

Graduate Program Review Committee of the Graduate Council
Teaching Academy (TA 420B)
10 – 11:30 am
October 23, 2009

AGENDA

Proposal of M.Ed. in Teaching Leadership.

Rhonda Nelson sent the draft and BOG criteria for program proposals to us on 10/09/09.

Consultant's Report of Program Review, corrections or revisions.

Diana Chase and Heidi Watt will answer questions as to state-mandated language or content. We want both to reduce redundancy and to identify key items that absolutely must be responded to by consultants. I have attached to this message the proposed consultant's report as approved in Dec. 2008 and a sample consultant's report showing redundancy from our prior meeting.

Adjournment

FUTURE MEETING DATES (All at 10 a.m. in TA 420B)

November 6

November 20

December 11

COMMITTEE MEMBERS

Ahmad Elshennawy (CECS)

Anne Norris (CON)

Tony Zervos (COM)

David Ratusnik (COHPA)

H.G. Parsa (RCHM)

Harry Wegner (COS)

Patrick LiKamWa (COP)

Parveen Wahid (CECS)

Paul Dombrowski (CAH, Chair of Committee)

Richard Gause (Libraries)

Steven Sivo (CED)

Max Poole (Ex Officio, College of Graduate Studies)

Analysis Summary for New Degree Authorization

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____

Florida Board of Governors

Request to Offer a New Degree Program

University of Central Florida
University Submitting Proposal

Fall 2009
Proposed Implementation Date

Education
Name of College or School

Educational Studies
Name of Department(s)

Teacher Leadership
Academic Specialty or Field

M.Ed. in Teacher Leadership (13.0404)
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Provost and Executive Vice President
		Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs* (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	28	13.13	\$55,700	\$0	\$4,242
Year 2	40	18.75			
Year 3	52	26.26			
Year 4	60	28.14			
Year 5	72	33.8	\$114,660	\$0	\$3,392

**This change is revenue neutral. We have updated an existing M.Ed. program in Curriculum and Instruction to the M.Ed. program in Teacher Leadership. All costs remain the same.*

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

We propose re-focusing and renaming the current M.Ed. in Curriculum and Instruction to a M.Ed. in Teacher Leadership. The purpose of the re-design is to give the certified and experienced educators in this M.Ed. program leadership skills, in addition to curriculum and instruction knowledge and skills, so as to contribute to grade level, department, and school-wide continuous improvement in areas of curriculum and instruction.

No change in budget will take place, and this change is revenue neutral. The faculty members who have taught in the M.Ed. in Curriculum and Instruction will continue to teach in the M.Ed. in Teacher Leadership, both M.Ed.'s located in the same department, and this change is simply in name only with slight changes in curriculum to reflect the change in focus. The M.Ed. in Curriculum and Instruction will be discontinued (CIP code 13.0301) although a M.A. in Curriculum and Instruction will be retained (CIP code 13.0301) and the M.Ed. in Teacher Leadership will adopt a new CIP code (13.0404) more reflective of the new focus.

The Master of Education in Teacher Leadership is designed for professionally certified educators who are interested in playing a leadership role within their schools and expanding their knowledge base. The program exposes participants to new trends in education, allowing them to combine teaching with other functions, be it writing curriculum, conducting research or providing professional development for fellow teachers.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The programmatic goals for the M.Ed. in Teacher Leadership are clearly aligned with the aforementioned SUS mission statement in the following ways:

**Access to Degrees .* To meet the needs of working students, the program offers numerous online (W) courses. Mixed-mode courses (M), which combine online learning with face-to-face instruction, are also available. Multiple courses within the program will have a modified online component, with courses being delivered face to face, through media-enhanced courses, and through fully on-line courses. For example, 100% of the required core courses are currently

offered as media-enhanced —M courses, and 27% of the teaching specialization courses are offered as fully online —W courses. In online courses, a broader cross-section of students will have greater opportunity to enroll in UCF classes, helping the university to gain broad recognition while achieving its diversity goals. The MEd in Teacher Leadership is a 33-credit program with a required core of six three-credit classes. Students must also choose a specialization from among the following disciplines: Curriculum Leadership, Foreign Language Education, Gifted Education, Global and Comparative Education, Teaching Excellence and Urban Education

** Meeting Statewide Professional and Workforce Needs*

The M.Ed. program in Teacher Leadership is designed to positively impact Florida’s professional and workforce needs. It will accomplish this by producing graduates who are highly qualified classroom teachers who have the leadership skills necessary to effect curriculum change in schools. Additionally, the re-focused program is designed for professionally certified educators who are interested in developing expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels, so as to advance their own practice and to serve as faculty-based leaders contributing to sustainable improvement in their schools and other educational contexts. Built on the historical strengths of the Curriculum & Instruction graduate program, this degree integrates the study of curriculum, instruction, socio-cultural issues, and teacher leadership in a visionary model of collaborative leadership for quality student learning, curriculum design, and educational equity.

** Building World Class Academic Programs*

The proposed program will provide a cutting-edge academic program with a cross-functional focus. The M.Ed. in Teacher Leadership is built on a multi-disciplinary base through partnerships with schools, school districts and UCF. The new program will allow students to tailor their education to meet their personal and professional goals by building on existing coursework in the areas of curriculum development.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The M.Ed. Curriculum & Instruction program was started in Fall 2000 to provide a flexible yet rigorous Masters degree program for practicing educators. The Core of the program focused on general concepts and skills required for most practicing educators, and the program specializations allowed students to focus on an area of their individual professional development needs. While this program still has much strength, our recent program evaluation combined with

changes in enrollment trends and changes in program faculty have led us to recognize the need to provide a better focused program. For these reasons we proposed that the M.Ed. in Teacher Leadership replace, and move beyond the M.Ed. in Curriculum and Instruction. Taken together, we believe that this new program will lead to increased enrollment and a more rigorous program, better serving the needs of local teachers and schools.

The new M.Ed. in Teacher Leadership addresses the educational experience of practicing and certified PK-12 teachers who desire graduate level study in curriculum and instruction with particular emphasis on developing their capacities for leading systematic curricular improvement in diverse educational settings, but who do not intend to serve in administrative-supervisory positions. In this way, the re-design continues the curriculum and instruction coursework of the current degree while situating that work in the context of collaborative strategies to support continuous school improvement. Extensive research in the areas of school improvement, curriculum leadership, professional development, and the achievement gap identify teacher leadership and collaboration as significant elements of change processes aimed at improving curriculum, instruction, student achievements, and faculty performance (Ackerman, R. & Mackenzie, S.V., 2006; Danielson, 2007; Darling-Hammond, L., Bullmaster, M.L., & Cobb, V.L., 1995; Hargreaves, 1994; Lieberman, A. & Miller, L., 2004; York-Barr, J. & Duke, K., 2004). A foundational objective of this program is to prepare practicing teachers to exercise teacher leadership for continuous school-wide teaching and learning improvement and for educational equity. Thus, while it is certainly intended that participants will advance their own pedagogical practices, the program's objectives are larger in that it intends to graduate practitioners with the requisite knowledge, skills, and vision for collegial leadership within the school and district. In this sense, graduates of this program will become teacher leaders who are integral contributors to sustainable educational improvement. It is anticipated that program graduates will:

- be prepared to exercise teacher leadership as peer mentors, classroom teachers, curriculum resource specialists, generalist and discipline based coaches, professional development designers, grade level and content area leaders, mediators, strategic planners, and district level curriculum coordinators and advisors
- develop in-depth knowledge in areas of integrated curriculum design and implementation, instructional methods, assessment, educational equity, data analysis, cultural competency, and professional development so as to serve their schools and districts as curriculum development specialists
- serve as a professional resource for new teachers and teachers seeking professional growth or remediation
- acquire leadership skills such as groups facilitation, conflict resolution and cross-cultural communication in order to assist in management of change processes in schools.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

While the M.Ed. in Teacher Leadership will provide an on-going program for students who would have enrolled in the M.Ed. in Curriculum and Instruction (now closed), it will also attract

a wider student population due to an expanded array of specializations and which speak directly to demands of the educational community.

