Program Revision Proposal:
Creating New Program(s) from Existing Program(s)

Form 3B

This form should be used to seek SUNY's approval to create one or more new programs from existing, registered programs. *A campus is not required to submit a Program Announcement (PA) or a Letter of Intent (LI) for these types of new programs.* The Chief Executive or Chief Academic Officer should submit **a signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	1. Institution Name: Binghamton University 2. Institution's six-digit SED Institution Code: 211000 3. Institution's Address: 4400 Vestal Parkway E, Vestal, NY 13902-6000 4. *Additional Information: Specify each campus and its six-digit SED Institution Code where the program is registered and where the proposed changes would apply:*
b) Contact Person for This Proposal	Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School Telephone: 607-777-2070 E-mail: sstrehle@Bingamton.edu
c) CEO (or designee) **Approval** .	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the program as revised.** Name and title: Donald G. Nieman, Executive Vice President and Provost Signature and date:
	If the revised program will be registered jointly[1] with one more other institutions, provide the following information for each partner institution. The signature confirms support of the changes. NONE
	Partner institution's name: None Name and title of partner institution's CEO: Signature of partner institution's CEO:

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[1] If the partner institution is non-degree-granting, see SED CEO Memo 94-04.

Section 2. Multi-Award and Multi-Institution Programs

Not applicable

Section 3. New Programs from Options, Concentrations or Tracks in an Existing Program

This section should be used to propose the creation of new programs from options, concentrations or tracks in existing, registered programs, which is sometimes called "disaggregation." This section enables (but does not require) a campus to make the following types of revisions to an existing track at the same time the track becomes a separate program:

- new or significantly revised courses; and
- changes to the track's admissions standards and program evaluation elements.

NOTE: *A new program proposal must be submitted – instead of this section – when:*

- *the new program(s) will be offered at a different location than the campuses identified in Section one; or*
- *a Master Plan Amendment is required for the new program(s).*

PART 3B – PROPOSED NEW PROGRAM(S)

Provide the information requested below for each proposed new program to be registered separately.

a) Title: Educational Theory and Practice

b) Award: Ph.D.

c) HEGIS Code: 0801.00

d) Required Credits: Minimum [46 (Pre ABD)]. If tracks or options, largest minimum [49 (Pre ABD)]
Once ABD, candidates will take one credit per semester for up to five years.

e) Describe the new program and the rationale for converting the existing coursework to a separately registered program.

In spring 2011, faculty in the Graduate School of Education at Binghamton University (GSE) began to consider changes in the Ed.D. program. We first considered creating concentrations to attract more focused students, aligning these concentrations with faculty strengths and research interests, enhancing research methodology, and collaborating with other units with doctoral programs in the university. As we studied the needs of our Education doctoral students, we have increasingly realized that Education students want a program with a stronger research base. A Ph.D. program will provide a better fit with our current students, faculty, and Binghamton University.

Changes to the existing Ed.D. program have gradually created a transition to a Ph.D. First, a Doctoral Program Review Committee has met during the past four years. In spring 2013, James Carpenter, Ed.D., coordinator of the Ed.D. program, retired, and Pamela Sandoval, Ph.D., was appointed. In 2013-2014, the EDUC 604 course that prepares students for the doctoral portfolio was updated so that students would create a review of literature and focus on the development of a prospectus for the dissertation. The new coordinator revised the application process to insure that, in addition to review by an admissions committee, each applicant is also reviewed by two faculty members in the candidate's area. New doctoral students thus have an appropriate advisor in their field at the point of admission. The course schedule has been revised so that required courses draw in a variety of faculty members so that students build stronger relationships with potential advisors and committee members.

After extensive discussion internally and beyond the GSE, the faculty determined that a Ph.D. program would

enhance our recruitment efforts because (1) potential doctoral students perceive that the Ed.D. has less status and therefore is less desirable, and (2) a new Ph.D. program would provide a better fit with faculty research interests and more opportunities for research. The Ed.D. was designed as a professional rather than a research degree. We articulate below our plans for the future of doctoral work in the GSE.

