



Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

- ☒ New Program Proposal
- ☒ Business Plan (<https://www.ache.edu/index.php/forms/>)
- ☒ Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: University of South Alabama

Contact: Dr. James Stefurak

Title: Associate Dean & Interim Chair, Department of Leadership & Teacher Education

Email: jstefurak@southalabama.edu

Telephone: 251-648-9139

Program Information

Date of Proposal Submission: 9/12/2025

Award Level: Doc Research (IPEDS 17)

Award Nomenclature (e.g., BS, MBA): EdD

Field of Study/Program Title: Teacher Education Ed.D.

CIP Code (6-digit): 13.1399sc

Administration of the Program

Name of Dean: Dr. Angela Barlow

Name of College/School: College of Education and Professional Studies

Name of Chairperson: Dr. James Stefurak

Name of Department/Division: Leadership/Teacher Education

Implementation Information

Proposed Program Implementation Date: 8/18/2026

Anticipated Date of Approval from Institutional Governing Board: Click or tap to enter a date.

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/12/2025

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

December 2025



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

In response to recent state legislation, the College anticipates a growing need for advanced preparation in the elementary education domains of literacy and numeracy for teachers, teacher leaders with particular demand for literacy specialists, mathematics coaches, and instructional coaches across varied content areas. To address this need, the College is developing a Doctor of Education (Ed.D.) in Teacher Education. This program will prepare experts in teacher education capable of designing and delivering professional learning for preservice and in-service teachers in elementary literacy, elementary numeracy, and secondary education. The Ed.D. program will cultivate practitioners who are critical consumers of research and who apply research findings within their K–12 school settings. Geared toward part-time students holding full-time educational roles, the Ed.D. will prepare graduates to meet pressing statewide needs by providing instructional coaching, supervising teaching, and leading continuing education for in-service educators. Ultimately, through this program, the College of Education and Professional Studies seeks to bolster Alabama's capacity for high-quality teacher coaching and continuing education, while supporting broader educational improvement across the state.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. **Practice-Focused Leadership in K–12 Instructional Coaching:** This Ed.D. program is designed to prepare graduates to lead professional development and coaching aligned with the Alabama Literacy Act and Alabama Numeracy Act. Concentrations in elementary literacy, elementary numeracy, and secondary education address the state's growing demand for instructional coaches across K–12 settings.
2. **Unique Emphasis on Teacher Professional Growth:** Unlike traditional doctoral programs focused on K–12 student outcomes, this program emphasizes improving the practice of teachers themselves. Graduates are prepared to lead job-embedded professional learning, mentoring, and instructional coaching that elevate classroom practice system-wide.
3. **Research-Informed, Practitioner-Oriented Training:** Graduates will become critical consumers of research in teacher education, instructional coaching, and adult learning.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

While they will not produce independent research, they will apply evidence to solve instructional challenges and lead data-informed improvements in teaching practice.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. Mobile County Public School System
2. Chickasaw School District

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Graduates will analyze and apply research in teacher education and coaching to improve K–12 instructional practices in elementary settings focusing on literacy and numeracy, in alignment with the Alabama Literacy and Numeracy Acts, as well as research on secondary instructional practices.
2. Graduates will design professional development aligned with state mandates to improve K–12 teacher effectiveness in elementary literacy education, elementary numeracy education, or secondary subject instruction.
3. Graduates will deliver instructional coaching to K–12 teachers using evidence-based strategies that address specific classroom needs and support state literacy and numeracy goals as well as improve secondary education instructional skills.
4. Graduates will lead school-based professional learning and continuing education efforts that improve teaching outcomes and reflect the priorities of the Alabama Literacy and Numeracy Acts in elementary education teaching and further teaching practice in secondary education.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

| CIP Code | Degree Title | Institution with Similar Program | Justification for Duplication |
|----------|--------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13.0301 | Curriculum & Instruction Ph.D. | University of Alabama | All of these programs are terminal degrees in related areas of K-12 education. However, their focus is on the issues surrounding teaching K-12 child learners. The current program's focus is on preparing and educating the teachers themselves both at pre-service and in-service levels of the profession. |
| 13.1206 | Elementary Education Ph.D. | Auburn University | |
| 13.1205 | Mathematics Education Ph.D. | Auburn University | |
| 13.1206 | Reading Education Ph.D. | Auburn University | |
| 13.1206 | Science Education Ph.D. | Auburn University | |

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes** ☒ **No** ☐

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

The other programs at USA are undergraduate and graduate degrees so those will feed into this program.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? **Yes** ☐ **No** ☒

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored? **Yes** ☐ **No** ☒

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Choose an item.

