



**Florida Atlantic University
Academic Program Review
Self-Study Report**

Program:	<u>Educational Leadership Degree Programs:</u> Adult and Community Education Leadership Higher Education Leadership School Leadership
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A. Mission and Purpose of the Program

In 2010, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project that culminated in the document presented below identifying our mission, values and priorities. In August, 2015, the faculty unanimously voted to revisit the document with the purpose of aligning our new priorities with the FAU Strategic Plan and engaging all faculty hired since 2010.

Our Mission

The Department of Educational Leadership and Research Methodology (EDLRM) is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Our Values

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

Leadership

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

Research and Scholarship

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

Social Responsibility

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

Learning Community

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

Link to FAU Strategic Plan for the Race to Excellence

The Strategic Vision statement of the department (including the department's Mission, Values, Aspiration and Priorities) align with many components of the FAU's Strategic Plan for the Race to Excellence. Platforms related to Community Engagement; Global Perspectives and Participation; as well as Leadership, Innovation and Entrepreneurship are clearly articulated in the department Strategic Vision statement. Other areas related to a commitment to excellence (Quality), professional development of faculty, and interdisciplinary approaches to research are additional areas of alignment.

- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights

B. Previous External Reviews

All degree and certification programs in the Department fall under the categories of both academic (Ph.D.) and professional (Ed.S., M.Ed.) programs. The programs are aligned with standards at the national level [Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education), Association for the Study of Higher Education, University Council for Educational Administration, Commission of Professors of Adult Education, Knowledges, Attitudes, and Skills in Adult and Community Education, 2014-2015 Adult General Education Related Statutes, Institution for the Professional Development of Adult Educators, and American with Disabilities Act (ADA) Compliance, Workforce Development Funds Allocation and Workforce Education Performance Funding, Career Education and Job Training, Vocational Rehabilitation, Dual Enrollment, Veterans' Tuition Fees, Workforce Training, and Workforce Education Postsecondary Education, Perkins IV for District Technical Centers, and Florida College Occupations, Adult Education Curriculum Frameworks (Adult Basic Education, Adult General Education for Adults with Disabilities, Adult High Schools, English for Speakers of Other Languages, GED Preparation Program, Applied Academics for Adult Education), Education & Training Placement Information (FETPIP), state and professional accrediting agencies, in particular the Florida State Department of Education which confers licensure on school leadership program completers, adult and community education completers, and career/workforce education postsecondary completers. FAU is a full University Council of Educational Administration member institution which sets the highest national and international standards in the field.

The School Leaders Master's/Specialist Program is approved by the Florida Department of Education for Educational Leadership (Appendix A). Consequently, the program is reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports.

The program is then reviewed every 5 years through a peer reviewed on-site visit. Recently, another external review of the PROPEL (Principal Rapid Orientation Program in Educational Leadership) program, a funded *Race to the Top* partnership principal preparation program with the Broward County School District, was conducted. The next external review of the School Leadership program by the Florida Department of Education is scheduled for the 2019-20 academic year.

The Adult and Community Education and School Leadership Programs meet specialization requirements for the Certification in Administration of Adult Education-Administrative Class (6a-4.008), specialization requirements for Certification in Educational Leadership-Administrative Class (6a-4.082), and specialization requirements for Certification in Local Director of Vocational Education-Vocational Administrative Class (6a-4.044) based on courses offered.

Other reviews of all of the programs in the department including Higher Education Leadership and Adult and Community Education Leadership (ACE) have occurred through the university SACS review and internal reviews by state standards and national organizational standards entities. The Adult and Community Education conducted an external review in 2009.

During the 2013-14 academic year the Higher Education program conducted an internal and external review. This process supported new program initiatives, such as the interdisciplinary undergraduate minor in Leadership Studies. This review was in collaboration with the University Office of Student Affairs (Appendix J).

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

The College uses an assessment tool, Livetext, for all competencies assessed as critical assignments. Student Learning Outcomes (SLOs) are mapped to specific indicators in course assignments, and scored by faculty using competency rubrics. Livetext merges student demographic data from university systems for use in an assessment tool format with both aggregate and disaggregate reporting features available. Resulting data are available to faculty as disaggregate student performance data, and are shared as aggregate data for use in program evaluation. Content validity is addressed with the commitment to faculty designed rubrics, and constant revision of rubric language and focus based on review by program faculty.

Student Learning Outcomes Assessments (SLOAs), with assessments and program improvement plans are presented for the Master's Degrees in Higher Education Leadership and School Leadership, Specialist Degree in School Leadership, Specialist Degree in Adult and Community Education (ACE), and Ph.D. in Educational Leadership with tracks in Higher Education, School Leadership and ACE. Each program has student outcomes identified in areas of Critical Thinking, Communication and Content Knowledge. See appendices C for outcomes by degree and program area.

Assessment of SLOAs and Program Improvement

At the Master's and Specialist Degree levels competencies are embedded in selected courses. These competencies are assessed using rubrics leveled as Exceeds Expectations, Meets Expectations and Does Not Meet Expectations. All students are required to achieve a score of at least Meets Expectations on the competency in order to earn a passing score in

the class. At the Doctoral level assessments occur for the Qualifying (also known as Comprehensive) Exam, Doctoral Dissertation Proposal Defense and the Dissertation Defense. Rubrics are also used to score and evaluate these assessments. Consequently, in all programs outcomes are required to be met in order to matriculate successfully through the program. Assessments and program improvements for each program can be found in Appendix B.

Program Improvement is evident throughout the department in all program areas. The Higher Education program recently conducted an external assessment which strongly recommended that the faculty continue to pursue university approval of an undergraduate minor in Leadership Studies. Based on the report's recommendations, changes have been made including, approval of a new undergraduate leadership studies minor, conducting three national searches, hiring a new assistant professor to be the lead faculty for the new minor, hiring a new associate professor to assume responsibility for the master's program, an MOU with the Division of Student Affairs to fund the new assistant professor position, experiential courses in student affairs for master's students launched spring 2016 and fall 2016. This coming year the Higher Education Program has committed to further review and restructuring of the Master's program based on the report. This review and restructuring are being conducted in partnership with the University Office of Student Affairs.

Program improvement in the ACE Master's degree program has relied on a shared-market focus and has been completely restructured. The master's program will be offered on-line with extensive marketing state-wide. A sustainability strand is embedded in the program. The ACE Leadership program has received approval for three new courses for the ACE in Sustainability Online Master's to be unveiled in the near future. The three new courses are cutting edge and will benefit the other program areas. Articulation agreements were made with disciplines across campus for the development of the courses. ACE courses for the ACE Specialist and Doctorate level are available online, face-to-face, and in blended programs. Students through field projects, internships, and directed conferences are engaged in their communities, both professional and experientially.

In the School Leaders Program, an extensive review with revision has been completed as a result of data from program assessments and the result of the PROPEL program. The School Leaders Master's degree program is committed to partnering with area school districts in the delivery and continuing development of our programs. Strong partnerships are currently underway in Broward County School District and evolving partnerships are underway in Palm Beach County School District, and St. Lucie School District. (It should be noted that Palm Beach and Broward are two of the largest school districts in the nation). The School Leaders Program is also partnering with the Department of Curriculum, Culture and Educational Inquiry (CCEI) to offer an on-line Teacher Leadership Certificate Program. All courses have been approved and the final approval of the certificate program is expected during the fall 2015 semester.

At the doctoral levels all program areas have worked together to completely revise the protocol and content of the Qualifying Exams. Appendix B provides a description of the new Qualifying Exam procedures, policies, and scoring rubrics.

Graduate Programs

i. Limited Access

The department offers graduate degrees at the Master's, Specialist and Doctoral levels. Applications are reviewed by faculty members where a variety of criteria are considered including experience, a writing sample, a goals statement, a sponsor statement (school leaders), letters of recommendation, resume, and an interview (doctoral programs and PROPEL program). Additionally, GRE scores are reviewed and undergraduate/graduate GPAs. <http://www.coe.fau.edu/academicdepartments/el/admissionrequirements.php>. At the Ph.D. level, the program criteria (ACE, HE, & SL) fall between selective and highly selective.

ii. Admissions criteria

The following items must be submitted to the Graduate College for consideration for admission to a Master's/Specialist Degree program in the Department of Educational Leadership and Research Methodology:

1. FAU graduate application;
2. Official GRE scores that are no more than five years old;
3. Official transcripts from all institutions. (Undergraduate GPA of 2.5 is required for Master's Degree and a Graduate GPA of 3.0 is required for 2nd Master's/Specialist and Doctorate degrees);
4. Submit the following information to the Department of Educational Leadership and Research Methodology:
 - a. An essay that identifies career goals and how the program the student is planning to pursue will enable them to meet these goals
 - b. A professional résumé
 - c. Letters of professional reference: Two for the master's and specialist's programs and three for the doctoral program
 - d. A sponsor commitment form from a school principal who is willing to sponsor the student for three semesters of internship (only for School Leaders K-12 students pursuing certification).

For the doctoral program (all program areas, as well as for the School Leaders Master's PROPEL program), an interview is also required. All application information is reviewed by faculty prior to admission decisions. This information is available to students and faculty on the departmental website link:

<http://www.coe.fau.edu/academicdepartments/el/admissionrequirements.php>

iii. Enrollment information (DDI B4, C1 and C2)

Table 1, 2 and 3 demonstrate stable and healthy enrollment in the department via Departmental Dashboard Indicators (DDI). Twenty (20%) of all FAU doctoral degrees since 2001 were awarded by EDLRM demonstrating that doctoral degrees in the department have sustained healthy enrollment over a significant period of time. The department leads the university in the number of Ph.D.s granted (77) and Master's degrees (468) granted from 2009-2013. While the Master's Degree in School Leaders has shown a temporary slight decline, the Master's Degree in Higher Education Leadership has shown a steady and strong increase in enrollment.

New initiatives in the department include the new interdisciplinary Undergraduate Minor in Leadership Studies, a new (proposed) university certificate program in Teacher Leadership in collaboration with the Department of Curriculum, Culture and Educational Inquiry

(CCEI), as well as a restructured and new online Master's Degree in Adult and Community Education Leadership which will expand markets for continued growth in enrollment.

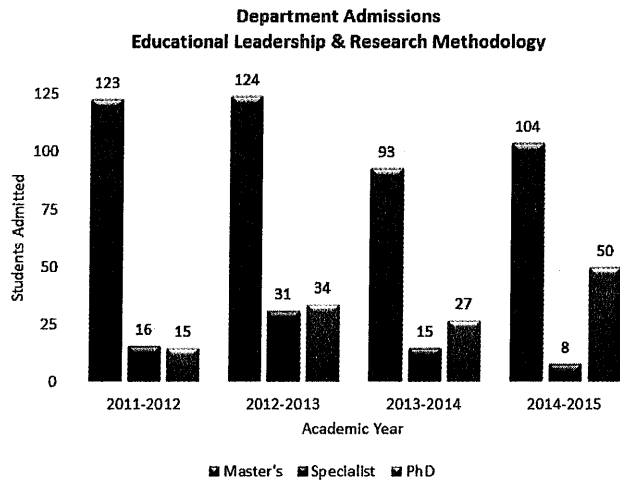
Table 1: DDI B4 Headcount Enrollment

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional					187
Bachelors				3,557	28,919
Masters/Specialist	227	260	247	846	4,569
Doctoral	151	155	159	301	971
Unclassified					2,912
Total	378	415	406	4,704	37,558

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Table 2: Department Admissions



Source: EDLRM Department Database

Note: SL = School Leaders, HE = Higher Education Leadership, ACE = Adult and Community Educational Leadership

The Annualized State-Fundable FTE Produced by Level (Table 3) demonstrates an increase from 2012-13 to 2013-14 across both Grad I (non-doctoral) and Grad II (doctoral) levels, and that the EDLRM department is responsible for almost 50% of the College of Education Annualized State-Fundable FTE at the graduate level. Table 4 shows the impact of department service courses taken by those students who are declared majors outside of the department.

What these tables do not reflect is the large number of non-fundable FTE generated by the department. For example, a large number of FAU employees are currently enrolled in the Master's and Doctoral programs in Higher Education Leadership. These students do not generate fundable FTE, and are not included in these data. Also, in our School Leaders

program, many students use Certificates of Participation earned through the supervision of teacher/principal candidates in clinical placements. Each certificate provides allowance for up to six credits within a semester.

Table 3: DDI C1 Annualized State-Fundable FTE Produced By Level

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	60.0	46.4	58.2	1,458.1	15,526.9
Graduate Total	232.4	213.3	221.3	470.9	2,195.3
Grad I	149.9	136.9	137.5	342.7	1,796.2
Grad II	82.5	76.3	83.8	128.2	399.1
Classroom	219.7	198.3	207.5	445.0	2,064.1
Thesis-Dissertation	12.7	14.9	13.8	25.8	131.2
Grand Total	292.4	259.6	279.5	1,929.0	17,722.2

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Table 4: DDI C2: Annualized State-Fundable FTE

	FTE produced by students who are:	Courses offered by:				
		Educational Leadership			College of Education	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Lower Division Undergraduate	Majors within the department				91.4	727.9
	Majors outside the department, but within the college		0.4	0.8	53.0	1,753.5
	Majors outside the college		2.4	5.4	125.0	4,312.6
	Total		2.8	6.2	269.4	6,794.0
Upper Division Undergraduate	FTE produced by students who are:					
	Majors within the department				794.6	5,096.5
	Majors outside the department, but within the college	53.6	39.4	49.4	275.6	2,434.0
	Majors outside the college	6.5	4.2	2.7	118.5	1,202.4
	Total	60.0	43.6	52.1	1,188.7	8,732.9

Graduate	FTE produced by students who are:					
	Majors within the department	149.9	145.6	155.2	361.3	1,749.1
	Majors outside the department, but within the college	52.9	46.6	39.7	64.3	303.7
	Majors outside the college	29.5	21.1	26.4	45.3	142.5
	Total	232.4	213.3	221.3	470.9	2,195.3
Total	FTE produced by students who are:					
	Majors within the department	149.9	145.6	155.2	1,247.3	7,573.6
	Majors outside the department, but within the college	106.5	86.3	89.8	392.9	4,491.2
	Majors outside the college	36.0	27.7	34.6	288.8	5,657.4
	Total	292.4	259.7	279.5	1,929.0	17,722.2

Source: Student Data Course File
Based On State-Fundable Credit Hours

iv. Average class size and faculty/student ratio

The EDLRM Department. At the graduate level the department average section enrollment for lecture, seminar and for other course types (e.g. dissertations) is higher than the college mean and is slightly below the College mean when comparing undergraduate course sections taught by faculty (Table 5).

Table 5: DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty

Course Level	Type	Sections Offered	#	Educational Leadership			College Total	University Total	
				2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
Undergraduate	Lecture/Seminar			39	27	43	696	5,152	
			# Enrolled	810	699	958	18,426	195,222	
			Avg Section Enrollment	20.8	25.9	22.3	26.5	37.9	
			Sections Faculty-Taught #	11	12	14	315	3,565	
			%	28.2	44.4	32.6	45.3	69.2	
	Lab		Sections Offered	#				31	915
			# Enrolled					436	17,644
			Avg Section Enrollment					14.1	19.3
			Sections Faculty-Taught #					0	384
			%					0.0	42.0
Discussion		Sections Offered	#					270	
		# Enrolled						7,589	
		Avg Section Enrollment						28.1	
		Sections Faculty-Taught #						246	
		%						91.1	
Other Course Types		Sections Offered	#				84	1,300	
		# Enrolled					1,685	8,149	
		Avg Section Enrollment					20.1	6.3	
		Sections Faculty-Taught #					25	984	
		%					29.8	75.7	

Graduate	Lecture/Seminar	Sections Offered	#	159	166	139	337	1,639
			# Enrolled	2,042	2,355	1,948	4,263	21,647
			Avg Section Enrollment	12.8	14.2	14.0	12.6	13.2
		Sections Faculty-Taught	#	116	105	105	269	1,403
			%	73.0	63.3	75.5	79.8	85.6
	Lab	Sections Offered	#					55
				# Enrolled				507
				Avg Section Enrollment				9.2
			Sections Faculty-Taught	#				36
	%					65.5		
Other Course Types	Sections Offered	#	142	147	164	340	1,979	
			# Enrolled	550	700	623	1,171	5,590
			Avg Section Enrollment	3.9	4.8	3.8	3.4	2.8
		Sections Faculty-Taught	#	129	126	148	307	1,848
			%	90.8	85.7	90.2	90.3	93.4

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

Tables 6 and 7 demonstrate the high efficiency of faculty in the EDLRM department. Table 6 shows that at the graduate level, the annualized FTE produced per instructional person-year is 14.5, while the College's is 4.4 and the university's is 2.6. Table 7 reflects that the EDLRM department is well above the college and university in terms of degrees awarded per faculty instructional person year at the graduate level.

Table 6: DDI D1 Annualized FTE Produced Per Instructional Person-Year

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	2.7	2.4	3.8	13.6	18.3
Graduate	10.4	10.8	14.5	4.4	2.6
Total	13.0	13.2	18.3	18.0	20.9

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from all personnel categories.

Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Table 7: DDI D2 Degrees Awarded Per Faculty Instructional Person Year

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Associates	0	0	0	0	0.7
Bachelors	0	0	0	8.6	10.4
Masters	4.2	6.0	7.1	4.5	2.8
Specialist	1.4	1.4	2.2	0.6	0.1
Doctorate	1.2	0.8	2.0	0.7	0.3
Total	6.8	8.3	11.3	14.3	14.2

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

v. *Curriculum*

In 1999-2001, the Department faculty collectively examined and assessed the curriculum for all degree programs across fields. A new curriculum was developed based on a faculty constructed framework that centers on an interdisciplinary leadership knowledge base, a professional knowledge base, a research foundation, and experiential learning. The faculty voted to approve and adopt the new curriculum. The curriculum was formally approved through the university review process.

The interdisciplinary knowledge base became the leadership core and is the first curriculum strand. Six interdisciplinary leadership core courses were developed, Lead 1 through Lead 6. Core courses are taught by faculty from the three program areas and taken by students across all areas. Lead 1, 2, 3 and 4 are at the master's' level, Lead 5 and 6 at the specialist and doctoral levels. Eventually Lead 4 was removed after a review of the core curriculum by the Quality Committee. Currently, these are the three required core courses at the master's and two required at the doctoral levels.

Professional knowledge is the second curriculum strand. New professional knowledge courses were developed by faculty and focused on the particular program areas, i.e. adult and community education, higher education and school leaders.

The third curriculum strand is experiential learning. An experiential learning requirement was instituted across programs, in addition to experiential learning embedded in professional knowledge and core courses. Faculty newly created or revamped internships, field experiences, and externships, including study abroad. A six credit action learning capstone course at the doctoral level was designed. The innovative Directed Conference course was initiated in 1999 at the American Educational Research Association Annual Meeting.

The fourth curriculum strand is research. This is expected to be integrated across the curriculum, as well as in methods coursework. At the master's' level, all students in the COE are required to take two specific courses: Statistical Methods in Education and Educational Research Methods. Programs have little to no flexibility at the master's' level. There are more extensive requirements for doctoral students. Faculty would like to see more research course options available for graduate students as demand grows

The master's' core leadership curriculum has been reviewed twice by the Quality Committee. The department has asked the Quality Committee to lead a new review of the core curriculum 2015-2016. As mentioned previously, all curricula are reviewed annually and revised according to professional standards, accountability measures and state law.

Please see Appendices G-I for program descriptions and comparison of programs to like and aspirational institutions.

vi. Internships, practicum, study abroad, field experiences

School Leaders Master's Degree

In 2000, the first principal internship course was developed totaling 150 hours in a single semester. Today the centerpiece of our school leaders' master's' program has a three semester internship totaling 450 hours, 150 hours per semester. The second major innovation in school leadership has been district specific cohorts, based on partnership agreements with surrounding school districts in southeast Florida. The school leaders program serves the counties of the Palm Beaches and the Treasure Coast and is in constant and meaningful articulation with school leaders in Palm Beach, Broward, Martin, St. Lucie, Indian River and Okeechobee counties. These partnerships are most clearly illustrated by the agreement between FAU, the College of Education, the Department of Educational Leadership and Research Methodology and the Broward County public schools. This partnership, known as the "PROPEL" program, was the result of clearly articulated university and district goals as to the measurable objectives to be attained both for the university and the district. This partnership applied for and received one of only two Race to the Top grants given in the state of Florida. The grant was financed with a \$3.5 million award. See the accompanying documentation related to this partnership and the grant (Appendix D).

The department chair, faculty and College of Education administration meet with local school district leaders regularly to discuss ideas related to mutually beneficial services and programs. This articulation – which includes the hiring of local district administrators as FAU adjuncts - serves to help districts identify the most highly qualified pool of future school leaders with the requisite knowledge, skills and dispositions needed to be successful in each of their respective districts.

Through these relationships, future school leaders are identified and self-identify as FAU graduates. As such, district leaders have a very clear picture of the role that FAU plays in leadership development of future and current leaders.

Because our service area districts represent both urban and rural areas, the articulations between FAU and the districts reflect very district-specific needs assessments. The program then works with each district to enhance the quality of their future school leaders by engaging with current district school leaders to design and deliver district specific programs, often taught by school district leadership personnel.

Field clinical experiences are key in leadership development and have become an integral and an extremely relevant aspect of the School Leaders program at Florida Atlantic University. Candidates for Level 1 leadership certification are required to immerse themselves in activities linked directly to the Florida Principal Leadership Standards (FPLS), as well as the Florida Educational Leadership Examination (FELE) standards.

Prospective leaders must be enrolled in a fall, spring and summer internship experiences. Although these classes require classroom discussion, the majority of the learning takes place in a local school or district field placement and generally requires a minimum of 150 documented hours per internship. At the completion of the three internships, students will have logged a minimum of 450 experiential hours. Local school or district mentors provide opportunities for interns to observe, participate and lead site-based leadership activities. These are accomplished under the tutelage of a Florida school leadership certified principal, assistant principal or district-based leader.

Adult and community education provides intern and field experiences primarily in organizations in the community. Some students require specialized settings due to their desire to further their careers in areas they are presently in, or aspire to be in. The Field Project instructor or Intern instructor, in concert with the student, determines what the best location is for that student and creates opportunities if none exists. In many situations, the agencies and organizations (i.e., universities, non-profit organizations, state agencies, boards, university offices, etc.) are already part of the listing of agencies and organizations that the ACE faculty supervisor has made initial contacts and has a standing contract with for supervision. The student, the potential site supervisor, and the faculty member are involved in outlining the objectives the student will address during the experience.

On occasion, faculty offer a study abroad experience for students. The most recent was in June-July, 2012 to Scotland.

Higher Education Leadership Master's Degree

As a result of the 2013-14 internal and external review, and in collaboration with the university Office for Student Affairs, the Higher Education Master's Degree Program is under review during the 2015-16 academic year, including experiential learning.

All students enrolled in the higher education leadership program must engage in an experiential component. Master's degree students are required to enroll in 3 credit hours; doctoral students are required to enroll in 12 credit hours. The majority of students attend the Association for the Study of Higher Education (ASHE) or the National Associations of Student Personnel Administrators (NASPA) conferences under the guidance of a professor and for credit. Some students elect to gain experiential knowledge through Directed Independent Studies which can include an international component. During the past year the faculty have explored the internship option and this is currently offered on an individual basis. An experiential course in student affairs for Master's degree students will be offered spring 2016 and fall 2016.

Adult and Community Education Master's Degree

As a result of an internal and external review, 2013-2014, the ACE program breathed life into a new online master's in adult and community education that focused on the sustainability issues related to the learners and leaders, the communities they are a part (internationally, nationally and locally), and the environmental cultures that need to be created to impact the communities and the people served. This master's will be cutting edge and the first in the country in adult and community education addressing sustainability. The master's will adhere to the American Association for Adult and Continuing Education Special Interest Group (SIG) as to the purpose of this endeavor:

To explore and create connections between the fields of adult education and sustainability and environmental education. Members share strategies for developing learning communities that emphasize sustainability and environmental stewardship at institutional, organizational and community levels. (Retrieved from www.aaace.org/).

Ph.D. (All program levels)

All doctoral programs combine an interdisciplinary leadership foundation core with specific tracks in professional knowledge across Higher Education, Adult and Community Education, and School Leadership. The leadership foundation core (Lead 5 and Lead 6) brings together students from the three programs to study and research leadership across diverse settings. Students in their statistics and methodology classes also have the opportunity to share learning space with one another.

A unique feature of all doctoral level I programs in the Department is the inclusion of conference study experiences where master's, specialist and doctoral students attend state/national/international conferences as part of a course of study. Faculty members that teach these courses have pre-conference and post-conference meetings and requirements, including an evening dinner learning experience where nationally and internationally recognized scholars share their research and interact with students. Feedback from doctoral students consistently indicates the high value of this learning experience.

Also offered in the Ph.D. program is a Leadership Externship (Action-Learning). In this experiential six credit course that spans two semesters, advanced doctoral students work together as consultants to address a real and challenging organizational problem identified by a client in the community and that is pre-arranged by the professor. A capstone experience, students are able to link practice and theory while being of service to the community. Past clients include the Florida Department of Education, Palm Beach County School District, Miami-Dade Public Schools, Florida Atlantic University, Broward College and the Broward County School District.

vii. *Pedagogy/pedagogical innovations*

The Department offers courses in a variety of formats, designed to meet the needs of working students, many in demanding leadership positions at the university, school districts and in the community. Courses are offered in 5 week fast track Saturday courses at the Master's/Specialist Degree levels, evening classes held once a week, as well as in on-line and mixed-mode formats. Most doctoral level classes are offered in 6 week executive fast track Saturday courses. Additionally, the School Leaders Master's Degree is offered on three campuses (Jupiter, Davie and Boca Raton). In the summer, courses are offered in six weeks whereby students attend class twice a week.

In ACE an entire master's was offered at the Delray Police Department to meet the needs of their officers. ACE also has offered a doctoral cohort for both Indian River State College and Palm Beach State College with the majority of their courses taught on their campuses to better serve those practitioners. Technology is frequently used in many classes to meet the need of a geographically diverse student body where video-conferencing is used for course delivery and department meetings. Department Conference Rooms are set up for students and faculty to video conference participants into meetings/classes from distant locations. Echo classrooms have the ability to video and audio capture what is on the screen for the students. Blackboard Collaborate also offers students a means to do face-to-face

even at a distance. Some faculty use Skype as well as Google Docs to collaborate both near and far.

The Department faculty takes pride in their teaching, emphasizing critical thinking, case study, synthesis and professional writing skills. At every degree level and across each program track, faculty serves as mentors to our students in the field throughout their careers. It all begins with good teaching and relationship building. The faculty lead the way in creating connections across disciplines, campuses, and learning communities, in an effort to “show the way” or “walk the talk” for the students to emulate. Our faculty is now, and was before coming to FAU, leaders in their fields. Their actions are evident in the number of administrative and faculty positions they hold in the university and the organizations they support. Our faculty are informed and motivated to see their learners achieve at levels they themselves have not scaled.

viii. Scope of institutional contributions

The Department provides significant service to the university in multiple areas including Research Methodology, Leadership preparation for university students and employees and faculty leadership in service and governance. Research methodology courses offered through the department support all graduate programs in the College of Education, as well as numerous other graduate programs within the university. Additionally, the department provides the Measurement and Evaluation course that supports all undergraduate teacher preparation programs in the College. The Research Methodology faculty members serve as methodologists on doctoral committees in the department, and departments outside of EDLRM. Faculty members in the Research Methodology program offer workshops for faculty and graduate students on various topics of methodology to assist them in their research. Starting in the Fall 2015 semester the department will be offering research classes for FAU High School students through dual enrollment, where they receive university credit in research.

A significant number of the department’s Higher Education and Adult Education Master’s and Doctoral students are university employees, offering leadership preparation that significantly improves the quality of operations throughout the university infrastructure. The educational leadership’s presence is felt across the university. For example, the dean of the Engineering College recently obtained a second Ph.D. from the higher education program. Additionally, the Higher Education program offers an undergraduate leadership course for student leaders in various capacities throughout the university. In the area of leadership the department offers an interdisciplinary undergraduate Minor in Leadership Studies. This new program is starting during the fall 2015 semester.

Department faculty members are heavily involved in leadership within university operations. Currently, department faculty members serve as an Associate Provost, a Dean of the Graduate School, an Associate Dean of the College of Education, Senator, and a Charles Stewart Mott Eminent Scholar. Department faculty are heavily involved in faculty governance, providing service as President of the COE Faculty Assembly, Vice President of UFF, Chair of the college’s Diversity Committee, Chair of the College’s Technology Committee and Chair of the College’s Continuous Improvement Committee (CIP). During the last CAEP review three of the five leaders of the accreditation leadership team were faculty members in EDLRM.

ix. Student profile

Table 8: DDI B4 Majors Enrolled By Level (Annual Headcount)

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional					187
Bachelors				3,557	28,919
Masters/Specialist	227	260	247	846	4,569
Doctoral	151	155	159	301	971
Unclassified					2,912
Total	378	415	406	4,704	37,558

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

In regard to majors enrolled by level, the EDLRM department annual headcount data (Table 8) indicates relatively steady enrollments at the graduate level. Student profile data (Table 9) shows that while the White student population has decreased slightly, some underrepresented minority group enrollments have increased. This is consistent with both college and university trends in regard to enrollment diversity. Current student demographics (2013-14) depict a department that is 68% female, and 56% White while the college overall enrollment is 75% female and 63% White at the graduate level. The college uses a Diversity Data Report

<http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> to further understand the relationships among faculty, student and service area demographics.

Table 9: Graduate Student Enrollment by Gender and Ethnicity

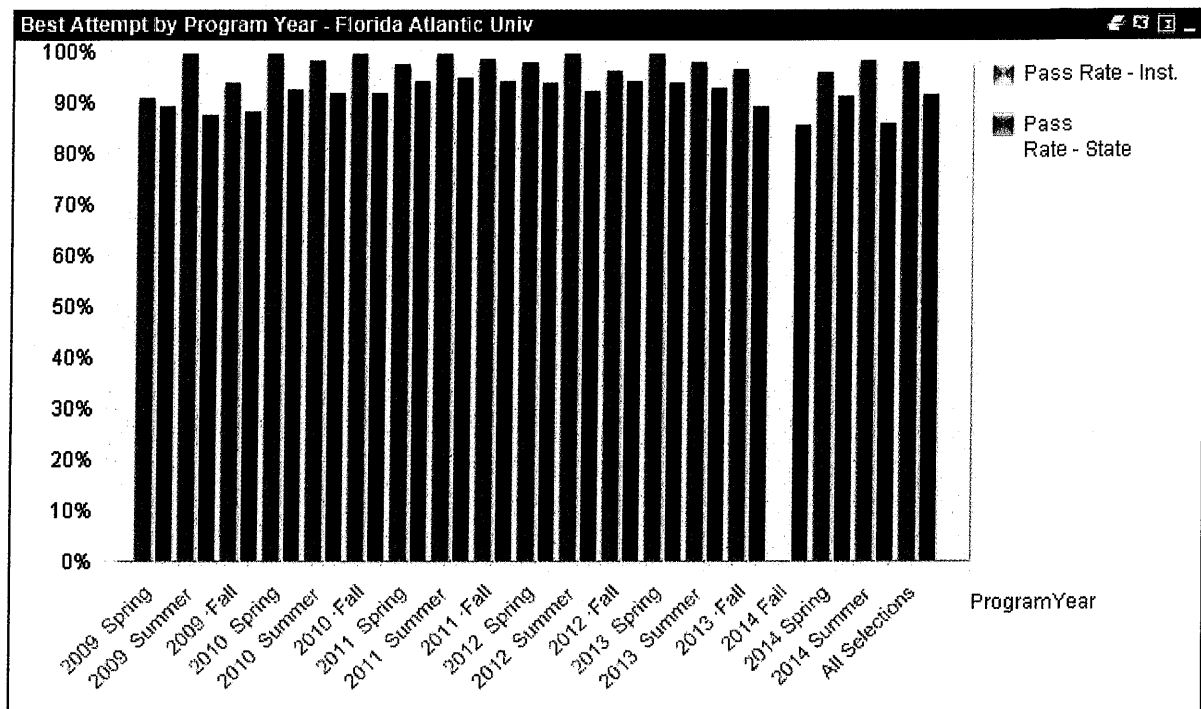
			Educational Leadership			College Total	University Total
			2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Graduate	American Indian/Alaskan Native	Female	1	1	1	3	15
		Male				1	4
		Total	1	1	1	4	19
	Asian or Pacific Islander	Female	8	6	5	25	148
		Male	5	6	6	11	114
		Total	13	12	11	36	262
	Black (Not of Hispanic Origin)	Female	45	68	73	145	652
		Male	26	31	37	54	243
		Total	71	99	110	199	895
	Hispanic	Female	31	35	30	104	495
		Male	15	17	19	35	346
		Total	46	52	49	139	841
	White (Not of Hispanic Origin)	Female	178	178	164	559	1,848
		Male	64	69	65	171	1,211
		Total	242	247	229	730	3,059
	Non-Resident Alien	Female	3	2	2	24	195
		Male	2	2	4	12	213
		Total	5	4	6	36	408
	Not Reported	Female				3	36
		Male					20
		Total				3	56
Total	Female	266	290	275	863	3,389	
	Male	112	125	131	284	2,151	
	Total	378	415	406	1,147	5,540	

x. Advising procedures

Candidates for EDLRM degree programs apply to the department for one of three programs. Once admitted, the student is assigned a program faculty advisor who will work with the student to create a plan of study. The plan of study describes the intended required courses and a timeline in which the course sequence will be completed. This electronic plan of study is filed with the Graduate College and audited prior to graduation. The student is required to meet with their faculty advisor within the first semester of their program. At the Doctoral level, the student selects a dissertation chair after successfully completing the qualifying exams and being formally admitted to candidacy. This chair will work with the student during the dissertation process. Graduation checks, as a final advising component, are completed in the Office for Academic and Student Services in the college and final review of the dissertation occurs in the Graduate College.

xi. Licensure rates (if applicable)

Table 10: FELE Pass Rate Trends 2009-2014



Source: FLDOE/Pearson Results Analyzer

The above chart (Table 10) demonstrates a high level of success of FAU School Leader program completers in comparison to all other institutions in the State of Florida. FAU students consistently out-perform the rest of the State on this licensure examination.

xii. Placement rates/employment profile

The Department of Educational Leadership and Research Methodology does not collect or receive placement data for graduates. Efforts are underway through partnerships with area school districts to establish tracking systems for School Leaders graduates. However, we are aware that many of our graduates have obtained excellent leadership positions in area school districts, at FAU, in numerous State colleges and in the local community.