Surveys of our currently enrolled doctoral students showed that a majority of respondents would prefer a Ph.D. degree, and our employed graduates often work in academic jobs in higher education (where the Ph.D. is preferred) rather than in P-12 education. Although some of our current doctoral students are P-12 educators, many are also faculty or staff at community colleges, comprehensive colleges, and liberal arts colleges. These postsecondary faculty and staff are seeking a doctorate to enhance their capacity to be successful and to earn promotion in their institutions. Our alumni and current students include faculty and staff at SUNY Cortland, SUNY Oneonta, Cazenovia College, University of Scranton, Elmira College, and many other postsecondary institutions in New York, Pennsylvania, and elsewhere.

The Ph.D. will help the GSE to expand its recruitment of high quality doctoral students. About 20% of the school's current doctoral students are international, bringing rich experience from educational systems in Russia, South Korea, China, Kenya, Turkey India, Burkina Faso, and other countries. We wish to develop and extend our international and national recruitment efforts, and the Ph.D. degree will help.

The Ph.D. degree will also provide better support for GSE faculty in their efforts to pursue grant applications and to graduates as they seek employment and postdoctoral positions. For example, one ABD candidate is working on a rigorous experimental design in cognitive psychology with Dr. Sandoval in GSE and Dr. Gerhardstein in Psychology. This student would be an excellent candidate for postdoctoral work in cognitive science, but she would compete better for postdoctoral positions with the Ph.D. degree. National data show that employment opportunities are greater for education graduates with a Ph.D. that offers concentrations in our areas of strength, as well. The United States Department of Education has identified continuing areas of shortage among teachers and teacher educators in the specializations we plan to offer as doctoral concentrations: literacy/reading; special education; and theory and practice in content areas, especially mathematics, science, and foreign languages. These disciplinary areas are where many faculty positions in Education are available across the United States.

Even though the Ed.D. is built on theory and research, the research base will be greatly strengthened in the proposed Ph.D. program. The Ed.D. requires twelve credits (currently three 4-credit courses) in research methods; the Ph.D. will require fifteen to eighteen credits (five to six 3-credit courses), depending on the track, and all students who have not completed a statistics course as an undergraduate will take a graduate statistics course. Increasingly, all doctoral graduates need a strong research base as states, districts, and schools require rigorous evaluation and assessment designs in schools.

A strong Ph.D. program will lead to improved faculty research opportunities in GSE as well; it will improve the graduate student body and help us to improve education at all levels in New York state and beyond.

b) If the new program will have any new or significantly revised courses, list them here and attach a syllabus for each one.

A table showing the new or revised courses is provided below. The new program will have some revised core courses and three new tracks for curriculum and instruction, literacy, and special education. We propose no new courses for the curriculum and instruction content track. We do provide two new electives that may be

used for specific research interests. Note that we present a table showing the core of the revised program as well as each proposed track in the Appendix. Please note the following courses identified as requiring a new number, are actually revised courses.

1. EDUC 600 is revised from former EDUC 604 to focus on introduction to doctoral work.
2. EDUC 626, EDUC 627, and LTRC 609 have been offered every other year for a number of years as Variable Courses under the 680 course umber. We are now making them permanent courses.
3. LTRC 613, LTRC 618, SPED 601, SPED 602, SPED 603, and SPED 604 will be offered jointly with the master's level equivalent course, but with more and higher level work expected from doctoral students.
4. In discussion with the College of Community and Public Affairs, EDUC 625 may be among the courses we offer or they offer that both GSE and CCPA students may take. CCPA may take over the advanced quantitative experimental design course.