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: **Yes** ☐ **No** ☒

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? **Yes** ☐ **No** ☒

If **yes**, please explain:

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

- Applicants will be required to hold a master's degree in the fields of elementary or secondary education from a regionally accredited postsecondary institution.
- Applicants will be required to hold a "A" professional teaching certificate from the Alabama State Department of Education or another U.S. state body that credentials K-12 educators and have at least three years of experience teaching in K-12 schools.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

- The program will require submission of a statement of purpose that outlines the applicant's professional goals and how the program would support those goals.
- The program will require submission of three letters from professional references,
- The program will require completion of an interview either over synchronous videoconferencing or in-person/on campus, and completion of a writing sample performed during the interview.

L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

Hybrid

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** ☐ **No** ☒

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

Will more than 50% of this program be offered at an off-campus site(s) **Yes** ☐ **No** ☒

If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOC codes can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (**required**): 25-1081.00

SOC 2 (optional): 25-9031.00

SOC 3 (optional): 25-9099.00

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

The proposed Ed.D. program will produce graduates who can provide leadership in developing and deploying professional coaching and continuing education for practicing elementary and secondary teachers in both postsecondary settings as well as through instructional coaching and professional development training for in-service teachers.

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

The program curriculum will be aligned with the Alabama State Department of Education's requirements for individuals serving as instructional coaches in K-12 schools. This role is required by the Alabama Literacy Act and the Alabama Numeracy Act. Students in the program will be required to already hold a class "A" teacher certification (master's level) and have three years of teaching experience in K-12 schools. This, along with the coursework and internships completed in the Ed.D. program, meets and exceeds all relevant standards for the classroom teaching and instructional coaching jobs that exist within the state.

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

With recent state legislation, 2019 Literacy Act and the 2022 Numeracy Act, the College anticipates the need for advanced preparation in literacy and numeracy for elementary-level teachers and teacher leaders. Specifically, additional literacy specialists and mathematics coaches will be needed in our public schools. The same is true at the secondary level, where there is a growing interest in utilizing instructional coaches in varied content areas. As a result, institutions of higher education across the state will need additional faculty in reading education, elementary mathematics education, and secondary education to prepare the next generation of teachers. The individuals in these roles will need to develop a knowledge of how to design and deliver professional learning experiences for both preservice and in-service teachers. The current proposal for an Ed.D. degree in Teacher Education with concentrations in Elementary Literacy, Elementary Numeracy and Secondary Education will produce graduates that respond to this demand for instructional coaches in schools. This rationale is bolstered by the statements made in the support letters included with this proposal from Chickasaw City Schools and Mobile County Public Schools, both of which corroborated the emerging need for instructional coaches in Alabama K-12 schools.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

In addition to the anticipated demand within local school districts in Alabama for instructional coaching professionals, there is also potential ongoing demand for highly trained instructional coaches in the Alabama State Department of Education's various initiatives/ centers around the state such as the Alabama Reading Initiative, Alabama Math, Science & Technology Initiative, and through the various regional teacher in-service centers in the state, such as the Region 10 South Alabama Research & Inservice Center housed at the University of South Alabama.

II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

| Employment Status of Program Personnel | | Personnel Information | | |
|----------------------------------------|-------------------|----------------------------------------|------------------------------|-----------------------|
| | | Count from Proposed Program Department | Count from Other Departments | Subtotal of Personnel |
| Current | Full-Time Faculty | 13 | | |
| | Part-Time Faculty | | | |
| | Administration | | | |
| | Support Staff | | | |
| **New To Be Hired | Full-Time Faculty | 1 | | |
| | Part-Time Faculty | | 1 | |
| | Administration | | | |
| | Support Staff | | | |
| | | Personnel Total | | |