Demand from the Educational Community

Based on focus group discussions and written communications with our public school partners in the central Florida area, program designers have identified a high demand from senior teachers, principals and administrators for a program which will help strengthen the professional skills of certified teachers in their schools. For example, a focus group of 12 teachers, principals, area superintendents and Title I directors from Seminole, Orange and Osceola Public School Districts met on October 19, 2007 with College of Education faculty and administrators to identify teacher qualities that must be addressed by graduate courses designed for currently certified teachers. A sample of these needed qualities, which will be met by the proposed M.Ed. in Teacher Leadership, follows:

- Behavior management
- Motivation of students in “F” schools
- Skills necessary for communicating with parents, teachers and the community
- Affective skills including empathy and compassion
- Ability to provide more flexible curriculum
- Ability to handle power relationships
- Creative approaches to teaching
- Able to use assessment to modify curriculum
- Capable of building a supportive school environment
- Skills to effectively teach children living in poverty
- Professional pedagogical skills

The College of Education also surveys principals who supervised recent UCF teacher graduates with its annual “Employer’s Survey for College of Education Program Completers.” While the results of this survey strongly affirm current programs (with positive responses for the 2006 survey ranging from 72% to 86% regarding performance directly related to benchmarks for the 12 Florida Educator Accomplished Practices), the Principal’s Survey does suggest areas where teachers could help improve instruction. These areas, as reflected by school principals in the central Florida area, are met by the proposed M.Ed. in Teacher Leadership:

- Greater knowledge of human development and learning
- Better able to communicate with families, colleagues and community stakeholders
- Better able to effectively collect, interpretation and use of assessment data
- More frequent application of critical thinking and problem solving skills
- Better able to accommodate diverse student needs

An additional survey conducted by faculty designing this program during spring 2007 included 14 central Florida principals and ascertained their interest in topics proposed in the M.Ed. in Teacher Leadership program. The following content topics, which have since been imbedded within the program, were reported by principals to be of “High” or “Moderate” interest:

- Theories about how people learn (100% of Principals)
- Educational research methods (100% of Principals)

- Motivating the unmotivated student (93% of Principals)
- Changing beliefs, behaviors, and attitudes (93% of Principals)
- Theories and research related to instruction (93% of Principals)

TABLE 1- B										
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES										
SOURCE OF STUDENTS (Non-duplicated headcount in any given year)*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/ industries in your service area (e.g., older returning students)	28	13.13	52	26.26	52	26.26	52	26.26	52	26.26
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public institutions	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	28	13.13	40	18.75	52	26.26	60	28.14	72	33.8

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an

additional program.

When we began developing this program, we conducted a competitor analysis to examine programs within the State of Florida, and nationally so that we could determine if there was a need for our program and whether there was significant overlap between local or state programs and the one we were designing. We analyzed local and state programs related to advanced teacher leadership programs for certified teachers. We also examined national programs to identify common program elements that we might want to include in our program. We used data from this analysis to help plan the M.Ed. in Teacher Leadership.

Our analysis of state and national programs indicated that we are offering a unique master's degree, yet our core course offerings reflect standard practice in the field of advanced teacher education. Where the M.Ed. in Teacher Leadership differs from national programs is in our variety of specialization courses offered, as well as our focus on preparing teachers to lead their colleagues in school- based teaching and learning improvements.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The rationale for the development of graduate enrollment projections in Table 1-B, above, is based on current enrollment patterns within the College of Education. The College of Education attracts a large portion of its master's students from its current undergraduate population who work and live in the community and come back to graduate school after teaching for a few years (in some programs up to 70%). As the program is designed to attract certified graduate teachers, projected enrollment is expected to come from a population of teachers currently employed in Central Florida schools as well as individuals who graduated from UCF with a preceding degree in Education and are now willing to come back to school for gain further skills.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

The College of Education proposes to actively recruit minority students and under-represented populations for the M.Ed. in Teacher Leadership program in the following ways:

Regional and local minority-targeted media sources such as *FLAVOR: Black Life and Style*, and *El Sentinel* are also important outlets to attract minority students.

The program will maintain an active, carefully constructed website of the proposed program, faculty, research opportunities, internship sites, and career opportunities, and will provide information about admission, curriculum, and graduation requirements.

Information announcing the program will be sent to all colleges and universities that offer undergraduate degrees and graduate certificates in Education, including those universities that have high minority student enrollment.

UCF is collaborating with Orange County Public Schools (OCPS) and other surrounding school districts in recruiting teachers from the local area to enroll in this program.

Currently (Fall 2009) of the 5,646 active students enrolled in the College of Education, 600 students are of Hispanic/Latino ethnic origin, 479 African American, 16 Native American, and 139 Asian. The gender distribution is male 1116 and female 4,530. Thus it seems the College of Education attracts students from under-represented groups, though some gender imbalance remains, which is reflective of the profession.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

This proposal is revenue neutral and is the renaming and refocusing of a M.Ed in Curriculum and Instruction into a new M.Ed. in Teacher Leadership. The name of the program was changed and the curriculum was more focused on teachers effecting curriculum changes in the schools. The new M.Ed. in Teacher Leadership uses existing classes taught by existing faculty from the old M.Ed. in Curriculum and Instruction. There are no additional resources of any kind that are necessary to offer this program.

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1					Subtotal E&G and C&G	Year 5				Subtotal E&G and C&G
	Funding Source						Funding Source				
	Reallocated Base * (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	\$55700	\$0	\$0	\$0	\$0	\$55700	\$55700	\$58960	\$0	\$0	\$114660
A&P Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assistantships and Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$55700	\$0	\$0	\$0	\$0	\$55,700	\$55700	\$58960	\$0	\$0	\$114,660

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0.68	1.4
A&P	0	0
USPS	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$55,700	\$114,660
Annual Student FTE	13.13	33.8
E&G Cost per FTE	\$4,242	\$3,392

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION AND GENERAL FUNDS**

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated*	Base after reallocation
14 26 0001 Educational Studies	\$1,809,176	\$0	\$1,809,176
Totals	\$1,809,176	\$0	\$1,809,176

*The changes proposed here are revenue neutral. The old M.Ed. in Curriculum and Instruction was changed to a new M.Ed. in Teacher Leadership. Although there were slight changes, the faculty remained the same and their contributions to the M.Ed. in either program were the same. The M.Ed. in Curriculum and Instruction and the new M.Ed. in Teacher Leadership are offered in the same department, Educational Studies. Therefore, the amount to be reallocated is zero (per Richard Stevens suggestions for representing this change), but the actual faculty costs for offering the M.Ed. in Teacher Leadership have been represented in Table 2 under Reallocated Base. These again are the same costs that we were paying for faculty teaching in the old M.Ed. in Curriculum and Instruction, and not new costs to the university, the department, or the college.