Adult and Community Education does informally track their graduates through Facebook and other social media and annually invite their graduates to the ACE mentor meetings held twice a year. ACE also continues to invite graduates to attend and co-present at a number of conferences including, International Self Directed Learning Symposium, the AAACE conference, and others mentioned previously. ACE updates an online PowerPoint yearly on the professional lives of many of their graduates.

In Higher Education, currently, the vast majority of doctoral students work full time in colleges and universities throughout South Florida. They are Deans, Directors, faculty and so forth in institutions including FAU, Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University and Nova among others. Many of the Master’s degree students are graduate assistants at FAU. Others are employed at Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University and Nova among others.

xiii. Retention rates

Table 11: Retention Rates

Retention (2009 - 2014)

Program	Admits	Deactivated	Active/Grad	Retention
MA HE	155	16	139	90%
MA SL	474	59	415	88%
Total	629	75	554	88%

Program	Admits	Deactivated	Active/Grad	%
EDS SL	138	24	114	83%
EDS ACE	37	3	34	92%
Total	175	27	148	85%

Program	Admits	Deactivated	Active/Grad	%
PhD SL	100	14	86	86%
PhD HE	103	10	93	90%
PhD ACE	69	8	61	88%
Total	272	32	240	88%

Source: Crystal Reports - FAU Registrar's Office (11/14)

Note: A very large percentage of EDL graduate students are working adults, many in demanding administrative roles.

The above study (Table 11) was conducted during the Fall 2014 semester. All students admitted to the department by program and degree during the 2009-2014 period of time were included in the study. These students were tracked in terms of those that were currently still active in the program and those that had graduated. Those that were no longer active and had not completed the program were noted as "deactivated". Overall, the data show retention rates by program are at least 85%. The "admits" data element includes all admitted students, whether they matriculated and enrolled, or not. This provides additional insight in that the retention analysis would be even better if the program admits data were available as discrete enrollments.

xiv. Graduation rates

Table 12: Degrees Awarded Trends

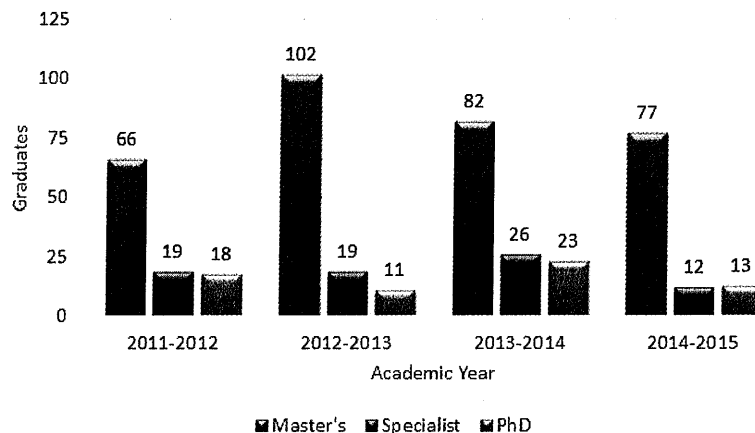
Major	Degree Level	Year Degree Granted													All
		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Educational Leadership	Masters	79.0	84.0	102.0	61.0	52.0	23.0	3.0	3.0	3.0					410.0
	Specialist	27.0	18.0	7.0	13.0	9.0	4.0	1.0	2.0	2.0	2.0				85.0
	Doctorate	12.0	15.0	3.0	8.0	12.0	3.0		1.0						54.0
	All	118.0	117.0	112.0	82.0	73.0	30.0	4.0	6.0	5.0	2.0				549.0
Educational Leadership: Adult	Masters	1.0		9.0	6.0	3.0	4.0	11.0	5.0	5.0	1.0	3.0	1.0		49.0
	Specialist			1.0	1.0	3.0	5.0	3.0	3.0	9.0	4.0	7.0	7.0	4.0	47.0
	Doctorate			2.0			4.0	7.0	8.0	5.0	4.0	2.0	2.0	8.0	42.0
	All	1.0		12.0	7.0	6.0	13.0	21.0	16.0	19.0	9.0	12.0	10.0	12.0	138.0
Educational Leadership: Higher Education	Masters						5.0	12.0	10.0	8.0	13.0	5.0	19.0	27.0	99.0
	Doctorate						2.0	6.0	5.0	4.0	3.0	6.0	4.0	5.0	35.0
	All						7.0	18.0	15.0	12.0	16.0	11.0	23.0	32.0	134.0
Educational Leadership: K-12	Masters	2.0		3.0	3.0	8.0	49.0	61.0	64.0	69.0	65.0	49.0	60.0	55.0	488.0
	Specialist					1.0	9.0	13.0	23.0	17.0	15.0	12.0	12.0	22.0	124.0
	Doctorate			5.0	5.0	7.0	5.0	3.0	8.0	6.0	4.0	9.0	5.0	10.0	67.0
	All	2.0		8.0	8.0	16.0	63.0	77.0	95.0	92.0	84.0	70.0	77.0	87.0	679.0
All	Masters	82.0	84.0	114.0	70.0	63.0	81.0	87.0	82.0	85.0	79.0	57.0	80.0	82.0	1,046.0
	Specialist	27.0	18.0	8.0	14.0	13.0	18.0	17.0	28.0	28.0	21.0	19.0	19.0	26.0	256.0
	Doctorate	12.0	15.0	10.0	13.0	19.0	14.0	16.0	22.0	15.0	11.0	17.0	11.0	23.0	198.0
	All	121.0	117.0	132.0	97.0	95.0	113.0	120.0	132.0	128.0	111.0	93.0	110.0	131.0	1,500.0

Run Date: July 10, 2015
 Program: DegreeReports_Report.sas

Table 12 indicates that degrees awarded in the EDLRM department have recently increased overall. The Master’s in School Leaders shows a slight decrease, while the Master’s degrees awarded in Higher Education have increased from 5 in 2011-12 to 27 in 2013-14. Table 13 reflects data collected by the department and represents discrete degrees awarded by semester and program level. The degrees awarded fluctuate by semester, as indicated by the data.

ACE remains a small program due in part to staffing issues, but the program remains active with consistent graduation and retention rates at the Specialist and the Doctoral program levels. The ACE program has the highest percentage in the department in both areas and surpasses many much larger program areas outside of the department, college, university, and other universities in the state, despite the number of current staff (n=2).

Table 13: Graduate Data Trends by Term



Source: EDLRM Database

The EDLRM department engaged in an internal “time to graduation” study involving all EDLRM graduates from Spring, 2011 through Spring, 2014. Of those graduating the average period of time in the program was:

M.A. 2 years
 Ed.S. 3 years
 Ph.D. 6 years

It is important to note that our students are overwhelmingly full-time employees and part-time students.

Source: FAU Crystal Reports – Registrar’s office 7/2014

xv. Student recruitment

The department has received approximately \$3,000 per year for the past five years in recruitment funding from the University Graduate College. These funds have been used for the preparation and purchase of promotional materials, hosting recruitment sessions and other department recruiting. Each program area has participated in these recruitment efforts. Additionally, scholarship opportunities are shared with perspective students via the department website. Presidential and Provost Fellowships for graduate students are awarded annually by the department through funding in the Graduate College

Faculty

i. Administrative structure

The Department of Educational Leadership and Research Methodology includes three degree programs: School Leaders (SL), Higher Education Leadership (HE), Adult and Community Education Leadership (ACE), and a service component for both the department and the COE, Research Methodology. Each program area has a program leader, whose responsibility is to provide leadership to the program, coordinate program initiatives and activities, chair program area meetings and assist the chair in program area reporting, as well as represent the program area in internal and external functions.

The School Leaders program offers Master’s, Specialist and Ph.D. degrees. The program also offers educational leadership certification courses for non-degree students seeking

educational leadership certification. The Master's degree and certification only program in School Leaders is approved by the Florida Department of Education. Annual Reports are submitted electronically and peer reviewed at the FLDOE level. Site visitation of peer reviewers is conducted every five years and the next site visit is scheduled for 2019-20.

The Higher Education Leadership program offers Master's and Ph.D. degrees, as well as an undergraduate minor in Leadership Studies. The program also provides a service to the university by offering undergraduate leadership courses for university student leaders. The program has a strong partnership with the University Office of Student Affairs, especially in the Master's Degree and the undergraduate minor.

The ACE program offers a Specialist and Ph.D. degree. During the next academic year the program will be re-activating a Master's degree and delivering this degree exclusively on-line. This on-line degree will be marketed state-wide and has a unique sustainability strain embedded in the courses. The Adult and Community Education Leadership Program meets specialization requirements for the Certification in Administration of Adult Education-Administrative Class (6a-4.008), specialization requirements for Certification in Educational Leadership-Administrative Class (6a-4.082), and specialization requirements for Certification in Local Director of Vocational Education-Vocational Administrative Class (6a-4.044) based on courses offered.

The Research Methodology program provides service courses in research methodology to the department, College of Education and a number of other colleges within the university. The faculty also provides much needed assistance in doctoral committees, where faculty serve as methodologists. The Research Methodology program offers an undergraduate Measurement and Evaluation service course for the undergraduate teacher preparation programs. The workload of the research methodologists is quite heavy. Currently there is no degree program area for the statistics and research methodology to produce graduate assistants to lessen the instructional load on the research methodologists.

During the next academic year the department will be offering undergraduate research courses (dual enrollment) for students at FAU High.

Please see the College of Education Organizational Chart in Appendix D.

ii. Faculty profile

Table 14: DDI B2 Instructional Faculty and Adjuncts by Gender and Ethnicity

Adjuncts		Educational Leadership			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Asian or Pacific Islander	Female				5	13
	Male				1	10
	Total				6	23
Black (Not of Hispanic Origin)	Female	3	6	4	7	26
	Male	3	4	8	9	20
	Total	6	10	12	16	46
Hispanic	Female				4	10
	Male	1	1	1	2	11
	Total	1	1	1	6	21
White (Not of Hispanic Origin)	Female	15	16	13	123	290
	Male	9	10	8	43	220
	Total	24	26	21	166	510
Total	Female	18	22	17	139	339
	Male	13	15	17	55	261
	Total	31	37	34	194	600

Source: IEA Instruction and Resource File

Following the 2014 academic year there was a resignation of a White female instructor. Three new hires were recruited on tenure earning faculty lines for the 2014-15 academic year, one tenured Professor (Male/Asian), two tenure track Assistant Professors (one White female and one White male).

Due to faculty vacancies created by the promotion of a professor in the higher education program to a university leadership position, as well as a retirement of an instructor (both White females), the department has recruited and hired two new tenure earning faculty for the 2015-16 academic year, an Associate Professor (White female) and an Assistant Professor (Hispanic male). Both of these hires are in the Higher Education Leadership Program.

The department has a total of 20 full-time faculty members for the 2015-16 academic year. Five faculty members are tenure track, 13 tenured and two are non-tenured instructors. Thirteen are White, one is Black, four are Hispanic and two are Asian. The faculty is represented by 11 males and 9 females.

During the spring 2015 semester, the department employed 29 adjunct faculty members, covering 32 course sections. The number of adjunct faculty varies from semester to semester and has not been finalized for the fall 15 semester.

The department uses the Diversity Data Report <http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> to engage in trend data regarding faculty within the college, the university and the state of Florida.

iii. Faculty teaching load

The EDLRM department is the largest Ph.D. granting program in the university and this has an impact on faculty teaching load. Twenty (20%) of all FAU doctoral degrees since 2001 were awarded by the department. The department leads the university in the number of Ph.D.s granted from 2009-13 (77). Currently, there are 164 doctoral students that are active in the department and of those 50 are registered for dissertation credits.

Additionally, the department leads the university in the number of Master's degrees granted from 2009-13 (468).

Faculty members in the department generally teach the equivalent of a 3/3 load. An on-going factor that impacts the entire department, both in teaching, service, and scholarly productivity, is the large number of active doctoral students registered for dissertation. Typically, the chair of the dissertation committee is granted instructional credit (4 students registered for 3 credits each) equal to a course section. Faculty members who serve as committee members receive no credit toward their teaching loads, however this work is acknowledged for service. A doctoral committee must have a minimum of three graduate faculty, including the chair

In addition, faculty provide courses and service to students, departments and divisions across the university. Two department faculty have joint appointments with other departments: Mathematical Sciences and Curriculum, Culture and Educational Inquiry. Some faculty serve on graduate committees in disciplines across the university.

Course releases are granted for grant/foundation buy-outs, program coordination, exceptionally large advising loads, and for special initiatives of the department. Additional releases are granted as per faculty governance policies. Table 15 identifies the courses assigned for teaching to EDLRM faculty during two semesters, fall 2014 and spring 2015.

Table 15: Faculty Course Loads

Faculty Course Load Assignments		
Faculty Member	Fall 2014	Spring 2015
1	2	2
2	3	3
3	2	2
4	2	3
5	1	2
6	3	3
7	4	4
8	2	3
9	3	3
10	2	2
11	1	1
12	3	2
13	3	3
14	3	3
15	1	2
16	3	2
17	3	3
18	3	3

Source: EDLRM department FAIR system records

iv. Summary of faculty research productivity

Regarding faculty research productivity, Table 16 reflects an increase in faculty person years and FTE devoted to research as a three year trend. Research and scholarly productivity in the EDLRM department (Table 17) shows a decline from 2011-12 to 2013-13, as a major grant (PROPEL) was concluded. Other peer reviewed publications increased during this same three-year cycle. Table 18 demonstrates that EDLRM faculty efficiency in regard to scholarly activity is greater than the college and university totals in some publications and presentations, despite the annual decline in Table 17.

Table 16: Faculty Person Years and FTE Devoted to Research

				Educational Leadership			College Total	University Total
				2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.1	1.2	1.3	5.4	98.6
			FTE	1.5	1.5	1.7	7.2	131.5
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.2				6.0
			FTE	0.3				8.0
	Other personnel paid on faculty pay plan --							11.2
								14.9
Total			Person-Years	1.3	1.2	1.3	5.4	115.8
			FTE	1.8	1.5	1.7	7.2	154.4
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.6	0.8	1.1	4.4	24.9
			FTE	0.8	1.0	1.4	5.9	33.2
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.3	1.0	1.1	1.9	5.1
			FTE	0.4	1.3	1.5	2.6	6.8
	Other personnel paid on faculty pay plan --							25.6
								34.2
Total			Person-Years	0.9	1.8	2.2	6.4	55.7
			FTE	1.2	2.3	2.9	8.5	74.2

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
 Person-year= 1 person working full time for one year
 1.00 FTE = .75 person-years

Table 17: DDI C 1-9 Research/Scholarly Productivity

		Educational Leadership			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions)	#	4	8	5	22	114
2. Other peer-reviewed publications	#	16	19	21	70	1,019
3. All other publications	#	5	46	37	70	565
4. Presentations at professional meetings or conferences	#	35	61	37	213	1,517
5. Productions/Performances/Exhibitions	#	0	0	0	5	330
6. Grant Proposals Submitted	#	2	1	0	0	0
Sponsored Research & Program Expenditures						
7. Organized Research	#	\$0	\$1,826	\$0	\$0	\$0
8. Sponsored Instruction	#	\$554,376	\$1,447,138	\$0	\$0	\$0
9. Other Sponsored Activities	#	\$6,983	\$1,017	\$0	\$0	\$0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

The productivity in research/scholarly productivity for books, peer reviewed publications, presentations, was superb and far exceeded the averages posted by members of other like sized faculty.

Table 18: DDI D1-9 Efficiency Data

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions) per faculty member	0.3	0.6	0.4	0.3	0.2
2. Other peer-review publications per faculty member	1.2	1.4	1.5	0.9	1.6
3. All other publications per faculty member	0.4	3.3	2.6	0.9	0.9
4. Presentations at professional meetings or conferences per faculty member	2.7	4.4	2.6	2.9	2.4
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	0.0	0.1	0.5
6. Grant proposals submitted per faculty member	0.2	0.1	0.0	0.0	0.0
Sponsored Research & Program Expenditures					
7. Organized research expenditures per faculty member	\$0	\$130	\$0	\$0	\$0
8. Sponsored instruction expenditures per faculty member	\$42,644	\$103,367	\$0	\$0	\$0
9. Other sponsored activity expenditures per faculty member	\$537	\$73	\$0	\$0	\$0

Scholarly output (Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

The 2014-15 academic year was another very productive period for the faculty in EDLRM. A summary of their research/scholarship is as follows:

- Published/Edited Books – 6
- Chapters in Books – 26
- Refereed Articles – 15
- Refereed Papers Presented – 27
- Grants Awarded/Continuing – 1
- Editorial Board/Journal Reviewer – 40
- Editorships – 2

Other honors of faculty include:

- COE Dissertation of the Year
- COE Scholar of the Year
- University Graduate Advisor of the Year
- Jupiter Campus Faculty Member of the Year
- FAPEL President and Past President
- SIG Chair Elect AERA
- COE Leadership Awards for College Accreditation (2)
- President-elect Council for the Study of Community Colleges
- Member to the International Adult and Continuing Education Hall of Fame's (IACEHOF) Class of 2015
- 2015 University Award of Excellence and Innovation in Undergraduate Teaching

Source: 2014-15 EDLRM Faculty Accomplishment Spreadsheet

The college uses a spreadsheet tool annually, the Faculty Accomplishment Spreadsheet, to provide detail to all aspects of faculty research, scholarship and community engagement.

v. ***Strategic planning for hires***

Probably no area of planning is more important than hiring personnel. The department has yet to recover from a long period of hiring freezes, where tenure-earning faculty positions

were frozen and hiring was limited to non-tenure earning positions. This was especially damaging to EDLRM due to retirements and resignations, where positions were not able to be filled. During the past four years the freeze on positions has thawed and searches for tenure-earning faculty initiated. However, the needs in program areas are many and the position approvals have been limited. Consequently, careful thought and analysis, with clear priorities established are required in planning for hires.

Areas of consideration when recommending positions to be filled include:

- Areas of need (especially areas where it is difficult to hire adjunct faculty)
- Strengths and weaknesses in program area. Where are there gaps in program coverage?
- Opportunities and Threats (both external and internal)
- Where can new markets be cultivated?
- How are the department's programs aligned with University Strategic Plan values, goals, pillars and platforms?
- Opportunities to generate alternative revenue streams (e.g., grants, development, workshops/seminars or sponsored courses)?

With other departments in the College having serious needs as well, combined with limited resources in the college, it is essential to have a clearly articulated rationale to the Dean regarding the importance of filling requested positions, including the data needed to support the request(s).

vi. Abbreviated faculty CVs

See Appendix E

D. Research

i. Review of part II of the department dashboard indicators

In summary, section V depicts an extremely productive faculty in relation to scholarship. This is impressive given their high teaching and service loads/productivity.

ii. Interdisciplinary efforts and community engagement efforts

The EDLRM Strategic Vision Statement establishes clear priorities that flow from our Mission, Vision, Values and Aspiration. Two of these priorities are:

- Produce interdisciplinary research and research-based models that can be used to improve socially responsible leadership and research practice.
- Cultivate alliances both within the university and with schools, colleges and universities, governmental and community organizations, public and private.

Section vi. describes the partnerships that have been established with area school district partners in the design and delivery of the School Leaders Master's Degree. Also mentioned in section *vi. (Administrative Structure)* is the interdisciplinary Minor in Leadership Studies, in collaboration with the Office of Student Affairs and other colleges in the university. Described in this section are Leadership courses in collaboration with the Office of Student Affairs for undergraduate student leaders,

research methods dual enrollment courses offered in collaboration with FAU High School,. Finally, the ACE program is currently working with the Palm Beach State College North Campus to offer doctoral degrees for potential faculty leaders on that campus.

iii. Establishment of goals for research

Research Goals for the department include:

- Pursue external funding opportunities in areas of Higher Education, School Leadership, Adult and Community Education, and Research Methodology
- Mentor junior tenure-earning faculty members in regard to building a strong research/scholarship agenda
- Continue to pursue funding (both internal and external) to support travel and other expenses associated with maintaining high levels of research/scholarship
- Work with senior faculty to establish clear and attainable goals, as well as the support needed, to maintain research/scholarship productivity.
- Reduce the current 3/3 teaching load.

iv. Assessment of how well goals are being met

Annual faculty evaluations detail faculty accomplishments, publications and research productivity. Additionally, junior faculty receive annual Progress Toward Tenure letters and a third year review. The EDLRM department chair provides faculty and the Dean annual reports detailing progress in the achievement of department goals.

E. Service/Community Engagement for Department/School

i. Community engagement

Given the large numbers of Doctoral students, graduate faculty members in the EDLRM department are heavily engaged in dissertation committees. As of spring 2015, 50 of the 160 doctoral students were registered for dissertation credits. This translates to 50 dissertation committees requiring faculty service. The department has numerous committees (both standing and ad hoc) established to conduct department business and guide program improvement. For example, a committee was created to revise and restructure the comprehensive exam for Doctoral students. EDLRM faculty members are also very active in college and university committee work ranging from committee membership on the college P&T to chairing the college Diversity Committee and serving on the Institutional Review Board.

Faculty are active in their professional communities outside of the university. Many serve as officers of professional organizations, editors and referees for professional publications, and within local partnership executive boards (Table 19). Efficiency data demonstrated in Table 20 identify a very strong commitment to service, and reflect totals higher than both the college and university service efficiency totals.

Table 19: DDI B 1-3 Faculty Service Productivity

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees #	272	21	372	791	2,534
2. Faculty memberships on community or professional committees #	53	21	93	257	1,000
3. Faculty serving as editors or referees for professional publications #	8	5	36	47	654

Source: College Dean's Offices

Table 20: DDI B -3 Efficiency Service Data

	Educational Leadership			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees per faculty member	20.9	1.5	26.6	10.7	4.0
2. Faculty memberships on community or professional committees per faculty member	4.1	1.5	6.6	3.5	1.6
3. Faculty serving as editors or referees for professional publications per faculty member	0.6	0.4	2.6	0.6	1.0

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

ii. Review of part III of the departmental dashboard indicators for Department/School

The EDLRM faculty are heavily engaged in service, both within FAU and the external community. Tables 19 and 20 represent continual support to service. The reporting for 2012-13 excluded dissertation committee activity. After departmental discussion, this was added back to the calculation for 2013-14, as faculty acknowledged the rigor of this service.

iii. Establishment of goals for service

In the EDLRM Strategic Vision statement the aspiration of the department reads “Our values lead the way... To distinctively impact our faculty, students, communities, and educational policy, practice, and research.” This statement clearly focuses the role of department faculty in areas of research and service. Simply stated, we aspire to make a difference for the betterment of our department, college, university, profession and community—locally and internationally. Hence, the depiction of the impressive work of EDLRM faculty in Table 19 and 20 reflects our aspiration.

iv. Assessment of how well goals are being met

Annually, the EDLRM department has a beginning of the year all-day retreat at an off-campus location. This retreat is used for the analysis of data related to department goals, productivity and effectiveness in research, instruction and service. We celebrate our successes, discuss our needs and set goals for the coming year. Goals to be discussed for the 2015 retreat are presented in F (the next section).

F. Other Program Goals for School or College

Programmatic goals for the 2015-16 academic year are as follows:

Department Goals for 2015-16

- Implement and achieve university approval for on-line Teacher Leadership Certificate Program in partnership with CCEI.

- Implement initial phase of newly approved minor in Leadership Studies. Work with Office of Student Affairs for coordinating marketing, as well as other participating colleges for scheduling of courses and recruiting.
- Department Review of Lead Courses (I, II, III, V and VI).
- Internationalizing faculty and curricular innovations.
- Program Review completed for all ACE, School Leaders and Higher Education Programs.
- Continue to strengthen partnerships both internal and external to university.
- Promote State-wide marketing for on-line ACE Master's program. Also promotion of State-wide marketing for on-line School Leaders "Clinical Education" course, as well as the on-line Teacher Leader Certificate Program (once approved).
- Successfully host a visit of educators from the South China Normal University area in November of 2015.
- Explore feasibility of offering an on-line certificate program in Charter Schools Management.
- Continue to explore alternative revenue streams for the department. Options include non-credit courses, sponsored/contract courses or programs, as well as working with University Development for externally funded initiatives.
- Partner with FAU High for offering undergraduate research methods courses for FAU High students.
- Work with St. Lucie County School District and the FAU Palm Point Lab School to once again deliver the EDLRM School Leaders Master's Degree for northern school districts.
- The following grant submissions are planned for 2015-16
 - Frankie Laanan, National Science Foundation , \$250,000 (2 years), Research in Engineering Education
 - Frankie Laanan, National Science Foundation, \$600,000 (2 years) , Advanced Technology Education
 - Michael DeDonno, NIH , \$100K-\$150K, Academic Research Enhancement Award

i. Describe and assess how well goals are being met

An annual report of the Chair to department faculty delineates the progress of the department in achieving the goals established for the prior year.

G. Strengths and opportunities that support achievement of program goals for School or College

Strengths

- Developmental attitudes in educating graduate leadership students. (All programs)
- Faculty committed to continuous program recruitment and improvement. (All programs)
- Commitment to continuous improvement. (All programs)
- Defined set of shared values with diverse approaches to leadership preparation, research methodologies, and conceptual frameworks. (All programs)
- National and international consultancies, advisory boards, editorial boards, and keynotes. (All programs)
- The Department is one of the leaders in international education. (Fulbright, Research Fellowships, Visiting Faculty positions, study abroad, hosting international visitors, and leadership of the College's International Committee aligned with the Office of International Programs)

- Faculty's statewide, national, and international reputations. (e.g., UCEA, ASHE, NASPA, AAACE, Research Fellows, awards and publications)
- Loyal and accomplished alumni. (All programs)
- Faculty committed to school district-university partnerships (e.g., PROPEL), community partnerships and interdisciplinary partnerships within the university (e.g., FAU Office of Student Affairs). (All program areas)
- Partnership with FAU Office of Student Affairs. (Higher Education Leadership)
- Year-round supervised principal internship. (School Leaders Master's Degree/Certification Program)
- High Program Standards (exceeding state and national standards) Resulting in Highest Test Scores on FELE. (School Leaders)
- Undergraduate leadership courses for student leaders. (Higher Education Leadership)
- Diversity of students and faculty. (All programs)
- New Undergraduate University Minor in Leadership Studies. (Higher Education)
- Tremendous growth in Higher Education Leadership Master's Program. (Higher Education)
- MOU's in place with University of Malaya and Southwest University in South Africa and partnership with South China Normal University. (All programs)
- Research and leadership initiatives at the undergraduate level. (Research Methodology and Higher Education)
- On-line initiatives with potential for State-wide marketing. (ACE and School Leaders)

Opportunities

- New markets can be cultivated for EDLRM services, Undergraduate, FAU High, local school districts, dual enrollment), State-wide stakeholders through on-line marketing. (All programs)
- Build upon existing partnerships within the university and in the communities, especially school district for program development and grant opportunities. (All programs)
- Build upon the national and international recognition of faculty for marketing and international partnerships. (All programs)
- Build stronger alignment with FAU Strategic Plan to pursue internal recognition and resources.
- More aggressively pursue alternative revenue streams to support program excellence.
- Build doctoral program area for research methodology, recruiting students to pursue a Ph.D. in Educational Leadership with emphasis in Research Methodology.
- Build support centers, staffed by doctoral students with expertise in research methodology to provide assistance to faculty and students in support of their research.
- Offer a wider range of quantitative and qualitative methodology courses.
- Provide a certificate program in research methodology.
- Expand our number of full-time students to enhance the quality of our programs and to assist the university in becoming a tier one university.

H. Weaknesses and threats that impede program progress for School or College

Weaknesses

- Lack of personnel (understaffed), resources (underfunded) and infrastructure (not systemic) to take advantage of leadership opportunities. (All programs)
- Unfavorable student-full-time faculty ratio. (All Programs)

- Dominance of students studying part-time. (All programs, but more severe in School Leaders)
- Limited use of existing data by program areas for trend analysis and needs assessment. Need to better utilize existing data infrastructure. (All programs)
- Large geographic and diverse demographic service areas surrounding FAU. This is also a strength; however there are challenges to providing service to school districts, community colleges, colleges, and other stakeholders spread out over a large geographic area. (All programs)
- Limited formal or informal relationships with local school board members and district superintendents. (School Leaders)
- Limited professional development opportunities for in-service administrators and school board members. (School Leaders)
- Annual teaching assignments not consistent with doctoral faculties in the field. (All programs)
- Need to increase graduate assistant pay and scholarship/fellowship to improve recruiting of more full-time GA's. Need to offer 5 scholarships per year per program area to be competitive on national level and recruit beyond regional border. (All programs)
- Need to increase adjuncts' pay to attract more experts from all the fields. (All programs)
- Need for more infrastructure to support grant writers. (All programs)
- Limited technology support or flexible systems. (All programs)
- Need significant support for improvements and maintenance of website. (All programs)
- More resources directed to professional marketing of our programs. Need to develop branding for programs and better use of technology: Facebook, Twitter, telecourses, webinars, blackboard courses, YouTube, podcasts and blogs, etc. (All programs)
- CAS deficiency in areas of helping skills and experiential clock hours. (Higher Education)
- More support for doctoral students in research methodology needed. Existing faculty are stretched too thin.
- Limited alternative revenue streams to support faculty, students and programs.

Threats

- Faculty teaching loads
- Lack of sufficient staff and faculty in critical areas (Can't continue to do more with less)
- Lack of sufficient technology and marketing support
- Changes within the university infrastructure (can be opportunity or a threat)
- Projected faculty retirements in critical areas
- Competition in field, especially School Leaders.
- State policy impacting demand for enrollment.

I. Resource analysis for School or College

Teaching Loads

A serious issue in the department is the heavy teaching load for faculty crossing all degree levels and programs. This issue places considerable stress on important infrastructure issues, quality control and the department's ability to recruit faculty at both the tenure-earning and senior tenured levels. Given that the university aspires to become a tier one research

institution, faculty must reapportion their assignments so that more time is allowed for research and writing.

