose evidence-based solutions to enhance inclusivity in learning environments, drawing on real-world examples and case studies from education, community learning centers, business, and healthcare.	Key Assessment in Core Classes, Comprehensive Exams
Develop an understanding of how research and practice mutually inform each other, applying that knowledge across a variety of settings.	LLOC 800 5: 5. Actively participate in scholarly discussions, presenting research findings, contributing to critical discourse, and providing constructive feedback to peers. LLOC 806 1-3: 1. Describe the principles, methodologies, and applications of applied research in various academic disciplines.	Comprehensive Exams Dissertation

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
	2. Analyze and synthesize information from diverse sources to develop a comprehensive understanding of a chosen research area. 3. Explain the ethical considerations inherent in academic research. LLOC 700 1, 2: 1. Explain the different types of statistical inference methods used to draw conclusions about a population from sample data and their applications. 2. Apply data analysis techniques to examine relationships between variables using correlation, regression analysis, chi-square analysis, and other relevant statistical methods.	

The program collects key performance data as highlighted in Table 10 in targeted course offerings or at the end of program. Data are annually reviewed by program faculty through a university-based Continuous Improvement Process (CIP). The CIP includes a report that compares performance on each program and student outcome to established targets for performance. Data is compared with past performance to examine trends. The analysis of results informs plans for further development and improvement. The department chair and college faculty evaluate assessments, data analysis, and plans. A set of trained peers external to the college use an established rubric to evaluate the report, review the assessment practice, and provide feedback.

Every seven years, the program undergoes a more extensive program review including both internal and external examination and feedback. This level of review focuses on the assessment areas noted above and overall program performance in areas such as enrollment, degree completion, outcomes of completers, and feedback from various stakeholders.

Program advisory committees periodically review data and make informed suggestions to the program in light of changes in the field. The result of this review informs both the CIP and program review reports. The alignment of annual review, feedback from the field, examination of data trends, and more extensive self-study allows for a robust and ongoing consideration of the impact on students, change needed to the curriculum, and the continued viability of the program.

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs including student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met with findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement supports the assessment of the university's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs while allowing the institution to achieve its stated outcomes.

A robust university assessment program and the work of program faculty allow the institution to consider the achievement of its mission. Specifically, assessment provides evidence that the Ed.D. in Leadership and Innovation is challenging "students of talent, ambition, and intellectual curiosity, equipping them to embrace and lead a world in transition by providing residential and online learning experiences and instilling critical thinking skills empowering them to create the future" (University Mission, https://www.winthrop.edu/aboutus/mission-vision-values.aspx). Further goals will support institutional values that include:
- A commitment to leadership, service, community, and excellence.
- Rigorous instruction and experiential learning that prepares our students for success and leadership.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment focusing on what students know, think, and can do as a result of completing a program, (2) academic program review - a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources, and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program within Winthrop University's four degree-granting colleges is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes; identifies appropriate methodology; measures the extent to which students achieve the outcomes; analyzes the findings; and, uses the results to make curricular and programmatic enhancements or adjustments.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.
☐Yes
☒No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.
☐Yes
☒No

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

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.
☐Yes
☒No (Not applicable)

Appendices sent as separate PDF attachments

Risepoint

EdD Educational Leadership

Winthrop University

July 2024

Market Research Methodology for Programmatic Evaluation

National Marketplace
Analysis may include

- Market Sizing
- Historic Growth Trends
- Market Share Shifts
- Sector Analysis

Competitive Landscape
Analysis may include

- Program Design Analysis
- Tuition Analysis
- Regional Peer Set
- Focus Area Analysis

Leading Indicators
Analysis may include

- Labor Market Sizing
- Projected Market Growth
- In Demand Skills
- Regional Market Demand

Strategic Portfolio Development™

Large Anchor Program

Concentration	Concentration	Concentration
↕	↓	↓
Certificate	Related Program	Interdisciplinary Program
		↓
		Program in Another Discipline
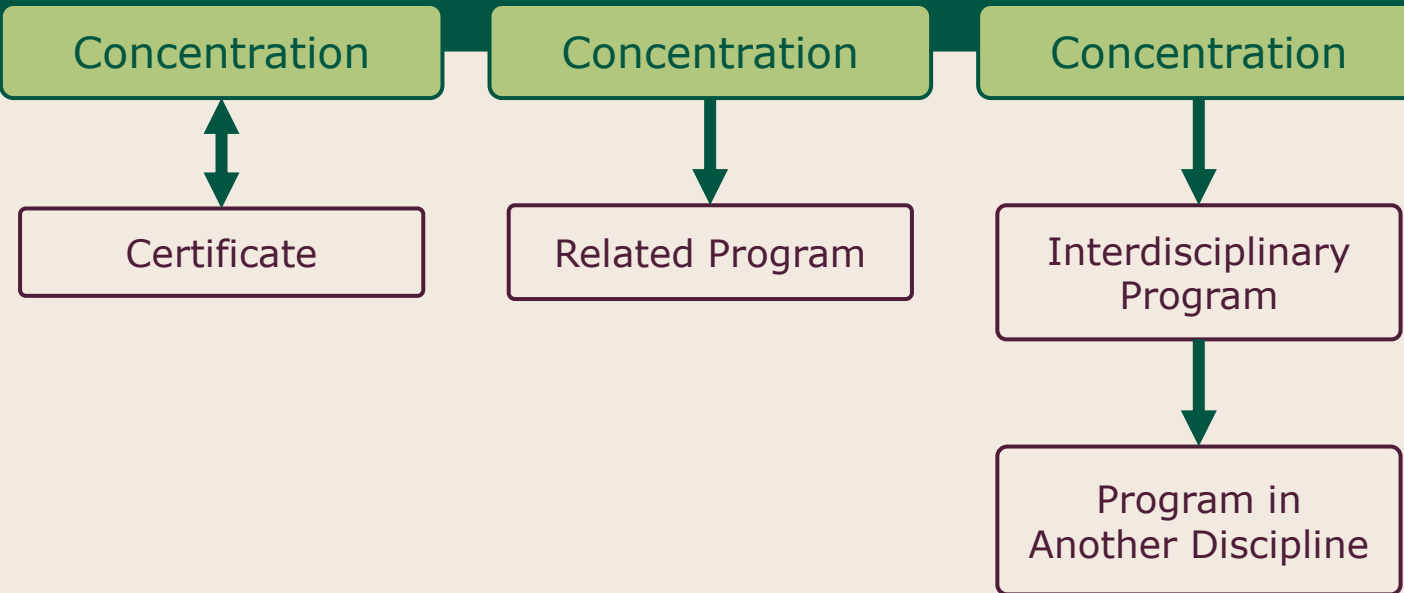
Stackable Credentials

- Doctorates
- Master's Degrees
- Certificates
- Certificates
- Bachelor's Degrees

What makes a student-centric, online program?

The core DNA and top attributes that the market responds to

Brand and Value-Appropriate Pricing

Students invest if you offer value

59% listed affordability as a top factor.[1]

Only 33% chose the least expensive program.[1]

A Frictionless Admissions Process

Eliminate unnecessary steps and streamline the process

Determining how to pay for school is a top barrier for online learners, followed by concerns gathering past transcripts.[1]

A Fast Program From Start to Completion

Students want quick pathways to careers

69% of students want a quick program.

1/3 would not apply if program was too long.[3]

An Intuitive and Simple Program Name

Align to search demand and prevailing market trends

78% of students that saw a search engine ad for an online program felt it was effective.[1] Program names should be relevant to how students search.

Proven Post-Graduate Outcomes

Show and prove your program's ROI

Nearly 90% of online learners achieved a positive outcome from their program.[1]

Industry-Aligned Curriculum and Concentrations

Experiential and applied learning that align to industry accreditations

3/4th of students said their online program prepared them with the necessary hard skills for a career in their field.[2]

7/15/2024

Big Questions

EdD Educational Leadership

01

What are the trends for the EdD Educational Leadership degree?