New, Revised or Existing	Course Number	Credits	Course Name
Core Courses:			
New[1]	EDUC 600	3	Introductory Doctoral Seminar (Required)
Existing	EDUC 601	3	Contemporary Philosophical and Social Issues in Education
Existing	EDUC 602	3	Curriculum Theories, Designs, and Evaluation (students take one of three courses)
Existing	EDUC 603	3	Theories of Learning and Instructional Design (students take one of three courses)
Existing	EDUC 677	3	Seminar and Practicum in Writing (students take one of three courses)
Revised	EDUC 604	1	Integrative Doctoral Seminar (1 credit introduction to candidacy)
Existing	EDUC 620	3	The Research Process in Education
Existing	EDUC 621	3	Seminar on Quantitative Research
Existing	EDUC 622	3	Seminar on Qualitative Research
Revised[4]	EDUC 625	3	Seminar in Experimental Design (students take two of four courses)
Revised(680)[2]	EDUC 626	3	Advanced Qualitative Research Seminar (students take two of four courses)
Revised(680)[2]	EDUC 627	3	Seminar in Mixed Methods (students take two of four courses)
New	SPED 621	3	Seminar in Single Case Design (students take two of four Courses)
No New Courses for Curriculum and Instruction Track			
Literacy Track			
New	LTRC 607	3	Theories and Models of Reading and Writing
New	LTRC 608	3	Perspectives on Literacy Research
Revised(680)[2]	LTRC 609	3	Critical Literacy
New	LTRC 610	3	Comprehension and Metacognition
Revised[3]	LTRC 613	3	Language and Literacy Instruction for K-12 English Language Learners
Revised[3]	LTRC 618	3	Literacy Assessment and Teaching
Special Education Track			
Revised[3]	SPED 601	3	Current Issues in Special Education
Revised[3]	SPED 602	3	Seminar in Special Education: Characteristics of Disabilities
Revised[3]	SPED 603	3	Policy and Law in Special Education
Revised[3]	SPED 604	3	Teacher Evaluation and Special Education
New	SPED 620	3	Special Education Research Methods and Analysis
New Electives			
Revised[4]	EDUC 628	3	Advanced Qualitative Analysis Seminar
Revised[2]	EDUC 629	3	Seminar in Survey Research

c) If the new program will have any changes to the program's admissions standards or program evaluation elements, please describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

Changes to the program's admissions standards and program evaluation elements include the following:

Statistics prerequisite. The Ed.D. does not have a pre-requisite introductory statistics course; the Ph.D. program will require students to pass an introductory course in statistics with a B or better prior to taking EDUC 621 Seminar on Quantitative Research.

Improve *Program of Study* planning. Ph.D. students will work with their advisers/chairs to complete a comprehensive plan of study with coursework that meets the Ph.D. requirements as well as the needs of the students. They will meet with their adviser/chair to assure that they are making progress toward the knowledge and skills they need to move forward at each step of the doctoral process.

Revise comprehensive exam. Replacing a reflective portfolio and presentation to a committee required in the Ed.D. program, the Ph.D. comprehensive exam will consist of written and oral sections. A faculty committee will provide six questions, three on theory and practice and three on research methods. The student will have one week to prepare essay responses (1250-1750 words) for two of those questions, one in theory and practice and one in research. The exam should be taken within one semester after the students' completion of coursework. The faculty and student will meet to discuss the review in an oral examination. Students will receive a High Pass, Pass, or Fail on each question. Students must receive a pass on both questions to advance to All But Dissertation (ABD) status. If a student fails one or both of the essays, the student must repeat the exam the following semester with another set of questions.

Revise expectation for dissertation prospectus. Within a year of passing the oral exam, the student must submit a prospectus for the dissertation. The prospectus will contain a brief introduction to the topic or statement of the problem; a brief discussion of the conceptual or theoretical framework; a literature review; and a section on research questions and methods. The student may continue working with the previous advisor and faculty committee or choose new faculty members. Students advance to candidacy after passing the examination and receiving approval for the prospectus.

Expand options for the dissertation format. The Ph.D. program will provide specific guidelines for both the traditional five-chapter dissertation and for a dissertation that includes three or more cohesive, publishable papers. A three-publishable-article dissertation will be required to include an opening chapter developing a central research theme and a closing chapter demonstrating the connections in research foci among the manuscripts. These three or more manuscripts must be original research conducted by the doctoral candidate. The manuscripts within the dissertation must be in publishable form and submitted to peer-reviewed journals before the dissertation approval. Both the five-chapter format and the three-article format must include an explanation of the methodology used for the research design.

d) Explain the expected impact of the new program on existing programs.