The large numbers of doctoral students, especially at dissertation levels place additional stress on the system. Currently there are 160 active doctoral students in EDLRM and 50 of these students are candidates and registered for dissertation credits. When reviewing the department's number of senior graduate faculty who can chair committees (11) we can justify a need for a better student-faculty ratio.

Adjuncts can be hired at the Master's level for program delivery and can be an asset to the program, yet it is important to ensure that our programs are primarily driven by tenured and tenure-earning faculty. The department has quality controls built into the system where every course delivered by the department has a faculty member assigned as a lead instructor with responsibility for working with the chair to maintain a level of program delivery quality and consistency, working with adjuncts in terms of orientation and monitoring quality of instruction.

It is recommended that the department move to a 2/3 base teaching load with additional course releases used as needed and justified. Tables 19 and 20 clearly justify the very high level of faculty productivity in service, while Tables 17 and 18 depict the department's high level of productivity in research. Table 7 depicts the very high level of productivity/efficiency in degree production efficiency and Table 11 shows a record in the department of very impressive retention of students in graduate degree programs. This is clearly a highly productive faculty. Systems (load infrastructure and policy) need to be in place to avoid the negative, if not dire, consequences of excessive strain over time and to sustain and further expand this productivity.

Faculty Incentives and Support for Grant Writing and Securing Additional Resources

Securing grants to support the mission and aspiration of the department is extremely important. Systems should be developed to provide faculty with support (e.g., graduate assistant, course release, travel to meet with funding agencies, and technical assistance) during the writing and submission process. In some program areas with few faculty, having a grant can penalize the program because the faculty member is taken out of the classroom to work on the grant.

New Faculty Needs

Immediate Needs

Current (immediate) priority needs for new faculty (in addition to the faculty position already approved for higher education searches/hires that is urgently needed) are in the Research Methodology, School Leaders, and Adult and Community Education (ACE) Leadership programs. Research Methodology classes are offered on Davie, Boca Raton and Jupiter campuses, supporting graduate programs for the College of Education. It is very difficult to find sufficient numbers of adjuncts to teach these courses and new faculty hires are needed. These hires are also needed to support doctoral committees and doctoral student research.

The School Leaders Program is in immediate need for a faculty member to serve on the Jupiter campus and serve as a liaison to the Martin and St. Lucie County School Districts/areas. With the closing of St. Lucie campus considerable FTE from this area were lost as EDLRM faculty members were moved to other campuses and classes were moved to Jupiter. The department is looking to offer classes for St. Lucie area graduate students at the Palm Point University Laboratory School, while partnering with the St. Lucie and Martin County School Districts in addressing their educational leadership needs.

A faculty position is also needed for the ACE program to coordinate and teach in the on-line Master's degree. This position would be located on the Jupiter campus and responsibilities will include the coordination of the new Master's program, as well as teaching in the program. To expand the program there is a need for a senior level faculty member to share in the dissertation load.

Long Term Needs

It is important to strategically address succession planning in the department as it is anticipated that in the next five years numerous retirements of senior faculty members (in all program areas) are anticipated. Again, particularly given the large number of doctoral students in the department, succession planning must address the hiring of senior faculty members in combination with junior faculty. Visiting positions are short-term solutions to immediate gaps in faculty needs and cannot be answers to long term needs.

Travel to Support Faculty and Student Scholarship

While the Dean has been supportive of faculty travel (\$1,100 per year if paper is being presented; \$750 in not presenting a paper), much more is needed to support faculty scholarship and professional growth. The chair provides additional support to faculty as funding permits. The current support, while generous by FAU standards, is simply not sufficient to promote a level of excellence that is consistent with the department mission and aspiration, as well as in-line with other highly recognized doctoral granting departments in the field.

For experiential learning, students at the doctoral level in all programs, specialist in school leaders and the adult education program and at the master level in the higher education program, participate in conference study experiences where they attend national and international conferences as part of a course of study. Faculty members that teach these courses have pre-conference, during and post-conference meetings, and require students to attend a dinner or lunch learning experience where nationally and internationally recognized scholars share their research and engage with students.

Funding is needed to support travel expenses for students and the faculty responsible for the courses and funding is needed for hosting events at the conference for students. During the past academic year 34 doctoral and master's students across program areas participated in these classes. Feedback from students consistently indicates the high value of this learning experience. These are precisely the kind of learning experiences that are valued by graduate students. Funding for these students to be able to attend these functions has been very limited. Considerably more resources are needed to financially support students enrolled in these experiential classes.

Having funds to support faculty and student scholarship to conferences and other related events would enhance the experiences for all the students. At the current time all ACE students attend the conferences from funds from the university allowance for student travel to conferences or from the students' own pockets. Often the coffer is limited and ACE students have to travel on their own funds. The students share rooms, search for low cost travel when available, and even stay with others in the city or state we travel to. On several occasions, faculty and students have had to share lodging and meals outside of the conference venue with the students. This in part diminishes the value of the learning experience noted above.

At most there are three to five slots that can be filled with an ACE student (including positions in Mott Center). Each year the ACE faculty submit for the Recruitment funds from the

Graduate College to secure a Presidential or Provost scholarship in order to have some funding that is attractive to those in need. We secure the funds frequently, but the guidelines impose restrictions that do not allow us the flexibility we need to use the funds.

Branding and Marketing

The South Florida Service Region provides the challenge of marketing EDLRM programs in a competitive marketplace. Historically, the approach to marketing in the College of Education has been “build it and they will come.” Enrollments have been sustained in large part because of the positive working relationships with stakeholders in EDLRM program areas. However, strategic marketing of our programs is much needed, especially in regard to on-line programs that can reach educators throughout the State of Florida and beyond. Expertise and investment in branding and marketing EDLRM programs must be a priority.

Graduate Assistantships and Graduate Fellowships/Scholarships

The existing pay for graduate assistantships is embarrassingly low. This situation—compounded with limited numbers of Presidential and Provost Fellowships—makes it impossible to recruit doctoral students at a national level; therefore, significantly more support is needed to recruit full-time doctoral students beyond the local university service international level. The Presidential and Provost Fellowships are both granted to new students. There is no mechanism to view the performance of the student before granting the award—other than the initial interviews. Some funding should be available for those students that have proven their value to the program. Considerable attention should be given to address this issue within the university/college level. While the Graduate College, the College of Education and the EDLRM department has some scholarships, the number of students exceeds what is available. Many of the opportunities are also based on financial standings.

In the Higher Education program, graduate assistantship opportunities are available to graduate students interested in higher education administration and research. Full-time, degree-seeking enrollment status is required. Compensation includes tuition waiver and stipend for the length of the appointment. Limited competitive fellowships are also available. Specialized graduate assistantships, within the area of student affairs, are available in the various departments of the Division of Student Affairs. These assistantships provide opportunities for graduate students to experience student’s affairs work on a university campus.

There are 45 doctoral and master’s assistantships within the Division of Student Affairs. Based on a directive from the Graduate College, students are required to hold assistantships that are relative to their major course of study. Currently students of the Higher Education Leadership Program hold 51% or 23 graduate assistantships within the division. Full time graduate assistants are expected to work 20 hours per week during the fall and spring terms. Graduate assistantships cover 80% of the graduate student’s tuition, 20% (which includes the fees associated with attendance) of the tuition must be paid for by the student. Students receive an hourly wages of \$10 -\$15 dollars per hour. The Division of Student Affairs commits two years to each graduate assistant. Students are encouraged to use each academic year to pursue different divisional opportunities. Graduate assistantships are also available across the university and include academic units.

J. Future directions for School or College

New initiatives are underway that will move the department into new directions, while maintaining the excellence of programs currently offered. First, during the fall ’15 semester the department will be offering an undergraduate minor in Leadership Studies. This continues

a prior undergraduate initiative where one-hour leadership courses are offered to undergraduate university student leaders. Another new undergraduate initiative is a partnership with FAU High School to offer dual enrollment undergraduate research methods courses. These collective undergraduate initiatives are significantly altering the direction of the department, where the department has traditionally offered graduate programs and courses, with the only exception the Measurement and Evaluation course offered for undergraduate teacher education students.

Two other new initiatives will also move the department into a new direction. Both of these initiatives will be offered only through on-line delivery. The first is a joint certificate program in Teacher Leadership in partnership with the Department of Curriculum, Culture and Educational Enquiry, and the other in a new Master's degree in Adult and Community Education Leadership. Both of these programs will be unique and marketed State-wide. While the department has long offered on-line courses, essentially at the Master's degree level, these two initiatives will be the first on-line only programs.

A continuing and expanded initiative is the commitment of the School Leaders program to form partnerships with area school districts in the delivery of the State approved Educational Leadership licensure program. The model was established in a partnership with the Broward School District, funded through a Race-to-the-Top grant, and now is being expanded to the other school districts in the service region. This initiative will also expand the program geographically as the department partners with school districts in the northern portion of the university service region (Martin and St. Lucie).

Finally, the restructuring and revision of the Master's degree in Higher Education Leadership, in collaboration with the University Office for Student Affairs, will significantly alter this valuable program in EDLRM. These revisions will bring the program into alignment with CAS standards and expand experiential learning opportunities throughout the university campus and beyond.

K. Student Feedback

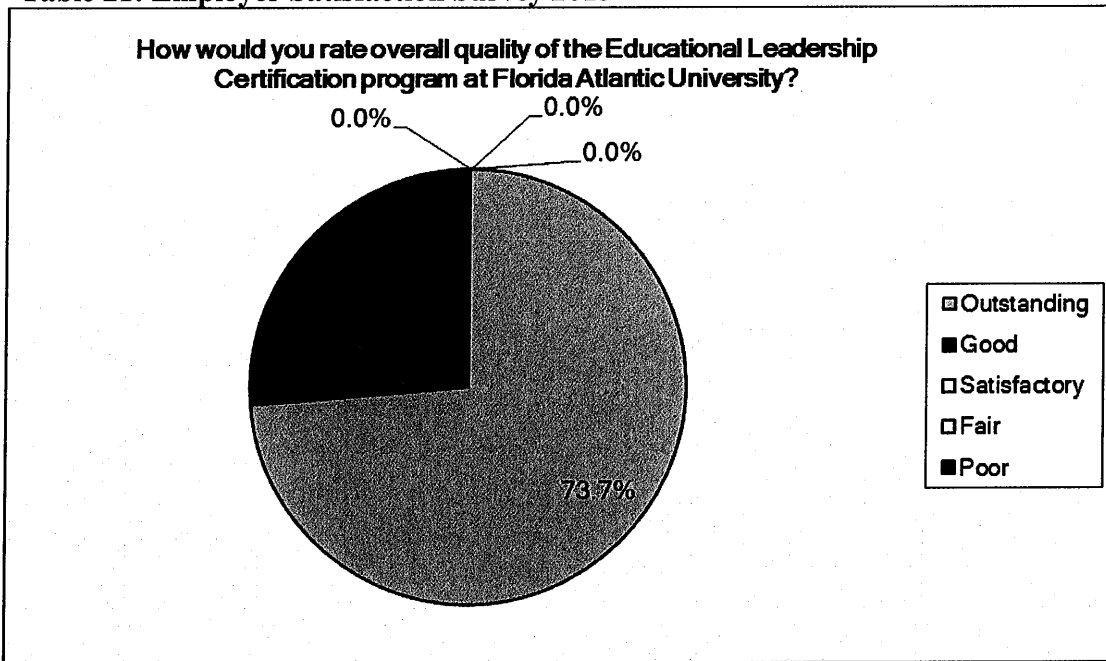
Regarding student feedback, the university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships may be excluded. There are 21 questions in the survey, covering various course organization, delivery and teacher performance topics. For the fall 2014, 438 EDLRM student responses from those enrolled in 342 courses responded. This represents 51% of those invited to participate in the survey. In college, 48,878 student responses from 2818 courses were tabulated. The college participation was 50.4% overall, slightly lower than the department of EDLRM.

On all 21 questions posed, the EDLRM department ratings were higher than the College of Education means. See appendix G for full data report.

As part of the continuous improvement efforts required by accrediting agencies and the FLDOE, three surveys were sent to completers and their employers during the summer of 2015. It should be noted that although FAU serves seven school districts, three fourths of our respondents came from Broward County, 16% from Palm Beach and the rest were spread between Miami-Dade, Martin, St. Lucie, Okeechobee, and Indian River. These ratios parallel enrollment figures as well.

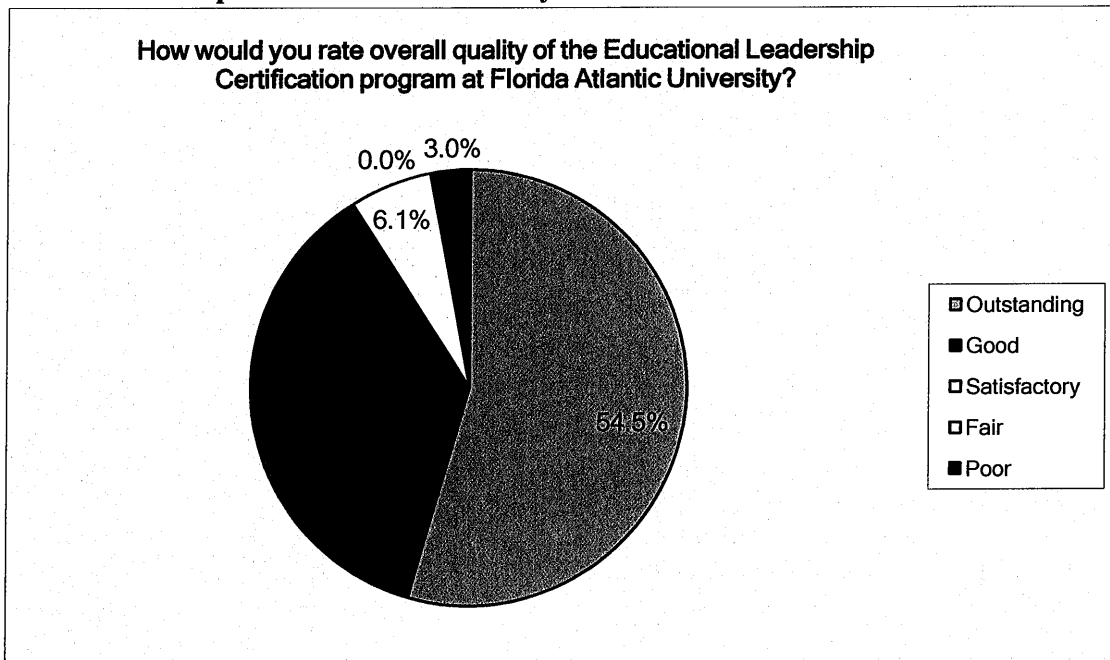
The overall satisfaction data of graduates are represented by this circle graph:

Table 21: Employer Satisfaction Survey 2015



Now compare the above circle graph with employer satisfaction of our graduates:

Table 22: Completer Satisfaction Survey 2015



While the overall employer assessments are positive there are areas for improvement. For this we looked first at what graduates told us they needed more work in; the two weakest content areas that graduates noted were:

Identify appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices	1.86
Identify the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations	1.89

Note: Averages below 2.0 are between “strongly agree” and “agree” in terms of feeling prepared. And the item that graduates felt most prepared to lead was:

Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning	1.18
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From the employer perspective, budget and finance skills were also identified as just adequate and added to this list was the ability to build a strong culture and give feedback for individual and school improvement. These capacity-building skills are consistent with the literature in school leadership development.

While statistics are certainly an important program quality metric, what students *say* about the programs are also critical as brand and reputation locally is critical to recruitment and alumni support. An assistant principal in the very first cohort of PROPEL writes this testimonial:

The Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) experience is phenomenal! The learning is rigorous, relevant, and impactful. Upon my completion of the program, I am more than equipped with the essential skills needed to be an effective and courageous school leader. The PROPEL professors are among our nation’s elite. Each professor facilitates courageous conversations about the current state of 21st century schools while providing research-based solutions for ensuring graduate students are prepared to lead and move schools with student learning at the forefront. The PROPEL program couples current research with practical experiences aimed at engendering graduates who are employable, passionate about education, and dedicated to school improvement.

Another local Broward County school administrator wrote:

PROPEL stressed the critical importance of PLCs, collaborative data analysis, innovative professional development, and ongoing communication with all of a school's stakeholders. These proven approaches to increasing student achievement have absolutely made a difference at my school and in my career. The district has consistently tried to roll-out new programs based on these concepts. I have been at the forefront at my school utilizing the knowledge base and hands-on approach I learned during my days in the PROPEL program.

APPENDICES

Appendix A: FLDOE Program Approval

Appendix A
FLDOE Program Approval

Educator Preparation Programs Approved By The Florida Department of Education for

Florida Atlantic University

Address: 777 Glades Road
Boca Raton Florida 33431

Dean: Dr. Valerie J. Bristol Phone 561-297-0533 Email bristor@fau.edu

Program Code:	Level:	Program:	Degree Level:	Expires:
114	K-12	Art	Bachelor's	2020
202	K-12	Music	Bachelor's	2020
212	K-12	Reading	Master's	2020
285		Educational Leadership	Master's	2020
287	6-12	Mathematics	Bachelor's	2020
288	6-12	Biology	Bachelor's	2020
289	6-12	Chemistry	Bachelor's	2020
291	6-12	Physics	Bachelor's	2020
293	6-12	Social Science	Bachelor's	2020
304	PK-12	Guidance and Counseling	Master's	2020
310	K-12	French	Bachelor's	2020
311	K-12	Spanish	Bachelor's	2020
398	6-12/ Endor.	English/ ESOL	Bachelor's	2020
430	K-12/ Endor.	Exceptional Student Education/ ESOL	Bachelor's	2020
444	K-6/ Endor.	Elementary Education/ ESOL	Bachelor's	2020
444	K-6/ Endor.	Elementary Education/ ESOL	Master's	2020

Appendix B: Higher Education Consultant Report

Appendix B

SLOA Assessment Plans

- a) M.Ed. Educational Leadership K-12
- b) Ed.S. Educational Leadership K-12
- c) Ph.D. Educational Leadership K-12
- d) Ed.S. Educational Leadership – Adult and Community
- e) Ph.D. Educational Leadership – Adult and Community
- f) Ph.D. Educational Leadership: Higher Education Leadership
- g) M.Ed. Educational Leadership: Higher Education Leadership

a) M.Ed. Education Leadership: K-12

Learning Outcome 1

Description and Methodology

Outcome Description

Content Knowledge: Completers acquire entry-level knowledge of basic school leadership theories and skills. Content is divided into 3 parts: foundational leadership skills and knowledge; professional knowledge; and experiential practices. The M.Ed. is State DOE approved and meets state and national leadership standards respectively as all students must pass the Florida Educational Leadership Exam [FELE] (state) and the program is one of 95 U.S. members (3 international universities) of the University Council of Educational Administration [UCEA.org], the most prestigious professional association in our field. January 1, 2014, the FELE was revised. All M.Ed. content is aligned with the exam that tests the following: (1) Instructional Leadership: Managing the Learning Environment; Learning, Accountability, and Assessment; (2) Operational Leadership: Technology; Human Resource Development; Ethical Leadership; Decision-Making Strategies; and (3) School Leadership: Community and Stakeholder Partnerships; Diversity; Vision

Academic Learning Categories related to this outcome:

- Content Knowledge
- Procedural Knowledge (Technical Skills)
- Procedural Knowledge (Research skills)
- Declarative Knowledge
- Communication
- Team/Collaborative communication
- Multimedia/Graphic communication
- Oral Communication
- Written Communication
- Critical Thinking
- Practical Skills

┌ Creative Skills

┌ Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Advising and Plans of Study explain the FELE requirement for graduation, recommending that it be taken near the completion of coursework. All courses are aligned with the FELE requirement and are described on EVERY course syllabi. Each course focuses on a different area of management and leadership which is covered by the exam. The Office of Student Services in the College audits all transcripts to see that all sections of the FELE has been taken and passed by graduating students.

Assessment Method:

Content Knowledge Assessment, for the past four years, occurred at both the course and program level. Both have been continuously revised to align with new content knowledge, standards and skill. The program level has been explained above in terms of students' passing the state exam, the FELE. Content knowledge assessment also takes place in every professional knowledge course with what are called Competency Assessments (CAs). Each professional knowledge course has two CAs. A rubric for each Assessment has been created to align the content to the student's written assignment/product. The rubric has three categories: Exceeds Expectations, Meets Expectations, and Does Not Meet Expectations. No student may exit a course without meeting expectations. All student work, feedback and instructor comments including assessment have been uploaded into LiveText for program review and data analysis. Below is an example of a professional knowledge CA used in EDA 6207, Managing School Operations: Competency Assessment #1: Plan for School Budget Plan for an ethical, equitable, and instructionally-based and prioritized fiscal allocation of school resources. The student will be given a sample budget of an elementary, middle, high or center school that is in their district (the instructor will obtain the

actual budget from a colleague or district principal, removing identifying data so that the budget is anonymous). The budget will be from the same type of school that the student currently works in. With the budget, the student will receive the school's data that are pertinent for determining instructional needs. The student will then create a proposal for the budget that includes an analysis of what was presented, further budget development, and implementation implications. Part A – Analysis and Development. Based on the budget and supporting data provided, the student will create a detailed analysis of the budget, including the impact on instructional priorities. Following that analysis, the student will make specific recommendations that will include what federal, state, and local fiscal resources could be added or utilized to enhance or address the school's instructional priorities. Part B – Implementation. The student will identify what would be the correct procedures to implement and manage the federal, state, and local fiscal resources that s/he identified in Part A (especially any identified fundraisers, extracurricular activities, athletic activities, etc.). These procedures should demonstrate the student's knowledge of state and district guidelines and approved accounting practices.

Criterion for success

While all instructors utilize formative teaching assessment strategies in their classrooms, the M.Ed.'s criteria for success relies on data provided by the FELE. All FAU students are required to pass the state exam (recently revised for January, 2014). Students may not proceed in their coursework unless and until they pass the two competency assignments in each of the professional knowledge courses. In the three leadership foundation classes, FAU grades of B are required as a pass. We do not calculate GPAs based on all courses. A grade of B or higher in each course is required.

Results

Data Summary

The State of Florida reports FELE scores of all students institution by institution, allowing program faculty to assess how FAU students score in comparison to both public and private universities. Even though passing the FELE is an FAU program requirement, we look for students to achieve at 95 percent pass rate on the overall exam and a pass rate above the state average on the three parts of the FELE described above. Course-level assessments on the Competency Assessments are also required for students to advance to the next course. All comments and grades are recorded in LiveText for analysis

Program Improvement

In 2010, the program faculty re-aligned all courses to the state approved FELE exam. In 2012, a spin-off proposal of the FAU M.Ed. was submitted to the U.S. Department of Education, Race-To-The-Top initiative and monies were awarded to both FAU and the Broward County School District (\$3.5M). These monies were used to improve the program course by course. FAU faculty worked with Broward school administrators to design courses and competency assessments in line with new national and state leadership standards and the 2014 FELE exam. All courses have been so aligned. The grant program is now in its 3rd student cohort and improvements continue to be made based on data analysis. Moreover, the knowledge gained from the grant program is now being used

to revise the regular FAU M.Ed. program. That process will be complete by the middle of Spring, 2014.

Program Improvement Codes

1. Curricular Change?
2. Course Revision?
3. Pedagogy?
4. Instructional Assignment Change?
5. Assessment Plan Change?
6. Reallocation of Resources?
7. Improving Advising?
8. Faculty Development/Training?
9. Other?

Learning Outcome 2

Description and Methodology

Outcome Description

Critical Thinking Outcomes in the M.Ed. program are essential in moving students from an understanding of what it means to manage a school organization versus conceptually and critically understanding how to lead. The program operationalizes this transition first by introducing leadership theories and assessment practices in EDS 6100 and then by teaching students in their professional knowledge courses how to align a whole school vision to curricular goals and student (K12) learning environments. This aligns the focus on within-school variables such as personnel and budgeting and then progressively extends to policies, law, and community partnerships and diversity. This knowledge is transmitted in coursework and then practiced in a yearlong internship.

Academic Learning Categories related to this outcome:

- Content Knowledge
- Procedural Knowledge (Technical Skills)
- Procedural Knowledge (Research skills)
- Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication
 - Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills
-

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Critical thinking as the operationalization of leadership skills is a whole program focus, but four courses solidify the implementation strategy as follows: EDS 6100 - teaches leadership theory and assessment across all organizations. Student complete valid and reliable self-assessments for each theory taught. EDS 6050 Instructional Leadership 1: Students learn what it means to lead schools to meet state and national requirements, develop objectives for implementing, assessing and revising a school improvement plan which influences positive student learning outcomes for all students. EDS 6052 Instructional Leadership 2: The focus is on the instructional leader's role in improvement of student learning and meeting students' needs through professional development

growth plans, supervision, and evaluation of teachers to improve classroom performance and student learning, through the examination, application, and evaluation of best practices related to student learning. EDA- 6300 Community Partnership and Diversity focuses on the philosophy, principles, practices, and agencies and organizations involved in community and family involvement.

Assessment Method:

Competency Assessments in Instructional Leadership address critical thinking as follows (those listed do not reflect all the assessment measures but are for illustration): EDS 6050 and EDS 6052- Assessment Of The Alignment Of School Vision, Curricular Goals, And Learning Objectives, And Development Of A School Vision. 1. Student will use information from a School Improvement Plan [on a school district website] related to the school's vision, goals, and instructional objectives; and will in writing explain and assess critically the relationship and alignment among all three levels. 2. Professional Development To Increase Technology Integration The student will submit a written plan professional development to integrate technology that will address the following: A guiding philosophy for developing the professional development plan. Identification of specific goals of the plan, including a goal of increased technology usage by teachers and other staff to improve student achievement. Identification of possible programs and activities to meet the stated goals related to improvement of achievement in specific content areas. A proposed schedule of implementation of the program and activities. A description of how the program will be evaluated, particularly related to impact on student achievement Critical Thinking Assessment in Community Partnerships and Diversity is assessed as follows. EDA 6300 - Competency Assessment 1: School SWOT Analysis and Diversity Reflection Student will perform a SWOT (Strengths Weaknesses Opportunities and Threats) analysis to determine the collaborative partnership potential of a school or organization of their choice. Information will be gathered through interviews with internal and external stakeholders, observations, assessment of programs already in place, and by reviewing data such as the Florida School Indicators Report, School Climate Survey, and other online sources like the U.S. Census Bureau. Students will complete the SWOT grid, and write a two-page reflection that describes what the student believes are strengths that need to be built upon, weaknesses that need to be addressed, opportunities that should be capitalized upon and threats that need to be considered during planning for school and community involvement activities. Particular attention should be paid to the principal's role in the analysis and selection of practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Students cite at least three relevant readings (books, journal articles, white papers, research studies, etc.) to support their case

Criterion for success

Assessments of all Competency Assessments (CAs) are established by a rubric that judges students work as "Exceeding," "Meeting" or "Not Meeting" Expectations. Because no student can continue to the next course in the M.Ed. program without successfully "meeting" expectations, instructors work independently after the semester to ensure meeting these criteria. If not the student takes the semester off to work on the CA.

Results

Data Summary

Beginning Fall, 2014 all 12 Competency Assessments in the six professional knowledge classes will be analyzed. The results of the Competency Assessments have been uploaded into LiveText for data analysis. Currently the Department provides this data to state and national accreditation bodies governing Colleges of Education and specifically programs in school leadership. No data will be reported from foundational classes such as EDS 6100 described above as Leadership Theory and Assessment. The self-administered surveys are for students own growth plans and are formative in assessment.

Program Improvement

In 2010, the program faculty re-aligned all courses to the state approved FELE exam. In 2012, a spin-off proposal of the FAU M.Ed. was submitted to the U.S. Department of Education, Race-To-The-Top initiative and monies were awarded to both FAU and the Broward County School District (\$3.5M). These monies were used to improve the program course by course. FAU faculty worked with Broward school administrators to design courses and competency assessments in line with new national and state leadership standards and the 2014 FELE exam. All courses have been so aligned. The grant program is now in its 3rd student cohort and improvements continue to be made based on data analysis. Moreover, the knowledge gained from the grant program is now being used to revise the regular FAU M.Ed. program. That process will be complete by the middle of Spring, 2014.

Program Improvement Codes

1. Curricular Change?
2. Course Revision?
3. Pedagogy?
4. Instructional Assignment Change?
5. Assessment Plan Change?
6. Reallocation of Resources?
7. Improving Advising?
8. Faculty Development/Training?
9. Other?

Learning Outcome 3

Description and Methodology

Outcome Description

Communication Learning Outcome is an integral skill to the professional M.Ed. in Educational Leadership K-12. Listening, speaking, reading and writing are fundamental to a human resource profession. High performing school leaders are excellent communicators. The M.Ed. highlights communications skills in adult-to-adult interactions, presenting ideas clearly and persuasively, implementing decisions, and giving feedback on job performance. Program Highlights in assessing communications: EDA 6103- (oral) Students develop the decision-making, problem-solving, communications, motivation, and conflict management skills for team building, consensus building, and group leadership. Instructional Leadership (oral) [see assessment methods below] Community Partnerships and Diversity (writing) [see assessment methods below] Internships - (all modalities) M.Ed. students participate in a yearlong internship requiring many communications' activities including staff communications, parent communications and participation.

Academic Learning Categories related to this outcome:

- ┌ Content Knowledge
 - ┌ Procedural Knowledge (Technical Skills)
 - ┌ Procedural Knowledge (Research skills)
 - ┌ Declarative Knowledge
 - ┌ Communication
 - ┌ Team/Collaborative communication
 - ┌ Multimedia/Graphic communication
 - ▣ Oral Communication
 - ▣ Written Communication
 - ┌ Critical Thinking
 - ┌ Practical Skills
 - ┌ Creative Skills
 - ┌ Analytical Skills
-

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Communications is a professional management and leadership skill. It is introduced at the beginning of the program, Lead 1, practiced in Lead 2 and highlighted (though not assessed in Lead 3 [EDA 6103]). It is with the Professional Knowledge, Internship and Research courses that communications are formally assessed through competency assessments (described previously) (see assessment methods below).

Assessment Method:

As part of the state-approved FELE, there is an essay section in which the students are given grades. Passing the FELE requires that student write a passing essay. All M.Ed. students in the College of Education are required to take Educational Research (EDF 6481). The Competency Assessment (CA) for this course reads as follows (rubric has been described for content and critical thinking and is used here as well): The competency assessment for this course is a research proposal, which is based on all previous assignment work (article critiques, problem sheets, annotated bibliographies, etc.) The proposal should be no more than 15 pages double-spaced, including references, and will be in APA format. The topic should be a topic of interest in education, mental health counseling, speech communications, exercise physiology or a related field. The reference section must include a minimum of 14 recent (less than 10 years old) scholarly references. Specific Competency Assessments related to leadership include: EDS 6052 - Writing a Recruitment And Retention/Human Resource Development Plan Assessment: Given a description of a hypothetical school district with certain student identified demographic characteristics, the student will submit a written plan that includes the following discrete elements: 1. How district needs will be identified 2. District hiring and retention goals. 3. Possible sources of recruitment, both internal and external. 4. Methods and media used in the recruitment process. 5. Identification of possible recruitment incentives. 6. How professional teacher organizations will be included in the recruitment process. 7. How diversity will be instituted, enhanced or maintained both in the recruitment pool and in the teacher population of the district. 8. Identification of specific goals of professional growth plan (PGP), 9. Identification of possible programs and activities to meet the PGP's stated goals. 10. A proposed implementation schedule of such programs and activities. 11. How such a program will be evaluated. EDA 6300 - School SWOT Analysis and Diversity Reflection Description: Students will perform a SWOT (Strengths Weaknesses Opportunities and

Threats) analysis to determine the collaborative partnership potential of a school or organization of their choice. Information will be gathered through interviews with internal and external stakeholders, observations, assessment of programs already in place, and by reviewing data such as the Florida School Indicators Report, School Climate Survey, and other online sources like the U.S. Census Bureau. Students will complete the SWOT grid, and write a two-page reflection that describes what the student believes are strengths that need to be built upon, weaknesses that need to be addressed, opportunities that should be capitalized upon and threats that need to be considered during planning for school and community involvement activities. Particular attention should be paid to the principal's role in the analysis and selection of practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Students cite at least three relevant readings (books, journal articles, white papers, research studies, etc.) to support their case

Criterion for success

As with assessing content knowledge, the M.Ed. program is looking for students to meet and exceed the state average. Assessments of all Competency Assessments (CAs) are established by a rubric that judges students work as "Exceeding," "Meeting" or "Not Meeting" Expectations. Because no student can continue to the next course in the M.Ed. program without successfully "meeting" expectations, instructors work independently after the semester to ensure meeting these criteria. If not the student takes the semester off to work on the CA.