How many schools are in the market? What does the online market look like?

02

What are the regional trends for the EdD Educational Leadership degree?

How many schools have the program in the region? What does the online market look like?

03

How does an online program position itself for success?

What do programs cost? How are programs structured?

Recommendations
EdD Educational Leadership

1	**EdD Educational Leadership should be pursued**	Educational leadership at the doctorate level is a growing field in terms of graduates. Winthrop University has an existing online education portfolio consisting of 5 master's programs, including MEd in Educational Leadership, and a graduate certificate in middle level education. Profiled programs in this analysis have about the same number of education programs online and have seen success.
2	**Cost and speed should be competitive to the national market**	EdD Educational Leadership programs reported to be offered online appear to compete in cost and speed. The largest programs in the sample have either the lowest cost or lowest number of credits required. Maintaining a competitive cost and speed will result in a competitive tuition and months to complete.
3	**Require a dissertation/ capstone project as culminating experience**	Culminating experiences may add value to the program and be appealing to prospective students. All of the profiled programs in this analysis feature semesters-long dissertations or projects. Further research can be done to examine common capstone formatting (dissertation, project, etc.).

National Marketplace

What are the trends for this degree?

Higher education institutions are required to report detailed data each year to the National Center for Education Statistics' **IPEDS** database.

Risepoint's 20+ year investment in understanding this public data enables rich analysis of trends and outcomes.

Program-level data is reported as graduates (combining ground and distance modalities) which lag enrollments by 2-4 years. Focus more on overall trends rather than any one datapoint.

This research examines the following CIP code(s):

13.0401   Educational Leadership and Administration, General

EdD Educational Leadership: Graduates

Growing market; 7% avg. y/y growth in graduates, 2% avg. y/y growth in competition

Graduates

Doctorate-level Educational Leadership and Administration, General

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

4.4K 4.7K 4.8K 5.1K 5.8K 6.1K

7%
Average y/y growth
Doctorate average: 2%
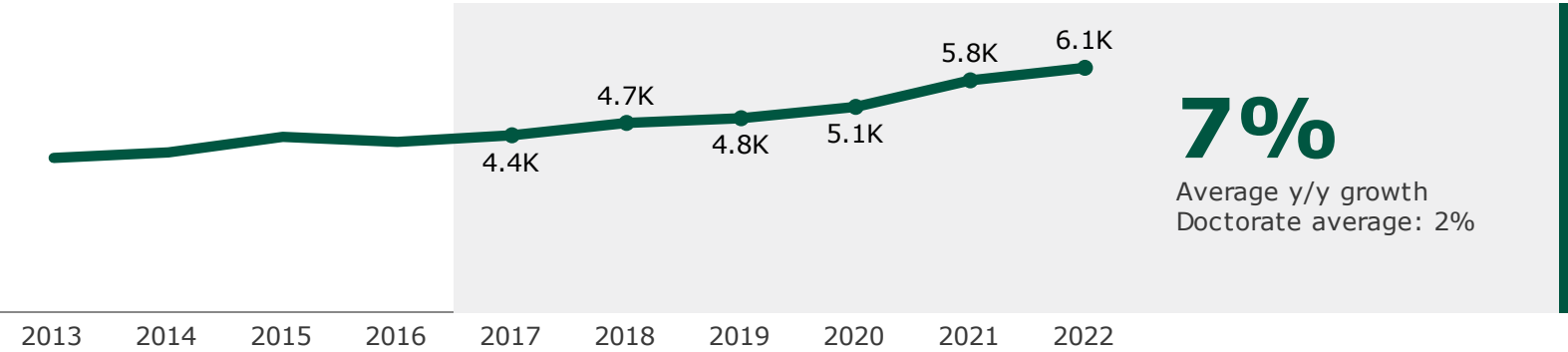
#8
Doctorate degree by
graduates (of 918)

#1
Doctorate in
Education (of 82)

● **Median and** ● **average graduates per institution**
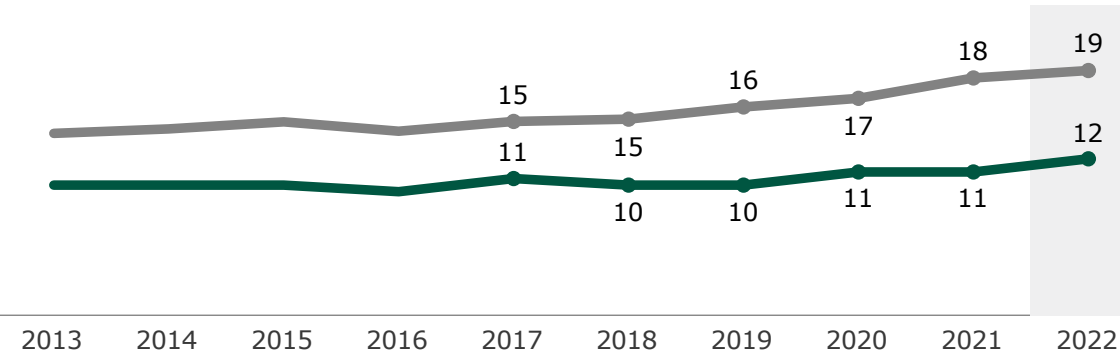
Graduating class sizes by Carnegie Classification, 2022

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

15 16 18 19
11 15 17
11 11 12
10 10 11

	Master's Colleges & Universities			Doctoral Universities			Others
	Small Programs	Medium Programs	Larger Programs	Doctoral / Professional	High Research	Very High Research	
	9	11	12	30	14	18	43
	9	11	10	18	12	11	27

Winthrop University's
Carnegie Classification

Source: IPEDS (CIP code – 13.0401)

7/15/2024

EdD Educational Leadership: Modality

Over 1/3rd of institutions with an education leadership program offer it online, hold 56% of market

● **In-person and** ● **online/distance competitors**
Doctorate-level Educational Leadership and Administration, General

Year	online/distance	in-person	Total
2013			
2014			
2015			
2016			
2017			
2018	73	271	344
2019	82	260	342
2020	99	253	352
2021	118	241	359
2022	135	228	363

37%
schools w/online, 2022

Market share of programs with online option

50%

56%

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Largest programs by graduates, 2022

Sector	Carnegie Classification	US News inst. rank	Grads
Liberty University Private	Doctoral Universities	#394-435 National	**403**
University of Southern California Private	Doctoral Universities	#28 National	**281**
Grand Canyon University For Profit	Doctoral Universities	#394-435 National	**259**
American College of Education For Profit	Special Focus	Unranked	**153**
Capella University For Profit	Doctoral Universities	Unranked	**121**

20%
market share for these 5 schools

50%
schools with 10 or fewer grads in 2022

Program growth by modality, 2018-2022

▼ **13%**
in person

▲ **88%**
online/distance

Graduates per institution, 2022

Median: 12

0 50 100 150 200 250 300 350 400

9 **Source:** IPEDS (CIP code – 13.0401) 7/15/2024

EdD Educational Leadership: Winthrop University's Region

Largest program in Nation, Liberty University, is in the region & is largely responsible for recent growth