- B. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

This is a revenue neutral shift and will not require resources from an external source.

IV. Projected Benefit of the Program to the University, Local Community, and State

- A. Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

Qualitative Benefits to University, Community, and State Benefits to the University
M.Ed. in Teacher Leadership will assist the University of Central Florida in achieving its goal of becoming a premier metropolitan university. With the initiation of this master’s program, the Department of Educational Studies will offer learning to a broad graduate student audience interested in improving their classroom teaching or receiving advanced training in curriculum. The programmatic goals for the M.Ed. in Teacher Leadership are also beneficial as it fulfills its mission in the following ways:

Access to Degrees

Multiple courses within the program will have a modified online component, with courses being delivered face to face, through media-enhanced courses, and through fully on-line courses. Sixty percent of the required core courses are currently offered as media-enhanced —M courses, and 27% of the Teaching specialization courses are offered as fully online —W courses. In online courses, a broader cross-section of students will have greater opportunity to enroll in UCF classes, helping the university to gain broad recognition while achieving its diversity goals.

Meeting Statewide Professional and Workforce Needs

The MA program in Applied Learning and Instruction is designed to positively impact Florida’s professional and workforce needs. It will accomplish this by producing graduates who are highly qualified classroom teachers.

Building World Class Academic Programs

The proposed program will provide a cutting-edge academic program with a cross-functional focus on curriculum and leadership in the schools. Finally, an MA in Applied Learning and Instruction will assist the University of Central Florida in achieving its goal of becoming a

premier metropolitan university. With the initiation of this master's program, the Department of Educational Studies will offer more advanced and varied courses related to curriculum analysis and learning to a broad graduate student audience interested in improving their classroom teaching. The new program will allow students to tailor their education to meet their personal and professional goals by building on existing coursework in the areas of learning theory and research methodology.

Benefits to the Community and State Given the program's emphasis on improving the knowledge base and skills in teacher leadership, its benefits will rapidly and significantly impact the state of Florida as well as the local community. For example, graduates will provide more highly skilled teachers to local schools, with the leadership skills to improve the curriculum. Lastly, the design of this program represents a new and innovative approach to the professional development of classroom teachers and instructors within the education community. Unlike those of any other program in the country, program graduates will be prepared through their coursework to be excellent continuous change agents. The program's applied focus will have a domain area of emphasis in leadership and its importance in changing schools. This is also unique. Given the program's emphasis on improving the knowledge base and skills in teacher leadership, its benefits will rapidly and significantly impact the state of Florida as well as the local community. For example, graduates will provide more highly skilled teachers to local schools.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)**

Not applicable.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60

credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The College of Education has always been focused on teacher education, particularly preparing teachers in curriculum development. Our current M.Ed. in Curriculum and Instruction needed to be updated with more knowledge for teachers in how to assume leadership positions in establishing curricula in their schools. Teacher education has always been important in the SUS and University strategic plans.

UCF’s Mission *The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan*

region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

Service to Surrounding Communities This program, oriented towards those in our community who want better educational training skills in K-12 classrooms, is designed to deliver on UCF's mission of providing services that enhance the intellectual development and contributions of those in our metropolitan region. The proposed degree is related to UCF's Mission, Vision, Goals, and Strategic Initiatives, and the curriculum is timely and important for the growth of a metropolitan research university. For example, one UCF goal, which is to increase the quantity and quality of education in our schools is embedded within the new program. Not only will the curriculum in this program provide an excellent educational experience for UCF students, but the collaborative research will also continue to enhance the national and international prominence and visibility of UCF in this program.

Also, this program provides access to our local community K-12 educators needing further education to improve their lives. This program will be delivered in several formats, some face-to-face, some on-line, and some using mixed modes. The online portions of the program will clearly provide access to those that are place-bound.

High Quality Graduate Education The design of the program represents a new and innovative approach to the professional development of classroom teachers.

Services to Enhance Intellectual and Economic Development The M.Ed. in Teacher Leadership has strong potential to become a cross-functional program. The new program will allow students to tailor their education to meet their personal and professional goals by building on existing coursework in the areas curriculum development and teacher leadership.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

Teacher Education has always been important and an institutional strength of UCF. The proposed M.Ed. program in Teacher Leadership reflects and builds upon the current strengths within the College of Education and the Department of Educational Studies. For example, the College recently received an award from AACTE (American Association of Colleges of Teacher Education) for its partnerships. These partnerships included a —2 plus 2 program with Osceola County Public Schools and Valencia Community College to provide an on-site teacher education program for school paraprofessionals, and partnerships which led to the Lockheed Martin Science and Math Academy and the T-MAST program. Moreover, the College of Education has developed an Academy for Teaching and Leadership, with the help, support and direction of the community. With the development of this Academy the College attracted state support and recurring funding for the Toni Jennings Exceptional Education Institute, which is now permanently housed within the Academy. The philosophy behind the proposed M.Ed. in Teacher Leadership is based, in part, on this College record of working for and with the community to produce rigorous programs and high-quality graduates.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Insert response here.

Planning Process

Date	Participants	Planning Activity
Graduate Education Retreat Day, Fall 2007	District and school representatives	To discuss revisions to the current Curriculum and Instruction M.Ed. program
Ad Hoc Committee formed to revitalize the Curriculum and Instruction program, 2008	Drs. Courtney Bentley, David Boote, Cynthia Hutchinson, Martha Lue Stewart, Louis Nadelson, and Michal O'Malley	To refocus the current Curriculum and Instruction program, redesigning it to provide instruction in how to continuously improve the instruction in schools.

Events Leading to Implementation

Date	Implementation Activity
Spring 2008	Appoint program director, develop program webpage, develop program handbook, develop recruiting materials, recruit students, schedule courses
Fall 2009	Students admitted and first courses offered
Spring 2010	First graduates

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Professional Education Unit (PEU) at the University of Central Florida is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). The PEU consists of all academic programs that prepare teachers and other education professionals to work in Pre-Kindergarten to 12th grade school settings. This includes programs that prepare candidates for initial teacher certification as well as advanced programs for certified teachers and other education professions. The new program proposed in this Request to Offer a New Degree Program is designed as an advanced program for certified teachers. The College of Education has implemented a curriculum and assessment mapping system that identifies the core curriculum content in a program and indicates where applicable competencies are formatively and summatively assessed in the program. A curriculum & assessment mapping template has been designed for consistent implementation across programs, and program-level maps are currently being compiled by program faculty.

A number of programs housed in the College of Education and which will participate in this proposed new degree underwent formal Program Review during 2006-2007 and 2007-2008. The following recommendations are directly relevant to this proposal:

- Increase graduate enrollment.
- Develop new master's degree programs to meet the needs of professionally certified teachers:

This program should continue to build on its national reputation for excellence in teaching, research, and curriculum.