Results

Data Summary

Beginning Fall, 2014 all 12 Competency Assessments in the six professional knowledge classes will be analyzed. The results of the Critical Assessments have been uploaded into LiveText for data analysis. Currently the Department provides this data to state and national accreditation bodies governing Colleges of Education and specifically programs in school leadership. No data will be reported from foundational classes such as EDS 6100 described above as Leadership Theory and Assessment. The self-administered surveys are for students own growth plans and are formative in assessment.

Program Improvement

In 2010, the program faculty re-aligned all courses to the state approved FELE exam. In 2012, a spin-off proposal of the FAU M.Ed. was submitted to the U.S. Department of Education, Race-To-The-Top initiative and monies were awarded to both FAU and the Broward County School District (\$3.5M). These monies were used to improve the program course by course. FAU faculty worked with Broward school administrators to design courses and competency assessments in line with new national and state leadership standards and the 2014 FELE exam. All courses have been so aligned. The grant program is now in its 3rd student cohort and improvements continue to be made based on data analysis. Moreover, the knowledge gained from the grant program is now being used to revise the regular FAU M.Ed. program. That process will be complete by the middle of Spring, 2014.

Program Improvement Codes

1. Curricular Change?
2. Course Revision?
3. Pedagogy?
4. Instructional Assignment Change?
5. Assessment Plan Change?
6. Reallocation of Resources?
7. Improving Advising?
8. Faculty Development/Training?
9. Other?

b) Ed.S. Educational Leadership: K-12 Learning

Outcome 1

Description and Methodology

Outcome Description

Content Knowledge: Graduate students completing the Specialist of Education degree in Educational Leadership (School Leaders, K12) follow one of two tracks: (1) Specialist with Certification and (2) Specialist without Certification. Specialist with Certification track follows all the outcome requirements listed for the M.Ed. program, which includes taking and passing the state approved Florida Educational Leadership Exam (FELE) and passing all 12 Competency Assessments (CAs) as described in the M.Ed. program. In addition, these students take coursework above the entry-level skills courses in order to complete their degree. No assessment methods or data are collected for this category below reporting FELE scores and CAs as documents and analyzed for program improvement in LiveText Specialist without Certification: Content Knowledge Outcomes are assessed for these students as follows: Student must take and pass two written questions regarding professional knowledge that have been approved by the School Leadership faculty. The questions asked were vetted by the doctoral faculty in the department as appropriate for Specialist students and parallel questions which are asked of doctoral students on the Comprehensive Examination of the department. A description of the assessment methods with rubric will be presented below. The curriculum for this Specialist track was implemented in 2012.

Academic Learning Categories related to this outcome:

- Content Knowledge

- ┌ Procedural Knowledge (Technical Skills)
 - ┌ Procedural Knowledge (Research skills)
 - ┌ Declarative Knowledge
-

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Goal 3: Increase FAU's Community Engagement

Objective 2: Increase the number of community partnerships

Implementing Strategy:

For Specialist with Certification: Advising and Plans of Study explain the FELE requirement for graduation [at the M.Ed. level], recommending that it be taken near the completion of coursework. All certification courses are aligned with the FELE requirement and are described on EVERY course syllabi. Each course focuses on a different area of management and leadership which is covered by the exam. The Office of Student Services in the College audits all transcripts to see that all sections of the FELE has been taken and passed by graduating students. Students are also informed on the Plan of Study that they have to take two seminars and two field projects above certification. No formal assessments other than passing grades are required of these students. However, for Specialist without Certification, students are required to not only take two seminars and two field projects, but also pass two written questions from the department's Comprehensive Exam for doctoral students as graduation requirements.

Assessment Method:

Specialists with Certification must pass the FELE and all CAs within the certification classes
Specialists without Certification are assessed for Content Knowledge as follows: Answering two questions from Professional Knowledge section of the department's comprehensive exam. Each year, the K12 program reviews, and if necessary, revises comprehensive exam questions.

Criterion for success

Specialist with Certification assessments are (1) M.Ed. requirements: FELE examination and 12 Competency Assessments aligned to the exam. (2) Completion and passing grades for the required courses above certification. Specialists without Certification assessments are (1) Passing two comprehensive exam questions. The same rubric developed by faculty and revised annually for all Comprehensive Exams are used to determine numerical scores translated in to fail, defer, pass, and pass with honors. The rubric is described in detail in the Ph.D. program assessment. As yet, the department has not had any student advance to this final stage of the program.

Results

Data Summary

Specialists with Certification data are recorded and analyzed as follows: (1) FELE exam scores are published comparing all Florida institutions and their students. FAU expects students to pass the exam on their first attempt at 95% and score above the state average. (2) Pass all 12 Competency Assessments in professional knowledge courses. Results are posted to Live Text for accreditation purposes and program improvement. Specialist degree students without Certification are expected to have all the content knowledge of M.Ed. students and in addition are tested at the end of the program on content knowledge, critical thinking and communications. Data re reviewed each semester for the department as a whole.

Program Improvement

Both tracks for the Specialist degree have been revised in 2012 with the purpose of bringing more rigor to the degree. The degree is not awarded simply on the basis of the number of credits taken by the student. Rather, a specific set of seminars and field projects are required for all those receiving the degree. Even doctoral students who wish to obtain this degree in addition to the doctoral degree have to meet the Specialist degree requirements. Historically and today, the Specialist degree has served two other purposes for graduate student educators: (1) they may petition their schools and school districts for pay raises based on education, and (2) the degrees serves as a potential "safety net" for doctoral students who are unable to meet dissertation requirements for completing the doctoral degree. Students may be offered a Specialist degree option if they take the required two seminars and complete the field project work.

Program Improvement Codes

1. Curricular Change?

Learning Outcome 2

Description and Methodology

Outcome Description

Critical Thinking Outcomes as described in the M.Ed. program makes the distinction between management and leadership. Because the Specialist goes beyond entry-level content knowledge, critical thinking is even more significant. Seminar and field project work all require independent

readings and thinking beyond reporting data or facts. Students at this level are required to delve deeply into topics/areas of their choice. In the Seminar in Law, students are required to write legal briefs analyzing both sides of adversarial issues citing past case work and legal precedents. In the Seminar in Educational Leadership, students select areas of study ranging from the foundations of leadership and philosophy to issues of social justice. Higher order reading, speaking and writing are part of the Seminar experiences. This work then translated "practically" into field projects in which student test their ideas as hypotheses in the field at schools. They do reviews of literature, design studies, collect and analyze data and report findings at their schools.

Academic Learning Categories related to this outcome:

Critical Thinking

Practical Skills

Creative Skills

Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Goal 3: Increase FAU's Community Engagement

Objective 2: Increase the number of community partnerships

Implementing Strategy:

In addition to ALL critical thinking skills developed at the M.Ed. level, both tracks of the Specialist degree focus on higher order thinking with the requirements of Seminars and Field Projects (described above). Currently, these new Specialist requirements are only in their second year of implementation (2012- present). Enrollment in both tracks have been low, therefore, Specialist students have been placed into Seminars with doctoral students and instructors are told to differentiate assignments such that doctoral students focus on dissertation level research while

Specialists develop an area of study that they can research in more depth than in traditional courses. No formal assessments, such as taking and passing the two comprehensive questions have occurred. As the program grows, the K12 school leadership faculty may consider developing Competency Assessments (as currently exist at the M.Ed. level) for Specialist degree students in both the Seminar in Law and the Seminar in Educational Administration. But until we have students who have completed the Specialist without Certification, and look at data from Comprehensive exam scores, we don't see a need for more formal assessments of seminar-level or field project work.

Assessment Method:

When the Specialist students qualify for answering the two Comprehensive Questions to assess Critical Thinking Skills, the rubric will be the same as for the doctoral level: • Analysis: Break down material or concepts into component parts so that the organizational structure may be understood (e.g., analyze, appraise, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test). • Synthesis – Use component parts to form a new whole, with emphasis on creating a new meaning or structure (e.g., arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up). • Interpretation -- Judge the value of material (e.g., appraise, argue, assess, defend, estimate, judge, predict, rate, support, value, evaluate).

Criterion for success

The Specialist with Certification students must meet all the requirements set for the M.Ed. students, including passing the state approved FELE and the 12 Competency Assessments. The Specialist without Certification: As yet, the program has not had graduates under the new assessment methods.

Results

Data Summary

Specialists with Certification data are recorded and analyzed as follows: (1) FELE exam scores are published comparing all Florida institutions and their students. FAU expects students to pass the exam on their first attempt at 95% and score above the state average. (2) Pass all 12 Competency Assessments in professional knowledge courses. Results are posted to Live Text for accreditation purposes and program improvement. Specialist degree students without Certification are expected to have all the content knowledge of M.Ed. students and in addition are tested at the end of the program on content knowledge, critical thinking and communications. Data re reviewed each semester for the department as a whole.

Program Improvement

Both tracks for the Specialist degree have been revised in 2012 with the purpose of bringing more rigor to the degree. The degree is not awarded simply on the basis of the number of credits taken by the student. Rather, a specific set of seminars and field projects are required for all those receiving the degree. Even doctoral students who wish to obtain this degree in addition to the doctoral degree have to meet the Specialist degree requirements. Historically and today, the

Specialist degree has served two other purposes for graduate student educators: (1) they may petition their schools and school districts for pay raises based on education, and (2) the degrees serves as a potential "safety net" for doctoral students who are unable to meet dissertation requirements for completing the doctoral degree. Students may be offered a Specialist degree option if they take the required two seminars and complete the field project work.

Program Improvement Codes

2. Course Revision?

Learning Outcome 3

Description and Methodology

Outcome Description

Communications are assessed in both Specialist tracks. The state approved FELE exam requires a written essay in which the state grades the students and the results are sent to FAU as both the raw score and in comparison to other educational leadership students by institution and by state averages. Students are able to retake the state exam if they do not meet the state's cut off score for passing. The Specialist without Certification students will answer two professional knowledge questions submitted by the educational leadership K12 faculty equivalent to questions on the department's comprehensive exam required for doctoral students. Because the degree is NOT for entry level school leaders, the questions address knowledge, critical thinking and communications. A department-wide rubric which will be used (see below).

Academic Learning Categories related to this outcome:

- Communication
- Team/Collaborative communication
- Multimedia/Graphic communication
- Oral Communication
- Written Communication

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Goal 3: Increase FAU's Community Engagement

Objective 2: Increase the number of community partnerships

Implementing Strategy:

Related to communications, all Specialist students use APA 6th Edition when submitting written assignments. Course syllabi explain this requirement and instructors present the format as needed. Most Specialist students have been introduced and have mastered APA in their previous degree programs. They are informed of the FELE Written Essay section of the exam and know that they will have to repeat the exam until they pass this section. All Specialist students with Certification students take professional knowledge courses and must pass two written Competency Assessments in their courses. High quality writing is expected and graded. Specialist degree students without certification are assessed on communications in the seminars and field projects which all follow APA rules. In addition, for those who will take the two comprehensive exam questions for their degrees, the doctoral level rubric will be applied to their written responses.

Assessment Method:

Communications are assessed for Specialist with Certification the same as it is for M.Ed. who are taking the same professional knowledge courses. That is, the essay section of the FELE is graded by the state and FAU receives the data by student, program and institution for comparative analysis. Other writing assessments, for example are EDS 6052 - Writing a Recruitment And Retention/Human Resource Development Plan Assessment: Given a description of a hypothetical school district with certain student identified demographic characteristics, the student will submit a written plan that includes the following discrete elements: 1. How district needs will be identified 2. District hiring and retention goals. 3. Possible sources of recruitment, both internal and external. 4. Methods and media used in the recruitment process. 5. Identification of possible recruitment incentives. 6. How professional teacher organizations will be included in the recruitment process. 7. How diversity will be instituted, enhanced or maintained both in the recruitment pool and in the teacher population of the district. 8. Identification of specific goals of professional growth plan (PGP), 9. Identification of possible programs and activities to meet the PGP's stated goals. 10. A proposed implementation schedule of such programs and activities. 11. How such a program will be evaluated. EDA 6300 - School SWOT Analysis and Diversity Reflection Description: Students will perform a SWOT (Strengths Weaknesses Opportunities and Threats) analysis to determine the collaborative partnership potential of a school or organization of their choice. Information will be gathered through interviews with internal and external stakeholders, observations, assessment of programs already in place, and by reviewing data such as the Florida School Indicators Report, School Climate Survey, and other online sources like the U.S. Census Bureau. Students will complete the SWOT grid, and write a two-page reflection that describes what the student believes are strengths that need to be built upon, weaknesses that need to be addressed, opportunities that

should be capitalized upon and threats that need to be considered during planning for school and community involvement activities. Particular attention should be paid to the principal's role in the analysis and selection of practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Students cite at least three relevant readings (books, journal articles, white papers, research studies, etc.) to support their theses.

Criterion for success

The K12 program sets FELE pass rate criteria at 95% pass rate on the first try and with scores on each FELE section, including the written essay above the state average. Specialist students without Certification, who have already passed the FELE and all M.Ed. writing criteria, are held to doctoral level standards on the written work, including APA 6th edition.

Results

Data Summary

The FELE test results on the written essay do not separate out Specialist from Master's' students in their state reports. Because the department sets high standards for FAU students, the data will be analyzed without disaggregating Specialist versus Master's' students. Likewise for Competency Assessments (CAs) in the professional knowledge courses, the same criteria are used for Specialist and Master's and so when the program analyzes data upload to the LiveText platform for accreditation purposes, all data will be aggregated and evaluated.

Program Improvement

As yet, we do not have baseline data from students enrolled under the program's new curricular requirements. However, the spin-off program described in the M.Ed. as a Race-to-The Top grant and partnership with Broward School District includes an optional second year in which students participate in an apprenticeship program with additional coursework that also leads to a Specialist degree (the apprenticeship becomes the fields projects and the other coursework are in seminar formats). By the end of Spring, 2014, the department will have its first graduates who complete these requirements and the faculty will then see what changes need to be made to the regular on-campus Specialist degree. That program improvement process will begin, Fall, 2015.

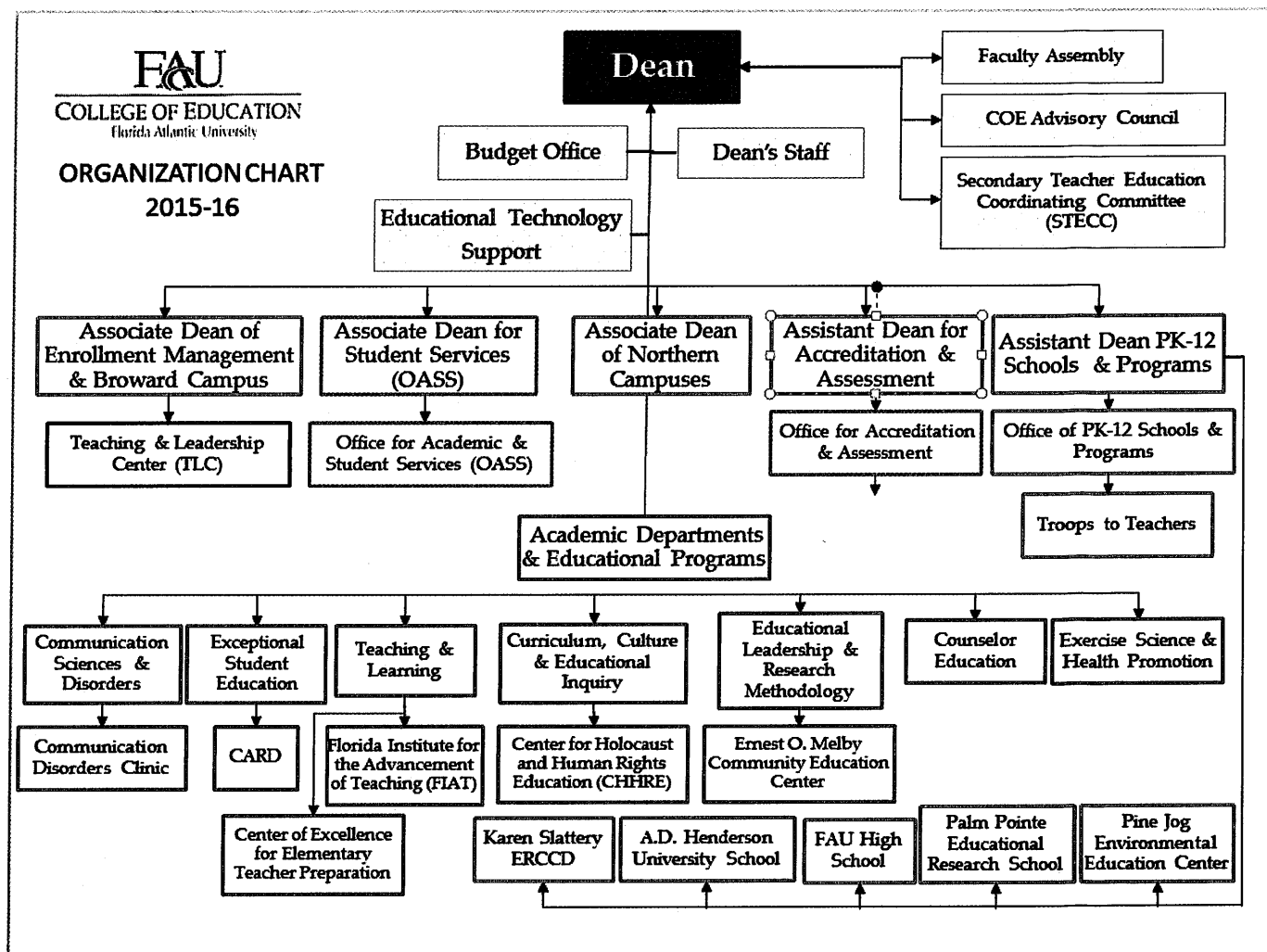
Program Improvement Codes

9. Other?

Appendix C: College of Education Organizational Chart

Appendix C

College of Education Organizational Chart



Appendix D: EDLRM Degree Completions by Program Area and Degree 2006-2015

Appendix D

EDLRM Degree Completions by Program Area and Degree 2006-2015

DLRM Graduates 2006-2015								
DEGREE	DEGREE_DESC	MAJOR	FIRST CONCENTRATION	FIRST CONCENTRATION DESC	PROGRAM	PROGRAM_DESC	ID COUNT	
EDD	Doctor of Education	EDL	.	.	ED-EDD-EDL	EDD Educational Leadership	3	
		EDLA	.	.	ED-EDD-EDLA	EDD Ed Leadership: Adult	5	
		EDLK	.	.	ED-EDD-EDLK	EDD Ed Leadership: K-12	5	
EDS	Specialist in Education	EDL	.	.	ED-EDS-EDL	EDS Educational Leadership	13	
		EDLA	.	.	ED-EDS-EDLA	EDS Ed Leadership: Adult	41	
		EDLD	.	.	ED-EDS-EDLD	EDS Educational Leadership	10	
			SSCL	.	School Leaders (K-12) w/ Cert	ED-EDS-EDLD	EDS Educational Leadership	3
		EDLK	.	.	ED-EDS-EDLK	EDS Educational Leadership: K-12	120	
						ED-EDS-EDLK	EDS Ed Leadership: K-12	1
MED	Master of Education	EDL	.	.	ED-MED-EDL	MED Educational Leadership	50	
		EDLA	.	.	ED-MED-EDLA	MED Ed Leadership: Adult	31	
		EDLD	.	.	ED-MED-EDLD	MED Educational Leadership	1	
			MHIL	.	Higher Education Leaders	ED-MED-EDLD	MED Educational Leadership	41
			MSCL	.	School Leaders (K-12)	ED-MED-EDLD	MED Educational Leadership	51
						ED-MED-EDLH	MED Ed Leadership: Higher Educ	100
						ED-MED-EDLK	MED Ed Leadership: K-12	477
PHD	Doctor of Philosophy	EDL	.	.	ED-PHD-EDL	PHD Educational Leadership	5	
		EDLA	.	.	ED-PHD-EDLA	PHD Ed Leadership Adult	35	
		EDLD	.	.	ED-PHD-EDLD	PHD Educational Leadership	1	
			DACL	.	Adult/Community Educ Leaders	ED-PHD-EDLD	PHD Educational Leadership	5
			DHIL	.	Higher Education Leaders	ED-PHD-EDLD	PHD Educational Leadership	7
			DSCL	.	School Leaders (K-12)	ED-PHD-EDLD	PHD Educational Leadership	2
						ED-PHD-EDLH	PHD Ed Leadership Higher Ed	34
						ED-PHD-EDLK	PHD Ed Leadership K-12	49

Degree Summary 2006-2015

Higher Education Leadership

Master's	142
Doctoral	42

Education Leadership School Leaders

Master's	528
Doctoral	56
Specialists	134

Education Leadership Adult & Community

Master's	31
Doctoral	45
Specialist	41

Appendix E: Abbreviated Faculty CVs

Appendix E

Abbreviated Faculty CVs

Abbreviated Curriculum Vitae: Maysaa Barakat, Ph.D.

A. Professional Preparation

Ph. D in Educational Leadership: Administration and Supervision of Curriculum, Auburn University, Alabama, 2014
Graduate Certificate in Program Evaluation, Auburn University, Alabama, 2014
Master of Education: Education Administration and Supervision of Curriculum, Auburn University, Alabama, 2010
Bachelor of Science in Architecture, Ain Shams University, College of Engineering, Cairo, Egypt, 1986

B. Appointments

Assistant Professor, Department of Educational Leadership and Research Methodology, Florida Atlantic University, Florida, 2014 – Current
Graduate Research Assistant, Department of Educational Foundations, Leadership and Technology, Auburn University, Alabama, 2009 – 2014
Educational Consultant, Educational Excellence Consultations (EEQUAL), Cairo, Egypt, September 2007- September 2008
Assistant CEA, Egypt 2000 International schools, Cairo, Egypt, September 2006- September 2007
Headmistress of IGCSE program, Nefertari International Schools (British division), Cairo, Egypt, 2003-2006

C. Selected Peer-Reviewed Publications

Barakat, M. (2015 in press). An autoethnography: Building bridges. In K. A. Scott & A. S. Henward (Eds.). *Women Education Scholars and Their Children's Schooling*. Routledge

Barakat, M., Reames, E. H., & Kensler, L. A. (2012). Educational leadership preparation programs: Preparing culturally competent leaders. In J. A. Aiken & C. Gerstl-Pepin. *Defining Social Justice in a Global Context: The Changing Face of Leadership*. Charlotte, NC: Information Age Publishing, Inc. (IAP).

Barakat, M., Weiss, D. (2015 in press). Through the Eyes of Students and Faculty: A Conceptual Framework for the Development of Online Courses. In V. Wang (Ed.). *Handbook of Research on Learning Outcomes and Opportunities in the Digital Age*. IGI Global.

Reames, E., Kaminsky, J., Downer, S. & Barakat, M. (2013 in press). Examining Cultural Competence of U.S. School Leaders: Intercultural Immersion in Australia. In C.A. Mullen & K.E. Lane (Eds.). *Becoming a Global Voice—the 2013 Yearbook of the National Council of Professors of Educational Administration*. Ypsilanti, MI: NCPEA Publications

Kochan, F., Searby, L. & Barakat, M. (Eds.). (2013). *Southern Regional Council on Educational Administration 2013 Yearbook: Jazzing it up*. Retrieved from http://srcea.us/yahoo_site_admin/assets/docs/SRCEA_Yearbook_September_2013_versi on3.303160733.pdf

D. Selected Other Publications or Products/Grants

Arar, K., Turan, S., Barakat, M. & Oplatka, I. (2016 in press). Characteristics of Educational Leadership in the Middle East: A Comparative Analysis of three nation-states. In D. Waite & I. Bogotch (Eds.). *The International Handbook of Educational Leadership*. Wiley-Blackwell

Barakat, M. (2015, February). *The Development and validation of the cultural competence for educational leaders questionnaire*. Paper presentation at the 38th annual conference Eastern Educational Research Association (EERA), Sarasota, Florida.

Barakat, M., & Reames, E. H. (2015, April 27–May 1). *Leadership preparation programs: Preparing culturally competent educational leaders*. Paper presentation at the American Education Research Association (AERA), Chicago, IL.

Barakat, M., & Lakin, J. (2013, November). *Developing a conceptual framework and blueprint for the cultural competence of educational leaders' questionnaire*. Paper presentation at the University Council of Educational Administration (UCEA), Indianapolis, IN.

E. Synergistic Activities

- David L. Clark Scholar (2012): The University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications.
- Alma Holladay Endowment for Academic Excellence (2011): College of Education, Auburn University.
- Outstanding International Graduate Student (2010): Office of International Students, Graduate School, Auburn University.
- Beacon Award for Coordinators (2004-2005): Cambridge International Examination, the British Council, Cairo, Egypt.

F. Collaborators and Other Affiliations

- Member of the Policy Committee, Florida Association of Professors of Educational Leadership (FAPEL) (2014-2015)
- FAPEL regional representative to the Florida Association for School Administrators (FASA) (2014-2015)
- Member of the Instructional Leadership Performance Tasks Development Team, the Florida Department of Education (2015)

G. Courses Taught

- EDS 6050 - Instructional Leadership 1: The Role of the Leader in Continuous School Improvement
- EDS 6052 - Instructional Leadership 2: The Role of the Leader in Continuous School Improvement
- EDA 6100 - Leadership II: Theory and Assessment
- EDA 6103 - Leadership III: Administrative Processes
- EDA 7106 - Leadership V: Reframing Educational Organizations

H. Community Engagement or Outreach

- Reviewer, *Journal of Cases in Educational Leadership* (2014)
- Member of the Leaders for Social Justice Special Interest Group (LSJ-SIG), American Education Research Association (AERA) (2014-2016)
- Member of the Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG), American Education Research Association (AERA) (2014-2016)
- Member of the Diversity Committee, COE, FAU (2014-2016)

Abbreviated Curriculum Vitae: Jennifer L. Bloom, Ed.D.

A. PROFESSIONAL PREPARATION

Ed.D., Higher Education Administration, University of Illinois at Urbana-Champaign, May 1995 Dissertation: "The Association between Advanced Degrees in Higher Education and the Career Paths of the Male and Female Graduates from the University of Illinois at Urbana-Champaign from 1980-1993."

M.S., Athletic Administration, University of Illinois at Urbana-Champaign, May 1990

B.S., summa cum laude, Physical Education Teaching (K-12), Illinois State University, Normal, May 1988

B. APPOINTMENTS

Associate Professor & Coordinator of the Higher Education Leadership Program, Department of Educational Leadership and Research Methodology, Florida Atlantic University. Aug 2015 – Present.

Clinical Professor & Director of the Master's Degree Program in Higher Education & Student Affairs, Department of Educational Leadership & Policies, University of South Carolina August 2007 – Aug 2015; Promoted from Clinical Associate to Clinical Professor in August 2011.

Director, Office for Appreciative Education, College of Education, University of South Carolina Utilizing Appreciative Inquiry, Appreciative Advising, and other positive psychology and change methodologies, the office provides educational institutions the resources and support necessary to enable them to develop their students to achieve their full potential. 2008 – Present.

Adjunct Associate Professor, Department of Internal Medicine, University of Illinois College of Medicine at Urbana-Champaign. 2001 – Present; Promoted from Assistant to Associate in August 2005.

Associate Dean for Student Affairs and the Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. July 2003 – August 2007

Administrative Director, Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. January 2001 – February 2004

Adjunct Associate Professor, Department of Educational Organization and Leadership, University of Illinois at Urbana-Champaign
January 1996 – August 2007; Promoted from Assistant to Associate in August 2005.

Assistant Director, Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign
June 1995 – January 2001

Academic Advisor, Institute of Aviation, University of Illinois at Urbana-Champaign. July 1990 - June 1995

C. SELECTED PEER REVIEWED PUBLICATIONS (most recent 5 from last 7 years)

1. **Bloom, J. L.**, Suarez, S., Wooten, H., Waldroup, J., Kirk, K., Baskerville, S., & Smith, E. (2015, May). The first Appreciative Education conference: A story of intergenerational ingenuity. *Appreciative Inquiry Practitioner: The International Journal of Appreciative Inquiry*, 17(2), 64-66.
2. He, Y., Hutson, B. L., & **Bloom, J. L.** (2014). A call for action to engage in appreciative education. *Journal of Appreciative Education*, 2(1), 1-9.

3. Hutson, B. L., He, Y., & **Bloom, J. L.** (2014, May). How appreciative advising is revolutionizing academic advising. *Appreciative Inquiry Practitioner: The International Journal of Appreciative Inquiry*, 16(2), 47-53.
4. **Bloom, J. L.**, Hutson, B. L., He, Y., & Konkle, E. (2013, Fall). Appreciative education. In P.C. Mather and E. Hulme (Eds.), *Positive psychology and appreciative inquiry in higher education*, New Directions for Student Services, 143, 5- 18.
5. **Bloom, J. L.**, & Lowenstein, M. (2013, Jan/Feb). Embracing lifelong learning for ourselves. *About Campus*, 17(6), 2-10.

D. SELECTED OTHER PUBLICATIONS OR PRODUCTS/GRANTS (most recent 5 from last 7 years)

1. **Bloom, J. L.**, Hutson, B. L., He, Y., and Konkle, E. (2014). *The appreciative advising revolution: Training workbook*. Champaign, IL: Stipes Publishing.
2. Habley, W. R., **Bloom, J. L.**, and Robbins, S. (2012). *Increasing persistence: Research-based strategies for college student success*. San Francisco, CA: Jossey-Bass.
3. **Bloom, J. L.**, Hutson, B. L., He, Y., and Robinson, C. (2011). *Appreciative college instruction: Becoming a force for positive change in student success courses*. Champaign, IL: Stipes Publishing.
4. **Bloom, J. L.**, Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.
5. **Bloom, J. L.**, Weiser, G., and Buonocore, V. (2012, December 20). An appreciative approach to diversity training. *Journal of Appreciative Education*.

E. SYNERGISTIC ACTIVITIES

1. Journal of Appreciative Education (JAE) – Co-Founder and Inaugural Innovative Practices Section Editor (2012- Present)
2. Founder of the Annual Appreciative Advising Institute (2011-Present), online Appreciative Advising course (2012- Present), Certification process for Appreciative Advisers, and the Appreciative Education Conference (2015).
3. Over 200 of my graduate students have had their articles published due to a class assignment.

F. COLLABORATORS AND OTHER AFFILIATIONS

1. Ye He, Associate Professor, College of Education, University of North Carolina at Greensboro
2. Jeffrey McClellan, Assistant Professor, Management Department, Frostburg State University
3. Marc Lowenstein, Former Associate Provost, Richard Stockton College

G. COURSES TAUGHT

1. Graduate Level: Student Affairs Administration, Contemporary Issues in Student Affairs, Academic Advising, Practicum I, Practicum II, and Teaching Internship
2. Undergraduate Level: University 101 and Minority Issues in Medical Education

H. COMMUNITY ENGAGEMENT OR OUTREACH

1. National Academic Advising Association (NACADA) – member since 1990; President (Oct 2007 – Oct 2008)
2. Invited to present my workover 200 times at conferences, colleges, and universities

Abbreviated Curriculum Vitae: Ira Bogotch, Ed.D.