Regional graduates

Doctorate-level Educational Leadership and Administration, General

1.2K
817
775 784 797 927

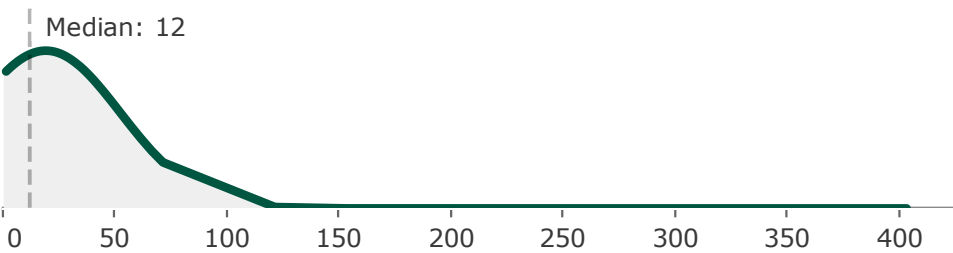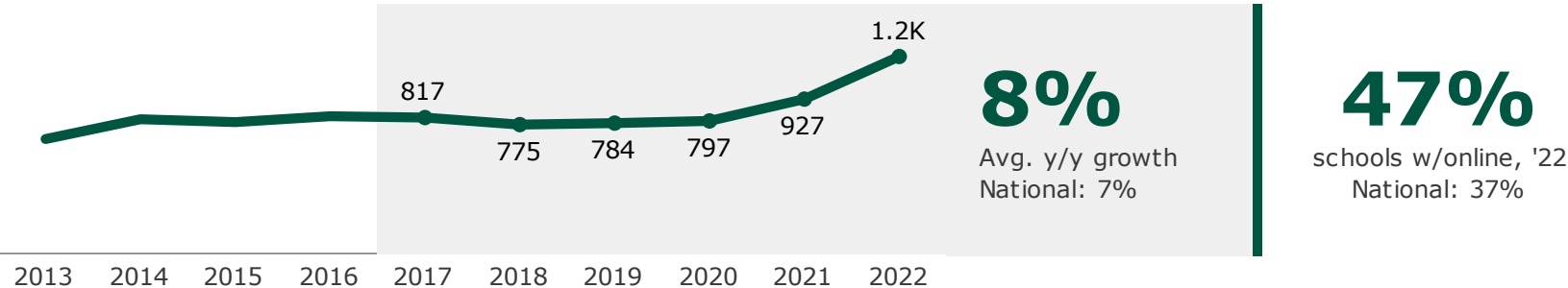2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

8%
Avg. y/y growth
National: 7%

47%
schools w/online, '22
National: 37%

Largest regional programs by graduates, 2022

Liberty University Private — Doctoral Universities	#394-435 National	**403**
Gardner-Webb University Private — Doctoral Universities	#376 National	**48**
Lipscomb University Private — Doctoral Universities	#236 National	**40**
Virginia Commonwealth University Public — Doctoral Universities	#142 National	**37**
East Tennessee State University Public — Doctoral Universities	#320 National	**36**

Graduate share, 2022
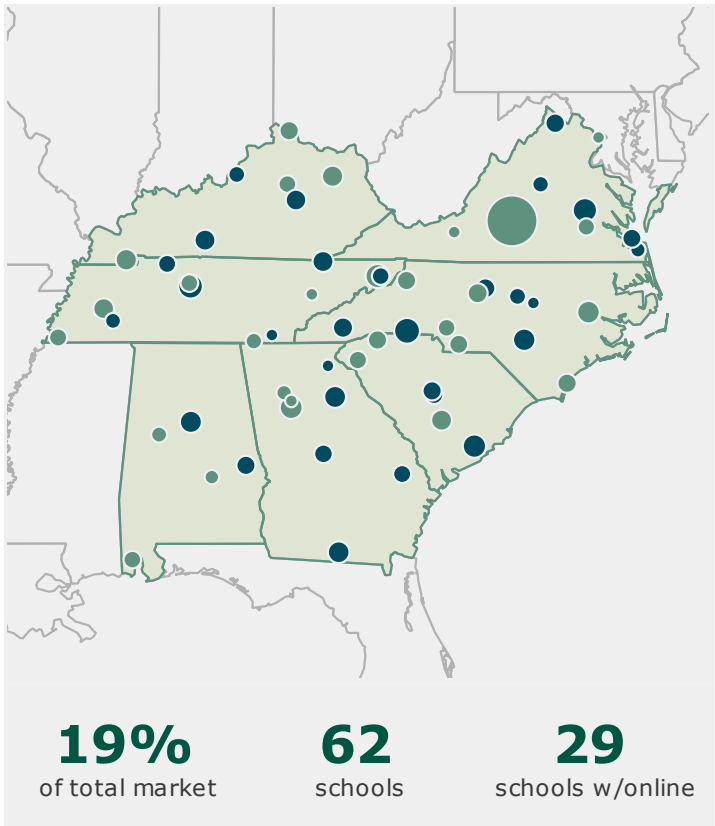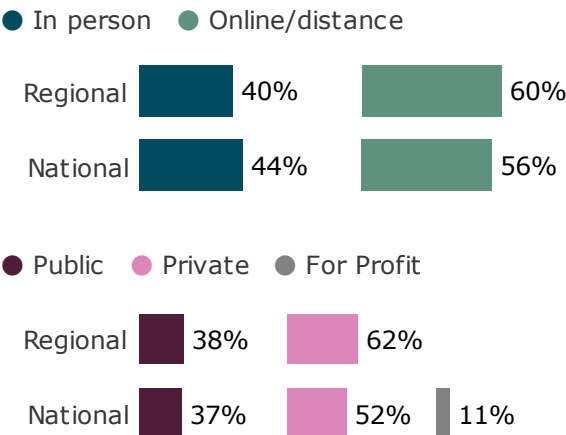
● In person   ● Online/distance

	In person	Online/distance
Regional	40%	60%
National	44%	56%

● Public   ● Private   ● For Profit

	Public	Private	For Profit
Regional	38%	62%	
National	37%	52%	11%

19%
of total market

62
schools

29
schools w/online

7/15/2024

What are the trends for this field?

National Marketplace: EdD Educational Leadership

Educational leadership is growing at the doctoral level.

6,101 doctorate-level educational leadership graduates in 2022. Graduate growth has been up 7% y/y on average. Median program size has grown to 12 students per institution as of 2022. Schools similar to Winthrop University have a median class size of 10 students.

Online market is gaining market share.

About a third of programs nationally are offered online. The number of EdD Educational Leadership programs available online has grown 88% on average y/y from 2018-2022. Programs with online modality tend to see larger average class sizes than programs only available in-person and hold majority market share (56%). The five largest programs in the Nation are offered online.

Largest program in the Nation is in Winthrop's region.

Graduate growth is increasing at a similar rate to the national market. The rate of programs offered online is greater in the bordering states of Winthrop University (47%) than the Nation (37%). The market share for programs with online modality in the region is greater (60%) than the national market. The school with the largest program nationally, Liberty University, is in the region.

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Competitive Analysis
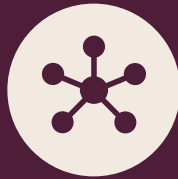
What does online competition look like?

Time to complete	Number of credits	Focus areas	Total tuition	Cost per credit	Admissions criteria	Starts Per year
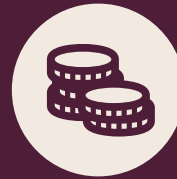
Risepoint's continuously-updated database of online degree program information contains 50+ datapoints on more than **6,100 programs** and enables robust analysis of online markets.

EdD Educational Leadership: Program Elements

Regional educational leadership programs align in program elements with national market

Sampled program elements	All programs (n = 83)			Regional programs (n = 12)		
Median ▼						
Tuition	$45.8K			$44.4K		
Cost per credit	$790			$740		
Credits	60			60		
Months to complete	36			36		
Intakes per year	1			1		
Overall ▼						
GMAT/GRE	82% No	2% Waiver	16% Yes	67% No	8% Waiver	25% Yes
Capstone	0% require			0% require		
Most common accreditation	None 100%			None 100%		

- Median credits, months to complete and intakes per year are **aligned** between national and regional market.

- Programs tend to require **60 credits** and take **36 months** to complete.

- The regional median cost per credit ($740) is **aligned** with the national median ($790). A cost per credit rate that is competitive to the national market would likely be competitive in the region.

- GMAT/ GRE scores are required at 16% of online educational leadership programs, though majority do not require the scores for admittance.

- Capstones and accreditations are not typical for this field, with 0% of the reported online programs having either.