While the Ed.D. continues to have enrolled students, Ed.D. and Ph.D. required courses will be cross-listed and available to students in both programs. We are in the process of changing the Ed.D. (as well as in all GSE programs) to three credits as well. If it becomes clear that the current Ed.D. does not attract new applicants,

the Ed.D. will be discontinued when all currently enrolled students graduate. (We have also had requests from school superintendents to keep the Ed.D as a mechanism for district administrators to obtain an Ed.D as a professional degree. If this becomes feasible, Ed.D. courses will remain.) Many of the electives found in the Ed.D. and Certificate of Advanced Study for K-12 Administrator certification will continue to be available to students. All of the core content courses of the Ed.D. will be cross-listed with the Ph.D. courses.

This transition from 4 credits to 3 credits will require both temporarily and permanent solutions. In the interim, we will assure that all syllabi contain explicit direction to students as to whether their cross-listed course is 3 credits or 4 credits. The syllabi will also have explicit instruction on what constitutes the difference in expectations for a 3 credit or 4 credit course. In the case of the Curriculum and Instruction Track, a permanent recognition of the distinction between 3 credit and 4 credit courses is made. When students are enrolled in any 4-credit cognate area electives (Harpur College), we clearly articulate that they are taking 4 credits.

e) Describe adjustments the institution will make to its current resource allocations to support the new program.

The new Ph.D. program will require no additional resource allocations. The Ed.D. program currently serves over fifty students at various stages. Prior to 2012, the Ed.D. program admitted about 8 to 12 students per year. In the past three years (fall 2012 to fall 2014) we admitted about six new students per year. This was due to declines in enrollment in Education programs across the state and nation. In 2015, we admitted 9 new students. We believe that a stronger research program and a focus on our strengths will keep those numbers similar to earlier enrollments and to this year's enrollment. We also hope to increase these numbers to 5 students per track in future years for a total of 15. As indicated earlier in this document, our current students would prefer a Ph.D. program, and a number of current doctoral students have asked if they can switch to the new degree program if and when it is approved. Some students will be able to do so by taking additional research credits as electives.

We do not anticipate a need to increase faculty resources under these enrollment estimates, because in the past only three or four GSE professors were regularly teaching doctoral courses. As described earlier, more faculty are teaching the core courses. In the Ph.D. program, teaching opportunities will be spread much more widely across faculty interests and background preparation, allowing many more faculty to be engaged in the program.

The proposed new Ph.D. program will have three tracks. The *Curriculum and Instruction Track* will consist of many of the same Harpur College of Arts and Sciences cognate courses and GSE pedagogical methods courses that students have taken in the past. The *Literacy Track* and *Special Education Track* will each include a number of new courses at the doctoral level that initially will be co-taught with master's level courses; doctoral students will be required to do work at a higher level than the master's students and these expectations will be clearly articulated in the syllabi. The Ph.D. will require higher levels of research-focused engagement than does the master's program, which is practitioner-focused.

Currently, many of our required courses are taught every other year and allow for students to complete the coursework within two years. In this revised program, we have made two of three current Ed.D. core courses optional and have included new options for the advanced research methods courses. These additional research methods courses will be taught by existing GSE faculty. We have had discussions with College of Community and Public Affairs, Nursing, and Psychology faculties about sharing research courses. In spring 2015, our course, EDUC 621, Seminar in Quantitative Research, was taken by five students enrolled in the CCPA Ph.D., and in fall 2015, our course, 680T, Seminar in Survey Research, has four students enrolled in

the CCPA Ph.D. and CCPA master's student as well as education doctoral students. Our students also take CCPA courses as well as courses across campus.

The Ph.D. program will be supported by Binghamton University's resources for research and teaching. BU's libraries contain more than 2,409,043 volumes, 93,414 journal holdings, and 234 electronic databases, and SUNY's Interlibrary Loan system is highly effective for those very few academic resources not locally available. Binghamton University Libraries are members of the Center for Research Libraries (CRL), OCLC SHARES, and Online Computer Library Center (OCLC) and are a selective depository for U.S. government publications. Binghamton University also has a Writing Center with resources for graduate students who need assistance with academic writing and a robust Career Development Center to help us place graduates in appropriate careers. The Graduate School of Education works closely with the campus Center for Learning and Teaching, which has state-of-the-art technology for distance learning and the integration of technology into curricula; our faculty teach in the "Learning Studio" classroom there. All Binghamton University classrooms are "smart" classrooms, laptop-ready with projectors and wireless connection. The Graduate School of Education also uses Telepresence technology in our school to facilitate research and teaching: we already include distance students in our "regular" classrooms via Telepresence and WebEx, and we also use the technology for focus groups and interviews with grant partners at a distance. These resources form a strong foundation for doctoral research and teaching.