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

The program is part of the Leadership and Teacher Education department. Within the department, there are 13 faculty who are able to provide instruction within this program, and we will hire one additional faculty. We are also going to utilize graduate assistants to teach undergraduate course which will allow these faculty time in their schedule to teach courses within this program.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

| Current Faculty | | | |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| Baxter, Abigail (FT) | SPE 699 (GR, 3 hrs) Research Project EDU 312 (UG, 3 hrs) Intell and Physical Disabilit EDU 499 (UG, 3 hrs) Senior Honors Project - H EDU 497 (UG, 3 hrs) P-3 Internship SPE 642 (UG, 3 hrs) Clinical Teaching I | PhD in Developmental Psychology/Assessment | |
| Burks, Millicent Carmouche (FT) | SPE 500 (GR, 3 hrs) Nat-Needs of Exc Chld and Yth SPE 514 (GR, 3 hrs) Teaming and Collaboration EDU 400 (UG, 3 hrs) Edu Except Child and Youth EDU 496 (UG, 3 hrs) Internship 6-12 SPE 596 (GR, 3 hrs) Intern/Prac SPE Coll Tch 6- 12 SPE 588 (GR, 3 hrs) Advanced Practicum Experience SPE 589 (GR, 3 hrs) Pre-Practicum Experience SPE 595 (GR, 3 hrs) Intern/Prac SPE Coll Tch K-6 | PhD in Special Education | |
| Byrd, Kelly O. (FT) | EEC 557 (GR, 3 hrs) Elementary Practicum EEC 595 (GR, 3 hrs) Internship-Elementary EDU 345 (UG, 3 hrs) Sequence Field Experience EDU 430 (UG, 3 hrs) K-6 Internship Lab EDU 303 (UG, 3 hrs) Field Experience SPE EDU 335 (UH, 3 hrs) Teaching Mathematics – W EEC 548 (GR 3 hrs) Early Childhood Practicum EEC 590 (GR, 3 hrs) Sp Top - EEC 598 (GR, 3 hrs) Internship Early Childhood Edu EEC 553 (GR, 3 hrs) Org Patterns and Curr in ECE | PhD in Science (Math) Education | |
| Caldwell, Sabrina (FT) | EDU 457/SED 557: Teaching Social Studies in Secondary Schools EDU 342/SED 529: Secondary Methods Field Experience | Ph.D. in Teaching and Learning - Social Studies Education, | |



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

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|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
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| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| Ferguson, Susan Nicole (FT) | ELT 530 (GR, 3 hrs) Methods and Materials Tch ESL SED 699 (GR,3 hrs) Research Project ELT 525 (GR, 3 hrs) Found Tchg Eng as Sec Lang SED 553 (GR, 3 hrs) Tchg Lang Subj in Sec School ELT 330 (UG, 3 hrs) Methods and Materials for ESL SED 565 (GR, 3 hrs) Trends - Prac Tchg Foreign Lan LTE 699 (GR, 1 hr) Research Project SED 699 (GR, 1 hr) Research Project SED 596 (GR, 3 hrs) Intern in Sec Edu Soc Studies EDU 500 (GR, 3 hrs) Capstone Portfolio EDU 640 (GR, 3 hrs) Instructional Development | PhD in English Language Arts Education | |
| Giles, Rebecca McMahon (FT) | EEC 532 (GR, 3 hrs) Lit and Lang Dev in Elem Sch EEC 553 (GR, 3 hrs) Org Patterns and Curr in ECE EEC 300 (UG, 3 hrs) Creating Envir for Lrng/Play EDU 500 (GR, 3 hrs) Capstone Portfolio RED 545 (GR, 3 hrs) Lit for Children - Adolescents EEC 315 (UG,3 hrs) Creating Culturally Responsive Early Childhood Classrooms | PhD in Curriculum and Instruction | |
| Gossen, Drew (FT) | EEC 522 (GR, 3 hrs) Curriculum and Planning in the Elementary School EEC 523 (GR 3 hrs) Instructional Planning in the Elementary School EEC 537 (GR 3 hrs) Teaching Science EEC 590 (GR 3 hrs) Special Topics in Science Education EEC 595 (GR 3 hrs) Internship in Elementary Education EEC 598 (GR 3 hrs) Internship in Early Childhood Education | Ph.D. Science Education | |
| McCorrison, Sarah Kathryn (FT) | SED 556 (GR, 3 hrs) Tchg Science in Sec Schools EDU 456 (GR, 3 hrs) Teaching Science EDU 440 (UG, 3 hrs) Project-Based Instruction EDU 326 (UG, 3 hrs) Classroom Interactions | PhD in Education | |