Source: Online Degree Database (Educational Leadership, Educational Leadership – Higher Ed)
States Examined: Kentucky, Tennessee, Virginia, North Carolina, South Carolina, Alabama, Georgia

7/15/2024

EdD Educational Leadership: Tuition Analysis

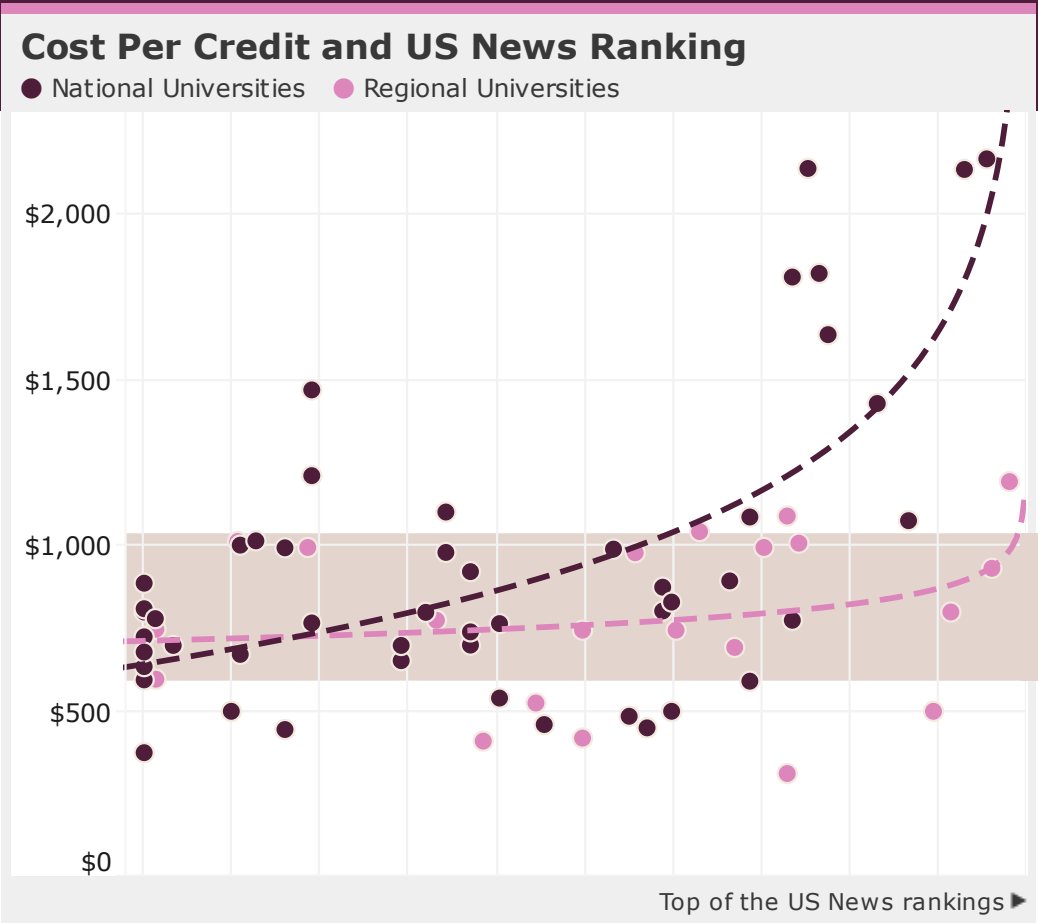Cost per credit is similar for nationally and regionally-ranked programs

Sample Summary
Online Educational Leadership (incl. Higher Ed)

Type of ranking	All	National Universities	Regional Universities	Colleges (not charted)	Unranked (not charted)
# of programs	83	50	23		10
Median Tuition	$45.8K	$46.3K	$46.0K		$41.7K
Median CPC	$790	$800	$775		$790
Most expensive	$2.2K	Vanderbilt University			
Least expensive	$312	University of North Georgia			

Given the competitive market and that doctorate level costs are less variable than other levels, all institutions should have a competitive cost.

The median cost for a regionally ranked school is $775 per credit. Winthrop University should consider a more competitive cost per credit that stands out in the region.

Cost Per Credit and US News Ranking

● National Universities   ● Regional Universities

60% of programs: between **$592** & **$1.0K**

Top of the US News rankings ▶

Source: Online Degree Database (Educational Leadership, Educational Leadership – Higher Ed)   7/15/2024

EdD Educational Leadership: Competitive Analysis

EdD programs vary in cost; typically take 36 months to complete

Institution and Program	State	US News Ranking	Delivery	Total Tuition[1] ▲	Cost per Credit[1]	Number of Credits	Months to Complete	Grads, 2022[2]
Regional								
University of North Georgia[3] EdD Higher Education Leadership & Practice	GA	**#41** National	Online	$28,620	$477	60	36	13
Liberty University[3] EdD Educational Leadership	VA	**#394-435** National	Online	$32,130	$595	54	36	403
Union University EdD Educational Leadership P-12 School Admin.	TN	**#249** National	Online	$44,400	$740	60	36	18
East Tennessee State University EdD Educational Leadership	TN	**#320** National	Online	$48,300	$805	60	-	36
Virginia State University EdD in Educational Administration & Supervision	VA	**#41** South	Low Residency	$65,400	$1,090	60	36	6
Appalachian State University EdD in Educational Leadership	NC	**#3** South	Online	$71,640	$1,194	60	-	12
National								
American College of Education EdD in Leadership	IN	**Unranked**	Online	$22,464	$351	64	36	153
Xavier University of Louisiana EdD Educational Leadership	LA	**#16** South	Online	$30,000	$500	60	36	6
University of Southern California[3] EdD Educational Leadership	CA	**#28** National	Low Residency	$101,222	$2,354	43	36	281

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University of North Georgia

EdD Higher Education Leadership & Practice

$28,620	**$477**	**1**	**60**	**36**	**Online**	**#41**
tuition	per credit	intakes per year	credits	months to complete	modality	**National,** US News

Program Notes

- **Fully online program** with **asynchronous** online classes.

- No GRE required for admission.

- 45 semester hours of higher education leadership, practice, and research coursework; **15 dissertation hours**.

- Coursework in first year fosters the development of a dissertation topic, as well as the supporting theoretical framework and methodology. Second year, students use classroom readings and assignments to complete their dissertation prospectus and receive approval for research. Third year focuses on data collection and analysis related to dissertation, as well as the successful completion of the written dissertation and subsequent oral defense.

- The **online graduate-level education portfolio** includes several graduate-level certificates, MEds in Curriculum & Instruction, Elementary Education, and Middle Grades Math & Science, and an MAT in Teaching.

UNG
UNIVERSITY *of*
NORTH GEORGIA™

University of North Georgia
Graduates, doctorate-level Higher Education Leadership & Practice

2017	2018	2019	2020	2021	2022
0	0	0	1	6	13

Source: Online Degree Database (Educational Leadership, Educational Leadership – Higher Ed), IPEDS, program website