The program should actively recruit from —professionally certified teachers in need of professional development and advanced preparation. Many will choose to acquire knowledge and skills in an advanced graduate program of study. This program is an excellent solution for individuals in this population. **Status: Continuing follow-up from the 2006-2007 program review, including the use of practitioner advisory groups, has identified a need for a degree focusing on teacher leadership including the special demands of urban settings. There remains a need for a curriculum & instruction program emphasizing instructional leadership development. The unit's overall strategy to meet these various needs is to evolve the curriculum & instruction into the teacher leadership/urban education program while activating a new program to serve professionally certified teachers: this proposed program in Teacher Leadership.**

- Maintain ongoing commitment from UCF Foundation to maintain a College of Education-based Development Officer. **Status: UCF Foundation has agreed to maintain a College of Education-based Development Officer through AY 2007-2008. The College is continuing to work with the UCF Foundation to extend that commitment beyond AY 2007-2008.**

- Curriculum & Instruction M.A. & M.Ed.

The program should actively recruit from —out of field teachers and under-prepared teachers in need of professional development. Within Florida, alternative, and often expedited routes to teacher certification are growing exponentially. This, coupled with the continued hiring of —out of field|| teachers, will generate a significant population of under-prepared teachers in need of professional development. Many will choose to acquire knowledge and skills in a graduate program of study. This program is an excellent solution for individuals in this population. **Status: Continuing follow-up from the 2006-2007 program review, including the use of practitioner advisory groups, has identified a need for a degree focusing on teacher leadership including the special demands of urban settings as well as a need for a degree to serve under-prepared teachers. There remains a need for a curriculum & instruction program emphasizing educational psychology. The unit's overall strategy to meet these three various needs is to evolve the curriculum & instruction M.A. and M.Ed. into the teacher leadership/urban education and educational psychology-focused programs while activating a new program to serve under-prepared teachers: this proposed program in Applied Learning & Instruction.**

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The Teacher Leadership degree educates **Scholar-Practitioners** who integrate intellectual study and educational practice, and who evidence the knowledge, skills, and disposition to incorporate each of the following domains into their practice - **Critical Reflection - Educational Equity - Curriculum Integration - Continuous School Improvement**

In this sense, graduates of this program will become teacher leaders who are integral contributors to sustainable educational improvement. It is anticipated that program graduates will:

- be prepared to exercise teacher leadership as peer mentors, classroom teachers, curriculum resource specialists, generalist and discipline based coaches, professional development designers, grade level and content area leaders, mediators, strategic planners, and district level curriculum coordinators and advisors

- develop in-depth knowledge in areas of integrated curriculum design and implementation, instructional methods, assessment, educational equity, data analysis, cultural competency, and professional development so as to serve their schools and districts as curriculum development specialists

- serve as a professional resource for new teachers and teachers seeking professional growth or remediation

- acquire leadership skills such as group facilitation, conflict resolution, and cross-cultural communication in order to assist in management of change processes in schools.

- B. Describe the admission standards and graduation requirements for the program.**

A 3.0 GPA is required from a regionally accredited university in an area related to teacher education.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

Minimum Hours Required for M.Ed.—33 Credit Hours The Master of Education program in Teacher Leadership is designed for professionally certified educators who are interested in developing expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels, so as to advance their own practice and to serve as faculty-based leaders contributing to sustainable improvement in their schools and educational contexts. The M.Ed. degree program requires a course-based action research study. The research study and

the comprehensive exams will focus on reviewing and analyzing contemporary research in the core areas of teacher leadership, curriculum, instruction, and social and cultural competency in order to help students acquire knowledge, skills, and dispositions pertaining to research based practices in these areas. Students also select a specialization in Urban Educations or a specialization area in Curriculum Leadership, Gifted Education, Global and Comparative Education, Teaching Excellence, or Foreign Language Education. Candidates selecting Urban Education must apply to that specialization during the admissions process. Candidates selecting the other specialization areas may choose their specialization after admission. This degree does not prepare students for administrative or supervisory certification.

Core—18 Credit Hours

- EDG 6935 Seminar in Teacher Leadership (3 credit hours)
- EDG 6223 Curriculum Theory and Organization (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EDF 6635 Teacher Leadership for Educational Equity and Social Justice (3 credit hours)
- EDF 6259 Learning Theories Applied to Classroom Instruction and Management (3 credit hours)
- EDF 6233 Analysis of Classroom Teaching (3 credit hours)

Specialization—9-15 Credit Hours

Curriculum Leadership—15 Credit Hours

Students take the following courses and complete 6 credit hours of electives approved by their adviser.

- ESE 6217 Curriculum Design (3 credit hours)
- ESE 6416 Curriculum Evaluation (3 credit hours)
- EDG 6224 Curriculum Policy Analysis (3 credit hours)

Choose two elective courses with adviser approval:

- EDF 6517 Perspectives on Education (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators or EME 6602 Integration of Technology into the Curriculum (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)
- EDS 6123 Supervision 1 or EDS 6130 Supervision 2 or EDA 6502 Administration of Instructional Programs (3 credit hours)

- IDS 6516 Leadership Development for Math and Science Teachers (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- Other electives as approved by adviser and program coordinator (up to 6 credit hours)

Gifted Education—15 Credit Hours

- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EGI 6245 Program Planning and Methodology for Gifted/Talented Students (3 credit hours)
- EGI 6246 Education of Special Populations of Gifted Students (3 credit hours)
- SDS 6426 Guidance and Counseling of Gifted/Talented Individuals (3 credit hours)
- EGI 6305 Theory and Development of Creativity (3 credit hours)

Urban Education—15 Credit Hours

Students take the following courses and complete 6 credit hours of electives approved by their adviser.

- EDF 6725 Critical Issues in Urban Education (3 credit hours)
- EDF 6936 Teaching and Learning in Urban Settings (3 credit hours)
- EDF 6636 Social Context of the Urban Classroom (3 credit hours)

Choose two elective courses with adviser approval:

- EEX 6342 Seminar, Critical Issues in Special Education (3 credit hours)
- EDF 6688 Public Policy and Urban Education (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EGI 6426 Education of Special Populations of Gifted Students (3 credit hours)
- SYD 5795 Class, Race, and Gender in American Society (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)

Note: Students who took EDF 6635 Teacher Leadership for Educational Equity and Social Justice in the Urban Education Graduate Certificate program will need to take an additional elective.

Global and Comparative Education—15 Credit Hours

Students take the following courses and complete 3 credit hours of electives approved by their adviser.

- EDF 6809 Introduction to Comparative and International Education (3 credit hours)
- SSE 5391 Global Education: Theory and Practice (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)

Choose one of these two courses.