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

| Current Faculty | | | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| Parrish, Christopher Warren (FT) | EDU 469 (UG, 3 hrs) Internship - Math SED 554 (GR, 3 hrs) Tchng Math in Sec Schools EDU 454 (UG, 3 hrs) Teaching Mathematics SED 529 (GR, 3 hrs) Grad Field Experience EDU 325 (UG, 3 hrs) Knowing & Learning in Mathematics and Science | PhD in Mathematics | |
| Reeves, Linda M. (FT) | SPE 515 (GR, 3 hrs) Data and Behav Mgmt EDU 362 (UG, 3 hrs) Behavior Mgmt of Except Child SPE 699 (GR, 3 hrs) Research Project | PhD in Special Education | |



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

| Current Faculty | | | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| Szatkowski, Hannah | EDU 330 (UN, 3 hrs) Foundations of Reading Instruction EDU 331 (UN, 3 hrs) Teaching Reading EDU 336 (UN, 3 hrs) Teaching Social Studies EDU 345 -(UN, 3 hrs) Field Experience EDU 348 -(UN, 3 hrs) P-3 Education EDU 398 (UN, 3 hrs) P-3 Field Experience EDU 430 -(UN, 3 hrs) K-6 Internship EDU 451 (UN, 3 hrs) Content Area Literacy EDU 495 (UN, 3 hrs) K-6 Internship Special Education EDU 496 (UN, 3 hrs) K-6 Internship EDU 500 (GR 3 hrs) Capstone Portfolio EEC 300 - Creating Environments for Learning and Play EEC 346 (UN 3 hrs) Early Childhood Program EDU 348 (UN 3 hrs) P-3 Education EDU 398 (UN 3 hrs) P-3 Field Experience EEC 496 (UN 3 hrs) Internship EEC 532 (GR, 3 hrs) Literature and Language Development EEC 548 (GR, 3 hrs) Early Childhood Practicum EEC 557 (GR, 3 hrs) Elementary Practicum EEC 595 (GR, 3 hrs) Elementary Internship EEC 598 (GR, 3 hrs) Early Childhood Internship EEC 699 (GR, 3 hrs) Research Project ELT 558 (GR, 3 hrs) Applied Linguistics for Teachers of ELL RED 348 (UN, 3 hrs) Language Development in Early Childhood RED 520 (GR, 3 hrs) Reading Foundations RED 533 (GR, 3 hrs) Diagnosing and Correcting Reading Disabilities RED 534 (GR, 3 hrs) Remedial & Clinical Procedures in Reading RED 541 (GR, 3 hrs) Literacy in the Content Area | Ph.D. in Reading Education | |
| Tanner, Emily | EDU 311 – Partnerships in Special Education, 3, (UN) | Ph.D., Learning Sciences, Education of Students with Exceptionalities | |



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

| Current Faculty | | | |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| Tirnovan, Daniela | EEC 523 (GR, 3 hrs) Instructional Planning in Elementary School EDU 335 (UN, 3 hrs) Teaching Mathematics | Ph.D. Mathematics Education | |
| Additional Faculty (To Be Hired) | | | |
| 1 | 2 | 3 | 4 |
| FACULTY POSITION (FT, PT) | COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| FT | EDU 234 (UN, 3 hrs) What It Means to Know and Do Mathematics EDU 325 (UN 3 hrs) Knowing & Learning in Mathematics and Science EDU 334 (UN 3 hrs) Teaching Mathematics I EDU 704 (GR 3 hrs) K-2 Numeracy Teacher Education Principles EDU 706 (GR 3 hrs) Numeracy Teacher Education Principles EDU 708 (GR 3 hrs) Elementary Teacher Field Supervision & Coaching Principles EDU 709 (GR 3 hrs) Analyzing Elementary Student Learning & Instructional Decision Making | Ph.D. in Numeracy/Mathematics Education | |
| | | | |
| | | | |
| | | | |



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

| Current Faculty | | | |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
| CURRENT FACULTY NAME (FT, PT) | COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU) | ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed | OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS) |
| | | | |
| | | | |

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

C. Equipment

Will any special equipment be needed specifically for this program? Yes ☐ No ☒

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program?
Yes ☐ No ☒

If **yes**, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the **Business Plan, Line 9**:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program? Yes ☐ No ☒

If **yes**, provide the number of assistantships to be offered and include all *new* costs for assistantships in the **Business Plan, Line 10**.

Explain the function of the Assistantships (i.e., teaching, research, etc.):?