7/15/2024
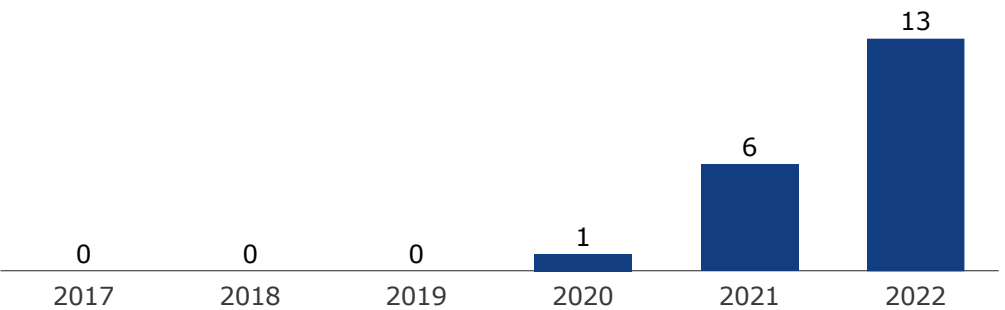
Liberty University

EdD Educational Leadership

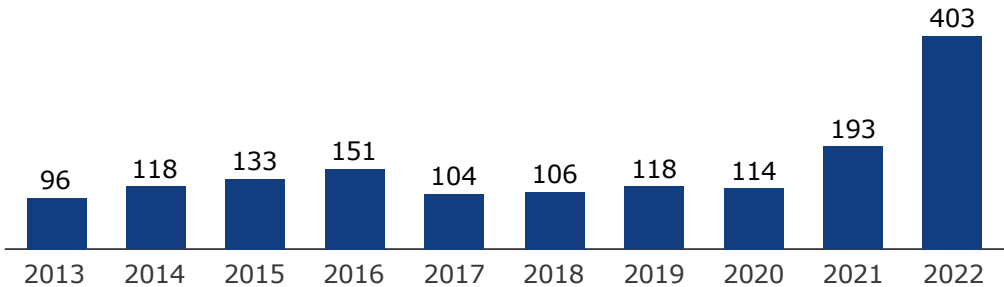| **$32,130**	**$595**	**8**	**54**	**36**	**Online**	**#394-435**
tuition	per credit	intakes per year	credits	months to complete	modality	**National,** US News

Program Notes

- **100% online program** with **8-week** courses.

- 33 semester hours of education theory, educational leadership, and research & evaluation coursework; 6 semester hours of electives, and 15 hours of **capstone project courses**.

- Students submit their defended capstone manuscript at completion of program.

- Program prepares students to take on leadership roles within school and community and advocate for their students.

- The **online graduate-level education portfolio** includes several graduate-level certificates, EdDs in Administration & Supervision, Curriculum & Instruction, Higher Education Administration, Instructional Design & Technology, and Special Education, PhDs in Advanced Educational Studies, Education, Educational Leadership, Educational Research, Higher Education Administration, and specialist and master's degrees in relevant programs.

LIBERTY UNIVERSITY

Liberty University
Graduates, doctorate-level Educational Leadership and Administration, General

Year	Value
2013	96
2014	118
2015	133
2016	151
2017	104
2018	106
2019	118
2020	114
2021	193
2022	403

17   **Source**: Online Degree Database (Educational Leadership, Educational Leadership – Higher Ed), IPEDS, program website

7/15/2024

University of Southern California

EdD Educational Leadership

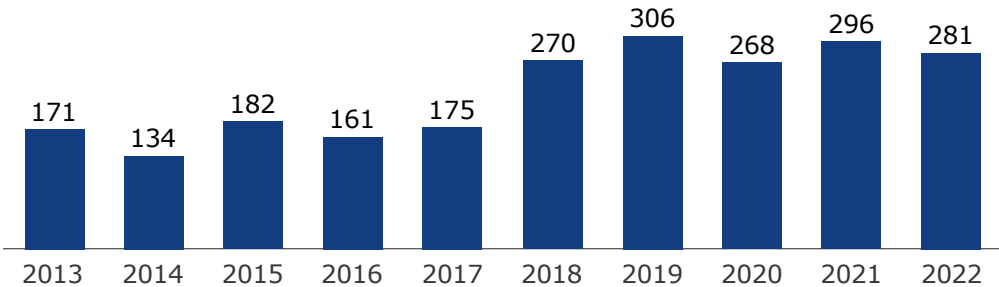| **$101,222**	**$2,354**	**1**	**43**	**36**	**Low Residency**	**#28**
tuition	per credit	intakes per year	credits	months to complete	modality	**National,** US News

Program Notes

- Students entering this program must have a master's degree, a minimum of **3 years of relevant full-time work experience**, and leadership experience.

- A **two-day on-campus immersion**/ orientation is required at the beginning of the program. Courses are conducted in a live real-time virtual classroom environment.

- **4 concentrations**: K-12 leadership in urban school settings, leading instructional change, higher education administration, and educational psychology.

- Four components of coursework: core, concentration, research methods, and dissertation in practice.

- The **online graduate-level education portfolio** includes EdDs in Organizational Change & Leadership, Global Executive Education, Mental Health Leadership, MAT, MA TESOL, MEds in Enrollment Management & Policy, Learning Design & Technology, Postsecondary Administration & Student Affairs, and School Counseling.

University of Southern California

University of Southern California
Graduates, doctorate-level Educational Leadership and Administration, General

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
171	134	182	161	175	270	306	268	296	281

Source: Online Degree Database (Educational Leadership, Educational Leadership – Higher Ed), program website   7/15/2024

EdD Educational Leadership: Concentrations

86% of online doctoral educational leadership programs report a concentration

86%
of programs

offer at least one concentration

Most common concentrations:

| 46% Higher Education Leadership | 46% Leadership | 21% Organizational Leadership | 10% Educational Administration and Supervis.. | 7% Curriculum and Instruction | 6% Community College Leadership | 6% Educational Technology | 6% Health Care Administration | 6% Special Education | 3% Early Childhood Ed |
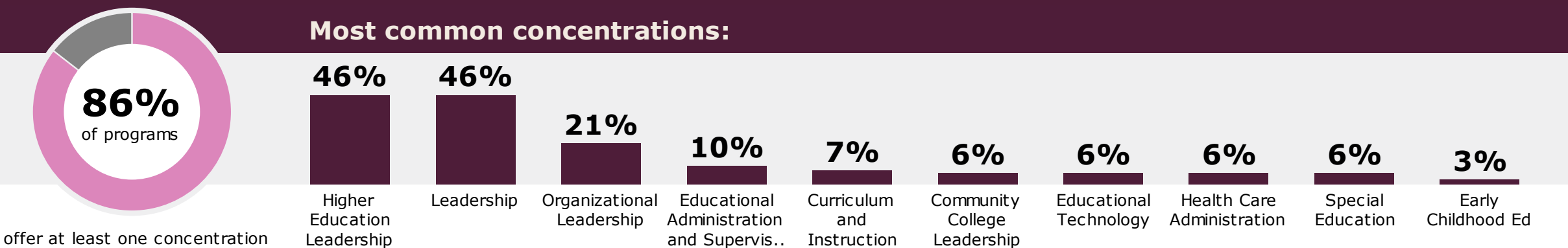
Other concentrations

STEM Ed ▮▮▮▮▮ 3%

86% of programs (n=71) offer at least one concentration; among those that offer concentrations, the average is 2 concentrations. The most commonly reported concentrations revolve around the degrees in higher education leadership and leadership. Organizational leadership is the following most common concentration.

Although concentrations do not likely significantly impact enrollment, offering a couple may add value to the program and allow students to gain marketable labor skills in relevant areas.

7/15/2024

What does the competition look like?
Competitive Analysis: EdD Educational Leadership

National median tuition is $45.8K, cost per credit is $790.

Program elements such as months to complete (36), number of credits (60), and number of intakes (1) are consistent between the national and regional market.

The regional market has a median cost per credit and tuition that is aligned to the national market; a cost per credit that is competitive nationally would likely be competitive in the region.

Sampled programs vary in cost and are consistent in speed and portfolio.

Sampled programs range in tuition $22,464-101,222 and programs consistently take 36 months to complete. Two of the largest sampled programs are amongst the lowest costing programs and a third large program is the costliest but requires the lowest number of credits.

The profiled schools have relevant online education portfolios – Winthrop University also has a robust online education portfolio including MEd in Educational Leadership that may make it apt for this program.

Dissertations and concentrations common at reported online programs.

86% of all programs offer at least one concentration, with the most common being higher ed leadership, leadership, and organizational leadership. Of the profiled programs, all require a capstone/dissertation to complete the program, and one offers several concentration options.

Final Thoughts

How do we proceed from here?

The Big Picture

EdD Educational Leadership

6.1k	**7%**	**12**	**37%**
Graduates, 2022	Average yearly graduate growth	Median program size, 2022	Programs offered online, 2022

Graduates and competition both growing.