A. Professional Preparation

Ed. D., Educational Leadership, Florida International University, 1989
 M.A.T., Teaching English as a Second Language, Teachers' College, Columbia University, 1975
 M.A., Philosophy, New School For Social Research, 1972
 B.A. Political Science, Brooklyn College, 1968

B. Appointments

Professor, Department of Educational Leadership and Research Methodology, FAU, 2003-present
 Associate Professor, Department of Educational Leadership, FAU, 2000-2002
 Associate Professor, Department of Educational Leadership, Counseling and Research, UNO, 1995-2000
 Assistant Professor, Department of Educational Leadership, Counseling and Research, UNO, 1990-1995

C. Selected Peer-Reviewed Publications

Bogotch, I. (2015). What is social justice? In J. Portelli & D. Griffith, (Eds.) *Key Questions in Educational Leadership*. Word and Deed Publishing: Burlington, Ontario, Canada.
 Bogotch, I. (2015). International Humanistic Challenges to Educational Leadership: In Prose and Poetry, In R. Papa & F. English, (Eds). *Educational Leaders Without Borders*. Chapter 9 (pp. 193-212). Switzerland. Springer International Publications
 Bogotch, I., & Bauer, S. (2015). Katrina at 10 and counting. In L. Miron, B. Beabout, & J. Boselovic (Eds). *Only in New Orleans: School Choice and Equity Post-Hurricane Katrina*. Chapter 11 (pp. 173- 190). Rotterdam, The Netherlands: Sense Publishers
 Bogotch, I. (2015). Unraveling the leadership-management paradox. In F. English & R. Papa (Eds). *The SAGE Guide to Educational Leadership and Management*. Introduction Chapter 1 (pp. 3-20) Thousand Oaks, CA. Sage publishers
 Gaines, F., Bogotch, I., & O. Salaam (2015). Destiny High School: A template for urban high schools. In M. Khalifa, N. Witherspoon Arnold, A. Osanloo & C. Grant (Eds.). *Handbook of Urban School Leadership*. Chapter 25, (pp. 362-376) London: Rowman & Littlefield.
 Watson, T., & Bogotch, I. (2015). Reframing Parent Involvement: What Should Urban School Leaders Do Differently? *Leadership and Policy in Schools*. Tracking Number NLPS 1024327
 Bogotch, I. & Reyes-Guerra, (December, 2014). Initiating Social Justice Pedagogies: Pathways to Leadership for Social Justice. *International Journal of Education for Social Justice. Revista internacional de educacion para la justicia social. Volume 3(2)*, http://www.rinace.net/riejs/proximos_numeros_english.html
 Reyes-Guerra, D., Russo, M., Bogotch, I., & Vasquez, M. (December, 2014). Building a School Leaders Program: An American Paradox of Autonomy and Accountability. *UK Journal of School Leadership and Management*, Special Issue: Guest Editor: Ira Bogotch

D. Selected Other Publications or Products/Grants

Waite, D. & Bogotch, I. (Eds). (contract for 2017). *International Handbook of Educational Leadership*. Wiley-Blackwell.

Bogotch, I. & Shields, C. (Eds.). (2014) *International Handbook of Educational Leadership and Social (In)Justice*. Dordrecht, NL: Springer

E. Synergistic Activities

Scholarly Journal Associate Editor (2), International Handbook Editor (2), USA Regional Handbook Editor
Co-Chair of CCEI Dissertation, 2014-present
School Leaders Coordinator, Florida Atlantic University, 2014-Present
COE International Committee Chair, 2014-present
Graduate Teaching Assistant Orientation, Classroom Behavioral Dynamics, August, 2013 and January 2013 and January 2014

Sabbatical: Study/Travel/Research – University of Glasgow, Stirling University, Cambridge University, and the Greater New Orleans School Leadership Center, Fall, 2010. FAU, COE, Teacher of the Year and FAU (2012), Owl Graduate Mentor of the Year (2011)

F. Collaborators and Other Affiliations

Affiliate Faculty, Department of Curriculum, Culture, and Educational Inquiry, Spring, 2015
Have Taught Two Doctoral Courses: Curriculum Theory (2013) and Instructional Policy (2015)
Adjunct Professor, Griffith University, Brisbane, Australia, September, 2014-2017
Short-Term Research Fellow, Griffith University, Brisbane, Australia, September, 2012
Visiting Professor with the Professional Learning and Leadership Research and Knowledge Transfer Group in the School of Education at the University of Glasgow, Fall, 2010
Visiting Professor to the Institute for Principal Studies, University of Malaya, Kuala Lumpur, Malaysia, January, 2010: Appointed as External Dissertation Reviewer, 2012 and reappointed, 2015

G. Courses Taught

Masters': Leadership Theory and Assessment, Managing School Operations
Ph.D.: Context of Educational Administration, Seminar in Educational Administration, Reframing Organizations

H. Community Engagement or Outreach

Two-Day Seminars and Keynotes, Leadership for Social Justice, The Exemplary Professor, College of Education, Virginia Commonwealth University, May, 2014
Bogotch, I (November, 2014). Keynote(s): An Introduction to Leadership for Social Justice delivered to visiting cohorts from Guangzhou, China at FAU
Bogotch, I. (January, 2013). The Principal Story. Discussion facilitated at the Hagen Ranch branch of the Palm Beach Public Library.
Bogotch, I. and Schoorman, D. (December, 2013). Two day Academic Writing Workshop for the International Baccalaureate Headquarter Staff, The Hague, The Netherlands
Bogotch, I. (Sept. 28, 2012). Public Lecture: The special case of social justice as an educational construct. Griffith University, Brisbane, Australia

Abbreviated Curriculum Vitae: Dr. Valerie C. Bryan, Ed.D.

A. Professional Preparation

- Ed.D. Florida Atlantic University, Boca Raton, FL, 1991 (Educational Leadership, 4.0 GPA). Also, all course work towards doctorate, University of Georgia, Athens, GA (Recreation Parks Management).
- **M.A.T. Citadel, Charleston, South Carolina, 1973 (Secondary School Administration and Supervision with Minor in Psychology, 4.0 GPA)**
- B.S. Clemson University, Clemson, South Carolina, 1970 (Recreation and Parks Administration)

B. Appointments Secured \$2+ Million in Grants while at FAU.

Florida Atlantic University: (2011-Present) Charles Stewart Mott Eminent Scholar; (2011-Present) Professor of EDLRM; (2009, 2011-Present) Chair of Adult and Community Education; (2009-Present) Cohort Director of Palm Beach State College Teaching Cohort; (2006-2008) Cohort Director for Masters in EDLRM-Specialization in HRD/Organizational Leadership for City of Delray Beach Police Department; (2004-2007), Boca campus) Associate Professor; (1995-2004) Davie and Boca campuses, Assistant Professor); (1994-1995), Davie campus, Visiting Professor); (1989-1994) Port St. Lucie, Commercial and Davie campuses, Adjunct Faculty). Please see <http://www.coe.fau.edu/faculty/bryan/documents/resume.pdf> or <http://www.coe.fau.edu/faculty/bryan/> for positions and grant procurement prior to FAU.

C. Selected Peer-Reviewed Publications

International Refereed Journal

- Wang, V. C.X., **Bryan, V. C.** & Steinke, K. (2013). Web 2.0 technologies and the spirit of online learning. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 4(2) 44-53. April-June 2013. DOI: 104018/IJAVET.2013040104, ISSN: 1947-8607, EISSN:1947-878X
- Cassell, M. A., Bamdas, J. A., & **Bryan, V. C.** (2012). ReVisioning the Public Library as an Oasis of Learning. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 3(2), 10-22. doi:10.4018/ijavet.2012040102.
- Russo, M. R., **Bryan, V. C.**, & Penney, G. (2012). Emergency Preparedness: Life, Limb, the Pursuit of Safety and Social Justice. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 3(2), 23-34. doi:10.4018/ijavet.2012040103
- Walden, P.R., & **Bryan, V. C.** (2011). Speech-language pathologists' informal learning: Behaviours and motivations. *International Journal of Speech-Language Pathology*, 13(4), 378-388.
- Walden, P. R., **Bryan, V. C.** & Rumlall, S. (2011). Informal learning in the workplace: a comparison of two models. *International Journal Human Resources Development and Management*, 11(1), 2011, 1-15

D. Selected Other Publications or Products/Grants

Books (3 books completed, another in process, due 2016)

- Wang, V., & **Bryan, V.** (2014). *Andragological and pedagogical methods for curriculum and program development*. Hershey, PA: Information Science Reference.
- **Bryan, V. C.** & Wang, V. (2013) (Eds.) *Technology use and research approaches for community education and professional development*. Hershey, PA: Information Science Reference. doi: 10.4018/978-1-4666-2955-4.

Chapters (over 30 chapters to date)

- **Bryan, V.C.**, Brittain, K., & Swann, E.G. (2015). Self-directed learning and adult education overcomes the medical fog. In J. L. Byrd (Eds.) (2015). *Innovative Collaborative Practice and Reflection in Patient Education*. ISBN13:9781466675247; ISBN10: 1466675241; EISBN13: 9781466675254.

International Refereed Conference Presentation (In past 5 years, 7 Int'l refereed presentations, 18 int'l refereed papers, 16 nat'l refereed presentations & 3 local refereed presentations)

- Dee, M. & **Bryan, V. C.** (March, 2012). *Impact of technology in one dissertation: data collection to analysis to dissemination*. Virtual paper presented at 6th International Technology, Education and Development Conference (INTED 2012 Spain, Retrieved from http://www.iated.org/presentations/pv_21312.mp4.
Recognized for highest number of downloads.

- Dee, M. & Bryan, V. C. (2011, Fall). *First year undergraduate students' perception of the effectiveness and transfer of multimedia training*. Virtual paper presented at E-Learn 2011--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, Hawaii, USA.
Outstanding Virtual Presentation Award

E. Synergistic Activities

- **Member** of Statewide Learning Management System Team
- **Keynote Speaker:** Palm Beach State College's Phi Theta Kappa Alpha Gamma Sigma International Honor Society.
- **Reviewer** for the *Journal of Applied Gerontology*, 2015, and select book chapters for IGI

F. Collaborators and Other Affiliations

- FAU University Senate. Head of Committee on Committees & currently on special committee. (2007-Present).
- FAU COE Charles Stewart Mott Eminent Scholar Education, 2011-Present. Member of review team for Eminent Scholar for Arts and Letters.
- eLearning Advisory Committee, Member (2012-Present) & past COE Tech Committee Chair
- Memorandum of Understanding with Northwest University of South Africa, Contributor, 2011-Present)
- Memorandum of Understanding with Palm Beach County Fire Rescue, Delray Medical Center, Deaf Service Center, Area Agency on Aging, Member, (2011-Present)
- FAU President's Strategic Planning Council (Member, 2011-2014: Community Engagement)
- FAU Interdisciplinary Team on Healthy Aging & Literacy (Member, 2010-Present)
- Invited as contributor to blog for Partnership for 21st Century Skills (P21) (August, 2014). Title of blog: *Self-Directed Learning and Technology*. Read the entire blog at www.p21.org/news-events/p21blog/1485-bryan-self-directed-learning-and-technology . Later **blog** piece was honored to be an abbreviated piece in www.eddigest.com with permission of the author.

G. Courses Taught

- Chaired over 90 dissertations to date at FAU. Adult & Community Education courses-ADE 6381, 5185, 6184, 6194, 6265, 6930, 5931, 7935 (Seminar ACE courses); and two Department core course, EDA 6205 & EDA 7931: Leadership VI: Executive Leadership & Strategic Planning; EDA 7912; EDA 6905/7905; EDA 7943/7944; EDA 6941/7940; and EDA 7980, Dissertations). Names of courses are on online syllabi.

H. Community Engagement or Out-reach

- Recognized for research project: "Emergency Alert Technology for the Profoundly Deaf" in the **Florida Atlantic University Division of Research Annual Report, 2014**. Report available: Page 11 of http://issuu.com/dorfau/docs/130314_research_annual_report?utm_source=conversion_success&utm_campaign=Transactional&utm_medium=email .
- Co-Technical Support Institution Director for Region V. Florida Department of Education Region V Professional Development Councils (Adult Education and Career and Technical Education). Boca Raton, FL. (February, 1999-2007).
- State Director. Florida Institute for the Development and Enhancement of Adult Learning (IDEAL). Boca Raton, FL. (July, 1994-2007).
- State Director. Florida Adult and Community Education Network (ACENET). Boca Raton, FL. (July, 1990-1999).
- Program Consultant. Florida Atlantic University Division of Continuing Education. Boca Raton, FL (August, 1987-1989).
- Numerous awards for service, including President's Award
- **Invited contributor 2015-6 on information technology book chapter for National Recreation and Park Association** in its new millennium *Management text* and its associated **Compendium**.

A. Professional Preparation

Case Western Reserve University	Ph.D.	Psychology	2009
Case Western Reserve University	M.A.	Psychology	2007
Baldwin Wallace University	MBA	Marketing	1994
Myers University	B.S.	Computer Sci.	1992

B. Appointments

Assistant Professor Educational Leadership & Research Methodology	Florida Atlantic University	2014 - Present
Assistant Professor Department of Psychology	Barry University	2009 – 2013
Instructor Department of Psychology	Notre Dame College	2006-2009

C. Selected Peer-Reviewed Publications

DeDonno, M. A. (in press). Mental Activity and the Act of Learning in the Digital Age. In Victor C. X. Wang (Ed.), *Handbook of Research on Learning Outcomes and Opportunities in the Digital Age*. Pennsylvania: IGI Global.

DeDonno, M. A., Rivera-Torres, K., Monis, A., Fagan, J. F. (2014). The Influence of a Time Limit and Bilingualism on Scholastic Assessment Test Performance. *North American Journal of Psychology* 16(2), 211-224.

DeDonno, M. A. (2012). Dental anxiety, dental visits and oral hygiene practices. *Oral Health & Preventive Dentistry*, 10(2), 129-133.

Kausch, O., Smith, D., **DeDonno, M.A.**, McCormick, R., & Thomas, N. (2010, April). Awareness of Weight Status and Desire for Weight Change Among Psychotic Patients with Severe Mental Illness. *Schizophrenia Research*, 117(2), 198. (abstract)

Demaree, H. A., **DeDonno, M. A.**, Burns, K. J., Feldman, P., & Everhart, D. E. (2009). Trait dominance predicts risk-taking. *Personality & Individual Differences*, 47(5), 419-422.

DeDonno, M. A., & Demaree, H. A. (2008). Perceived time pressure and the Iowa Gambling Task. *Judgment and Decision Making*, 3(8), 636-640.

DeDonno, M.A., & Detterman, D. K. (2008). Poker Is a Skill. *Gaming Law Review*, 12(1), 31-36

D. Selected Other Publications or Products/Grants

Invited Guest. WPBT Channel 2. Issues. (2013, October). Bullying and violence in our schools.

<http://ka.uvuvideo.org/Issues-Bullying-and-Today39s-Youth/video/1852634/86294.html>

Invited Guest. ION Media Television. Community Crossroads. (2011, May). Academic Achievement Obsession. <http://ka.uvuvideo.org/Community-Crossroads-Achievement-Obession-12/video/1576100/86294.html>

Presentation. (2015, April). *Innovative Clinical Research including Pragmatic, Explanatory Research & SMART Designs*. Florida Atlantic University, College of Nursing. Boca Raton, FL.

Presentation. (2013, March). *Bilingualism, Time Pressure and the Scholastic Assessment Test*. Florida Academy of Sciences Annual Meeting. Miami Shores, FL.

E. Synergistic Activities

- *Ad-hoc Reviewer* – Journal of Experimental Psychology: Learning, Memory, and Cognition
- *Ad-hoc Reviewer* – Cognition and Emotion
- *Ad-hoc Reviewer* - Journal of Behavioral Decision Making
- *Ad-hoc Reviewer* – Personality and Individual Differences
- *Ad-hoc Reviewer* – Infant and Child Development
- *Ad-hoc Reviewer* – Educational Psychology

F. Collaborators and Other Affiliations

- *Social Sciences Section Chair* - Florida Academy of Science (FAS)
- *Member* - Association for Psychological Science (APS)
- *Member* – The Obesity Society (TOS)
- *Member* – Obesity Action Coalition (OAC)
- *Member* – American Association for the Advancement of Science (AAAS)
- *Member* - International Society for Intelligence Research (ISIR)
- *Member* - Society for Judgment and Decision Making (SJDM)
- U.S. Government clearance – *Secret* - October 4, 2011

G. Courses Taught

- Research Methods
- Classroom Assessment
- Statistics

Abbreviated Curriculum Vitae: Deborah Floyd, Ph.D.

Professional Preparation

Dr. Floyd's career spans over 35 years of academic service in universities and community colleges in Texas, Iowa, Virginia, and Florida. Prior to joining FAU as a faculty member in 2001, she served as a community college president, vice president for student affairs, dean of students, assistant to a university chancellor, and a visiting assistant professor. She was also a Senior Fellow with the Association of American Colleges and Universities. She earned her doctoral degree in 1979 from Virginia Tech and her masters and bachelors from Texas A & M University-Commerce in 1975 and 1973. She is also a 1999 graduate of Harvard University's Institute for Educational Management.

Appointments

2001-present- Florida Atlantic University, EDLRM

Professor (began as Associate Professor) with tenure;
Dean of the Graduate College (since 2013)

1991-2001 – University of Kentucky and UK Community College System

President of Prestonsburg Community College, UK (with tenure)
Special Assistant to the Chancellor, UK Lexington Campus

2000-2001 – Senior Fellow, Association of American Colleges and Universities
(AAC&U), Washington, D.C.

1985-2000 – Various leadership positions such as Vice President for Student Affairs,
Dean of Students, Director of Student Activities, Visiting Assistant Professor,
Research Associate.

The University of Iowa, Virginia Tech, Collin County Community College District; Odessa College.

Selected Peer Reviewed Publications

Dr. Floyd's publications include over 60 articles, books, monographs and chapters on higher education leadership including challenges of presidential leadership, student success and student affairs leadership, graduate education challenges, community college baccalaureates and community college leadership. Her expert views about the changing landscape of higher education have been featured in *The Chronicle of Higher Education*, *Florida Trend Magazine*, *New England Journal of Higher Education* and National Public Radio (NPR). Examples of recent peer reviewed publications follow:

Floyd, D.L., Felsher, R., Mulder, A.E. (2015). The contemporary community college student and student development theory. In Full, A, Kuk, L. Dalpes, P. (Eds.), *Handbook for Student Affairs in Community Colleges*. (pp.18-42). Sterling, VA: Stylus Press.

Floyd, D.L. (2013). The multi-faceted journey of a community college president. In DeVitis, J.L. Ed., *Contemporary Colleges and Universities: A Reader*. (pp.280-292). New York: Peter Lang Publishing.

Floyd, D. L. & Falconetti, A. (2013). The baccalaureate movement in Florida: A decade of change. In R. Remington, & N. Remington (Eds.), *Alternative Pathways to the Baccalaureate*. (pp. 85-107). Sterling, VA: Stylus Press.

Floyd, D.L. & Maslin-Ostrowski (2013). Leaving a community college presidency: The Inevitable career transition. *Community College Journal of Research and Practice*, 37(3), 242- 246.

Floyd, D. L., Felsher, R., Garcia-Falconetti, A.(Eds.) (2012). *Applied and workforce Baccalaureates. New Directions for Community Colleges*. 158, San Francisco, CA: Jossey-Bass. 158. (108 pages).

Recent grants: Currently a co-PI on a \$3.1 million grant on accelerated pipelines with a university and two state colleges. Funded by the Florida Board of Governors.

Collaborators and Other Affiliations

Editor in Chief of the *Community College Journal of Research and Practice*. 40 year old scholarly journal published by Taylor and Francis which is a Division of Routledge. Published 12 times per year with an annual page budget of 1250 typeset pages. (4 years)

Courses Taught

Leadership Theory, Undergraduate Introduction to Leadership, Organization and Administration of Higher Education, Community College Curriculum, Doctoral Seminar, Action Learning, Field Projects and Internships, Student Affairs Leadership, Student Development Theory, Special Topics in Higher Education, ASHE Directed Conference.

Chaired 29 dissertations to completion.

Honors and Outreach

In 2011, she was named FAU's University's Distinguished Professor of the Year. She was the key faculty person leading the curriculum development of the new undergraduate leadership minor. She has served as an elected member of Faculty Senate and has chaired the University Graduate Council and University Graduate Programs Committee.

She has served as a consultant and reviewer for the National Center for Education Statistics, the University of Toronto, the University of North Texas, Broward College and many other organizations, colleges and universities.

Abbreviated Curriculum Vitae: Jennifer Freeland, Ph.D.

A. Professional Preparation

2006 Ph.D. Educational Leadership, Florida Atlantic University

Dissertation: *The Relationship of Transformational Leadership and Reading Achievement in Broward County, Florida Charter Schools*

1985 EDS Educational Leadership, Florida Atlantic University

1976 MED Educational Leadership, Florida Atlantic University

1972 BS Elementary Education/Special Education, George Peabody College of Vanderbilt University

B. Appointments

2015 Instructor, Department of Educational Leadership and Research Methodology, Florida Atlantic University

2011 Visiting Assistant Professor, Department of Educational Leadership and Research Methodology, Florida Atlantic University

Educational Consultant

ENI: Provided on site coaching for principals and teachers in several Title I schools in Shreveport, LA.

HMH: Prepared analysis including executive summary for HMH leadership of state Race to the Top applications for Louisiana, North Carolina, and Georgia

Broward County Public Schools: Developed a district wide class size reduction implementation plan for 228 schools, provided professional development to address strategies for senior leadership and principals, provided parent presentations to develop communication regarding implementation, monitored the implementation process.

C. Selected Peer Reviewed Publications

Bogotch, Ira. Reyes-Guerra, D, & Freeland, J. (in preparation). Turnaround School Leadership: From Paradigms to Promises In *Leadership for Learning and Effective Change*.

D. Selected Other Publications or Products/Grants

2014 University Council for Educational Administration Film Festival, #PROPEL, selected as a feature film for the 2014 convention in Washington, D.C.

E. Selected Synergistic Activities

Lead Professor for the examination of and realignment of certification and internship courses to the Florida Principal Leadership Standards and Florida Principal Leadership Exam

Academic Advisor for students in the Certification, Master's, and Specialist programs in Educational Leadership for Broward and Miami-Dade Counties

Lead Professor to the South China Normal University Educational Leadership Learning Exchange

F. Collaborators and Other Affiliations

2011 - 2015 Principal Rapid Orientation and Preparation in Educational Leadership, Dr. Daniel Reyes-Guerra, Dr. Ira Bogotch, Dr. Ted Toomer, Dr. Sharon Moffitt, Dr. Joanne Harrison, Dr. Elisa Calabrese, Dr. Jermaine Fleming, Dr. Eric Miller, Dr. Valerie Wanza, Dr. Lewis Jackson

G. Courses Taught

EDA 6207 Managing School Operations

ADE 6381 Leadership 1: Adult Learning

EDS 6100 Leadership 2: Theory and Assessment

EDS 6050 Instructional Leadership 1

EDS 6052 Instructional Leadership 2

EDA 7930 Seminar in Administration

H. Community Engagement or Out-reach

2012 Redesign of Principal Pipeline for Broward County Schools

2012 - 2014 Interview Committee, LEAD, Broward County Schools

2013 – 2014 Evaluator, Principal Intern Program Action Research Projects, Broward County Schools

Abbreviated Curriculum Vitae: Guillermo (John) Hardman, Ph.D.

A. Professional Preparation

2009 Ph.D. in Educational Leadership

Florida Atlantic University, Boca Raton, Florida, United States
Dissertation: Regenerative Leadership: An Integral Theory of Leadership for Sustainability in Business, Education and Community (earned College of Education 2010 Outstanding Dissertation of the Year).

1997 M.A. in International School Leadership and Management

Oxford Brookes University, Oxford, England

1992 Associate of the College of Preceptors

University of Ripon and York, York, England

B. Appointments

2012 – present

Instructor

Department of Educational Leadership, College of Education, Florida Atlantic University

Chair, College of Education Diversity Committee

Education Advisor, Study Buddy LLC (online academic collaboration suite and tutoring platform – see <http://studybuddytoday.com>)

Chair, Community Engagement and Strategic Planning, US Green Building Council, south Florida Chapter (USGBC SF)

Instructor, Young Entrepreneurs Academy (YEA) of the Northern Palm Beach Chamber of Commerce

2009 – 13 College of Engineering – Adjunct Instructor
College of Business - Adjunct Instructor

2009 - 2012 Visiting Assistant Professor

Department of Educational Leadership, College of Education, Florida Atlantic University

- Instructional Leadership Team Leader
- Departmental Liaison to the Palm Beach County Public School District
- Teaching: Instructional Leadership and the Principal Internship
- Service: Chair, College of Education Diversity Committee; Member, College of Education International Committee; Member, FAU Sustainability Committee; Member, President's Innovation & Entrepreneurship Committee

C. Selected Other Publications or Products/Grants

Hardman, J. (2015). The Principal as Sustainability Champion. Presentation at the Florida Association of School Administrators (FASA). Orlando, Florida (June).

Hardman, J. (2014). District-wide Sustainability Leadership. Panel Moderator. *National Green Schools Network Conference*. Sacramento, CA (March)

Hardman, J. & Hardman, P. (2014). Traveling the U: Contemplative Practices for Consciousness Development for Corporate and Social Transformation. Chapter in *Perspectives on Theory*

U: Insights from the Field (Olen Gunnlaugson, Charles Baron and Mario Cayer, Editors).
Université Laval, Quebec: IGI Global. Hardman, J. (2013).

Hardman, J. (2011). *Leading for Regeneration: Going beyond sustainability in business, community, and education*. London: Routledge.

Shockley, R., Hardman, J., Watlington, E., & Kirsch, P. (2011). From Compliance to Engagement: Using a Transformational Model to Respond to NCATE Standard 4 – Diversity. *Educational Considerations*.

Hardman, J. (2010). Regenerative Leadership: An Integral Model for Transforming People and Organizations for Sustainability in Business, Education, and Community. *Integral Leadership Review*. (<http://www.integralleadershipreview.com/archives-2010/2010-10/2010-10-toc.php>).

D. Synergistic Activities

Liaison and Project Leader of the Department's Partnership with the School District of Palm Beach County (SDPBC) for the development of a principal preparation pipeline program
Chair of the College of Education Diversity Committee
Member of the College of Education Accreditation Core Working Group

E. Collaborators and Other Affiliations

Co-investigator of the study of sustainability leadership in schools (Principal Investigator: Dr. Pat Maslin-Ostrowski, Department of Educational Leadership & Research Methodology).
Co-investigator of a qualitative study into "The Effect of Increasing Continuity in a Longitudinal Primary Care Experience" (Principal Investigator: Dr. Joanna Drowos, College of Medicine)

F. Courses Taught

EDS 6100 Leadership 2: Theory and Practice
EDS 6050 Instructional Leadership 1
EDA 6300 School Community Partnerships and Diversity
EDA 6207 Managing School Operations
EDA 6495/6/7 School Internships (DisL – Fall, Spring, Summer)
EDA 6415 Introduction to Qualitative Inquiry
EDA 7416 Advanced Qualitative Inquiry
EDA 6925 Administrative Externship (Action Learning)

G. Community Engagement or Out-reach

Member of the Board of Directors, US Green Building Council of South Florida

Member of the Climate Action Coalition of South Florida

Abbreviated Curriculum Vitae: Albert C. Jurenas, Ed.D.

Professional Preparation

Ed.D. Educational Administration, 1981, Northern Illinois University
MSEd Educational Administration, 1971, Northern Illinois University
B.A. History, English, 1966, Northern Illinois University

Appointments

1991 – Present Associate Professor, Educational Leadership, Florida Atlantic University
1986-1991 Assistant Professor, Educational Administration, Bowling Green State University,
Bowling Green IL
1983-1986 Principal, Metcalf Laboratory School, Illinois State University, Normal IL
1974-1983 Principal, O.W. Huth Upper Grades Center, Matteson IL
1972-1974 Associate Principal, Dempster Junior High School, Elk Grove Village IL
1967-1972 Upper Grades Teacher, Northern Illinois University Laboratory School, DeKalb IL
1966-1967 English Teacher, Pecatonica High School, Pecatonica IL

Selected Peer-Reviewed Publications

Book Chapter:

Massive Open Online Courses: An Educational Revolution, Handbook of Research on Education and Technology in a Changing Society, Wang, V.C.X, ed., IGI Global, Wang, V.C.X., ed., 2013.

Synergistic Activities

Member, Editorial Advisory Board *Research on Advancing Health Education Through Technology*, IGI Global, Wang, V.C.X, ed. 2015.

Chapters Edited:

An Education Driven Model for Ubiquitous Non-Communicable Diseases Care

A Framework for Wireless Information Technology in Health Care for user and Data Classification in Hospital Software Development

Knowledge in Action: Using Technology to Educate Patients (The Role of Physicians in Fostering Health Education Through Technology)

Integrating Technology in Nurse Education: Tools for Professional Development, Teaching, and Clinical Experiences

Courses Taught

EDA 6232 Practical School Law

EDA 6300 School and Community Partnerships and Diversity

EDA 6207 Management of School Operations

EDF 6786 Educational Governance

Community Engagement or Outreach

Member, Governing Board, Treasure Coast University School (Palm Pointe Elementary School),
Tradition, FL

Abbreviated Curriculum Vitae: Frankie Santos Laanan, Ph.D.

A. Professional Preparation

Ph.D., Higher Education & Organizational Change, UCLA, 1998

M.A., Higher Education & Organizational Change, UCLA, 1994

B.A., Political Science, UCLA, 1993

B. Appointments

Professor, Department of Educational Leadership & Research Methodology, FAU, 2014-Present

Professor, School of Education, Iowa State University, 2003-2014

Associate Director for Administration, School of Education, 2014

Dean, School of Education, University of Guam, 2012-2013

Interim Director, Center for Excellence in Science, Mathematics and Engineering

Education, College of Education, Iowa State University, 2011-2012

Assistant Professor, University of North Texas, 2002-2003

Assistant Professor, Department of Human Resource Education, University of Illinois at Urbana-Champaign, 1999-2001

C. Selected Peer-Reviewed Publications

Kruse, T., Starobin, S. S., Chen, Y., Baul, T., & Laanan, F. S. (2015). Impacts of intersection between social capital and finances on community college students' pursuit of STEM degrees. *Community College Journal of Research and Practice*, 39(4), 324-343.

Bivens, G. M., Laanan, F. S., & Brodersen, L. A. (2014). Forging 21st century partnerships with community colleges. *Reclaiming Children and Youth*, 23(3), 22-25.

Jackson, D., & Laanan, F. S. (2014). Desiring to fit: Fostering the success of community college transfer students in STEM. *Community College Journal of Research and Practice*, 39(2), 132-149.

Starobin, S., Chen, Y., Kollasch, A., Baul, T., & Laanan, F. S. (2014). The effects of a preengineering project-based learning curriculum on self-efficacy among community college students. *Community College Journal of Research and Practice*, 38(2-3), 131-143.

Heaverlo, C., Cooper, R. M., & Laanan, F. S. (2013). STEM development: A study of predictors for 6th-12th grade girls' interest and confidence in science and math. *Journal of Woman and Minorities in Science and Engineering*, 19(2), 121-142.

D. Selected Other Publications or Products/Grants

Chrystal, L. L., Gansemer-Topf, A., & Laanan, F. S. (2013). Assessing students' transition from community college to a four-year institution. *Journal of Assessment and Institutional Effectiveness*, 3(1), 1-18.

Maguire, K., Starobin, S. S., Laanan, F. S., Friedel, J. N. (2013). Measuring the accountability of CTE programs: Factors that influence college earnings among community college students. *Career and Technical Education Journal*, 37(3), 235-261.

Jackson, D., Stebleton, M., & Laanan, F. S. (2013). The experience of community college faculty involved in a learning community program. *Community College Review*, 4(1), 3-19.

Laanan, F. S., Stebleton, M., & Jackson, D. (2013). Learning community and nonlearning community students in a midwestern community college. *Community College Journal of Research and Practice*, 37, 247-261.

Starobin, S. S., Schenk, T., **Laanan, F. S.**, Schenk, T., & Moeller, D. (2013). Going and passing through community colleges: Examining the effectiveness of Project Lead The Way in STEM pathways. *Community College Journal of Research and Practice*, 37, 226-236.

E. Synergistic Activities

Participant, National Academy of Engineering and American Society of Engineering Education, "Identifying and Surmounting Impediments to Implementing Diversification Efforts in Engineering Education, September 2013.

F. Courses Taught

2015. Instructor (EDA 7106) Lead V Reframing Educational Organizations (FAU)
2015. Instructor (EDH 7935) Higher Education Doctoral Seminar (FAU)
2015. Instructor (EDH 6058) International and Comparative Higher Education (FAU)
2015. Instructor (EDH 6931) Special Topics-Secondary Dataset (FAU)
2015. Instructor (EDH 6215) Community College Curriculum (FAU)
2014. Instructor (EDH 6065) History & Philosophy of Higher Education (FAU)
2014. Instructor (EDH 7935) Higher Education Doctoral Seminar (FAU)

G. Leadership, Community Engagement or Outreach

President-Elect, Council for the Study of Community Colleges, 2015
President, Council for the Study of Community Colleges, 2016
Advisory Board Member, Project Kaleidoscope. Association of American Colleges and Universities (AAC&U), 2015-present

Abbreviated Curriculum Vitae: Mary G. Lieberman, Ed.D.