F. Library

Will any **additional** library resources be purchased to support the program? Yes ☐ No ☒

If **yes**, briefly describe new resources to be purchased and include the cost of new library resources in the **Business Plan, Line 11**:



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the **Business Plan, Line 12** and itemize and explain below:

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13** and explain below:

III. Program Revenue and Funding

- A. Tuition Revenue:** Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

- B. External Funding:** Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes** ☐ **No** ☒

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

- C. Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses? **Yes** ☐ **No** ☒

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

| | | | | | | | | | |
|----|---------------------------------------------------------------------------------------------------|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| 1 | ACADEMIC DEGREE PROGRAM BUSINESS PLAN | | | | | | | | |
| 2 | INSTITUTION: | University of South Alabam | | | | | | | |
| 3 | PROGRAM NAME: | EdD in Teacher Education | | | | | CIP CODE: | 13.1399 | |
| 4 | SELECT LEVEL: | GRADUATE (DOCTORATE) | | | | | | | |
| 5 | ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM | | | | | | | | |
| 6 | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | TOTAL |
| 7 | PERSONNEL SALARIES & BENEFITS | \$0 | \$106,400 | \$106,400 | \$106,400 | \$106,400 | \$106,400 | \$106,400 | \$638,400 |
| 8 | EQUIPMENT | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 9 | FACILITIES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 10 | ASSISTANTSHIPS/FELLOWSHIPS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11 | LIBRARY | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 12 | ACCREDITATION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 13 | OTHER COSTS | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$70,000 |
| 14 | TOTAL EXPENSES | \$10,000 | \$116,400 | \$116,400 | \$116,400 | \$116,400 | \$116,400 | \$116,400 | \$708,400 |
| 15 | *NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| 16 | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | TOTAL |
| 17 | TUITION + FEES | \$51,840 | \$103,680 | \$164,160 | \$233,280 | \$267,840 | \$267,840 | \$267,840 | \$1,356,480 |
| 18 | EXTERNAL FUNDING | | | | | | | | \$0 |
| 19 | REALLOCATIONS | | | | | | | | \$0 |
| 20 | TOTAL REVENUES | \$51,840 | \$103,680 | \$164,160 | \$233,280 | \$267,840 | \$267,840 | \$267,840 | \$1,356,480 |
| 21 | ENROLLMENT PROJECTIONS | | | | | | | | |
| 22 | | | | | | | | | |
| 23 | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | AVERAGE |
| 24 | FULL-TIME ENROLLMENT HEADCOUNT | No data reporting | 12 | 19 | 27 | 31 | 31 | 31 | 25.17 |
| 25 | PART-TIME ENROLLMENT HEADCOUNT | | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 |
| 26 | TOTAL ENROLLMENT HEADCOUNT | | 12 | 19 | 27 | 31 | 31 | 31 | 25.17 |
| 27 | NEW ENROLLMENT HEADCOUNT | | 7 | 8 | 10 | 10 | 10 | 10 | 9.17 |
| 28 | Validation of Enrollment | | | YES | YES | YES | YES | YES | |
| 29 | DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| 30 | Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions. | | | | | | | | |
| 31 | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | AVERAGE |
| 32 | DEGREE COMPLETION PROJECTIONS | No data reporting | 0 | 0 | 4 | 5 | 6 | 8 | 5.75 |

Graduate Curriculum Overview

Graduate Curriculum Checklist:

1. Overview
2. Components
3. Options (as required)



1. Graduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable). The credit hours **MUST** match the credit hours in the Curriculum Components table.

| Curriculum Overview of Proposed Program | |
|--------------------------------------------------------------------------------|-----------|
| Credit hours required in Program Courses | 27 |
| Credit hours in Program Options (concentrations/specializations/tracks) | 12 |
| Credit hours in Program Electives | 0 |
| Credit hours in Required Thesis/Research | 12 |
| Credit hours in Required Capstone/Internship/Practicum | 9 |
| Total Credit Hours Required for Completion: | 60 |

| | |
|-----------------------------------------------------------------------------------------------------------|----|
| Maximum number of credits that can be transferred in from another institution and applied to the program: | 9 |
| Intended program duration in semesters for full-time students: | 9 |
| Intended program duration in semesters for part-time students: | 12 |

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?

NO

If **yes**, please explain (i.e., number of hours required, etc.):

Does the program include any concentrations/ tracks/ options?