Number of grads and competition (in terms of institutions offering programs) are both growing steadily; 6.1K grads in 2022, graduates have increased an average of 7%. Moderate median program sizes (12 graduates). 2% average year over year competition growth.

Online market continues to grow.

37% of programs are offered online in 2022. The number of online programs grew by 88% from 2018 to 2022; in the same time period, the number of in person programs declined by 13%. The five largest programs nationally are offered online. That said, there may be opportunity in the online market for a competitive educational leadership doctorate.

Final thoughts:

Educational leadership at the doctoral level is a growing market with several established online players. Winthrop University has a relevant, robust online education portfolio that the EdD in Educational Leadership would round out – **this program should be pursued**. While forming the program, keep the following in mind:

➤ Program should be **competitive in cost** – the national median is around $790 and the median for regionally-ranked schools is $775.

➤ Program should try to **compete in speed**, though no sampled program reported the program being complete in less than 3 years, likely due to dissertation requirements.

➤ Program should feature a **dissertation/ capstone project** to provide students with real-world experience.
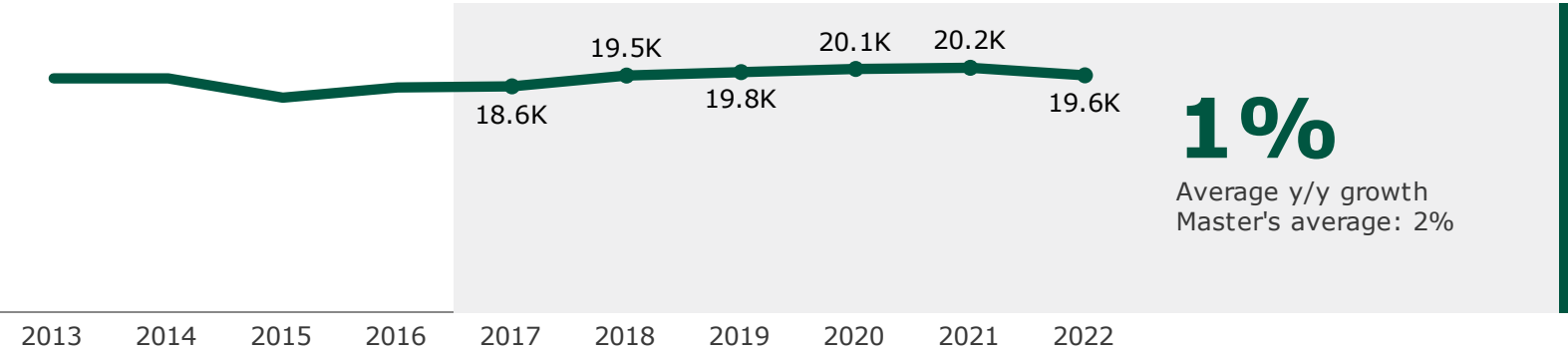
Risepoint

Thank you

EdS Supplement

EdS Educational Leadership: Graduates

Note, EdS programs report in at the master's level, leading to an overinclusive analysis

Graduates

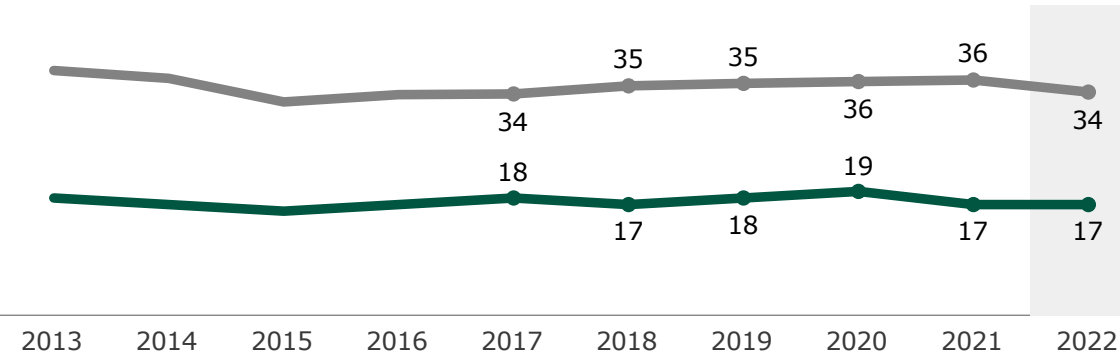Master's-level Educational Leadership and Administration, General

18.6K   19.5K   20.1K   20.2K
         19.8K   19.6K

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

1%
Average y/y growth
Master's average: 2%

#4
Master's degree by
graduates (of 1,100)

#1
Master's in
Education (of 96)

● **Median and** ● **average graduates per institution**

35   35   36
34   36   34
18   19
17   18   17   17

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Graduating class sizes by Carnegie Classification, 2022

	Master's Colleges & Universities			Doctoral Universities			Others
	Small Programs	Medium Programs	Larger Programs	Doctoral / Professional	High Research	Very High Research	
	12	13	36	52	33	36	35
	10	6	20	21	22	23	5

Winthrop University's
Carnegie Classification

25   **Source:** IPEDS (CIP code – 13.0401)   7/15/2024

EdS Educational Leadership: Modality

Half of all programs are available online and those that are own 72% of the market

● **In-person and** ● **online/distance competitors**
Master's-level Educational Leadership and Administration, General

Year	online/distance	In-person	Total
2013			
2014			
2015			
2016			
2017			
2018	243	395	638
2019	261	378	639
2020	280	359	639
2021	309	337	646
2022	327	323	650

50%
schools w/online, 2022

Market share of programs with online option

50% ... 72%

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Largest programs by graduates, 2022
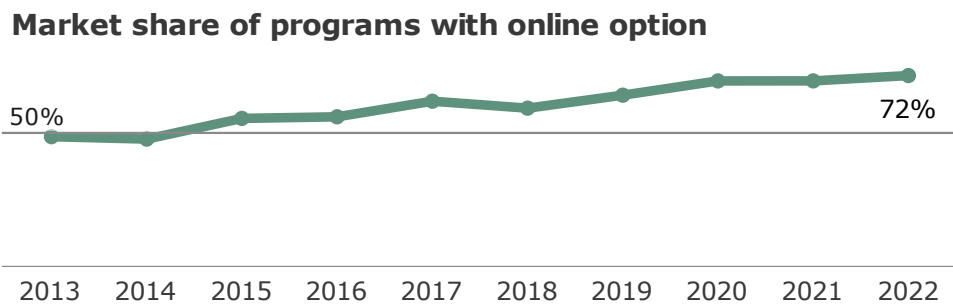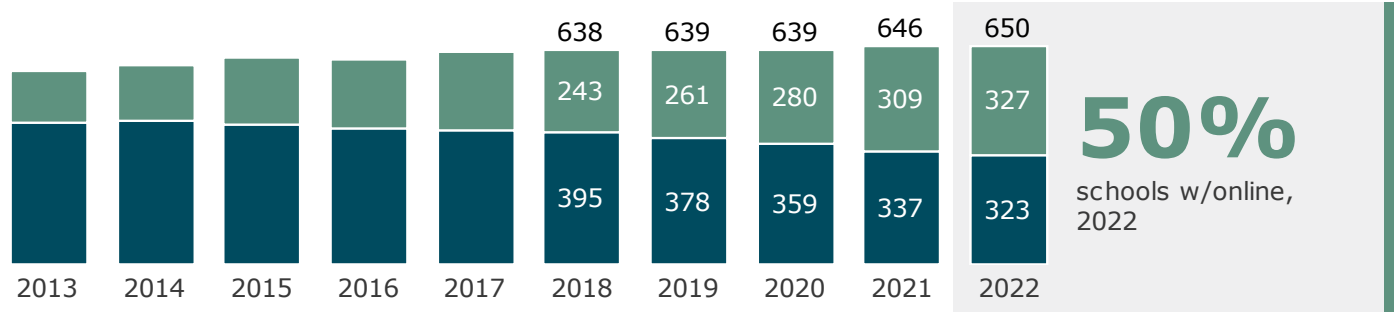
| Institution	Sector	Carnegie Classification	US News inst. rank	Grads
Lamar University	Public	Doctoral Universities	#394-435 National	1,155
American College of Education	For Profit	Special Focus	Unranked	1,023
Grand Canyon University	For Profit	Doctoral Universities	#394-435 National	666
Western Governors University	Private	Master's Colleges & Universities	Unranked	468
The University of Texas at Arlington	Public	Doctoral Universities	#236 National	330