In addition, we have strong alliances with two other schools on campus, Decker School of Nursing and the College of Community and Public Affairs, and course sharing already exists among our three schools. Our current faculty is invested in the doctoral program and enthusiastic about the proposed Ph.D. degree.

Library Resources: At this time, the Binghamton University Libraries has the materials needed to support a Ph.D. program in the Graduate School of Education. A group of GSE Professors and the Education Librarian completed a review of the top research journals in educational theory and practice. The review showed that Binghamton University had access to nearly all of the top research journals in education in electronic format. In addition, the budget for physical books in education remains healthy. Binghamton University also has fast turn-around for materials requested through inter-library loan.

e) Complete the appropriate ***Sample Program Schedule*** to show how students can complete all required courses in the new program.

SUNY Graduate Sample Program Schedule ***OPTION:*** ***You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)***

Program/Track Title and Award:__Ph.D Educational Theory and Practice - Overview_____

a) Indicate **academic calendar** type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall one, Spring one, Fall two)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				**Term 2: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 600 Introductory Doctoral Sem.	3	Yes	None	EDUC 601 Con. Phil. & Social Issues	3	No	None
EDUC 677 Writing for Academia	3	Yes		EDUC 621 Sem. on Quantitative	3	No	EDUC 620
EDUC 620 Research Process	3	No	UG or G Introductory Stats (B)	XXX Track Requirement	3		
Term credit total:	9			Term credit total:	9		
Term 3: Fall				**Term 4: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 603 Learning & Instruction	3	No		EDUC 625 Experimental Design	3		
EDUC 622 Sem. in Qualitative	3	No	EDUC 620	EDUC 626 Sem. in Ad. Qualitative	3		
XXX Track Requirement	3			XXX Track Requirement	3		
Term credit total:	9			Term credit total:	9		
Term five: Fall				**Term six: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
XXX Track Requirement	3			Comprehensive			
XXX Track Requirement	3			EDUC 604 Integrative Doctoral Sem.	1		
XXX Track Requirement	3						
(Note these would be 4 credit for C&I)							
Term credit total:	9			Term credit total:	1		
Term 7:Fall				**Term 8:Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites)**
Term credit total:	28			Term credit total:	21		

Program Total:	**Total Credits: 46 + one credit dissertation per semester of dissertation work.**	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** **Comprehensive Exam, Proposal Defense, Completion of Dissertation.**

Section 4. SUNY Faculty Table

a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

b) Append at the end of this document position descriptions or announcements for each to-be-hired faculty member.

**[.05 represents teaching one course every two years]. [.03 represents one course every three years]*
The majority of courses can be taught by at least two faculty members.