- EDF 6865 Policy and Practice of Language in International Education (3 credit hours)
- EDF 6707 Gender and Education: Cross-Cultural Perspectives (3 credit hours)

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

EDG 6935 Seminar in Teacher Leadership serves as the entry course. Though scheduling will remain flexible in order to meet enrollment needs, the intent is to schedule a number of Core courses as W or M classes with face-2-face sessions in weekend formats. Approximately one year after beginning the Face-2Face/M mode core sequence, the core will begin transitioning to a fully on-line sequence. This will allow us to offer the full MEd degree state-wide with the Urban Ed and Gifted Ed specializations, both of which are already fully on-line. Scheduling of the Global & Comparative Ed specialization is under review, and this specialization may also become offered fully on-line. The intent is to then alternate the core between Face-2-Face/M and on-line/W modalities, though exact schedules will be determined in light of enrollment trends following marketing of the revised degree. The various study components across the core integrate review of quantitative data with ethnographic methods. As a conversion of the existing M.Ed. in Curriculum & Instruction, this degree will remain housed in Educational Studies. EDG 6935 (Seminar in Teacher Leadership), EDF 6635 (Leadership in Educational Equity and Social Justice) and EDG 6223 (Curriculum Theory and Organization) form a sequence that builds teacher leadership knowledge, skills, and dispositions in relation to curriculum, instruction, and cultural competency.

Tentative Schedule for Core Courses

Fall: EDG 6935 Seminar in Teacher Leadership (3 credit hours)

Fall: EDG 6223 Curriculum Theory and Organization (3 credit hours)

Spring: EDF 6481 Fundamentals of Graduate Research in Education (3 credit hrs)

Spring: EDF 6635 Leadership for Educational Equity & Social Justice

Summer: EDF 6259 Learning Theories Applied to Classroom Instruction and Management (3 credit hours)

Summer: EDF 6233 Analysis of Classroom Teaching (3 credit hours)

E. Provide a one- or two-sentence description of each required or elective course.

Provide a one- or two-sentence description of each required or elective course.

EDG 6935 Seminar in Teacher Leadership (proposed syllabus and Course Action Form attached). This course will be the required entry point course for the Core; students may start their specialization courses before or after the core in order to accommodate their professional timelines. This course gives students a framework for considering the teacher leadership implications and possibilities of their subsequent curriculum and instruction and specialization coursework. Seats not taken by students in the M.Ed. in Teacher Leadership will be available to students from other programs as an elective course.

EDF 6635 Leadership for Educational Equity & Social Justice, to the Core in order to emphasize issues of diversity, cultural competency, educational equity, and communication across difference; having added an Equity Audit (Skrla, Scheurich, Garcia, Nolly, 2006) project to the course syllabus to develop skills in collaborative, systemic use of achievement data to enhance educational equity for historically underserved populations.

EDG 6223. Curriculum Theory and Organization

3(3,0). An exploration and examination of the foundations, design, development, and organization of curriculum in K-plus settings and professionals? roles in curriculum decision making.

EDG 6224. Curriculum Policy Analysis

3(3,0). PR: Graduate standing. Overview and synthesis of major components of policy involving curriculum. Exploration of the relationship between curriculum policy and curriculum evaluation as parts of analysis.

EDG 6326. Assessment of Quality Teaching

3(3,0). PR: Valid teaching certificate. Emphasis is placed on methods of assessing teacher quality, particularly as regards content knowledge. Express formal and self-assessment based on state and national standards.

EDF 6206. Challenges of Classroom Diversity

3(3,0). PR: Graduate standing, EDF 6886 or C.I. An examination of factors which shape the curriculum in diverse classrooms with specific attention to learning, assessment and best practices appropriate for minority students

EDF 6233. Analysis of Classroom Teaching

3(3,0). PR: EDF 6481 or C.I. Analyses of effective teaching practices and their effect on classroom instruction and learning.

EDF 6259. Learning Theories Applied to Classroom Instruction and Management
3(3,0). PR: Graduate standing. Study of strategies of classroom management that result in optimum learning and a minimum of behavior problems.

EDF 6481. Fundamentals of Graduate Research in Education
3(3,0). PR: Graduate standing. Review and critique of research literature, use of library resources for educational research, and introduction to the concepts of research design and data analysis.

EDF 6725. Critical Issues in Urban Education
3(3,0). PR: C.I. Explores issues of social, political, and economic conditions, and their impacts on schools and communities serving urban students and their families.

EDF 6809. Introduction to Comparative and International Education
3(3,0). PR: Graduate standing. Surveys the salient issues, perspectives and paradigms of comparative and international education, while introducing students to cross-national comparative research design.

EDF 6884. Education as A Cultural Process
3(3,0). PR: Graduate standing, EDF 6886, or C.I. An analysis of the theoretical underpinnings of multicultural education with special emphasis on the cultural context of American education for minority groups.

EDF 6886. Multicultural Education
3(3,0). A survey of multicultural education; analysis of the relationship between cultural transmission, cultural pluralism, and the learning process within American schools.

EDS 6123. Educational Supervisory Practices I
3(3,0). PR: Basic Teacher Certificate or C.I. Analysis of effective supervisory behavior as it relates to human relations/communication skills; leadership; motivation; curriculum development; community relations; and service to teaching.

IDS 6516. Leadership Development for Mathematics and Science Teachers
3(3,0). PR: Graduate standing or C.I. Development of mathematics and science teachers' abilities to assume teacher leadership roles in their schools.

RED 5147. Developmental Reading
3(3,0). PR: EDG 4323. Principles, procedures, organization, and current practices in the elementary reading program. Materials and methods of instruction.

SDS 6426. Guidance and Counseling of Gifted/Talented Individuals
3(3,0). Guidance and counseling procedures and strategies for gifted/talented students; self-assessment; group dynamics; communication with parents; career goals; alternate educational opportunities.

SYD 5795. Class, Race, and Gender in American Society

3(3,0). PR: Graduate standing or C.I. Using theoretical and empirical studies, this course will provide a sociological examination of the intersections of race, class, and gender in American society.

EGI 6051. Understanding the Gifted/Talented Student

3(3,0). A study of characteristics of the gifted/talented students; theories and research; identification procedures; special problems; educational forces.

EGI 6245. Program Planning and Methodology for Gifted/Talented Students

3(3,0). PR: Graduate standing or C.I. A study of organization, curriculum, strategies, and activities for the gifted/talented student; diagnostic teaching; learning-teaching styles; instructional materials; individualized instruction.

EGI 6246. Education of Special Populations of Gifted Students

3(3,0). Focuses on needs of gifted subgroups, including females, minorities, handicapped, and students with learning and emotional problems. S.E.

EGI 6305. Theory and Development of Creativity

3(3,0). This course focuses on the concept of creativity and explores various means of integrating creative strategies and instructional content areas.

LAE 5295. Writing Workshop

1-3(1-3,0). PR: C.I. Students will engage in exploration and practice of effective writing strategies. (May be repeated up to 3 semester hours.) May be repeated for credit.

TSL 5325. ESOL Strategies

3(3,0). PR: Graduate status or senior standing or C.I. This course will survey cross-cultural communication and understanding, testing and evaluation, curriculum and methods of teaching ESOL to meet the needs of limited English proficient students.

TSL 6142. Critical Approaches to ESOL

3(3,0). Emphasis placed on current research in second language acquisition as it relates to the development of ESOL curriculum and materials.

TSL 6440. Assessment Issues in TESOL

3(3,0). PR: Graduate standing or C.I. This course provides for the development of sound assessment knowledge necessary to prepare students to apply second language assessment theories, principles, and current research.