A. Professional Preparation

Ed.D. Human Development and Psychology, 1986
Harvard University, Graduate School of Education, Cambridge, MA
Double Concentration: Lifespan, Social, & Personality Development; Research & Statistics
Ed.M. Human Development and Counseling, 1980
Harvard University, Graduate School of Education, Cambridge, MA
B.S. Rehabilitation Counseling and Psychology, 1979
Dean's List Standing Throughout Attendance
Boston University, Boston, MA
A.A. Community and Mental Health Counseling, 1977
LaSalle Junior College, Newton, MA

B. Appointments

Associate Professor, Department of Instructional Technology & Research & Educational Leadership, FAU
2002- present.
Assistant Professor, Department of Educational Foundations & Technology, FAU, 1996-2002.
Adjunct Professor, Department of Counselor Education & Department of Educational Foundations &
Technology, FAU, 1994-1996.

C. Selected Peer-Reviewed Publications (most recent five)

John D. Morris Mary G. Lieberman (2015). Prediction, Explanation, Multicollinearity, and Validity Concentration in Multiple Regression. Multiple Linear Regression Viewpoints, 2015, 41, (1), 29-35.
Lieberman, M. G., & Morris, J. D. (2014). The precise effect of multicollinearity on classification prediction. Multiple Linear Regression Viewpoints, 40, 5-10.
Keintz, C.K., Danesh, A., Singer, C., Lieberman, M.G., Ouslander, J., & Tappen, R. (2014). Perceived voice disorders in the elderly: Influencing factors and impact on quality of life. Journal of Voice (in progress).
Morris, J. D., & Lieberman, M. G. (2012). Selecting a two-group classification algorithm: Take two. Multiple Linear Regression Viewpoints, 38, 34-41.
Lieberman, M. G., & Morris, J. D. (2011). Comparing cross-validated classification accuracies for alternate predictor variable weighting algorithms. Multiple Linear Regression Viewpoints, 37, 36-38.
Kirkwood, T. F., Morris, J. D., Lieberman, M. G. (2011). What kind of teachers will teach our children? The worldmindedness of undergraduate elementary and secondary Social Studies teacher candidates at Five Florida public universities. International Journal of Development Education and Global Learning, 3, 5-28.

D. Selected Other Publications/Grants (most recent five)

Morris, J. D., & Lieberman, M.G. (2015). Prediction, Explanation, Multicollinearity and Validity Concentration. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
Morris, J. D., & Lieberman, M.G. (2015). In Pursuit of Validity Concentration for Prediction Accuracy. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
Vasquez-Colina, M. D. D., Russo, M. R., & Lieberman, M. G., & Morris, J. D. (2015). A Case Study of Peer Feedback in Face-to-Face (F2F) Versus Distance Learning Classes Among Preservice Teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Lieberman, M. G., & Morris, J. D. (2014). The effects of multicollinearity and validity concentration on prediction accuracy in multiple regression. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Danesh, A., Keintz, C., Singer, C., Lieberman, M., Ouslander, J. & Tappen, R. (2014, March). The Effects of Social Engagement and Self Awareness on Communication. Poster Presentation. Annual Convention of the American Academy of Audiology (AAA), Orlando, FL

E. Synergistic Activities

AERA Paper Reviewer Division D2, Statistical Methods and Quantitative Theory & the Multiple Linear Regression Sig), 1996-Present.
Reviewer for the Florida Educational Research Association (FERA), 1996-Present.

F. Collaborations and Other Affiliations

Communication Sciences & Disorders, Statistical Consultant.

G. Courses Taught

EDA 7905 Structural Equation Modeling
STA 7114 Advanced Statistics
EDF 7482 Advanced Educational Research
STA 6113 Educational Statistics
EDF 6432 Measurement
EDF 6481 Educational Research
EDA 7980 Dissertation
EDF3430 Educational Measurement and Evaluation
EDF 3210 Applied Learning Theory

H. Community Engagement or Out-reach

American Educational Research Association
Florida Educational Research Association

Abbreviated Curriculum Vitae: Patricia Maslin-Ostrowski, Ed.D.

A. Professional Preparation

Ed. D. Administration, Planning & Social Policy, 1992 Harvard University, Graduate School of Education; Concentration: Policy Studies
Honor/Award: Thesis represented Harvard and won policy research competition sponsored by Goldie-Anna Charitable Trust & University of Pennsylvania
Ed.M. Administration, Planning & Social Policy, 1986; Harvard University, Graduate School of Education
Ed.M. Human Growth & Development, 1975; Columbia University, Teachers College
M.A. Guidance & Counseling, 1974; Columbia University, Teachers College
B.A. Psychology, 1973; Syracuse University

B. Appointments

Professor (2003-present) **Associate Professor** (1994-2003) Department of Educational Leadership & Research Methodology Florida Atlantic University
Assistant Professor (1992-1994) Department of Educational Leadership, Foundations & Technology, Rhode Island College
Educational Consultant (1989-2000) Frankenberger Associates, New Haven, CT & Newport, RI
Research Associate (1986-1988) State Commissioner J. Troy Earhart, RI State Department of Elementary & Secondary Education, Division of School Support Services
Director, New Student Programs (1/85-9/85) **Coordinator** (10/80-1/85) **Career Counselor** (3/80-10/80); Counseling and Career Services, University of Rhode Island
Middle School Counselor (9/75-3/80) Brewster, NY Public Schools

C. Selected Peer-Reviewed Publications

Maslin-Ostrowski, P., & Drago-Severson, E. (2014). Leading and learning in the digital age: Framing and understanding school leader challenges. In V. C. X. Wang (ed.), Encyclopedia of Education and Technology in a Changing Society. Hershey, PA: IGI Global.

Drago-Severson, E., Maslin-Ostrowski, P., Hoffman, A. M., Barbaro, J. (2014). Managing adaptive challenges: Learning with principals in Bermuda and Florida. Journal of Research on Leadership Education, 9(1), 6-33.

Drago-Severson, E., Maslin-Ostrowski, P., & Hoffman (2013). In one voice: Aspiring and practicing school leaders embrace the need for a more integrated approach to leadership preparation and development. International Journal of Adult Vocational Education and Technology, 4(4), 55-73.

Maslin-Ostrowski, P., and Floyd, D. (2012). When the time comes for the community college president to step aside: Daunting realities of leading. Community College Journal of Research and Practice, 36:4, 291-300.

Bogotch, I. & Maslin-Ostrowski, P. (2010). Internationalizing educational leadership: How a university department jumps the curve from local to international. Educational Administration Quarterly, 46(2), 210-240.

Ackerman, R. H., & Maslin-Ostrowski, P. (2002). The wounded leader: How real leadership emerges in times of crisis. San Francisco, CA: Jossey-Bass.

D. Selected Other Publications or Products/Grants

Vasquez, M., Maslin-Ostrowski, P., & Baba, S. (2013). An international examination of student gender and computer self-efficacy affecting academic motivation and performance in a university research methodology class: Florida and Klang Valley. American Educational Research Association. San Francisco.

E. Synergistic Activities

Distinguished Visiting Research Fellow, Australian Catholic University (2015)
Victoria Association of Primary School Principals. Bendigo, Australia. (2015) Invited keynote. Crisis: An emergent occasion for transformation and hope

Scholar-to-Scholar. (2014). 11th International Transformative Learning Conference. Teachers College, Columbia University.

Visiting Scholar to Education for All Bermuda (2011)

Visiting Professor to University of Malaya (2010)

F. Collaborators and Other Affiliations

Editorial Board Member. (2014-present) Journal of Cases in Educational Leadership. UCEA
Editorial Board Member. (2011-present). Community College Journal of Research & Practice.

G. Courses Taught

EDA 5061 Context of Educational Administration;
EDA 6925 Action Learning: Administrative Externship;
EDA 7925 Action Learning: Leadership Externship;
EDA 6103 Leadership III, Administrative Processes;
EDA 7106 Leadership V, Reframing Educational Organizations: Organizational Behavior & Change;
EDA 6415 Introduction to Qualitative Inquiry;
EDA 7416 Advanced Qualitative Inquiry;
EDA 6510 Middle School Administration;
EDS 6100 Leadership;
EDA 7930 Seminar in School Administration;
EDA 6905 Organized Travel & Study: The Segovia Seminar;
EDA 5931 Women in Administration;
ADE 6184 Program & Curriculum Development for Adults;
EDH 7935 Higher Education Seminar;
EDF 7482 Advanced Educational Research;
EDM 6235 Middle School Curriculum (Curriculum & Instruction Dept.);
EDM 6205 Elementary School Curriculum (Curriculum & Instruction Dept.)

H. Community Engagement or Outreach

State Delegate to National Assembly for the National Council for Professors of Educational Leadership. (2013, 2012) New Jersey. Kansas City. Representative for Florida Association of Professors of Educational Leadership

President. Florida Association of Professors of Educational Leadership. (2010-2012).

Chair of Broward County Public Schools High School Council (2007-2012)

Abbreviated Curriculum Vitae: John D. Morris, Ph.D.

A. Professional Preparation

Ph.D., Educational Research, University of Florida, 1975
M.Ed., Foundations of Education, Florida Atlantic University, 1973.
B.S., Physics, Florida Atlantic University, 1971.

B. Appointments

Professor, Department of Educational Leadership and Research Methodology, FAU, 2010-Present
Professor, Department of Instructional Technology and Research, FAU, 1986-2010.
Associate Professor, Department of Educational Leadership, FAU, 1985-1986.
Professor, Adjunct Graduate Faculty, University of Georgia, 1983-1985.
Professor, Department of School Service Personnel, Georgia Southern University 1980? – 1985.
Associate Professor, Department of School Service Personnel, Georgia Southern University, 1980-1985.
Assistant Professor, Department of School Service Personnel, Georgia Southern University, 1975-1980.
Research Associate, College of Health Related Professions, University of Florida, 1974-1975.

C. Selected Peer-Reviewed Publications (most recent five)

Morris, J. D., & Lieberman, M. G. (2015). Prediction, Explanation, Multicollinearity, and Validity Concentration in Multiple Regression. General Linear Model Journal, 41, 29-35.

Lieberman, M. G., & Morris, J. D. (2014). The precise effect of multicollinearity on classification prediction. Multiple Linear Regression Viewpoints, 40, 5-10.

Strate, J.D., Kumar, D.D., & Morris, J.D. (2013). Predictors of Scientific Understanding of Middle School Students: Socioeconomic Status. Eurasia Journal of Mathematics, Science & Technology Education, 9(2), 155-165.

Morris, J. D., & Lieberman, M. G. (2012). Selecting a two-group classification algorithm: Take two. Multiple Linear Regression Viewpoints, 38, 34-41.

Lieberman, M. G., & Morris, J. D. (2011). Comparing cross-validated classification accuracies for alternate predictor variable weighting algorithms. Multiple Linear Regression Viewpoints, 37, 36-38.

D. Selected Other Publications/Grants (most recent five)

Morris, J. D., & Lieberman, M.G. (2015). Prediction, Explanation, Multicollinearity and Validity Concentration. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Morris, J. D., & Lieberman, M.G. (2015). In Pursuit of Validity Concentration for Prediction Accuracy. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Vasquez-Colina, M. D. D., Russo, M. R., & Lieberman, M. G., & Morris, J. D. (2015). A Case Study of Peer Feedback in Face-to-Face (F2F) Versus Distance Learning Classes Among Preservice Teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Lieberman, M. G., & Morris, J. D. (2014). The effects of multicollinearity and validity concentration on prediction accuracy in multiple regression. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Lieberman, M. G., & Morris, J. D. (2013). Selecting a Two-Group Classification Weighting Algorithm: Take Three. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

E. Synergistic Activities

AERA Paper Reviewer (various Divisions, including D, E, and the MLRGLM Sig), 1975-Present.

Reviewer for a variety of journals (Educational and Psychological Measurement, Psychological Bulletin, American Educational Research Journal, Educational Researcher, Journal of Applied Psychology, and others).

F. Collaborations and Other Affiliations

Faculty, Mathematical Sciences Department

Frequent service on graduate committees for other colleges (Business, Science and Engineering).

G. Courses Taught

STA 7114 Advanced Statistics

EDF 7482 Advanced Educational Research

STA 6113 Educational Statistics

EDF 6432 Measurement

EDA 7980 Dissertation

H. Community Engagement or Out-reach

American Educational Research Association

Florida Educational Research Association

Abbreviated Curriculum Vitae: Meredith Mountford, Ph.D.

A. Professional Preparation

Ph.D., Educational Leadership and Policy Analysis, University of Wisconsin, 2001

M.A., Educational Administration, Northern Illinois University, 1994

B.A., Education (Urban HS, MS Sciences), Illinois State University, 1988

Professional Certifications: Model-netics Associate (#2619), Superintendent (#03), General Administrative PK12 (#75), MS/HS Science Teacher (#51)

B. Appointments

Associate Professor (Tenured), Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, Florida, 2005 – Present

Assistant Professor, Department of Educational Leadership and Policy Analysis, University of Missouri-Columbia, 2001 – 2005

School Board/Superintendent Development and Search Director (part-time), Wisconsin Association of School Boards, 1999 – 2001

Program Assistant to Chair (part-time) University of Wisconsin-Madison, Department of Educational Leadership and Policy Analysis, 1999 – 2001

Superintendent, Linn Jt. 6, Lake Geneva, Wisconsin, 1996 – 1999

District Administrator, Big Foot Area Schools, Walworth County, Wisconsin, 1996 – 1998

Middle School Science Teacher, Twin Lakes Jt. 4 School District, Twin Lakes, Wisconsin, 1989 – 1996

C. Selected Peer-Reviewed Publications

Mountford, M., & Brunner, C. C., (Fall, 2010) Gendered behavior patterns in school governance, Teachers College Record 112, (8). pp. 2067-2117 (Acceptance rate = 4-6 percent)

Mountford, M., Ehlert, M., & Machell, J. (Spring, 2007) Personal and traditional admissions criteria: Predicting candidate performance in an educational leadership program. International Journal of Leadership in Education, 10, (2) pp.191-210 (Acceptance rate = 6-10 percent.)

Mountford, M. (Spring, 2005). The journey toward transformational learning in a statewide doctoral program. Innovative Higher Education, 30 (3), pp. 213-237 (Acceptance rate = 18 percent.)

Mountford, M., & Ylimaki, R. (Summer, 2005). Conceptions of power held by educational leaders: The impact on collaborative decision-making processes. Journal of School Leadership, 15 (7), 411-436 (Acceptance rate = 6-10 percent.)

Mountford, M. (Winter, 2004). Motives and power of school board members: Implications for school board-superintendent relationships. Educational Administration Quarterly. 40 (5) 704-741 (Acceptance rate = 6-10 percent.)

D. Selected Other Publications or Products/Grants Mountford, M. (in preparation). School Governance: Structures, Processes, and Systems (Series Editor). A six volume book series. Information Age Press.

Williams, D.C., & Mountford, M., (Invited) (Fall, 2013) Text Network Analysis: Exploring relationships with qualitative methodology and rhetorical criticism. Russian Journal of Communication 5, (3), pp. 1287-1298.

Mountford, M. (2012). (Invited) Are school boards necessary in today's public schools? In C.J. Russo & A.G. Osborne (Eds.) Debating Issues in American Education; pp. (176-201) London: Sage.

Hess, R., Finn, C., Mountford, M., Alsbury, T., & Delagardelle, M (Eds.). (Invited, 2010). School boards in the 21st century: A national survey of school board members. Joint Study Funded by the Wallace Foundation with NSBA, AEI, Fordham Foundation, and IASB.

E. Synergistic Activities

Mountford, M., & Alsbury, T. (2012) General Shelton's Leadership Forum. Invited Speaker Transrelational board structures: What leaders can learn from medicine. Raleigh, NC.

Mountford, M. & Alsbury, T (2012). LEAD NC Invited Speaker. Leadership in an era of accountability. Charlotte, NC.

Mountford, M. (April/May 2010). Invited, US Department of Education Grant Review (84.36A). Invited to be a reviewer for RTT innovative curricular and programming grants. Federal Department of Education: Washington, DC.

Alsbery, T., & Mountford, M. (April, 2010). Invited Keynote Co-Speaker and Workshop Co-Facilitator, Alabama School Administrator Association and the Alabama Association of School Boards. Grappling with the underlying causes of conflict during communication: A fresh approach to local governance. Birmingham, AL.

Hutchins, J., Mountford, M., Sass, G., Stein, M., Stiff, L., Stiles, K., & Weigal, B. (May, 2000). The peri-urban fringe: Influences of urbanization on agriculture land investment patterns and soil conservation practices in the Lake Mendota Watershed. In R. J. Burdge (Ed) Transcending Boundaries: Natural Resource Management from Summit to Sea. (General technical report PNW-GTW-497) Published by The U.S. Department of Agriculture, Forest Services: IGERT Project; NSF Portland, Oregon.

F. Collaborators and Other Affiliations

Partnered and wrote MOA with Learning Sciences International (Marzano Teacher Evaluation Resource Provider) and FAUs College of Education for FAU students and faculty to be the key research partner in critiquing empirical work emanating from LSI research arm (2012 – Present).

American Educational Research Association (AERA). – Chair of the Research on the Superintendency Special Interest Group (2008-2010, 2012-Present)

Center Director - The University Council of Educational Administration (UCEA) Center for Research on District Governance. One of only eight national centers sponsored by UCEA (2007 – Present)

Program Center Advisory Board Member - University Council of Educational Administration (UCEA) (2009 - Present)

AERA/UCEA Clark Scholars – Three FAU Ph.D. advisees were accepted into this prestigious seminar affiliated with both organizations (2008, 2010, 2013). Acceptance rate internationally is less than 30 percent.

UCEA Jackson Scholars – Three FAU Ph.D. advisees of color were accepted into this prestigious seminar affiliated with the University Council of Educational Administration (2006, 2007, 2011). Acceptance into the two year mentoring program is less than 40 percent.

G. Courses Taught

2012-2015 Spring - Professor (EDA 7169) Ethics and Policy Alternatives – Required for Ph.D. in Educational Leadership (School Leaders)

2006-2015 Fall – Professor (EDA 7106) Organizational Analysis: Reframing Educational Problems of Practice – Required for Ph.D. for Educational Leadership (ACE, SL, HE)

2008-2012 Fall/Spring – Professor (EDA 6915) Introduction to Qualitative Research Methods – Required for Specialist or Ph.D. in Educational Leadership (ACE, SL, HE)

2010-2015 Summer/Spring – Professor (EDF 6786) Educational Governance-Required for an MS in Educational Leadership (SL)

2008, 2012 Spring – Professor (EDA 7105) Seminar in Educational Administration. Ph.D. elective (ACE, SL, HE).

2005-2009 Fall/Spring – (EDA 6205) Leadership IV: Management Theory

2005-2015 Spring/Summer/Fall (EDA 7980) Dissertation. I have chaired over 20 doctoral dissertations while at FAU. Two have won national awards.

H. Community Engagement or Outreach

NASSP, The Bulletin, Editorial Board 2008-Present

Learning Sciences International – FAU contact Marzano Research evaluation and critique (2012-Present).

Center Director-The University Council of Educational Administration Center for Research on School Governance (2009- Present).

Abbreviated Curriculum Vitae: John Pisapia, Ed.D.

A. Professional Preparation

Ed.D. 1974 - West Virginia University

Major: Educational Administration (College of Human Resources and Education) Minor: Industrial Relations (College of Business and Economics)

Advanced Study, 1966-68 West Virginia University (Educational Administration)

M.S., 1964- West Virginia University

A.B., 1960 - Glenville State College (Biology) [named Alumnus of the Year 2007]

B. Appointments

1998 - Present - Florida Atlantic University - Professor, Department of Educational Leadership, (Florida Atlantic University - Tenured 1998); Professor and Chair, Department of Educational Leadership (1998-2003). Fulbright Scholar to China 2012; Adam Smith Visiting Senior Scholar University of Glasgow 2012; Visitor to University of Rijeci 2014; University of Malaya 2008; Fudan University 2010; Chinese Executive Leadership Academy 2010; Chinese University of Hong Kong 2009; Macau Inter Institute University 2006 (now St Josephs); Founder of the Strategic Leadership Network (SLN) (2010-); Executive Director, Center for Educational Leaders (1999-2004) [ISA - Distinguished Service Award for Profound Leadership in International Education - 2009]

1989-1998 - Virginia Commonwealth University - Professor, and Founder and Director of the Metropolitan Educational Research Consortium (1991-98); Division Head (1989-93) [NCATE recognition -Exemplary Partnership between University and School Districts -1996]

1981 - 1988 - State Superintendent of Schools, (West Virginia, 1988-89) Assistant State Superintendent of Schools, (1981- 1988) - on leave from WVU [Phi Delta Kappa, Outstanding Leadership in Education Award - 1983] [Fulbright Scholar - 1986] [WVU - Significant Leadership in Public and Higher Education - 1989]

1975-1985 - West Virginia University -Associate Professor (1975-1985; Graduate Faculty 1975, reappointed 1984; Assistant Professor 1975-78) [AASA Professor of the Year - 1980]

1974-1975 - West Virginia College of Graduate Studies - Assistant Professor

1968-1972 - High School Principal (Smyrna, Delaware, 1970-72; South Charleston, West Virginia, 1968-70).

1960-68 - Administrative Intern, Teacher and Coach; General Science, and Biology (Glenville and Charleston, West Virginia, 1960-68)

C. Selected Peer-Reviewed Publications

Pisapia, J., Jelenc, L. & Mick, A. (2016). The Foundations of Strategic Thinking: Effectual, Strategic, and Causal Reasoning. In Raguž, I., Podrug, N., Jelenc, L. (Eds.) *Nostrategic Management*. Heidelberg, pp.45-55. Heidelberg, de: Springer International Publishing. ISBN 978-3-319-18184-4

Jelenc, L. & Pisapia, J. (2016). Building Two Bridges: Individual Entrepreneurial Behavior to Strategic Thinking and Strategic Thinking to Effectuation In Raguž, I., Podrug, N., Jelenc, L. (Eds.) *Neostrategic Management*, pp. 75-95. Heidelberg, de: Springer International Publishing. ISBN 978-3-319-18184-4

Townsend, T., Pisapia, J. & Razzaq, J. (2013). Fostering interdisciplinary research in universities: A case study of leadership, alignment, and support. *Studies in Higher Education*. DOI: 10.1080/03075079.2013.842218

Razzaq, J., Townsend, T., & Pisapia, J. (2013). Towards an understanding of interdisciplinarity: The case of a British University. *Issues in Interdisciplinary Studies*. 31, 149-173.

Pisapia, J. & Pang, N. S.K. (2013). Influence actions of School Principals in Hong Kong, Mainland China, and the United States: A cross-cultural perspective. *School Leadership & Management*, 33(1), 1-17.

D. Selected Other Publications or Products/Grants

Aydın, K, Güçlü, N., & Pisapia, J. (2015). The Relationship between School Principals' Strategic Leadership Actions and Organizational Learning: A Quantitative Study in Turkish Primary Schools. *The American Journal of Educational Research*. 7(1).

Pang, N.S.K., & Pisapia, J. (2012). The strategic thinking skills of Hong Kong school leaders: Usage and effectiveness. *Educational Management Administration and Leadership*. 40(3) 343-361.

Pisapia, J., & Lin, Y. (2011). Leader values and actions: An exploratory study of school principals in mainland China. *Frontiers of Education in China*. 6(3): 361-387.

Pisapia, J., Townsend, T., & Razzaq, J. (2013). *Interdisciplinary research: Teams and Structures*. Glasgow Scotland: The Adam Smith Foundation.

Uğurluoğlu, O., Celik, Y., & Pisapia, J. (2010). The use of strategic leader actions by hospital managers in Turkey. *American Journal of Business Research*. 3(1), 33-52.

Pang, N.S. & Pisapia, J. (September, 2010). Strategic thinking and acting: A study of Hong Kong School Principals. Grant funded by the Hong Kong Research Council - Research Grants (ERGI) \$775,000 (HK\$) Funded

Pisapia, J. (2009). *The strategic leader: New tactics for a globalizing world*. Charlotte, NC: Information Age Publishers. [2010- Washington Post List – 5 best leadership books]

E. Synergistic Activities

Current: Founder and Director of the Strategic Leader Network (SLN), a global learning community focused on the principles of strategic leadership. The network is composed of researchers and scholars in four major nodes: South East Asia; European; Middle East; and Oceania who use the tools developed by SLN to produce research, train, and consult with practitioners and local agencies.

Near Past: Research Leader for a University of Glasgow team studying Interdisciplinary Research and Strategic Change in Universities

Past: Founded and Directed the Metropolitan Educational Research Consortium and Directed the South Florida Leadership Center.

F. Collaborators and Other Affiliations

Lara Jelenc, PhD., Professor of Finance and Economics, University of Rijeci – Croatia

Jamilla Razzaq, PhD., Educational Advisor, Aga Kahn Foundation, Pakistan

Tony Townsend, PhD., Professor Educational Administration, Griffiths University Australia

M. Kemal Aydın, PhD., Gazi University, Turkey and Brussels

Nicholas Pang, PhD. Chinese University of Hong Kong

Ozgur Uğurluoğlu, PhD. Hacippittae University, Turkey

Wang, Hong PhD. South China Normal University, China, Guangzhou

Glenn Shrive, PhD. Vice President for Programs. United Board for Christian Higher Education in Asia

Morton Holbrook III, PhD. Executive Director of the Hong Kong America Center

Ying, Lin, PhD. Professor, the Chinese Executive Leadership Academy, Shanghai

G. Courses Taught

EDA 7931 – Executive Leadership

EDA 6103 – Administrative Processes

EDA 7931 – Entrepreneurial Leadership

EDA 7069 - Ethics and Policy Alternatives

H. Community Engagement or Out-reach

External Examiner – University of Malaya, University of Technology – Jamaica, Hacippittae University – Turkey. Board member, Latin American Commission of SACs. Serves on the Fulbright Senior Scholar list. Holds memberships in the Strategic Management Society, the Academy of Management, and the International Leadership Association

Abbreviated Curriculum Vitae: DANIEL REYES-GUERRA, Ph.D.

A. Professional Preparation

Ph.D., Aug. 2009 Florida Atlantic University, Educational Leadership
Master of Science, 1995 Educational Administration, University of Alabama, Tuscaloosa
Bachelor of Arts, 1983 Cornell University, College of Arts and Sciences
Double Major: History & Government
H.S. Regents Diploma Stuyvesant High School, New York, NY

B. Appointments

Director, PROPEL Principal Rapid Orientation and Preparation 11/14 – Present
in Educational Leadership (PROPEL);
Broward County Public Schools – Florida
Atlantic University Partnership Program
Assistant Professor Educational Leadership 8/09 – Present
Florida Atlantic University
Grant Project Director & Principal Rapid Orientation and Preparation 12/11 – 10/14
Principal Investigator in Educational Leadership (PROPEL);
Race to the Top (RTTT) Job-embedded
Principal Preparation Program Grant
Principal-in-Residence Educational Leadership 8/02 – 8/09
Florida Atlantic University

C. Selected Peer-Reviewed Publications

Reyes-Guerra, D., Pisapia, J., Mick, A. & Alfred, A. (under review). The cognitive preparation of school leaders for turnaround schools. *Journal of School Leadership*.
Reyes-Guerra, D., & Lochmiller, C. (2015). Faculty perceptions of race to the top policy on university-based preparation programs. *Journal of Research on Leadership Education*. Sage.
Bogotch, I., & Reyes-Guerra, D. (2014). Leadership for social justice: Social justice pedagogies. *Revista Internacional de Educación para la Justicia Social (RIEJS) (International Journal of Education for Social Justice)*, 3(2), 33-58.
Reyes-Guerra, D., Russo, M., Bogotch, I., & Vásquez-Colina, M. (2014). Building a school leadership programme: An american paradox of autonomy and accountability. *School Leadership & Management*, Volume 34, Issue 4. Routledge.
Reyes-Guerra, D. & Rios, S. (2012). Characteristics of teachers nominated for an accelerated principal preparation program. *International Journal of Adult Vocational Education and Technology*, 3(2), 35-46, April-June 2012. 2

D. Selected Other Publications or Products/Grants

GRANT

Submitted To: Florida Department of Education
Title/Amount: Job-embedded Principal Preparation Grant / \$3.5 million
Awarded: Dec. 1, 2011

E. Synergistic Activities

NATIONAL AND STATE SERVICE

- ▮ Plenum Representative, University Council for Educational Administration (UCEA), 2013-present
- ▮ Treasurer, Learning and Teaching in Educational Leadership (LTEL) Special Interest Group (SIG), American Educational Researchers Association (AERA). 2014-2016
- ▮ At-Large Member, Learning and Teaching in Educational Leadership (LTEL) Special Interest Group (SIG), American Educational Researchers Association (AERA). 2012-2014
- ▮ Editorial Advisory Board Member, *Journal of Research on Leadership Education*. Gail Furman and Michele Acker-Hocevar, Editors

¶ President, Florida Association of Professors of Educational Leadership (FAPEL) Board of Directors, June 2014 – present

COLLEGE OF EDUCATION SERVICE

¶ Department Of Educational Leadership And Research Methodology Representative, COE CAEP Assessment Committee; 2011 – present

¶ Department Of Educational Leadership And Research Methodology Representative, COE NCATE Standards Committee; 2011 – 2012

¶ Member, COE NCATE Steering Committee, 2006 – 2008; 2010 - 2012

F. Collaborators and Other Affiliations

¶ Florida Association of School Administrators Board Member; 2014 – Present

¶ Member, American Society of Curriculum Development (ASCD)

¶ State of Florida Representative and Member, National Council of Professors of Educational Administration (NCPEA); 2014- Present

G. Courses Taught

¶ EDA 6062 - School Improvement

¶ EDA 6942 – Principal Internship

¶ EDA 7930 – Seminar in Leadership

¶ EDA 7931 –Executive Leadership

¶ EDF 6786 – Educational Governance

¶ EDS 6100 – Leadership Theory and Assessment

H. Community Engagement or Out-reach

¶ Department Of Educational Leadership And Research Methodology Liaison to Broward County Public Schools; 2008 – Present

¶ Department Of Educational Leadership And Research Methodology Liaison to Miami-Dade Public Schools; 2008 – Present

¶ Department Of Educational Leadership And Research Methodology Representative, Broward County School District Steering Committee; 2008 - Present

Abbreviated Curriculum Vitae: Cristobal Salinas Jr., Ph.D.

A. Professional Preparation

Ph.D., High Education Administration, Iowa State University, 2015
M.Ed., Educational Leadership & Policy Studies, Iowa State University, 2012
B.A., Spanish Education, English as a Second Language, University of Nebraska-Kearney, 2010
Certificate in Applied Research Methods in the Human Sciences, 2015 – Present

B. Appointments

Assistant Professor & Leadership Minor Coordinator, Educational Leadership & Research
Methodology, FAU, 2015 – Present
Graduate Research Associate, ISU, 2013 – 2015
Multicultural Liaison Officer & Academic Advisor, ISU, 2011 – 2013
Graduate Assistant, ISU, 2010 – 2011

C. Selected Peer-Reviewed Publications

Friedel, J. N., **Salinas, C.**, Thornton, Z. M. (Eds.). (2015). *Iowa's Community Colleges: A Collective History of 50 Years of Accomplishment*. Outreach and Extension, Iowa State University, Ames, Iowa.
Gillon, K.E., Beatty, C., & **Salinas, C.** (2014). Seeing through color blindness. *Perspectives: Association of Fraternity / Sorority Advisors (AFA)*, Fort Collins, CO.
Salinas, C., & Holmes, A. (2013, November). Ecological Development and Personal Change. *AFA Essentials*. Association of Fraternity / Sorority Advisors (AFA), Fort Collins, CO.
Salinas, C., & Beatty, C. (2013). Constructing Our Own Definition of Masculinity: An Intersectionality Approach. *Looking Forward: A Dialogue on College Men and Masculinities*. Washington, D.C.: College Student Educators International (ACPA); Standing committee on Men and Masculinities.