19%
market share for these 5 schools

45%
schools with 10 or fewer grads in 2022

Program growth by modality, 2018-2022

▼ **19%**
in person

▲ **35%**
online/distance

Graduates per institution, 2022

Median: 17

0 100 200 300 400 500 600 700 800 900 1000 1100

26

7/15/2024
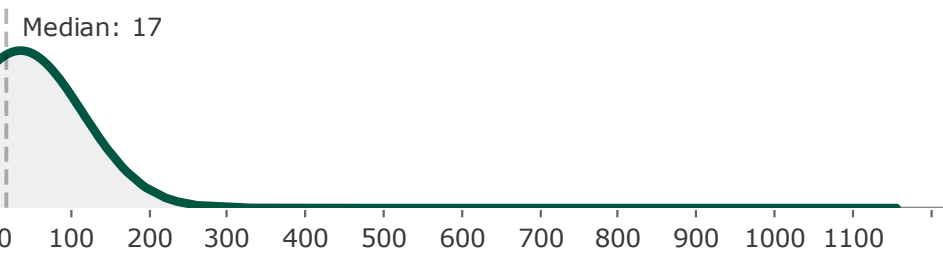
Education Specialist EdS: Program Elements

Small market reported in specialist programs

Sampled program elements	All programs (n = 9)			Regional programs (n = 3)
Median ▼				
Tuition	**$16.0K**			**$19.5K**
Cost per credit	**$479**			**$650**
Credits	33			30
Months to complete	18			18
Intakes per year	3			3
Overall ▼				
GMAT/GRE	**67%** No	**22%** Waiver	**11%** Yes	**100%** No
Capstone	**0%** require			**0%** require
Most common accreditation	**None** 100%			**None** 100%

- Median months to complete and intakes per year are **aligned** between national and regional market.

- Programs tend to require **30-33 credits** and take **18 months** to complete.

- The regional median cost per credit ($650) is **higher** than the national median ($479). A cost per credit rate that is competitive to the regional market may not be competitive in nationally.

- Capstones and accreditations are not typical for this field, with 0% of the reported online programs having either. In this field,

Source: Online Degree Database (Education Specialist Ed.S.)
Note, there is not a specific degree for Education Specialist in Educational Leadership in the Online Degree Database – the examined program includes all education programs at the specialist level.
States Examined: Kentucky, Tennessee, Virginia, North Carolina, South Carolina, Alabama, Georgia

27

7/15/2024

Jackson State University

EdS Higher Education Administration Concentration

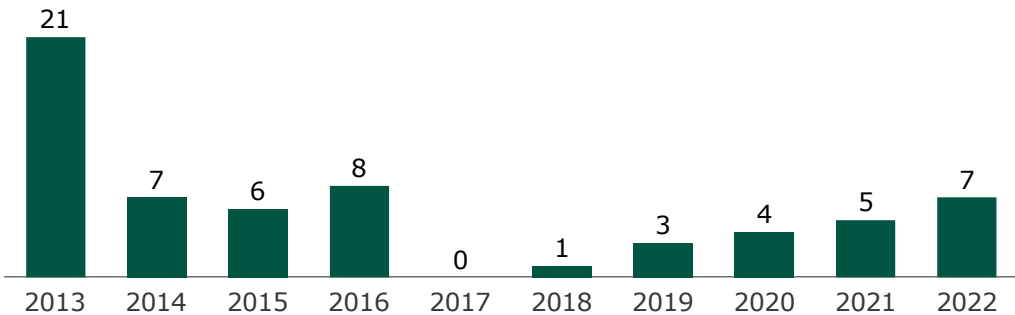| **$16,632**	**$462**	**-**	**36**	**-**	**Online**	**#395**
tuition	per credit	intakes per year	credits	months to complete	modality	**National,** US News

Program Notes

- Designed for individuals planning a career in higher education.

- A **master's degree** and a minimum of **6 years of employment** in community college or 4-year institution is required for admission to the program.

- Nine hours of core courses and 27 hours of concentration courses in higher education administration.

- **Internship required.**

- The **online graduate-level education portfolio** includes MS, EdS, and PhD degrees in K-12 Administration, EdS and PhD degrees in Higher Education, MS in Educational Administration and Supervision, .

Jackson State University
Graduates, master's-level Higher Ed. Admin. and Educational Leadership

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
21	7	6	8	0	1	3	4	5	7

28

7/15/2024

Liberty University

EdS in Higher Education Administration

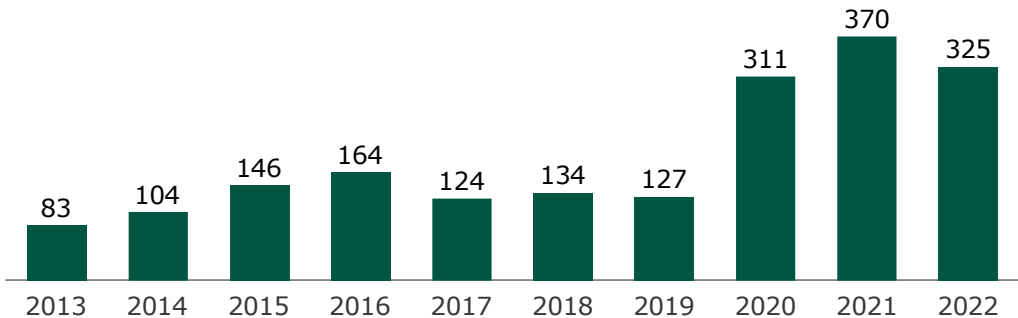| **$17,850**	**$595**	**3**	**30**	**18**	**Online**	**#394-435**
tuition	per credit	intakes per year	credits	months to complete	modality	**National,** US News

Program Notes

- Master's degree required for admission.

- 15 semester hours of higher education core courses, 9 semester hours of educational leadership courses, 3 semester hours of an education elective, and 3 semester hours of a research & evaluation course.

- Cognates in assessment & evaluation and student affairs.

- Program is intended for higher education professionals who wish to gain deeper understanding of foundational knowledge and organizational elements of higher education administration.

- The **online graduate-level education portfolio** includes several graduate-level certificates, EdDs in many related programs, PhDs in Advanced Educational Studies, Education, Educational Leadership, Educational Research, Higher Education Administration, and specialist and master's degrees in relevant programs.

Liberty University
Graduates, master's-level Higher Ed. Admin. and Educational Leadership

Year	Graduates
2013	83
2014	104
2015	146
2016	164
2017	124
2018	134
2019	127
2020	311
2021	370
2022	325

29

Source: Online Degree Database (Education Specialist), program website
Note, data pulled from IPEDs is at the master's level and may include grads from other master's level education administration programs at Jackson State University.

7/15/2024

ROCK HILL Schools
YORK COUNTY DISTRICT THREE

386 E. Black Street
P.O. Drawer 10072
Rock Hill, SC 29731

T: (803) 981-1000
F: (803) 981-1094
www.rock-hill.k12.sc.us

August 20, 2024

Dean Beth Costner
Richard W. Riley College of Education, Sport, and Human Sciences
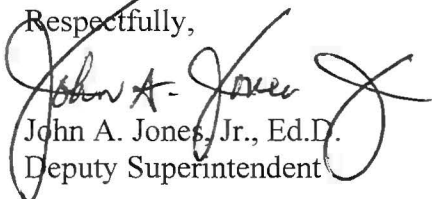Winthrop University
Rock Hill SC 29733

Dear Dr. Costner:

It is my pleasure to write this letter of support for Winthrop University's Doctor of Education (EdD) in Leadership and Innovation. It is an advanced degree that emphasizes leadership and change in learning environments and includes individuals from Pk-12 education, small business, non-profits, higher education, and more. This facilitates an opportunity to focus on what is common across these settings while encouraging engagement with others with varying experiences. Such collaboration can build understanding and promote change beyond the degree program.