EDF 6865. Policy and Practice of Language in International Education

3(3,0). PR: BA in Education or C.I. How social and political forces influence language use and how language professionals address the challenge of reconciling linguistic diversity in classroom and policy arenas.

EDF 6707. Gender and Education: Cross-Cultural Perspectives

3(3,0). PR: BA in Education or C.I. Cross-cultural analysis of the historical, political, and social causes and outcomes of education vis-a-vis gender as a cultural category.

SSE 5391. Global Education: Theory and Practice

3(3,0). PR: Graduate standing or C.I. Examines the theoretical underpinnings of teaching about the world along with a variety of theoretically grounded teaching strategies for engaging students in global education.

- IX. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Not applicable.

- X. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

This program is NCATE accredited.

- XI. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not applicable.

- XII. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

Though scheduling will remain flexible in order to meet enrollment needs, the intent is to schedule a number of Core courses as M classes with face-2-face sessions in weekend formats, and include the possibility of linking two courses for team or cross-class teaching.

Approximately one year after beginning the Face-2Face/M mode core sequence, the core will be offered in a fully on-line sequence. This will allow us to offer the full MEd degree state-wide with the Urban Ed and Gifted Ed specializations, both of which are already fully on-line.

Scheduling of the Global & Comparative Ed specialization is under review, and this specialization may also become offered fully on-line. The intent is to then alternate the core

between Face-2-Face/M and on-line/W modalities, though exact schedules will be determined in light of enrollment trends following marketing of the revised degree.

XIII. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire"	Highest Degree Held	Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	K. Biraimah	Professor		Professor	Tenured	2009	12	1.00	0%	0.00	12	1.00	11%	0.11
A	L. Holt	Associate Prof		Associate Prof	Tenured	2009	9	0.75	33%	0.25	9	0.75	33%	0.25
A	D. Boote	Associate Prof		Associate Prof	Tenured	2009	9	0.75	11%	0.08	9	0.75	22%	0.16
A	C. Hopp	Instructor		Instructor	Non-TE	2009	12	1.00	11%	0.11	12	1.00	22%	0.22
A	G. Ericksson	Instructor		Instructor	Non-TE	2009	9	0.75	0%	0	9	0.75	11%	0.08
A	M. Lue-Stewart	Professor		Professor	Tenured	2009	9	0.75	0%	0	9	0.75	11%	0.08
A	Lea Witt	Associate Prof		Associate Prof	Tenured	2009	9	0.75	22%	0.16	9	0.75	33%	0.25
A	Kay Allen	Associate Professor		Associate Professor	Tenured	2009	9	0.75	11%	0.08	0.75	0.75	33%	0.25

Faculty CODE	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line		
B	New faculty to be hired on a vacant line	0.68	1.40
C	New faculty to be hired on a new line		
D	Existing faculty hired on contracts/grants		
E	New faculty to be hired on contracts/grants		

Table 4 summarizes data on key faculty that will teach in the MA in Applied Learning and Instruction. As indicated, all faculty members are full time tenured or tenure-earning. Four faculty members are tenure-earning assistant professors in the Department of Educational Studies and three faculty members are tenured associate professors from the Department of Educational Studies and from the Department of Educational Research, Technology and Leadership. All hold Ph.D. or Ed.D degrees, as noted on Table 4, and are graduates of prestigious programs and institutions including Teachers College, Columbia University, Texas A&M University, the University of Nevada at Las Vegas, the University of Florida, Florida State University and the University of South Carolina.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

This is a revenue neutral change and will not require any additional costs for faculty.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

Faculty Name	Theses	Dissertations	Professional Publications		
			Books	Book Chapters	Articles
Dr. Karen Biraimah	0	3	9	16	28
Dr. David Boote	0	22	0	3	19
Dr. Larry Holt	0	30	3	2	21
Dr. Carolyn Hopp	0	0	1	2	4
Dr. Gillian Ericksson	0	0	2	9	10
Dr. Kay Allen	0	12	1	0	18
Dr. Martha Lue Stewart	0	2	0	1	9
Dr. Lee Witta					

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Reflective of the impressive accomplishments of the program faculty described in section C above, the academic units associated with this new degree also have significant records of teaching, research and service.

Department of Educational Studies Productivity (2006-2007)

With 19 full-time faculty members on the Orlando campus during the 2006-2007 academic year, the Department of Educational Studies produced 21,049 SCHs, a 5.3% increase in SCH production over 2005-2006. This SCH production equated to 658 FTE (When using the Pegasus Weighting Factors the department SCH on the Orlando campus for 2006-2007 was 22,590.) Educational studies faculty assigned to the Orlando campus earned \$553,304 in external funding

during this same time period while having an average three course load per semester (3 credit hours per course).

College of Education Productivity (2006-2007) Using the same productivity analysis for College of Education faculty assigned to the Orlando campus during 2006-2007, 102.5 full-time faculty produced 88,884 SCHs, a 2.4% increase in SCH production over 2005-2006. This SCH production equated to 2,778 FTE. (When using the Pegasus Weighting Factors the College SCH on the Orlando Campus for 2006-2007 was 104,385). College faculty assigned to the Orlando campus earned \$8,381,932 in external funding during this same time period while having an average teaching course load of three classes per semester (3 credit hours per course).

(Please see chart below that reflects 2006/2007 departmental and college productivity with regard to external funding, advisees, graduates, and SCH production).

College of Education and Department Productivity- 2006-2007

Dept	Major Program	Number of F/T Faculty	External Funding	Advisees	Grads	SCH	Weighted SCH*	2005-6 SCH	2005-6 Weighted SCH*	Enrollment: Weighted SCH compared to 2005-2006	Per Capita External Funding
CFCS	Counselor Ed	7		238	75	5935	8853	5179	7732	114.5%	\$61,880
CFCS	Early Child Ed	5	\$87,584	261	141	3165	3272	3167	3290	100.0%	\$17,517
CFCS	Ex Ed	7	\$4,729,878	209	85	5740	7619	5696	7603	100.2%	\$675,697
CFCS	School Psych	3	\$0	45	13	1058	1647	988	1538	107.1%	\$0
CFCS	Sports Ldrshp – P	7	\$0	88	71	5926	6135	5871	6078	100.9%	\$0
CFCS	Sports Ldrshp – A					6618	5304	6571	5266	100.7%	
CFCS Subtotal		29	\$5,250,622	841	385	28442	32830	27472	31507	104.2%	\$181,056
ERTL	Ed Ldrshp	9	\$300,000	277	105	4058	8008	4423	8325	96.2%	\$33,333
ERTL	Instr Tech	7	\$923,241	93	31	3658	4661	3891	5174	90.1%	\$131,892

ERTL	Rsch & Meas	5.5	\$163,257	0	0	3228	5115	3345	5209	98.2%	\$29,683
ERTL Subtotal		21.5	\$1,386,498	370	136	10944	17784	11659	18708	95.1%	\$64,488
ES	Curr Studies	6	\$0	209	29	5052	7105	4832	7274	97.7%	\$0
ES	Multicult & Global	4	\$285,804	92	0	2736	2511	2688	2451	102.4%	\$71,451
ES	Soc & Psych Stu	9	\$267,500	148	0	13261	12974	12476	12335	105.2%	\$29,722
ES Subtotal		19	\$553,304	449	29	21049	22590	19996	22060	102.4%	\$29,121
TLP	Elem/Middle	23	\$1,136,508	779	517	19706	20819	19921	21100	98.7%	\$49,413
TLP	K-12	3	\$0	158	49	2160	2822	2389	3129	90.2%	\$0
TLP	Sec/Postsec	7	\$55,000	403	178	6583	7540	5366	6283	120.0%	\$7,857
TLP Subtotal		33	\$1,191,508	1340	744	28449	31181	27676	30512	102.2%	\$36,106
TOTAL		102.5	\$8,381,932	3000	1294	88884	104385	86803	102787		

Department of Educational Studies Accomplishments for 2006

The strength of the Educational Studies Department lies in the high quality of instruction provided by faculty members, their impressive research, publications and creative activities, their grant writing skills, and their leadership to professional organizations, the university, and local school and community organizations.