D. Selected Other Publications or Products/Grants

Busby, B. S., **Salinas, C.**, & Wong(Lau), K. (2015). Letter from the Editors: A new beginning. *Journal Committed to Social Change on Race and Ethnicity*, 1(1), 1-3.
Salinas, C. (2015). Understanding and meeting the needs of Latina/o students in Higher Education. In P. Sasso, & J. Devitis (Eds.), *Today's College Students* (pp. 21-37). New York; Peter Lang.
Salinas, C. (2014). New York. In J. Friedel, S. Katsinas, E. Miller, & J. Killacky (Eds.), *Fifty State Systems of Community Colleges, 4th edition: Mission, Governance, Funding and Accountability*. Johnson City; The Overmountain Press.
Salinas, C. (2014). Creating a Peer-Review Journal: NCORE in Print. Report to the National Conference on Race and Ethnicity (NCORE), University of Oklahoma, Norman, OK.
Salinas, C. (2012). Diversity Report: College of Design. Report to the Provost Office, Iowa State University, Ames, IA.
Salinas, C. (2014) *Southwest Center for Human Relations Studies*. *Journal Committed to Social Change on Race & Ethnicity*. Amount Awarded: \$9,600. (PI.)
Friedel, N. J., & **Salinas, C.** (2014). Iowa State University Subvention Grant. *Iowa's Community Colleges: A Collective History of 50 Years of Accomplishment*. Amount Requested: \$8,800. Amount Awarded: \$8,800. (Co-PI.)
Springer, D., & **Salinas, C.** (2013). Iowa State University Women's and Diversity Grant. *Opportunities for Success: Extending K12 Outreach in Design and Engineering to Multicultural Communities*. Amount Requested: \$5,000. Amount Awarded: \$1,581. (Co-PI.)

Salinas, C., & Gaskin, S. (2013). Iowa State University Women's and Diversity Grant. *Men of Color Collective*. Amount Requested: \$1,000. Amount Awarded: \$1,000. Co-PI.

E. Synergistic Activities

Awarded the Emerging Research Award, ACPA-College Student Educators International, 2015
Awarded Iowa State Research Excellent Award, Iowa State University, 2015
Awarded Iowa State Teaching Excellence Award, Iowa State University, 2015
Awarded the Iowa STATEment Maker Award, Iowa State University, 2015
Awarded The Outstanding Doctoral Student Award, ACPA-College Student Educators International, 2014

F. Collaborators and Other Affiliations

Scholar-in-Residence (2013-2014) ACPA-College Student Educators International, Men and Masculinities Standing Committee
Founder & Editor Manager of the Journal Committed to Social Change on Race and Ethnicity (JCSCORE (2015) National Conference on Race & Ethnicity (NCORE).
Co-Authors and Co-Leader of the National Leadership Institute (2013) Sigma Lambda Beta International Fraternity, Inc.

G. Courses Taught

2015 Instructor (EDS 6051) Introduction to Higher Education (FAU)
2015 Instructor (LDR 4041) Theories of Leadership (FAU)
2014-2015 Co-Instructor (HGED 664) College Organization & Administration (ISU)
2014-2015 Co-Instructor (HGED 664) Federal and State Policy Issues in Higher Education (ISU)
2014-2015 Instructor (AGEDS 490B) Next Generation Leadership Agriculture-STEM (ISU)
2014 Instructor (PSYCH 131) Academic Learning Skills (ISU)
2013-2015 Instructor (H SCI 150) Dialogues on Diversity (ISU)
2010-2011 Instructor (U ST 106) George Washington Carver Academy (ISU)
2010-2011 Instructor (U ST 105) George Washington Carver Academy (ISU)

H. Community Engagement or Outreach

ACPA-College Student Educators International, Program Reviewer and Presenter (2011-2015)
National Conference On Race & Ethnicity in American Higher Education, Speaker/Presenter (2012-2015)
Journal of Critical Thought and Praxis, Associate Editor of Outreach, (2013-2015)
Community College Journal of Research & Practice, Reviewer (2015)

Abbreviated Curriculum Vitae: Robert Shockley, Ph.D.

A. Professional Preparation

Miami University Oxford , Ohio

Bachelor of Science 1968
Comprehensive Social Studies

Miami University
Oxford, Ohio

Masters of Education 1970
Elementary Education

The Pennsylvania University
University Park, Pennsylvania
PhD 1976
Curriculum and Instruction

Marshall University
Huntington, West Virginia
Post-Doctoral 1981
Educational Administration

B. Appointments

- Chair and Professor, Department of Educational Leadership and Research Methodology Florida Atlantic University 2007 – Present
- Professor, Department of Educational Leadership Florida Atlantic University 2003 – 2006
- Founding Executive Director, Florida Association for Colleges of Teacher Education (FACTE) 2004 – 2013
- Senior Associate Dean and Associate Dean of College of Education and Professor, Florida Atlantic University 1994 – 2003
- Chair/ Associate Professor - Department of Teacher Education Florida Atlantic University 1989- 1994
- Chair/ Associate Professor/Professor – Department of Teaching University of Wisconsin-Platteville 1982-89
- Assistant Superintendent of Schools for Learning and Program Development New Britain, Connecticut City Schools 1981-82
- Coordinator for Early and Middle Childhood Education West Virginia Department of Education 1976-81

C. Selected Peer-Reviewed Publications

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377.

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a meta-analysis of the efficacy of teacher induction with implications for administrative practice. *AASA Journal of Scholarship and Practice* 8(3), 12-25.

Shockley, R., Hardman, J., Watlington, E., & Heydet-Kirsch, P. (2011). From compliance to engagement: Lessons learned from applying a transformational approach to addressing NCATE Standard 4 – Diversity. *Educational Considerations*, 38(2), 43-48.

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.

Watlington, E., Shockley, R., Lieberman, M., Morris, J., Huie, K., & Earley, D. (2004). Variables associated with teacher retention: A multi-year study. *The Teacher Educator*, 40(1), 56-66.

D. Selected Other Publications or Products/Grants

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

E. Synergistic Activities

Co-Chair of last two college accreditation (CAEP and NCATE) self-study and visit reviews. This required working with faculty in multiple disciplines and coordination of faculty efforts to achieve success.

F. Collaborators and Other Affiliations

Initiated and/or had oversight responsibility for successful partnerships with South China Normal University and Northwest University in South Africa. Also, as department chair I had oversight of collaborative partnership with the University Office of Student Affairs.

G. Courses Taught (Past 5 Years)

EDA 7980 Dissertation (Limited teaching assignment due to administrative duties),

H. Community Engagement or Out-reach

Lead or had oversight for partnering with area school districts of Palm Beach, Broward, St. Lucie and Martin County school districts for purposes of the design and delivery of Level I and 11 Educational Leadership programs.

Abbreviated Curriculum Vitae: María D. Vasquez-Colina, Ph.D.

A. Professional Preparation

Ph.D., Educational Leadership and Organizational Development, University of Louisville, Kentucky, 2005

M.Ed., Occupational Training and Development, University of Louisville, Kentucky, 2001

Licenciatura, Translation, Universidad Femenina del Sagrado Corazón, Perú, 1995

Bachelor, Translation & Interpretation, Universidad Femenina del Sagrado Corazón, Perú, 1990

B. Appointments

Assistant Professor, Department of Educational Leadership & Research Methodology, FAU, 2011-Present

Instructor, Department of Educational Leadership & Research Methodology, FAU, 2005-2011

C. Selected Peer-Reviewed Publications

Reyes-Guerra, D; Russo, M.R.; Bogotch, I. & **Vásquez-Colina**, M. (2014). Building a School Leadership Program: An American Paradox of Autonomy and Accountability. *School Leadership & Management*. <http://dx.doi.org/10.1080/13632434.2014.943172>

Vásquez-Colina, M., Gonzalez-DeHass, A. & Furner, J. (2014). Achievement Goals, Motivation to Learn, and Mathematics Anxiety among Pre-service Teachers. *Journal of Research in Education (JRE)*, 24(1), 38-52.

Wright, D. A., Ramdin, G. & **Vásquez -Colina**, M. (2013). *The effects of four decades of recession on higher education enrollments in the United States. Universal Journal of Educational Research*, 1, 154 - 164. doi: 10.13189/ujer.2013.01030

Dennett, S. K. & **Vásquez -Colina**, M. (2012). Teaching with technology: Reaching out in the digital age. *Journal of Adult Vocational Education and Technology*, 3(2).

Bhagwanji, Y., & **Vásquez-Colina**, M. (2010). An innovative cross-cultural in-service training model : Findings from a multi-year project. *Journal of International Special Needs Education*. 12, 11-23.

D. Selected Other Publications or Products/Grants

Vásquez -Colina, M. (2012). Assessing the Quality of Education for All: The Case of South America and the Caribbean. In V. Wang (Ed.), *Handbook of research on teaching and learning in K-20 education*. Hershey, PA: Information Science Reference.

Vásquez -Colina, Russo, M.R., Lieberman, M. & Morris, J.D. (April, 2015). *A Case Study of Using Peer Feedback in Face-to-Face and Distance Learning Classes among Pre-service Teachers*. To be presented at the 2015 American Education Research Association (AERA) Annual Meeting. Chicago, IL.

Cetin-Berber, D. & **Vásquez -Colina, M.** (Abril 2015). A Case Study of Teachers' Views on New First Grade Curriculum Implementation in Turkey. To be presented at the 2015 American Education Research Association (AERA) Annual Meeting. Chicago, IL.

Vásquez -Colina, M., Willems, P., Gonzalez-DeHass, A. R. & (February, 2015) Online case study instruction and students' self-regulated learning in educational psychology . To be presented at the 2015 Eastern Education Research Association (EERA) Annual Conference. Sarasota, FL.

Vásquez -Colina, M., Maslin-Ostrowski, P. & Baba, Suria, C. (April, 2013). *An international examination of student gender and computer self-efficacy affecting academic motivation and performance in a university research methodology class: Florida and Klang Valley.* Presented at the 2013 American Education Research Association (AERA) Annual Meeting. San Francisco, CA.

E. Synergistic Activities

Award for Excellence & Innovation in Undergraduate Teaching, College of Education, FAU, 2015
Received a Technology Fee Grant (\$12,040) from FAU, 2015

F. Collaborators and Other Affiliations

FAU Undergraduate Research Symposium, Reviewer and Judge

G. Courses Taught

- EDF 3430 Measurement and Evaluation in Education (FAU)
- EDF 6481 Educational Research (FAU)
- STA 6113 Educational Statistics (FAU)
- EME 6816 Authentic and Standards-Based Assessment for 21st Century Learners (FAU)
- EME 6623 Technology and Theoretical Foundations of Learning (FAU)

H. Community Engagement or Outreach

Reviewer, Journal of Teacher Education, 2015-Present

Reviewer American Educational Research Association (AERA), 2010-2015

Reviewer & Editorial Review Board, Florida Journal of Educational Research, (2012-present)

Reviewer, Asia Pacific Education review, (2010-present)

Abbreviated Curriculum Vitae: Victor C. X. Wang, Ed.D

A. Professional Preparation

1999-2001: University of Arkansas, Fayetteville, Doctor of Education, Vocational and Adult Education.

1999-2001: University of Arkansas, Fayetteville, Master of Education, Educational Technology.

1997-1999: Pittsburg State University, Specialist in Education, Industrial Education.

1997-1999: Pittsburg State University, Master of Science, Human Resource Development.

1985-1989: Dalian University of Foreign Languages, Bachelor of Arts, English.\

B. Appointments

2014-Present Tenured Professor/PhD mentor, Department of Educational Leadership and Research Methodology.

2011-2014 Tenured Associate Professor, Department of Educational Leadership and Research Methodology.

2010-08, 2011 Tenured Associate Professor, Department of Teacher Education,
California State University, Long Beach.

2009-2010-07 Tenured Associate Professor, Department of
Professional Studies, California State University, Long Beach.

2005-2009 Assistant Professor, credential coordinator, Department of
Professional Studies, California State University, Long Beach.

2002-2005 Lecturer, Credential Coordinator, Department of Professional Studies, California State University, Long Beach

2000-2001 Teaching Assistant, Department of Educational Technology, University of Arkansas, Fayetteville.

1999-2001 Research and Teaching Assistant, Department of Vocational and Adult Education, University of Arkansas, Fayetteville.

1997-1999 President's Scholar, Visiting Scholar, Pittsburg State University, Pittsburg, KS.

1989-1997 Instructor (1989-1997), Dalian University of Foreign Languages, Dalian, China.

C. Selected Peer-Reviewed Publications

Wang, V. C. X., & Storey, V. A. (in press). Andragogy and teaching English as a foreign language in China. The Reference Librarian.

Torrissi-Steele, G., Wang, V. C. X., Sedivy-Benton, A., & Boden-McGill, C. (in press). Research goes digital: Some methods, frameworks, and issues. The Reference Librarian.

Wang, V., & Torrissi-Steele, G. (2015). Confucian and Western teaching and learning. International Journal of Adult Vocational Education and Technology, 6(1), 52-64.

Wang, V., & Torrissi-Steele, G. (2015). Online teaching, change, and critical theory. New Horizons in Adult Education and Human Resource Development, 18-26.

D. Selected Other Publications or Products/Grants

Wang, V. (Ed.). (2016). Handbook of research on advancing health education through technology. Hershey, PA: Information Science Reference.

Wang, V. (Ed.). (2016). Handbook of research on learning outcomes and opportunities in the digital age. Hershey, PA: Information Science Reference.

Wang, V. (Ed.). (2015). Handbook of research on scholarly publishing and research methods. Hershey, PA: Information Science Reference.

Wang, V. (Ed.). (2014). Adult and community health education: Tools, trends and methodologies. Hershey, PA: Information Science Reference.

E. Synergistic Activities

Reviewer of more than 5 journals such as Adult Education Quarterly, Journal of Transformative Education. Founding editor of the International Adult and Vocational Education and Technology. Co-editors include former Harvard/Columbia University Professor Stephen Brookfield, Current Columbia University Professor, Lyle Yorks and a world's leading theoretician and statistician, Patricia Cranton.

F. Collaborators and Other Affiliations

External dissertation examiner for world leading universities such as University of Auckland, New Zealand. Steering committee member for some international conferences located in Europe and Asia.

G. Courses Taught

EDA 7980-Dissertation; EDA 6103-Admin Processes; ADE 6381-Adult Learning & Assessment; ADE 6265-Organization and Administration of Adult/Community Education; ADE 6387-Workplace Learning and Development; ADE 7935 –Scholarly Writing Professional ACE/CTE Publications; EDS 6100—Theories & Assessment; EDA 6905-Directed Independent Study; EDA 7943-Field Project 1; EDA 7912-Advanced Lit Review; ADE 5185-Adult and Community Education

H. Community Engagement or Out-reach

FAU inaugural fellow of Peace, Justice and Human Rights (2014-2016); mentored numerous FAU faculty and PhD candidates and published their research in journals or refereed books; donated many books and journals to FAU libraries; contacted more than 4 universities in China to receive our Department Chair and Program Coordinator.

Abbreviated Curriculum Vitae: Dianne Wright, Ph.D.

A. Professional Preparation

- Ph.D. Florida State University, College of Education, Design and Management of Higher Education (Higher Education Administration)
- M.S. Florida State University, College of Education, Counseling and Human Systems
- B.A. Florida State University, Psychology, College of Arts & Sciences

B. Appointments

Associate Professor, Florida Atlantic University

C. Selected Peer-Reviewed Publications

(most recent five from the last 7 years)

- Freeman, S., Hagedorn, L., Goodchild, L. & Wright, D.A. (2014). *Advancing higher education as a field of study: In quest of doctoral guidelines*. Thousand Oaks, CA: SAGE.
- Wright, D., & Hyle, A. (2014). Council for the Advancement of Higher Education's Masters degree guidelines for Higher Education Administration programs. In Sydney Freeman, Linda Hagedorn, Les Goodchild and Dianne Wright (Eds.) (2014). *Advancing higher education as a field of study: In quest of doctoral guidelines*. Thousand Oaks, CA: SAGE.
- Wright, D., & Freeman, S. (2014). The future of higher education administration preparation program guidelines and their implementation. In Sydney Freeman, Linda Hagedorn, Les Goodchild and Dianne Wright (Eds.) (2014). *Advancing higher education as a field of study: In quest of doctoral guidelines*. Thousand Oaks, CA: SAGE.
- Freeman, S., Hagedorn, L., Goodchild, L. & Wright, D. (2014). *Afterward*. In Sydney Freeman, Linda Hagedorn, Les Goodchild and Dianne Wright (Eds.) (2014). *Advancing higher education as a field of study: In quest of doctoral guidelines*. Thousand Oaks, CA: SAGE.
- Wright, D., & Miller, M. (Eds.). (2007). *Training higher education policy makers and leaders: A graduate perspective*. Charlotte, NC: Information Age.
- Wright, D. (2007). Progress in the development of higher education as a specialized field of study. In D. Wright & M. Miller (Eds.), *Training higher education policymakers and leaders: A graduate perspective* (pp. 19-34). Charlotte, NC: Information Age.
- Wright, D. (2007). Future directions for higher education and public policy programs. In D. Wright & M. Miller (Eds.), *Training higher education policymakers and leaders: A graduate perspective* (pp. 199-203). Charlotte, NC: Information Age.

D. Selected Other Publications or Products/Grants

(most recent five from the last 7 years)

\$3,000 Faculty Award, Undergraduate Student Mentor Award, Broward Undergraduate Research Initiative, FAU, Spring, 2013 – 2015.

Provost Fellowship & Graduate Recruitment Grant Awards, \$4,000 Funded by Florida Atlantic University, Provost Office to provide for "Excellence in Graduate Recruitment" (Spring, 2009).

E. Collaborators and Other Affiliations

Research Collaboration with FAU College of Nursing Faculty Member

F. Courses Taught

EDA 6051	Introduction to Higher Education
EDH 6065	History & Philosophy of Higher Education
EDA 6100	Leadership II: Theories & Assessment
EDA 6103	Leadership III: Administrative Processes
EDA 6205	Leadership IV: Educational Management
EDH 6635	Organization & Administration of Higher Education
EDH 7505	Higher Education Business & Finance
EDA 5931	Grant Writing and Resource Development
EDA 7980	Dissertation
EDA 7912	Advanced Research (Literature Review)
EDA 7905/6905	Directed Independent Study (DIS)
EDH 6946/7945	Higher Education Internship
EDA 7943/44	Field Project I/II

H. Community Engagement or Out-reach

Zonta International

Appendix F: SPOT Data 2014

Appendix F

SPOT Data 2014

Student Perception of Teaching

Term: Fall, 2014
 College: All -- Department: All
 Campus: All
 Course Type: All -- Course Level: All -- Course Size: All
 Number of Classes: 2,818
 Number of Respondents: 48,878
 Percentage of Enrolled Students Responding: 60.4%

Term: Fall, 2014
 College: Education -- Department: All
 Campus: All
 Course Type: All -- Course Level: All -- Course Size: All
 Number of Classes: 342
 Number of Respondents: 4,389
 Percentage of Enrolled Students Responding: 61.7%

College of Education

1. Clearly stated the objectives of the course

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
128	78.62	15.62	3.39	2.33	N/A

2. Covered what was stated in the course objectives

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
128	78.65	15.68	3.23	2.39	N/A

3. Was organized and prepared for class

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
133	76.53	15.79	4.26	3.25	N/A

4. Communicated ideas effectively

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
145	69.69	19.62	6.85	4.68	N/A

5. Told students how they would be evaluated

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
132	77.25	15.19	4.22	3.16	N/A

Education Leadership and Research Methodology

1. Clearly stated the objectives of the course

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
123	82.11	12.97	2.84	2.01	N/A

2. Covered what was stated in the course objectives

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
122	82.93	12.35	2.76	1.92	N/A

3. Was organized and prepared for class

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
126	81.49	12.09	3.28	3.08	N/A

4. Communicated ideas effectively

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
136	75.44	15.42	5.03	3.94	N/A

5. Told students how they would be evaluated

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	
126	80.77	13.48	3.56	2.07	N/A

Appendix G: Program Comparative Analyses: School Leadership

Appendix G

Program Comparative Analyses: School Leadership

School Leadership degree programs fall into the category of professional programs. In education, master's level programs are highly regulated by State Departments of Education which confer licensure on completers of accredited programs. Hence, the vast majority of School Leadership degree programs are accredited by the state, the national accrediting agencies (CAEP, formerly NCATE). In addition, the school leadership programs meet the highest national standards as set by the University Council of Educational Administration (UCEA), a professional association of doctoral degree granting institutions. According to the latest US News and World Report rankings the top 10 graduate institutions in the US are #1, Stanford University, followed by Vanderbilt University (Peabody), Harvard University, University of Wisconsin—Madison, Teachers College, Columbia University, University of Pennsylvania, University of Michigan—Ann Arbor, University of California—Berkeley, University of California—Los Angeles, and #10 Pennsylvania State University—University Park. While FAU's school leadership programs are not ranked, FAU is a full UCEA member institution, ranked among the top master's' and doctoral-degree granting institutions nationally.

What characterizes the school leadership program faculty from its peers in the Department of Educational Leadership and Research Methodology is that we engage in annual reviews to improve our programs, particularly at the master's' level. The table below demonstrates how responsive FAU has been to changes in state laws and policies (see Mountford et al.)

Programming Changes Made to Satisfy FL State Rule 6A-5.081

Former Course Rotation Based on FLP Standards (ISLLC, 1996)	Credit Hours	New Course Rotation Based on 132 Skills and Competencies of State Rule 6A-5.081, 2007)	Credit Hours
Leadership I – Adult Learning Theory	3	Leadership I – Adult Learning Theory	3
Leadership II – Theory and Assessment	3	Leadership II – Theory and Assessment	3
Leadership III – Administrative Processes	3	Leadership III – Administrative Processes	3
Leadership IV – Educational Management	3	Deleted-Coursework interwoven into professional knowledge and core leadership courses	
Statistical Methods in Education	3	Statistical Methods in Education	3
Educational Research Methods	3	Educational Research Methods	3
*Administrative Applications of	0-3	*Administrative Applications of	0-3

Technology		Technology	
School Finance	3		3
Personnel Development in Education	3	Managing School Operations	
Curriculum Leadership	3	Instructional Leadership I	3
Added		Instructional Leadership II	3
Education and the Law	3	Frameworks of Practical School Law	3
Added		Educational Governance	
Community Partnerships and Diversity	3	Community Partnerships and Diversity	3
Capstone Principal Internship	3	Deleted	
Added		Fall Principal Internship	2
Added		Spring Principal Internship	2
Added		Summer Principal Internship	2
TOTAL SEMESTER HOURS	39-42		39-42

*The technology course can be waived if students pass an online technology proficiency assessment.

In accordance with the Self-Study parameters, what follows are two sets of program comparisons, the first are with selected peer institutions, FLSUS institutions, and the second are with selected aspirational programs. In Florida, all FAU graduates with state certification have passed the state proficiency examination, FELE. Table 10 in the text indicates that FAU's pass rate is the highest in the state of Florida.

At the Ph.D. level, the significant differences in FAU's program offering are that it is designed as an Executive Fast-Track program (based on the success of this model at the master's' level). Unlike aspirational programs (Ranked and Research One) which define their mission to produced policy makers and future members of the professoriate, FAU sets no delimitations on career choices upon graduation. Hence, the terms executive leadership and scholar-practitioner more closely fit the FAU-model. Consequently, you will see by the comparisons that the number of research methods courses at other Ph.D. programs far exceed FAU requirements.

Among the peer institutions which were reviewed for this self-study, the faculty looked at the University of Texas at San Antonio, North Carolina State University, and the University of South Florida. The FAU-UTSA comparison will be highlighted. For aspirational programs, we included information from Auburn, Texas A&M, University of Wisconsin-Madison and the University of Missouri. In four of the five instances, these aspirational programs were institutions where current FAU professors had graduated with their Ph.D.'s

Peer-Master's' Comparison

FAU	UTSA
<p>Title: Master of Education Degree in Educational Leadership (K-12 School Leaders)</p>	<p>Title: Master of Education (M.Ed.) Educational Leadership</p>
<p>Overview</p> <p>The purpose of the School Leaders Program is to prepare and support school leaders in public and private educational institutions. The Master of Education program prepares aspiring teacher leaders and assistant principals to meet the challenges of today's schools. In cooperation with Florida public school districts, the program of study includes leadership theory, research, professional knowledge, and school-based clinical experiences. Completion of this degree, in combination with three years of successful teaching experience and passing the Florida Educational Leadership Exam (FELE), leads to Florida Educational Leadership Certification (Level I) which qualifies an individual to serve as a public school assistant principal, intern assistant principal, intern principal, or interim principal.</p>	<p>About the Program</p> <p>The Department of Educational Leadership & Policy Studies (DELPS) strives to be among the nation's premier departments of graduate study for the administration and management of educational organizations. And as such, faculty and staff prepare educational leaders who will develop innovative, efficacious, and equitable educational policy solutions through collaborative research activities. In addition, DELPS faculty and staff continuously maintain - and pursue - mutually beneficial school, district, legislative, and corporate partnerships to improve educational environments for all students. Accordingly, DELPS prides itself on the multiple forms of diversity embraced and respected by our students, faculty, and community including multiple perspectives on age, culture, ethnicity, exceptionality, geographic origin, and professional experience.</p>
Coursework	
<p>Leadership Foundations – 9 credits</p>	<p>YEAR 1 - Fall 9 credits</p>
<p>ADE 6381 Leadership 1: Adult Learning and Assessment</p>	<p>Foundations of Curriculum & Instruction</p>
<p>EDS 6100 Leadership 2: Theories and Assessment</p>	<p>Educational Leadership</p>
<p>EDA 6103 Leadership 3: Administrative Processes</p>	<p>ESOL 1 (waived if equivalent 3 credit course has been taken)</p>
<p>Research Foundations – 6 - 9 credits</p>	<p>Spring 6 credits</p>
<p>STA 6113 Statistical Methods in Education</p>	<p>Principles of Administration</p>
<p>EDF 6481 Educational Research Methods</p>	<p>Culturally Relevant Leadership</p>
<p>EME 6426 Administrative Applications of Ed Technology</p>	<p>Spring 6 credits</p>
<p>Professional Knowledge – 18 credits</p>	<p>Administrative Analysis & Change</p>
<p>EDA 5207 Managing School Operations</p>	<p>Building Capacity for Continuous Improvement</p>
<p>EDF 6786 Educational Governance</p>	<p>Data-Based Decision-Making</p>
<p>EDS 6050 Instructional Leadership 1</p>	<p>YEAR 2 - Fall 6 credits</p>
<p>EDS 6052 Instructional Leadership 2</p>	<p>Principalship</p>
<p>EDA 6236 Practical School Law</p>	<p>School Law</p>
<p>EDA 6300 Community Partnerships and Diversity</p>	<p>Spring 9 credits</p>
<p>Experiential Learning – 6 credits</p>	<p>Curriculum Improvement</p>
<p>EDA 6945 Fall Internship</p>	<p>School Finance</p>
<p>EDA 6946 Spring Internship</p>	<p>Practicum</p>

Total credit hours: 39-42

Total credit hours: 36 - 39

Similarities:

	FAU	UTSA
Admissions:	Admissions: Applicants must hold a Bachelor's Degree from an accredited college or university	Admissions Applicants must hold a baccalaureate degree from a regionally accredited college or university in the United States or have proof of equivalent training at a foreign institution.
Courses:		
	EDA 6103 Leadership 3: Administrative Processes	EDL 5303 Human Relations in Educational Administration
	EDF 6481 Educational Research Methods	EDU 5003 Research Methods
	EDS 6050 Instructional Leadership 1	C&I 5003 Theory of Curriculum and Instruction
	EDA 6300 Community Partnerships and Diversity	EDL 5203 School and Community Relations in Education
	EDA 6236 Practical School Law	EDL 5703 Legal Foundations in Education
	EDS 6052 Instructional Leadership 2	EDL 6013 Supervision: Teaching-Learning Process
	EDA 6945 Fall Internship EDA 6946 Spring Internship EDA 6947 Summer Internship	EDL 6941-3 Practicum in Educational Administration – can be repeated for up to 6 credits
	EDF 6786 Educational Governance	EDL 5003 Introduction to School Administration (3-0) 3 hours credit. Prerequisite: Program admission or consent of instructor. Introduction to the roles, tasks, and problems of positions in educational administration and their relationship to local, state, and federal government agencies
Graduation Requirements:	To remain in good academic standing, each graduate student at Florida Atlantic University must maintain a satisfactory record. A cumulative 3.0 average must be maintained on all degree requirements listed on the Plan of Study. This is the minimum quality necessary for a graduate degree at Florida Atlantic University.	To graduate, all graduate students must have a grade point average of at least a 3.0 (on a 4.0 scale) and be in good academic standing.

Differences:

	FAU	UTSA
Admissions:	No work experiences must be provided.	Evidence of relevant work experiences must be provided as documented by the submission of a

		résumé. For the educational leadership concentration, applicants must have (1) at least two years teaching experience or a satisfactory letter of endorsement from a person who holds administrator certification and who has immediately supervised and evaluated the applicant and (2) engaged in leadership activities outside the classroom.
	GRE required	No GRE requirement
	A minimum GPA of 2.5 in upper division undergraduate courses	Acceptance to the M.Ed. program is contingent on having a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level work taken.
	Submit to the EDL an essay that identifies the candidate's career goals and how the Master's program will enable them to meet these goals, a professional resume, and two letters of reference.	No essay, resume, or references required for the K-16 program. However, the higher education administration program requires a 'statement of purpose' including the reason for obtaining the degree, bio with experiences, and a career plan.
Courses:	No social foundations required	EDU 6223 Education in a Culturally and Linguistically Diverse Society (3-0) 3 hours credit. The study of cultural and economic issues in education from philosophical, historical, political, and sociological perspectives. These issues will be related to educational leadership and equity in education.
	EDA 5207 Managing School Operations – focus is on the operational facets of schools (personnel, budget, school facilities.)	EDL 5403 The Principalship: Educational Unit and Site Administration (3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Analysis of the principal's or comparable position's role and the requisite interaction with various referent groups. Emphasis is on administration of academic programs. Applicable to all levels of common school.
	No comparable class	EDL 5503 Administration and Function of Special Programs (3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education.
	Included in the six hours of Instructional Leadership	EDL 6023 Supervision: Tools and Techniques (3-0) 3 hours credit. The analysis and application of models of the teaching and learning process to instructional supervision. The study and application of content, interaction, and climate analysis techniques.
	STA 6113 Statistical Methods in Education	No standalone statistics class, basic statistic included in the EDU 5003 research course
	ADE 6381 Leadership 1: Adult Learning and Assessment	No specific course in learning in adulthood

	All courses are offered through the Ed Leadership department	One course is offered through the curriculum and instruction department of the college
Graduation	Score of 'Passing' on Florida Educational Leadership Exam	Department Comprehensive Examination
		No courses in which grades of less than "C" (below 2.0 on a 4.0 scale) were earned may be applied to a graduate degree
	ESOL certification or 3 credit course in TSL	No ESOL requirement

NCSTATE University serves as both a peer and aspirational program. It is a two year program of 42 credits, including summer course work divided into 24 credit hours of course work and 18 hours of internship.