YES

If **yes**, please explain (i.e., define):

Elementary Literacy Teacher Education Concentration
Elementary Numeracy Teacher Education Concentration
Secondary Teacher Education Concentration

2. Graduate Components

Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

| Insert Additional Rows as Needed | | | | |
|--------------------------------------------------------------------------|--------------------------------------------|--------------|-------------|-------------|
| Institution: | University of South Alabama | | | |
| Program Name: | EdD in Teacher Education | | | |
| Program Level: | GRADUATE (DOCTORATE) | | | |
| Curriculum Components of Proposed Program | | | | |
| Course Number | Course Name | Credit Hours | New? (Y) | WBL? (Y) |
| Program Courses | | 27 | | |
| TED 700 | History & Foundations of Teacher Education | 3 | Y | |
| TED 701 | Knowledge of Teaching | 3 | Y | |
| TED 702 | Teacher Education Principles and Practice | 3 | Y | |
| IDE 620 | Quantitative Methods | 3 | | |
| IDE 629 | Qualitative Methods I | 3 | Y | |
| IDE 631 | Intro Qual/Mixed Methods Res | 3 | | |
| IDE 660 | Program Research and Eval | 3 | | |
| TED 792 | Teacher Education Research Seminar | 6 | Y | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Program Options (enter total credit hours from all options below) | | 12 | | |
| Program Electives | | 0 | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Required Thesis/Research | | 12 | | |
| TED 798 | Teacher Education Culminating Project | 12 | Y | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Capstone/Internship/Practicum | | 9 | | |
| TED 795 | Teacher Education Internship | 9 | Y | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Credit Hours Required for Completion: | | 60 | | |

3. Graduate Options

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

| Insert Additional Rows and Tables as Needed | | | | |
|-----------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|----------|----------|
| Option Name: | | Elementary Literacy Teacher Education Concentration | | |
| Course Number | | Credit Hours | New? (Y) | WBL? (Y) |
| EDU 703 | K-12 Literacy Teacher Education Principles | 3 | Y | |
| EDU 705 | Literacy Teacher Education Principles | 3 | Y | |
| EDU 708 | Elementary Teacher Field Supervision & Coaching Principles | 3 | Y | |
| EDU 709 | Analyzing Elementary Student Learning & Instructional Decision Making | 3 | Y | |
| | | | | |
| | | | | |
| Total Option Credit Hours Required for Completion: | | 12 | | |
| Option Name: | | Elementary Numeracy Teacher Education Concentration | | |
| Course Number | | Credit Hours | New? (Y) | WBL? (Y) |
| EDU 704 | K-2 Numeracy Teacher Education Principles | 3 | Y | |
| EDU 706 | Numeracy Teacher Education Principles | 3 | Y | |
| EDU 708 | Elementary Teacher Field Supervision & Coaching Principles | 3 | Y | |
| EDU 709 | Analyzing Elementary Student Learning & Instructional Decision Making | 3 | Y | |
| | | | | |
| | | | | |
| Total Option Credit Hours Required for Completion: | | 12 | | |
| Option Name: | | Secondard Teacher Education Concentration | | |
| Course Number | | Credit Hours | New? (Y) | WBL? (Y) |
| SED 700 | Advanced Secondary Teacher Education I | 3 | Y | |
| SED 701 | Advanced Secondary Teacher Education II | 3 | Y | |
| SED 702 | Reading & Research in Secondary Teacher Education | 3 | Y | |
| SED 703 | Field Supervision & Coaching & Secondary Education | 3 | Y | |
| | | | | |
| | | | | |
| Total Option Credit Hours Required for Completion: | | 12 | | |



UNIVERSITY OF SOUTH ALABAMA

September 12, 2025

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
100 N. Union Street
Montgomery, AL 36104-3758

Dear Dr. McGill,

Enclosed you will find a proposal for a Doctor of Education in Teacher Education (CIP 13.1399). This program will require one faculty to be hired in year two, but the program venue will cover the expense of the hire by year three.

If approved, this program will be implemented in the Fall semester of 2026.

Please let me know if additional information is required. We thank you for your assistance and welcome your feedback on these proposals.

Sincerely,

A handwritten signature in blue ink that reads 'Andi M. Kent'.

Andrea (Andi) M. Kent, Ph.D.
Executive Vice President and Provost

AMK/aeg

cc: Dr. Charles Guest
Dr. Angela Barlow
Dr. Julie Estis
Dr. Gordon Mills
Dr. Harold Pardue