Highlights from the Executive Summary of the 2006 Annual Educational Studies Department Report follow;

24 Tenure-Track, Instructor, and Visiting Faculty Members (plus Chair)

\$ 1.2 million in Grants Awarded (additional \$2.2 million pending)

3 Books, 7 Book Chapters, and 30 Journal Articles, Book Reviews and Proceedings Published; 52 Professional Conference Paper Presentations

Editors/Editorial Board Members for 16 Professional Journals; Manuscript Reviewers for 14 Academic Journals

25 Workshops, Presentations and Consultancies for Florida Schools, Community Organizations and UCF

Leadership Roles in 24 Professional Organizations

10,077 Hours of Community Service Learning by 154 Undergraduates in over 81 Non-Profit Organizations and Schools

575 Junior Achievement Elementary and Secondary Classes taught by Undergraduate Education Majors

John L Brinson Ethics Professorship

5 Faculty Awards:

- * Franklyn Conroy Williams Outstanding Holmes Scholar Award
- * Teaching Incentive Program (TIP) Award
- * Conference of Southern Graduate Schools 2006 Achievement Award for New Scholars in Social Sciences, Business, and Education
- * Distinguished Fellow Lifetime Award, International Society for Exploring Teaching and Learning
- * Social Context of Education Research Fellow, American Educational Research Association

XIV. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

This is a revenue neutral change and will not require additional library resources.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**

Not applicable.

Library Director

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

This is a revenue neutral change and will not require additional library resources.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

This is a revenue neutral change and will not require additional classroom, laboratory or office space.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

This is a revenue neutral change and will not require specialized equipment.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

This is a revenue neutral change and will not require additional specialized equipment.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

This is a revenue neutral change and will not require any additional resources.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

This is a revenue neutral change and will not require student financial support.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

This is a revenue neutral change and will not require internship and practicum experiences.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

This is a revenue neutral change and will not require additional capital expenditures.

UCF Program Review
Proposed Consultant's Report for Graduate Program Review

Section 1: Summary

(Please limit to one page)

Provide a brief executive summary of major findings for this graduate program.

Section 2: Program Goals

Please evaluate and comment about the:

- Clarity of the program goals and objectives, and how well the program is meeting these goals and objectives.
- Appropriateness of the program goals as measured by the placement of program graduates and your perception of the disciplinary and professional trends for graduates of similar programs.
- Unique opportunities for research, or training that our program should embrace. Pay special attention to interdisciplinary opportunities that our program should consider.

Section 3: Curriculum

Please evaluate and comment about the:

- Appropriateness of the curriculum in fulfilling the program goals.
- Number of required courses and the balance between coursework and research (e.g. too many or too few courses, etc).
- Availability and timeliness of courses required in the program.
- Incorporation of the latest pedagogical and/or technological innovations into the curriculum.
- Sufficiency of the amount of professional development, teaching and/or research opportunities provided by the program.
- Features that distinguish this curriculum from the curricula of similar programs at other institutions.

Section 4: Students

Please evaluate and comment about the:

A. *Student enrollment, recruitment, and retention*

- Ability of the program to attract high-quality graduate students.
- Enrollment levels in the graduate program compared to the faculty size and composition.
- Diversity (gender and ethnicity) of student body in the program.

- Attrition and time to degree in the program.
- Effectiveness of the program's recruitment plan.

B. Student perceptions and viewpoints:

- Students' perception of the overall administration of the program.
- Students' perception of the quality and amount of mentoring they are receiving.
- Students' perception of rigor of the program.
- Students' current perception of the program when compared to their initial expectations upon entering the program.
- Students' morale and perceptions as related to the academic and collegial atmosphere of the program

C. Student accomplishments

- Quality of the dissertations, if a doctoral program, as compared to those produced in quality programs in the discipline. Link to ETD's at www.xxx.xxx.
- Student accomplishments (e.g., papers presented and published, awards won, and position of first employment) as an indicator of a quality graduate program.

D. Student academic and financial support

- Quality of the graduate program handbook and other guidance materials provided to the students.
- Program's process for the selection of research (or studio) preceptors.
- Effectiveness of the program's process for monitoring the student's progress to degree.
- Program's efforts to engage and socialize the students into their discipline.
- Number and amount of assistantships as compared to those normally found in quality programs of this size in the discipline.

Section 5. Evaluation of intended student learning outcomes

Please evaluate and comment about the:

- Quality of the student learning outcomes in the program's assessment plan.
- Effectiveness of the program in using the UCF institutional effectiveness process (i.e., student outcomes assessment) to improve the program?

Section 6. Faculty and Facilities

Please evaluate and comment about the:

A. Faculty

- Competence (including scholarship and qualifications) of the graduate faculty to provide instruction, advising, mentoring, and outstanding research guidance and opportunities to their students.

- Overall research strength of the graduate faculty compare to faculty members in quality programs in the discipline.
- Amount of time and resources that the graduate faculty receive for mentoring students, research, and their own professional development.
- Morale and collegiality of the graduate faculty, and any impact that these traits are having on the students or the program.

B. Facilities

Evaluate and comment on the adequacy of the following facilities to support the program:

- Laboratory and/or studio facilities
- Equipment
- Library resources
- Computer resources
- Office and classroom space

Section 7. Conclusions and Recommendations

- How would you rate this program compared to quality programs in the discipline?
- How was the overall atmosphere of the program as it relates to contributing to the intellectual development of students and faculty
- Please identify up to three things that you found commendable about the program?
- Please identify up to three things that were of concern to you about the program?
- What major changes would you recommend?
- What, in your opinion, is the maximum student capacity of the program relative to the current resources of the program (including intramural and extramural funding), the available facilities, and the ability of the graduate faculty to provide competent instruction, advising, and mentoring to the students in the program?
 - Which of the above factors was most important in your determination?
- What recommendations do you have for the future direction of the program?

Section 8. Additional questions submitted by the university that are unique to this program.