As long-time collaborators, we look forward to continuing this partnership as Winthrop offers its first professional doctoral program. Having a pathway for employees and partners to seek an advanced degree that will be delivered in an online, flexible manner is ideal for working adults. The focus on learning, leadership, and organizational change with the space for specialization is appealing. Utilizing a structure that follows the Carnegie Project on the Education Doctorate will support research and exploration tailored to participants' current environment and promote immediate impact on our community and region. Finally, the interdisciplinary approach is a unique and promising practice.

What an exciting opportunity for Winthrop, Rock Hill, York County, and the region. We anticipate many avenues to engage with the EdD in Leadership and Innovation thus making the program mutually beneficial for all. We are confident that the program will be of high quality and that our organization will have employees and/or partners interested in the degree.

Respectfully,

John A. Jones, Jr., Ed.D.
Deputy Superintendent

York Technical College

One College. Many Opportunities.

August 28, 2024

Dean Beth Costner
Richard W. Riley College of Education, Sport, and Human Sciences
Winthrop University
Rock Hill, SC 29733

Dr. Costner:

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Respectfully,

Stacey Moore, Ph.D.
President

August 2024

South Carolina Commission on Higher Education
Office of Academic Affairs
1122 Lady St. Ste 400
Columbia, SC 29201

RE: External Review of Winthrop University's Education Doctorate in Leadership & Innovation

Dear South Carolina Commission on Higher Education,

I am a Professor of Practice at the University of Pittsburgh's School of Education. In this role, I teach in the multidisciplinary EdD, I work with the EdD Committee to improve our EdD design, and research and publish scholarly research on EdD programs, their faculty and their graduates. Additionally, I am the Executive Director of the Carnegie Project on the Education Doctorate (CPED), an international network of universities working to strengthen the EdD as a professional practice doctorate. For this review, I have read the program proposal and related documents, interviewed program faculty, the Dean of the college of Education, Sport, and Human Sciences, the dean of the graduate school, the Assistant Provost, and Provost and reviewed state and national information about EdD programs. My review will address a) the merits of the proposed program, b) the potential effects on existing programs in the state, region, or nation, c) the institution's readiness and ability to support the program, and d) the workforce and market demand in South Carolina. Finally, this review is couched in my understanding of the EdD as a professional practice doctorate that prepares scholarly practitioners who are trained to transform their field of practices (Council of Graduate Schools, 2007; CPED 2009) through the application of theory, research, and inquiry to problems found in local, organizational systems.

Merits of the Proposed Program

An immediate strength of the Winthrop EdD program design is its interdisciplinary nature. The program has been intentionally designed to draw faculty from across disciplines to teach leadership from various perspectives. The degree will go beyond traditional K-20 professions and will prioritize learning, service, and advocacy. These central aims will support education professionals who work in non-profits, health education, education policy, and corporate training. In this sense, the program design builds upon but also expands what Winthrop is known best for—preparing strong educators.

The 3-year program design is built upon a set of graduate outcomes that emphasize professional preparation and the applied nature of the EdD, which aligns with national efforts for the EdD. These outcomes are embedded into a curriculum that is divided into three clear areas—1) core

courses that will provide foundational learning for students from all sectors and allow for interdisciplinary perspectives to flourish; 2) a set of research courses that are focused on applying research to practice, particularly with the focus on program evaluation. Course descriptions for these courses demonstrate the faculty's intentions of making research applied and a usable tool for educational leaders; 3) students will branch off into cognate courses that will support the specific field of learning of the broader cohort of students.

This program design is stackable, meaning the learning builds upon prior learning in each class and each area of the curriculum. A unique but common feature in (re)designed EdD programs is the embedding of the dissertation process into the courses and the focus it will have on a problem of practice found in the students' workplace. This feature supports student learning is measured regularly and is more hands on in terms of learning the research process. It also supports local and state efforts to address chronic issues found in education settings.

The online nature of the program, the admissions criteria, and the program milestones are all similar to national trends in EdD program (re)design. The features are meant to clearly attract students who wish to remain in practice while studying, want skills that can be applied to improving practice, and who want to advance their leadership abilities in new and innovative ways.

In short, the program is on par with EdD programs and recent changes that have been made to improve and distinguish the degree.

Potential Effect on Existing Programs in the State, Region, or Nation

The larger EdD programs in the state – USC (system), Clemson, and Coastal Carolina—mostly focus on the discipline of educational leadership which seeks to prepare leaders who work in K-12 settings and higher education. though having more professionals in these areas earn their doctorate is immensely important for the transformation of South Carolina's educational system, the interdisciplinary nature of the Winthrop program will allow the program to go beyond these two fields and expand the skillset of scholarly practitioners to other prominent educational fields such as workforce development, corporate training, non-profit leadership.

The program, much like others in the state, will be taught online which will move the competition for students beyond the state to the region, nation, and perhaps world. However, in speaking with the faculty and administrators, it is clear the main goal is to support local professionals in improving their organizational systems through innovative leadership. Winthrop has a partnership network in York county through which they can recruit students and support local systems. They have a 40% return rate of students who complete one degree at Winthrop. This kind of loyal will ensure the program will continue to support its region. Additionally, Winthrop has an arrangement with Mecklenberg County in North Carolina which will be a draw for students. Finally, and noted below, the state has a small number of doctorates (1165 as of 2023) of which only 232 are in education and training. Cohort sizes in EdD programs in South Carolina are small –typically 15-25. Adding an additional program should not generate unnecessary competition for students, but rather will enhance the workforce of the state.

Institutional Readiness and Ability to Support the Proposed Program

Winthrop has a long history and strong reputation for educator preparation. They are ready to compete with other comprehensive institutions and see the addition of their first doctoral degree as a means to do so. The program has "the weight of the university behind it" noted one administrator.

The administration has been thoughtful and thorough in their design. For example, to inform the program design, the faculty are building an advisory board and leaning on their extensive partnership network to support development and delivery of program. The results of these actions will ensure they have input from stakeholders who are closer to the field and ensure a connection to practice. Winthrop faculty and administrators have designed the program to be the end of a program pipeline where students can move easily from a BS, to an MEd, EdS (for those seeking superintendent's licensure), to a terminal leadership degree. Finally, the faculty and administration have designed and requested funding for two new faculty positions who will be hired in fall 2025. These two new hires will support the advising and mentoring of students as they work through the degree.

Workforce and Market Demand in South Carolina

According to South Carolina Data trends (https://dew.sc.gov/sites/dew/files/Documents/Data%20Trends%20October%202023%20Issue_Single%20Pages.pdf), the state only produces 1165 professional practice doctorates, the majority of which are in the Central region which encompasses the state's major university which may account for 865 of those degrees. However, when looking at professional practice doctorates by field, the state is only gaining 232 new doctorates. Education and training posititions are increasing with some fields growing between 7-10% in coming years according to Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook.* With the changing nature of the workforce post-COVID19 global pandemic, leaders who are capable of leading change, addressing educational needs of the workforces, and who seek to serve their immediate community needs are and will continue to be much needed.

In conclusion, I am in support of Winthrop University offering an Education Doctorate (EdD) degree. The merits of program proposed along with the potential benefit to the region and state and the institutional readiness to offer such a degree demonstrate the feasibility of offering the EdD. Thank you for the opportunity to review your program. Please reach out to me should you have questions or need additional support.

Jill Alexa Perry, PhD
Professor of Practice, University of Pittsburgh
Executive Director, Carnegie Project on the Education Doctorate
jperry@pitt.edu; 412-624-7272