(a)	(b)*	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications and licenses and professional experience in field.**
PART 1. Full-Time Faculty					
Elizabeth Anderson, Assistant Professor	5%	SPED 602 Seminar in Special Education: Characteristics of…; SPED 601 Current Issues in Special Education; Early Childhood, C & I electives	Ed.D., Binghamton University	Early Childhood & Special Education	NYS Teaching Certification - Special Education (Birth - Grade 12); Pre - K, Kindergarten, Grades 1-6 - General Education NYS Licensed Early Intervention Provider
C. Beth Burch, Dean and Full Professor	5%	EDUC 677 Writing for Academia	Ph.D., Purdue University	English Education	Originally certified to teach English 7-12 in Kansas, Oklahoma, Indiana and Mississippi; 10 years secondary teaching experience
Chesla Bohinski	3%	Modern Language C & I Electives	Ph.D., Temple University	French and Spanish	Originally certified in Pennsylvania to teach 7-12 Spanish
Nicole Fenty, Assistant Professor	5%	SPED 604 Teacher Education and Special Education	Ph.D., University of Florida	Special Education	Originally certified to teach in Florida K-12 varying exceptionalities, K-5 elementary
Jenny Gordon, Associate Professor	10%	EDUC 622 Sem. in Qualitative; EDUC 624 Ad. Sem in Qualitative	Ph.D., University of North Carolina at Chapel Hill	Early Childhood and Childhood Education	NYS Teacher Certificate in Early Childhood and Childhood Education; Teacher for 10 years
S. G. Grant, Professor	3%	Social Studies, C & I electives	Ph.D., Michigan State University	Social Studies Education	Originally certified in Maine as Secondary Social Studies Teacher
Adam Laats, Associate Professor	5%	EDUC 602 Curr. Theory, Des. & Eval; Social Studies C & I electives	Ph.D., University of Wisconsin - Madison	Social Studies Education, History	Missouri Teaching Certificate in High School Social Studies
Marla Mallette, Associate Professor	10%	EDUC 620 Research Methods; EDUC 624 Mixed Method; LTRC 608 Perspectives on Literacy Research	Ph.D., University of Nevada, Las Vegas	Literacy Education	Originally certified in Nevada for elementary education
Loretta Mason-Williams	5%	SPED 604 Teacher Education	Ph.D., University of	Special Education	Originally certified in Ohio and

(a)	(b)*	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications and licenses and professional experience in field.**
		and Special Education SPED 603 Policy and Law in Special Education SPED 620 Special Education Research Methods and Analysis	Maryland, College Park		Maryland in special education (1-12) & elementary education (1-8)
Matthew McConn, Assistant Professor	3%	English, C & I Electives	Ed.D., University of Houston	English Education	Certified by State of Texas English Language Arts Grades 8-12, College Board, Advanced Placement Language and Composition
Candace Mulcahy, Associate Professor	5%	SPED 601 Current Issues in Special Education; SPED 621 Single Case Research Design	Ph.D., University of Maryland, College Park	Special Education	Originally certified in Maryland in 1-12 Special Education
Thomas O'Brien, Professor	6%	EDUC 603 Learning and Instruction	Ph.D., University of Maryland, College Park	Science Education	Originally certified in Kentucky for high school chemistry and middle school physical science
Michael Rozalski, Associate Professor	10%	SPED 603 Policy and Law in Special Education; SPED 602 Seminar in Special Education: Characteristics of…; SPED 620 Special Education Research Methods and Analysis; SPED 621 Single Case Research Design	Ph.D., University of South Carolina, Columbia	Special Education	Originally certified by Maryland in Early Childhood Education and in South Carolina in Generic Special Education: Emotionally Handicapped, Educable Mentally Handicapped, Early Childhood
Pamela Sandoval, Associate Professor, Current Ed.D. Coordinator	25%	EDUC 621 Sem. in Quantitative Meth.; EDUC 625 Sem in Ex. Design	Ph.D., University of Wisconsin - Milwaukee	Sociology of Education, Evaluation and Research Methods	Extensive evaluation of education programs at the p-12 and higher education level
Lawrence Stedman, Associate Professor	10%	EDUC 601 Con. Phil. & Social Issues	Ph.D., University of Wisconsin - Madison	Educational Policy	Taught mathematics and Spanish in private school in Pennsylvania and math in public school in Virginia
Erin Washburn, Assistant Professor	10%	LTRC 607 Theories & Models of Reading & Writing; LTRC 618 Literacy Assessment and Instruction	Ph.D., Texas A&M University	Literacy	Originally certified in Texas as Master Reading Teacher (EC-12); Reading Specialist (EC-12), ESL Supplemental and Secondary Speech Communications (6-12)
Bogum Yoon, Associate Professor	10%	LTRC 613 Language and Literacy Instruction for K-12 English Language Learners; LTRC 609 Critical Literacy; LTRC 610 Comprehension and Metacognition	Ph.D., State University of New York at Buffalo	Literacy	NYS Certificates in English Language Arts for Middle/High Schools and TESOL (Teaching English to Speakers of Other Languages)