2009-2010 GRADUATE PROGRAM REVIEW COMMITTEE

Name	College	Department	Term	Senator	Voting	Email
Senate Representatives						
Dombrowski, Paul <i>Chair</i>	Arts & Humanities	English	2008-2010	Yes	Voting	pdombrow@mail.ucf.edu
Gause, Rich	Libraries	Government Documents	2009-2012	Yes	Voting	rgause@mail.ucf.edu
LiKamWa, Patrick	Optics	Optics and Photonics	2008-2010	Yes	Voting	patrick@creol.ucf.edu
Ratusnik, David	Health & Public Affairs	Communicative Sciences	2009-2012	Yes	Voting	ratusnik@mail.ucf.edu
Sivo, Stephen	Education	Educational Research, Technology, and Leadership	2008-2010	Yes	Voting	ssivo@mail.ucf.edu
Weger, Harry	Sciences	Communication	2009-2012	Yes	Voting	hweger@mail.ucf.edu
Faculty Representatives						
Elshennawy, Ahmad	Engineering & Computer Science	Industrial Engineering and Management Systems	2009-2012	No	Voting	ahmade@mail.ucf.edu
Norris, Anne	Nursing	Nursing	2008-2011	No	Voting	anorris@mail.ucf.edu
Parsa, H.G.	Hospitality	Food Service and Lodging Management	2008-2011	No	Voting	hparsa@mail.ucf.edu
Zervos, Antonis	Medicine	Biomolecular Research Annex	2009-2012	No	Voting	azervos@mail.ucf.edu
Administrators						
Poole, Max	Graduate Studies	Graduate Studies	Continuing	No	Ex officio	mpoole@mail.ucf.edu

UCF Academic Program Review

Program Review: **Business Administration - Ph.D.**

Program Self Study

Business Administration - Ph.D.

Institutional Research provided Program Data

Submission Date: **Not yet submitted**

Submitted By: **N/A**

Updated Date: **Not yet updated**

Updated By: **N/A**

Summary Analysis Evaluation Reputation Recommendations View/Submit

Submit

Section 1. Summary

Provide a brief executive summary of major findings for this graduate program. Also, list major strengths and weaknesses.

Top

Section 2. Analysis of Graduate Program

Program Goals & Curriculum

Clarity of the program goals and objectives, and how well the program is meeting these goals and objectives.

Appropriateness of the program goals as measured by the placement of program graduates and your perception of the disciplinary and professional trends for graduates of similar programs.

Unique opportunities for research, or training that our program should embrace. Pay special attention to interdisciplinary opportunities that our program should consider.

Appropriateness of the curriculum in fulfilling the program goals.

Number of required courses and the balance between coursework and research (e.g. too many or too few courses, etc).

Availability and timeliness of courses required in the program.

Incorporation of the latest pedagogical and/or technological innovations into the curriculum.

Sufficiency of the amount of professional development, teaching and/or research opportunities provided by the program.

Features that distinguish this curriculum from the curricula of similar programs at other institutions.

Is the curriculum appropriate and current?

Are the number of tracks and required courses appropriate?

Does the curriculum provide the basis for a strong core education in the discipline?

Does the curriculum provide strong research training (if appropriate)?

Are there opportunities for interdisciplinary curriculum that might be pursued?

Are courses available to students when they need them?

Does the curriculum respond to other disciplines' needs (if appropriate)?

How well does the program incorporate into the curriculum appropriate software tools and state-of-the-art technology?

List strengths**List weaknesses*****Student enrollment, recruitment, and retention***

Ability of the program to attract high-quality graduate students.

Enrollment levels in the graduate program compared to the faculty size and composition.

Is the program attracting high-quality graduate students?

Diversity (gender and ethnicity) of student body in the program.

Attrition and time to degree in the program.

Does the program have a formal recruitment plan?

Effectiveness of the program's recruitment plan.

List strengths**List weaknesses*****Student perceptions and viewpoints***

Students' perception of the overall administration of the program.

Students' perception of the quality and amount of mentoring they are receiving.

Students' perception of rigor of the program.

Students' current perception of the program when compared to their initial expectations upon entering the program.

Students' morale and perceptions as related to the academic and collegial atmosphere of the program.

List strengths**List weaknesses*****Student accomplishments***

Quality of the dissertations, if a doctoral program, as compared to those produced in quality programs in the discipline.

Student accomplishments (e.g., papers presented and published, awards won, and position of first employment) as an indicator of a quality graduate program.

Are student accomplishments (e.g., papers presented and published, awards won, and position of first employment) indicative of a quality graduate program?

Do the dissertation titles and topics indicate scholarship that addresses subjects considered important?

Is there sufficient support (e.g., faculty, resources, advising, and infrastructure) for students to succeed?

Are graduate students engaged, involved, and appropriately socialized into their discipline?

How does the department try to engage the students?

List strengths**List weaknesses*****Student academic and financial support***

Quality of the graduate program handbook and other guidance materials provided to the students.

Program's process for the selection of research (or studio) preceptors.

Effectiveness of the program's process for monitoring the student's progress to degree.

Number and amount of assistantships as compared to those normally found in quality programs of this size in the discipline.

Are students being challenged?

Is there any indication of grade inflation?

Does the department reach out to alumni?

Are the students getting the advising and support that they need?

Are the procedures for selection and support of graduate assistants appropriate?

Are the general examination procedures appropriate, clearly written, readily available, and understood?

Are the procedures for advisement of graduate students and record keeping adequate?

Does the department provide sufficient levels of advisement, mentoring, and professional development for its students?

Are academic requirements clearly written, readily available, and understood?

List strengths

List weaknesses

Faculty

Competence (including scholarship and qualifications) of the graduate faculty to provide instruction, advising, mentoring, and outstanding research guidance and opportunities to their students.

Overall research strength of the graduate faculty compare to faculty members in quality programs in the discipline.

Amount of time and resources that the graduate faculty receive for mentoring students, research, and their own professional development.

Morale and collegiality of the graduate faculty, and any impact that these traits are having on the students or the program.

List strengths

List weaknesses

Facilities

Evaluate and comment on the adequacy of the following facilities to support the program:

Laboratory and/or studio facilities

Equipment

Library resources

Computer resources

Office and classroom space

List strengths

List weaknesses

Top

Section 3. Evaluation of intended student learning outcomes

Please evaluate and comment about the:

Quality of the student learning outcomes in the program's assessment plan.

Effectiveness of the program in using the UCF institutional effectiveness process (i.e., student outcomes assessment) to improve the program?

Top

Is this program recognized within its professional community for the quality of its contributions? If so, in what areas?

Are major avenues for building the reputation of the program being used appropriately? Can you recommend ways to build the reputation?

How would you rate this program in comparison to similar programs at comprehensive state research universities: top 25 percentile? middle 50th percentile? bottom 25 percentile?

Would you advise a student to major in this program and department?

List strengths

List weaknesses

Top

Section 5. Overall Analysis and Recommendations

How would you rate this program compared to quality programs in the discipline?

How was the overall atmosphere of the program as it relates to contributing to the intellectual development of students and faculty?

Please identify up to three things that you found commendable about the program?

Please identify up to three things that were of concern to you about the program?

What major changes would you recommend?

What, in your opinion, is the maximum student capacity of the program relative to the current resources of the program (including intramural and extramural funding), the available facilities, and the ability of the graduate faculty to provide competent instruction, advising, and mentoring to the students in the program?

Which of the above factors was most important in your determination?

What recommendations do you have for the future direction of the program?

Comments