(a)	(b)*	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications and licenses and professional experience in field.**
Part 2. Part-Time Faculty					
None teach in program					
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					
TBH 1, Mathematics Education [Our mathematics professor died suddenly in March 2015]. This will not be considered a "new hire."		C & I mathematics electives		Ph.D.	Certified in Mathematics Education

GSE – Ph.D. DOCTORAL PROGRAM WITH CONCENTRATIONS ON PAGE 2

Existing Program			**Proposed Program with Concentrations**			
Required Core for Ed.D.			**Required Core for all Concentrations in Ph.D.**			
EDUC	**Name**	**CR**	**EDUC**	**Name**	**CR**	**Note**
Theory Courses						
			600	Intro. Doc Seminar	3	Required
601	Phil & Social issues	4	601	Phil & Social Issues	3	Required
602	Curr Theory Design & Eval	4	620	Curr. Theory, Design, & Eval.	3	Two (two) of the following (three) courses are required: (6 credits total)
603	Learning & Instruction	4	603	Learning & Instruction	3	
			677 (R)	Writing for Academia	3	
604	Integrative Doc Seminar	4	604b	Integrative Doc Seminar	1	Required
Research Courses						
620	Research Process	4	620	Research Process	3	Required
621	Quantitative	4	621	Quantitative Seminar	3	Required
622	Qualitative	4	622	Qualitative Seminar	3	Required
			625	Experimental Design	3	Two (two) of the following four (4) methodology courses are required: (6 credits total)
			626	Advanced Qualitative	3	
			627	Mixed Methods	3	
			SPED 621	Single Case Design	3	
	Total Credits for Core	28			28	

ED.D. Elective Courses			Curriculum & Instruction			New Literacy			New Special Education		
EDUC	Name	CR	EDUC	Method & Cog. Ele.	CR	LTRC	Take all	CR	SPED	Take all	CR
Theory Courses											
	Elective	4		Pedagogical Methods	3	607	Theories & Models of Read & Writing	3	SPED 604	Teacher Education and Special Education	3
	Elective	4		Pedagogical Methods	3	608	Pers. on Lit. Research & Methods	3	SPED 603	Policy and Law in Special Education	3
	Elective	4		Pedagogical Methods	3	613	Lang & Lit Inst. For ELL	3	SPED 602	Seminar in Special Education: Characteristics of…	3
	Elective	4		Cognate Area Elective-	4	618	Lit Assess & Tch	3	SPED 601	Current Issues in Special Education	3
	Elective	4		Cognate Area Elective	4	610	Comp & Meta-Cognition	3	SPED 620	Special Education Research Methods and Analysis	3
				Cognate Area Elective	4	609	Critical Lit.	3	6XX	Elective	3
	Total Course Credits	48			49			46			46
Portfolio Review (Comp)			Comprehensive Exam								
ABD			ABD one credit per semester until completion of dissertation (minimum two credits per year)								

SUNY Graduate Sample Program Schedule ***OPTION:*** ***You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)***

Program/Track Title and Award:__ Educational Theory and Practice –Curriculum and Instruction_____

a) Indicate **academic calendar** type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall one, Spring one, Fall two)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
EDUC 600 Introductory Doctoral Sem.	3	Yes	None
EDUC 677 Writing for Academia	3	Yes	
EDUC 620 Research Process	3	No	UG or G Introductory Stats (B)
Term credit total:	9		

Term 2: Spring			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
EDUC 601 Con. Phil. & Social Issues	3	No	None
EDUC 621 Sem. on Quantitative	3	No	EDUC 620
EDUC 507 Issues in US History	3		
Term credit total:	9		

Term 3: Fall			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
EDUC 603 Learning & Instruction	3	No	
EDUC 622 Sem. in Qualitative	3	No	EDUC 620
SEC 594B Curriculum and Teaching in Social Studies	3		
Term credit total:	9		

Term 4: Spring			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
EDUC 625 Experimental Design	3		
EDUC 626 Sem. in Ad. Qualitative	3		
SEC 593B Philosophy and Theoretical Foundations in Social Studies	3		
Term credit total:	9		

Term five: Fall			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
HIST 592 Historiography	4		
HIST 521F Colonial America	4		
HIST 521A Revolutionary America	4		
Term credit total:	12		

Term six: Spring			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
Comprehensive			
EDUC 604 Integrative Doctoral Sem.	1		
Term credit total:	1		

Term 7:Fall			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**
Term credit total:	30		

Term 8:Spring			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites)**
Term credit total:	19		

Program Total:	**Total Credits: 49 + one credit dissertation per semester of dissertation work.**	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** **Comprehensive Exam, Proposal Defense, Completion of Dissertation.**

SUNY Graduate Sample Program Schedule ***OPTION:*** ***You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)***

Program/Track Title and Award: Educational Theory and Practice: Literacy Education

a) Indicate **academic calendar** type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall one, Spring one, Fall two)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				**Term 2: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 600 Introductory Doctoral Sem.	3	Yes	None	EDUC 601 Con. Phil. & Social Issues	3	No	None
EDUC 677 Writing for Academia	3	Yes		EDUC 621 Sem. on Quantitative	3	No	EDUC 620
EDUC 620 Research Process	3	No	UG or G Introductory Stats (B)	LTRC 609 Critical Literacy	3		
Term credit total:	9			Term credit total:	9		
Term 3: Fall				**Term 4: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 603 Learning & Instruction	3	No		EDUC 625 Experimental Design	3		
EDUC 622 Sem. in Qualitative	3	No	EDUC 620	EDUC 626 Sem. in Ad. Qualitative	3		
LTRC 607 Theories and Models of Reading/Writing	3			LTRC 618 Literacy Assessment and Teaching	3		
Term credit total:	9			Term credit total:	9		
Term five: Fall				**Term six: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
LTRC 608 Perspectives on Literacy	3			Comprehensive			
LTRC 610 Comprehension and Metacognition	3			EDUC 604 Integrative Doctoral Sem.	1		
LTRC 613 Language and Literacy Instruction for ELLs	3						
Term credit total:	9			Term credit total:	1		
Term 7:Fall				**Term 8:Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites)**

Term credit total:	27			Term credit total:	19
Program Total:	**Total Credits: 46 + one credit dissertation per semester of dissertation work.**	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** **Comprehensive Exam, Proposal Defense, Completion of Dissertation.**			

SUNY Graduate Sample Program Schedule ***OPTION:*** ***You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)***

Program/Track Title and Award:____Educational Theory and Practice: Special Education_____

e) Indicate **academic calendar** type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

f) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall one, Spring one, Fall two)

g) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

h) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				**Term 2: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 600 Introductory Doctoral Sem.	3	Yes	None	EDUC 601 Con. Phil. & Social Issues	3	No	None
EDUC 677 Writing for Academia	3	Yes		EDUC 621 Sem. on Quantitative	3	No	EDUC 620
EDUC 620 Research Process	3	No	UG or G Introductory Stats (B)	SPED 620: Special Education Research & Analysis	3	Yes	EDUC 620
Term credit total:	9			Term credit total:	9		
Term 3: Fall				**Term 4: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC 603 Learning & Instruction	3	No		EDUC 625 Experimental Design	3		
EDUC 622 Sem. in Qualitative	3	No	EDUC 620	EDUC 626 Sem. in Ad. Qualitative	3		
SPED 601: Current Issues in Special Education	3	Yes	None	SPED 602: Seminar in Special Education: Characteristics of Disabilities	3	Yes	None
Term credit total:	9			Term credit total:	9		
Term five: Fall				**Term six: Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
SPED 603: Policy and Law in Special Education	3	Yes	None	Comprehensive			
SPED 604: Teacher Education and Special Education	3	Yes	None	EDUC 604 Integrative Doctoral Sem.	1		
SPED 621: Seminar in Single Case Design	3	Yes	EDUC 620, SPED 620				
Term credit total:	9			Term credit total:	1		
Term 7:Fall				**Term 8:Spring**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites)**

Term credit total:	27			Term credit total:	19		

Program Total:	**Total Credits: 46 + one credit dissertation per semester of dissertation work.**	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** **Comprehensive Exam, Proposal Defense, Completion of Dissertation.**