Similarities w/FAU	Key Differences from FAU
Internships	Lock-step course rotations
Community and Interagency Partnerships (ELP 595)	Teacher Empowerment & Leadership (ELP 550)
School Law (ELP 518)	Organizational Management II: Finance (ELP 554)
	Organizational Management I: Human Resources (ELP 553)
	Administrative Leadership in Professional Learning Communities (ELP 552)
	Leading and Transforming Culture (ELP 595)
	Contexts and Challenges of School Improvement (ELP 551)

Master's: Aspirational Comparison with Auburn University

	FAU	AUBURN
Admission reqs	Bachelors, 2.5 GPA, GRE (no minimum), commitment letter for year-long supervisory mentoring, ESOL/ELL state cert., essay, resume, 3 letters of recommendation	Bachelors, 2.75 GPA, GRE (146 verbal, 140 quant), MAT scores are 387 Verbal and 369 Quantitative, hold a teaching certificate and 3 years of experience teaching, essay and interview, three letters of recommendation, mandatory orientation, agree to participate in program evaluations.
Credits	39-42, at the pace of student	33 credits Cohort model: 2 years intensive study
Internship	3 successive semesters: follows administrators' calendar	6 credits
Curriculum	9 leadership core, 6 to 9 research, 18 professional knowledge, 6 experiential	Instructional leadership courses 27 credit hrs. Administrative Internship/Residency 6 credit hrs. Survey of special education coursework 3 credit hrs.
Graduation req	Pass FELE and critical competency assignments	

DOCTORAL PROGRAM COMPARISONS: ASPIRATIONAL

Florida Atlantic University – Educational Leadership And Research Methodology (FAU-EDLRM)

*University Of Wisconsin - Madison (UW) – Educational Leadership And Policy Analysis (UW-ELPA)

University Of Missouri-Columbia (UM) – Educational Leadership And Policy Analysis (MU-ELPA)

OVERVIEW OF THREE PROGRAMS

	FAU-EDLRM	UW-ELPA	MU-ELPA
CARNEGIE RESEARCH CLASSIFICATION	INTENSIVE-HIGH RESEARCH ACTIVITY	EXTENSIVE-VERY HIGH RESEARCH ACTIVITY	EXTENSIVE-VERY HIGH RESEARCH ACTIVITY
ED.D. OR PH.D.	PH.D. ONLY	PH.D. ONLY	ED.D. OR PH.D.
GRE REQUIRED?	YES	YES	YES
MINIMUM ACCEPTANCE REQUIREMENTS	<ul style="list-style-type: none"> •GPA of 3.0 (4.0 scale) in the last 60 hours of undergraduate education •GPA of 3.0 (4.0 scale) in Graduate School (Master's Degree) •A competitive Graduate Record Examination (GRE) score •Evidence of consistency between candidates and the program's goals •Relevant organizational or educational leadership experience •Three letters of recommenda 	<ul style="list-style-type: none"> •GPA of 3.5 (4.0 scale) in the last 60 hours of undergraduate education •GPA of 3.5 (4.0 scale) in Graduate School (Master's Degree) • Graduate Record Examination (GRE) score of 1100 (old) 305 (new) •Written essay •Educational leadership experience required •Teaching experience required •Three letters of recommendation (at least one from a professor) •On-site interview required •Faculty consensus required 	<ul style="list-style-type: none"> •Master's degree or equivalent •A nationally competitive Graduate Record Examination (GRE) score •Completed MU Graduate School Application and Departmental Ph.D. Application Form •Three letters of recommendation (at least 2 of which should be from faculty who instructed or academically advised the applicant) •Minimum scores of 550 (paper) or 80 (computer) on TOEFL; a minimum score of 20 is required for each subsection •On-site interview and in-basket written activity

	tion (at least one from a professor) •On-site essay required and an essay in the application materials •On-site interview required		
REQUIRED PROGRAM CREDITS	80	75	75
RESIDENCY REQUIREMENT	YES (continual enrollment)	YES-12 credit hours	YES-32 credit hours
MINOR REQUIREMENT	NO	YES-12 credit hours	YES-12 credit hours
CURRICULUM OVERVIEW	Leadership Foundation (9 – 15 credits) Research Foundation (15 – 18 credits) Professional Knowledge (18 credits) Experiential Component (12 credits) Electives (9 credits) Dissertation (20 credits)	Introduction to the Field (6 credits) Core Knowledge (12 credits) Program Depth (9 credits min.) Electives (15 credits) Minor (12 credits min.) Research Methods and Design (12 credits min.) Research/Thesis (9 credits min.)	Core Courses in ELPA (12 credits min.) Core Courses in Research (15 credits min.) Foundations in PK12 (9 credits min.) Focus Areas (9 credits min.) Dissertation Course Work (6 credits min.)

NCState University Doctoral Program

Ph.D. Doctoral Program Research Core (12 credit hours)

- ED 710 - Quantitative Research (a master's course)
- ED 711 - Quantitative Research-Advanced (FAU begins here)
- ED 730 - Qualitative Research
- ED 731 - Qualitative Research-Advanced (Offered as an elective)

Foundational Core (9 credit hours)

- ELP 724 - Contemporary Educational Thought (not offered)
- ELP 735 - Policy Research in Education (similar)
- ELP 780 - Evaluation Theory & Practice in Education (not offered)

ERPA-Educational Evaluation and Policy Analysis Specialization (18 -36* credit hours)

Courses are selected in consultation with advisor. Some popular options include:

- ELP 728 - School Law (offered)
- ELP 729 - Education Finance (not offered)
- ELP 751 - Politics of Education (not offered)
- ELP 795 - Special Topics (e.g., Implementation Evaluation) (Action Learning at FAU)

Applied Research (3 credit hours)

Selected in consultation with advisor (may include an advanced methods courses, independent study, or doctoral supervised research)

Dissertation (12 credit hours minimum) (20 hours at FAU)

TAMU Ph.D. -72 credits (12 dissertation research credits)

Suggested Course Sequence

Fall Semester - Spring Semester - Summer Semester

Year 1

Primary Intent:

Introduction to
Research Methods
Epistemology

Quantitative Methods 1
Qualitative Methods 1
EDAD 639 Foundations of Educational Administration

Quantitative Methods 2
Qualitative Methods 2
EDAD 687 Culturally Responsive Leadership

Year 2

Primary Intent:

Core knowledge &
Research Methods

EDAD 651 Education Finance & Economics
EDAD 653 Organizational Theory in Educational Leadership

Quant / Qual Methods 3
EDAD 652 Politics of Education
Elective Course (9 credits of electives) 1 in Department of EAHR but not core

Quant / Qual Methods 4

Elective Course 2 in Department of EAHR

Year 3

Primary Intent:

Doctoral Cognate (12 credits) & Research Methods (24 credits)

Cognate Course 1 outside Department 12 credits in co

Cognate Course 2 outside Department

Quant / Qual Methods 5

Cognate Course 3

Cognate Course 4

Elective Course 3

Proposal

Development

Year 4

Primary Intent:

Dissertation

Dissertation Dissertation

Auburn:

Ph.D. Programs

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
FAU	Master's degree from an accredited college or university <ul style="list-style-type: none"> • Graduate GPA of 3.0 • GRE is required, but there are no minimum sub-score requirements • Three letters of recommendation • Personal objective essay • Resume • Interview with faculty 	Minimum of 80 credits <ul style="list-style-type: none"> • Leadership Foundations 6 • Research and Technology 15-18 • Professional knowledge 18 • Electives 9 • Experiential learning 12 • Dissertation 20 		A student may elect a three or six hour internship at the doctoral level. The three hour internship requires 75 contact hours and 25 non-contact hours	Application Deadlines Domestic Students Fall: March 15 Spring: September 15 International Students Fall: February 15 Spring: September 15	

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	International Students Course by course evaluation of international transcripts <ul style="list-style-type: none"> • TOEFL score of 500 or IBT of 61 					
AU	Doctor of Philosophy (Ph.D.) in Administration of Elementary and Secondary Education <ul style="list-style-type: none"> • Master's or higher degree from a regionally accredited college or university with a minimum overall GPA of 3.0 • All official transcripts • Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. GRE scores (old / new test scores) are 400 / 146 Verbal, 400 / 	Minimum of 91 credits <ul style="list-style-type: none"> • Doctoral Seminar /Cohort Development 6 • AES specialty/core classes 21 • Supporting courses 30 • Foundation courses 9 • Educational research methods 15 • Dissertation minimum 10 	For admission procedure information, contact Dr. Sara Wolf Associate Professor Educational Foundations, Leadership and Technology Graduate Program Officer 334.844.3082 For specific program information	Some courses integrating field experiences are offered	Application Deadline: July 1 (cohorts begin every August)	Research courses don't include literature review or proposal Assessment and evaluation as well as action research are offered in supporting course.

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	<p>140 Quantitative, and a Competent rating (3.5 or higher) on the writing section, MAT scores are 387 Verbal and 369 Quantitative.</p> <ul style="list-style-type: none"> • Three recommendations • Statement of Intent (300-500 words) indicating your professional interests and goals. It can include: current goals for your professional career, reason for selecting your major field of study, type of position(s) you expect to seek when you complete the program of study, your philosophy of education, professional issues of most concern or interest to you at this time, and/or areas of research 		<p>, contact Dr. Lisa Kensler Associate Professor and Program Coordinator 334.844.302 0</p>			

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	interests. • Approval of the Department's Graduate Program Committee					
	Doctor of Philosophy (Ph.D.) in Administration of supervision and curriculum Delivered on campus Same as above	Same as above with 3 strand option in supporting courses	same as above		Same as above	

Ph.D. Programs

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
FAU	<p>Master's degree from an accredited college or university</p> <ul style="list-style-type: none"> • Graduate GPA of 3.0 • GRE is required, but there are no minimum sub-score requirements • Three letters of recommendation • Personal objective essay • Resume • Interview with faculty <p>International Students</p> <p>Course by course evaluation of international transcripts</p> <ul style="list-style-type: none"> • TOEFL score of 500 or IBT of 61 	<p>Minimum of 80 credits</p> <ul style="list-style-type: none"> • Leadership Foundations 6 • Research and Technology 15-18 • Professional knowledge 18 • Electives 9 • Experiential learning 12 • Dissertation 20 		<p>A student may elect a three or six hour internship at the doctoral level. The three hour internship requires 75 contact hours and 25 non-contact hours</p>	<p>Application Deadlines</p> <p>Domestic Students</p> <p>Fall: March 15</p> <p>Spring: September 15</p> <p>International Students</p> <p>Fall: February 15</p> <p>Spring: September 15</p>	
AU	<p>Doctor of Philosophy (Ph.D.) in Administration of Elementary and Secondary Education</p> <ul style="list-style-type: none"> • Master's or higher degree from a regionally accredited college or university with a minimum overall 	<p>Minimum of 91 credits</p> <ul style="list-style-type: none"> • Doctoral Seminar /Cohort Development 6 • AES specialty /core classes 21 • Supporting 	<p>For admission procedure information, contact Dr. Sara Wolf Associate Professor Educational Foundations , Leadership and Technology Graduate Program</p>	<p>Some courses integrating field experiences are offered</p>	<p>Application Deadline: July 1 (cohorts begin every August)</p>	<p>Research courses don't include literature review or proposal</p> <p>Assessment and evaluation as well as action research are offered in supporting</p>

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	<p>GPA of 3.0</p> <ul style="list-style-type: none"> • All official transcripts • Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) <p>scores. GRE scores (old / new test scores) are 400 / 146 Verbal, 400 / 140 Quantitative, and a Competent rating (3.5 or higher) on the writing section, MAT scores are 387 Verbal and 369 Quantitative.</p> <ul style="list-style-type: none"> • Three recommendations • Statement of Intent (300-500 words) indicating your professional interests and goals. It can include: current goals for your professional career, reason for selecting your major field of study, type of 	<p>courses 30</p> <ul style="list-style-type: none"> • Foundation courses 9 • Educational research methods 15 • Dissertation minimum 10 	<p>Officer 334.844.3082</p> <p>For specific program information, contact <u>Dr. Lisa Kensler</u> Associate Professor and Program Coordinator 334.844.3020</p>			<p>course.</p>

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	<p>position(s) you expect to seek when you complete the program of study, your philosophy of education, professional issues of most concern or interest to you at this time, and/or areas of research interests.</p> <ul style="list-style-type: none"> Approval of the Department's Graduate Program Committee 					
	<p>Doctor of Philosophy (Ph.D.) in Administration of supervision and curriculum</p> <p>Delivered on campus</p> <p>Same as above</p>	<p>Same as above with 3 strand option in supporting courses</p>	<p>same as above</p>		<p>Same as above</p>	

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
FAU	<ul style="list-style-type: none"> • Master's Degree from an accredited college or university, • minimum GPA of 3.0 • complete the GRE (no minimum sub-score requirement) • essay that identifies the candidate's career goals and how the Specialist program will enable them to meet these goals, • a professional resume • Two letters of reference. • A Letter of Commitment from a school principal who is willing to sponsor the student for three semesters of internship must be submitted 	<p>Total Credit Hours: 51 to 54 hours</p> <p>Leadership foundations - 15 credits</p> <p>Research foundations – 9 to 12 credits</p> <p>Professional knowledge – 18 credits</p> <p>Experiential learning – 9 credits</p>		Fall, Spring and Summer internship		Capstone project 2 credit hrs.

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
AU	<ul style="list-style-type: none"> • Master's or higher degree from a regionally accredited college or university • minimum GPA of 3.0 • Have Class AA Educational Administration Certification • GRE or the MAT scores. GRE or MAT scores are not required for certification-only applications. To be competitive, GRE scores (old / new test scores) are 400 / 146 Verbal, 400 / 140 Quantitative, and a Competent rating (3.5 or higher) on the writing section. To be competitive, MAT scores are 387 Verbal and 369 Quantitative. • Three recommendations • Statement of Intent (300-500 words) indicating your professional interests and goals. It can include: current goals for your 	<p>Delivered on campus and via distance</p> <p>A minimum of 30 credit hrs. beyond the Master's degree</p> <p><u>+AA certification requirement</u></p> <p>§</p>	<p>For admission procedure information, contact</p> <p>Dr. Sara Wolf Associate Professor Educational Foundations, Leadership and Technology Graduate Program Officer 334.844.3082</p> <p>For specific program information, contact</p> <p>Dr. Lisa Kensler Associate Professor and Program Coordinator 334.844.3020</p>		<p>application Deadline: November 15 (cohorts begin every January)</p>	<p>Individuals who complete the specialist program are eligible to apply for Alabama Class AA certification in educational administration or master's level certification in other states. Students seeking certification in states other than Alabama are responsible for contacting those state certification offices to inquire about any state-specific requirements. To obtain certification in the State of Alabama, program graduates must submit a completed certification application with the required processing fee to Professional Education Services.</p>

Institution	Admission requirements	Program/ Credit hrs	Coordinator	Internship	Program start/end	comments
	<p>professional career, reason for selecting your major field of study, type of position(s) you expect to seek when you complete the program of study covered by this application, your philosophy of education, professional issues of most concern or interest to you at this time, and/or areas of research interests.</p> <ul style="list-style-type: none"> • Approval of the Department's Graduate Program Committee 					

**Appendix H: Program Comparative Analyses: Adult and Community Education Leadership
(ACE)**

Appendix H

Program Comparative Analyses: Adult and Community Education Leadership (ACE)

EDLRM Adult and Community Education Program Area Self Study, 2015

The *Adult Education Leadership* (as it was known then) program began in 1970 with the hiring of Dr. Arthur Burrichter by the Southern Regional Education Council. Initially the program was housed in the Department of Curriculum and Instruction and later in the Department of Adult, Secondary and Higher Education. It was finally moved to the Department of Educational Leadership where it has remained. Adult and Community Education Leadership is the formal name of the program within the Department of Educational Leadership and Research Methodology.

Adult and Community Education Leadership Program's linked to the FAU Strategic Leadership Plan:

Community Engagement and Economic Development

Adult and Community Education Leadership faculty and students have had a working relationship with all the Florida Department of Education regions through grants, training venues, and association with ACE of Florida, the Florida Literacy Coalition, Workforce Development Boards, Miami Dade Community/State College, Broward Community/State College, Palm Beach Community/State College, for over a 20 year period. The majority of recent work has focused on Florida DOE Region IV (Collier, Glades, Hendry, Highlands, and Hillsborough counties) and Florida DOE Region V (Broward, Miami-Dade, Monroe, and Palm Beach counties) and to lesser extent, Florida DOE Region III (Indian River, Lake, Martin, Orange, Okeechobee, Osceola, St. Lucie, and Volusia counties). We have developed service programs through named grants: Florida ACENET, Florida IDEAL, Florida TECHnet, WebTV, and Region V Professional Development Councils, to “work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity”. Our primary focus has been to identify exemplary practices to showcase statewide for others to emulate; to train the trainers in integration of technology; to train adult educators; to provide online technical assistance; to enhance ESOL/ESL practices, adult literacy retention, GED Math training for faculty, TABE 101 and 501 Certification, GED Beyond the Basics Training, Learning Styles, etc.

The Charles Stewart Mott Eminent Scholar is a member of the Adult and Community Education Program area. As part of that responsibility, a website was developed that addresses the philosophical justification for community engagement based on the work of Mr. Charles Stewart Mott and his collaborators, Mr. Frank Manley and Dr. Ernest O. Melby. Annual reports of the Center are available for review. The Mott Center has established partnerships within the university and external to the university.

The graduates and current students are actively involved in community engagement and

economic development and demonstrate a servant mentality. A recent graduate, Dr. Courtney Curatolo, serves as the chief executive officer of Leadership Palm Beach County; a civic organization designed to foster awareness of community issues and promote efficient communication and cooperative relationships between existing and emerging community leaders. An entire onsite master's degree was offered for the Delray Police Department to meet the needs of their officers. The majority of those officers were promoted to higher positions in Delray or other locations based on the leadership skills they were able to demonstrate. ACE also has offered a doctoral cohort for both Indian River State College and Palm Beach State College with the majority of their courses taught on their campuses to better serve those practitioners. Those individuals involved in those institutions initiated major change in their organizations that are still being felt today.

Diversity

Adult and Community Education and students have developed and disseminated exemplary curricula/ programs related to special needs clients such as senior adult learners, disadvantaged learners, TANF families, low literate adults, non-English speaking populations, tutors serving low-literate populations, individuals with special reading needs and/or learning disabilities. Through workshop format and/or training of students have addressed needs of underserved populations and encouraged, not only diversity but internationalization. We have "identify(ied) and promoted opportunities to diversify our students, faculty, and staff – and build/t institutional cross-cultural competencies.

The Adult and Community Education program areas meets all the standards set by the CPAE (Commission of Professors in Adult Education), KASAE (Knowledges, Attitudes, and Skills in Adult and Community Education, 1998/1999), 2014-2015 Adult General Education Related Statutes (1004.93, 1004.02, 1004.98, 1004.92, 1012.39, 1002.3105, 1003.4282, 1008.30, 1008.22, 1003.435), Institute for the Professional Development of Adult Educators (ipdae/ includes Adult Basic Education, GED Prep & Adult High School, English Speakers of Other Languages, and Adult Education Career Pathways) and American with Disabilities Act (ADA) Compliance, Workforce Development Funds Allocation and Workforce Education Performance Funding, Career Education and Job Training, Vocational Rehabilitation, Dual Enrollment, Veterans' Tuition Fees, Workforce Training, and Workforce Education Postsecondary Education, Perkins IV for District Technical Centers, and Florida College Occupations, Adult Education Curriculum Frameworks (Adult Basic Education, Adult General Education for Adults with Disabilities, Adult High Schools, English for Speakers of Other Languages, GED Preparation Program, Applied Academics for Adult Education), and Education & Training Placement Information (FETPIP) for diversity and cross-cultural activities.

Global Perspectives and Participation

The Adult and Community Education program has recently "identify (ied) opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe". Two venues that were recently created to meet this objective was the Chinese

Leadership Academy and the new Adult and Community Education Sustainability Online Master's. Both venues encourage sharing across artificial boundaries in the university as well as sharing across geo-political lines of academia. The Chinese Leadership Academy may be rebirthed as a Leadership Academy for all groups in the near future. Both current faculty members are involved in global activities through their publishing, presentations, students' interests, and committees they serve in the university.

Dr. Victor, Wang, Professor of Educational Leadership and Research Methodology in ACE, has published nearly 200 refereed books, book chapters, and journal articles. These publications address andragogy and pedagogy, curriculum and program development, management, human performance technology, social justice, global education, diversity and E-learning. His publications are distributed to 80 countries around the world. Dr. Valerie Bryan is also an active scholar and presenter. She was a guest of a number of universities in Beijing and in Qingdao, China in 2014. Due to the efforts of Dr. Bryan and Dr. Wang we currently have a visiting scholar on our campus working in the Eminent Scholar office.

Dr. Bryan is also active in online presentations to expand the department recognition. She has received two awards for Outstanding Virtual Presentation Award (at E-Learn 2011-2012-- World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, Hawaii, USA for *First year undergraduate students' perception of the effectiveness and transfer of multimedia training*) and the "number of downloads" (*Impact of technology in one dissertation: data collection to analysis to dissemination*, a virtual paper presented at 6th International Technology, Education and Development Conference (INTED 2012 Spain, http://www.iated.org/presentations/pv_21312.mp4). She has been an avid adopter of technology since 1991, when she and 5 other faculty at FAU wrote the first six online courses at FAU.

Other examples of our work being global include the current Memorandum of Understanding with Northwest South Africa, and Dr. Lucy Guglielmino, Emeritus, trainings conducted there for FAU. Research conducted by a former student, Dr. Gerri Penny, and validated by Dr. Valerie Bryan, was conducted through the Vision 2020 research project has been adopted to change the types of fire extinguishers used in Japan and Italy as well as all of the USA standards for the profoundly deaf. One of our master's graduates, Dawn Dubruiel, is actively creating e-books and host of videos at Lynn University; all of work she initiated in our courses. Dr. Wang remains on the forefront of international scholarship with

Healthy and Environmentally Sustainable Campus

As a result of an internal and external review, 2013-2014, the ACE program breathed life into a new online master's in adult and community education that focused on the sustainability issues related to the learners and leaders, the communities they are a part (internationally, nationally and locally), and the environmental cultures that need to be created to impact the communities and the people served. This master's will be cutting edge and the first in the country in adult and community education addressing sustainability. The master's will adhere to the American

Association for Adult and Continuing Education Special Interest Group (SIG) as to the purpose of this endeavor:

To explore and create connections between the fields of adult education and sustainability and environmental education. Members share strategies for developing learning communities that emphasize sustainability and environmental stewardship at institutional, organizational and community levels. (Retrieved from www.aaace.org/).

As the new ACE Master's degree unfolds, there will be service projects for several of the courses that address how to **“identify opportunities to incorporate scholarship into campus operations”** not only at FAU, but other locations our online students will come from. There is an interest in expanding work with the sustainability groups in Florida and beyond. One of our colleagues, Dr. John Hardman, is currently working with the United Nations in a sustainability project. Several graduate students are currently interested in improving the health of the communities they serve and currently giving back through service hours and community-based initiatives.

Leadership, Innovation and Entrepreneurship

Two recently graduated students have created their own service-based companies for engagement of the communities they serve. These graduates and others before them are developing community leaders within their own programs. A number of our graduates have become entrepreneurs on their own. With FAU assistance, we may be able to capitalize on this initiative if we can set up training venues to **“identify intellectual property, license IP and promote a culture of startup companies for faculty and students”**.

The Charles Steward Mott Center Eminent Scholar hopes to secure funding to better **“engage faculty, staff and students in professional development of leadership skills”** in the communities they serve. When the program area had more faculty members (only two at present), there were extensive opportunities to create training venues across Florida and beyond that were also revenue-producing. Dr. Bryan secured over \$2M state wide service grants that served administrators/ program leaders, faculty/instructors, and adult students in Florida and beyond.

Efforts toward community engagement are ongoing. We have recently completed a grant that required partnerships with the following agencies: Palm Beach Fire Rescue, Delray Deaf Services, Area Agency on Aging, the Delray Medical Center, and Florida Atlantic University. Dr. Gerri Penney, the head of Community Education, served as the Principal Investigator, for the overall Vision 20/20 grant. She is a graduate of our EDLRM ACE program, and an excellent supporter of the College of Education. A team created through the Eminent Scholar office served as the developer of materials for the WIRB, the methodologists for the grant, the disseminator of all the reports. A brief describing the project is provided that was presented at the Global Forum for Leadership Fire-Rescue International in Denver, Colorado, and at the American Association for Adult and Continuing Education in Las Vegas, Nevada, to note the role of the project.

An additional grant secured through the Healthy Aging Research Initiative (HARI) was also secured and the project has been completed. The project entitled *Socio-demographic Measures: Use of Technology* utilized archived data provided through for FAU Interdisciplinary Research to Improve Quality of Life for Aging Americans. The results have been published.

Peace, Justice, and Human Rights

The ACE faculty and students are active authors. Through research and scholarship, many of our current students have been able to “share best practices and promote tolerance and understanding of diverse cultures”. A number of recent dissertations have addressed the plights that others have had to overcome in Appalachian Mountains, the island of Haiti, and the community of Belle Glade. Social justice is a major theme in all the courses in adult and community education.

South Florida Culture

The region is an international hub for the arts and the humanities. Our students are active in service in a number of agencies and organizations that do support the arts and humanities such as the Boys Club and Girls Club, Lifelong Learning Center, recreational programs for the senior adults, YMCA, before/after school programs for children, night courses for adults, etc. This particular topic is not centered stage in our plans. We do want Florida to be a “community of learners” and to embrace community education philosophy of lifelong learning, community involvement in education, and effective uses of all resources.

Composite View of EDLRM ACE

Our graduates have been Presidents of colleges; Deans of universities; department chairs in a host of fields; entrepreneurs; corporate trainers; faculty at colleges and universities; school-based adult and vocational department heads and faculty; faculty of online universities, etc. They have received Professor of the Year awards locally and statewide. They have received accolades of distinction by local, state, national and even international organizations. Two of our graduates have been inducted into **the international hall of fame** (Dr. Debra Hargrove and Dr. Valerie Bryan) in their respective organizations. Our students are placed in high esteem by our professional organizations and other degree programs in our area of study and in other areas of study. The COE EDLRM Adult and Community Education program, with its current faculty, its current adjuncts, its current students, and the help of the EDLRM faculty, can produce doctoral students that are not only the best in the business, but the most compassionate because they have had to “walk the talk” of those they serve.

Currently the ACE students are engaged in the community in over 60 local adult and community agencies. The students are also engaged in state and national organizations (i.e., Florida Educational Research Association, Eastern Educational Research Association, Stop Surfin’. Start Teaching: Teaching and Learning Through the Internet, , Adult and Community Education, National Education Computing Conference, American Association of Mental Retardation, New Learning Technologies Conference, Association for the Advancement of

Educational Research, Association for the Advancement of Educational Research, Computers on Campus, Innovations in Higher Education, Symposium on Experiential Education Research, American Speech and Hearing Association, Sport Entertainment & Venues Tomorrow (SEVT), Adult Education in the Health and Medical Professions and the list goes on and on) and international organizations (American Association for Adult and Continuing Education, Society for Information Technology and Teacher Education, New Learning Technologies, Society for Applied Technologies, Commission of Professors of Adult Education, American Association of Adult and Continuing Education, FEMA, International Symposium on Self-Directed Learning, Association for the Advancement of Learning, Hawaii International Conference, and the list goes on and on).

A number of ACE graduates are members of the faculty at FAU, PBSC, IRSC, MDC, Western Carolina University, etc. See the following listing current titles of some of our graduates:

- Director Professional Development Design and Evaluation at Texas Center for Advancement of Literacy and Learning, Texas Center for the Advancement of Literacy and Learning (TCALL) at Texas A&M, a statewide clearinghouse for Adult Education and Literacy;
- Academic Dean of Keiser University;
- Instructor in FAU COE Teaching and Learning;
- Assistant Principal in Broward County;
- Professor in Biology and Environmental Conservation at Palm Beach State College and serves as the Department Chair for the Environmental Science Technology Program and award winner for environmental awareness and sustainability;
- Professor at Miami Dade University and former Florida Professor of the Year;
- Faculty member at Palm Beach Atlantic University in Educational Leadership & Organizational Development
- Administrative Head for the Myrtle Grove Presbyterian Church, Miami Gardens, FL
- Community Education Coordinator for Palm Beach County Fire Rescue, Florida, and member of Executive Fire Officer program of the National Fire Academy and chairs the National Fire Prevention Professional Development Committee for USFA's Fire and Emergency Services Higher Education Program;
- President for Institutional Effectiveness at Indian River State College at the Main Campus;
- Associate Dean at Palm Beach State College in Boca Raton;
- Assistant Professor in the School of Education at Indian River State College and serves as Clinical Experience Coordinator and Director of the Tutoring Lab;
- Formerly Indian River State College faculty member, now has her own interior design consulting firm;
- Board of Directors at Jeff Industries, a non-profit organization that supports people with mental illnesses;
- Employment Development Manager at City of Delray Beach;
- Video Producer and Instructional Technologist at Lynn University;
- Associate Director, Academic Support Services, Freshman Advising at FAU;

- Faculty member in their Business School, Organizational Leadership in Southern New Hampshire University;
- Book author for anti-bullying children's books;
- Associate Professor at St. John's University in New York in Communication Sciences and Disorders with a Speech and Language Pathology focus;
- Coordinator for Palm Beach Atlantic University's Wellington Education Center;
- Professor of Criminal Justice at Johnson & Wales University;
- Professor at Palm Beach State College in Health Concepts;
- Director of Interprofessional Education (IPE) for the Office of the Provost at FAU;
- Development Director for Boys Town of South Florida;
- Leader of Junior Leagues of the Palm Beaches, Connect Florida Statewide Board;
- Assistant Professor in the School of Education at Indian River State College;
- Vice President for Institutional Effectiveness at Indian River State College;
- Geographic Information Systems Specialist for Palm Beach County Schools and former Florida Atlantic University Outstanding Professional Educator Alumni Award, 2012, winner;
- Assistant Professor for Learning Assistance at Indian River State College and former Dissertation of the Year Award Winner for EDLRM department;
- Course Mentor in Teacher Education at the Western Governors University, an online, accredited university
- Professor I in English and Literature, award winner for her role as advisor for Phi Theta Kappa Honor Society at PBSC, and winner of COE Dissertation of the Year;
- Case Manager and Care Coordinator for special needs youth in Stuart, Florida;
- Grantwriter for a non-profit organization in Palm Beach County;
- Course Mentor in Teacher Education at the Western Governors University;
- Professor and Chair of Honors English at Palm Beach State College and recipient at Palm Beach State College of the Stewart Distinguished Teaching Award;
- Professor of History at Palm Beach State College and a "Who's Who Among College Teachers";
- Professor of Psychology at Palm Beach State College;
- Professor of Oceanography at Palm Beach State College;
- Professor of Reading and English at Palm Beach State College;
- Program Professor for the Nova Southeastern University Fischler School of Education and Human Services and oversees the online course development and delivery of the Parent Academy Program, and is Lead Faculty for the Master of Science in Education with a specialization in Charter School Education/Leadership;
- Resident Director and Adjunct Professor for Southwest Baptist University in ;
- Assistant Professor at Western Carolina University in Professional Development in Technology and a recent book author: *Step-by-Step Professional Development in Technology*;
- Faculty of Mel Nathan College (MNC), Jamaica;
- Instructor at Johnson & Wales University in the Hospitality College in North Miami, Florida;

- Psychologists and publisher of children/parent book on “Key to Calm”, a parenting technique;
- State Senior Systems Technical Specialist with ICF International, provides technical assistance in Region X (Alaska, Idaho, Oregon & Washington) and oversees the Child Care State Systems Specialist Network, a service of the Office of Child Care.
- Former Provost of the FAU Broward campus;
- Professor of Mathematics at Palm Beach State College;
- Chief Program Officer at Partners in School Innovation (an education management industry), San Francisco Bay Area;
- Professor of Law and Department Chair at Palm Beach State College and a practicing lawyer;
- Instructional Tech Specialist at the Center for Holocaust and Human Rights Education, at the FAU College of Education in Boca Raton.

But with only two full time faculty, both full professors with tenure (one female/Caucasian; one male/Asian, our “possibilities” are limited. The female professor is full-time in EDLRM but also is responsible for the administration of the Charles Stewart Mott Foundation Center as Eminent Scholar through one course release. She also serves as ACE Program Director. The second faculty member is heavily involved in as an editor of books and journals and has numerous courses to teach. Both faculty members carry a heavy dissertation load.

We lack the number of qualify faculty to teach at the graduate level compared to other institutions who we are compared to (Texas State and University of South Florida) in adult and community education. We do not have enough personnel to have a presence on each of our satellite campuses nor the financial resources to hire a field person to do recruiting for, and creation of, practicums, internships and special topic courses to serve the adult and community educators in the field in our service area. We also need more personnel with extensive online expertise to develop innovative courses, delivery systems, and marketing materials, to attract new-age students. Our current personnel have the talent and skills, but lack the time for development due to their teaching, service and publication loads.

ACE is composed of dedicated faculty to the discipline and to teaching (all members of the ACE faculty--past and present-have been recognized formally for their excellence in teaching, service, and research); vibrant students (who give unselfishly of their time and talents); support personnel (clerical staff at each campus particularly at the Jupiter and Boca campuses, the Office for Academic and Student Services (OASS), the Graduate College staff, the office of the Associate Dean of the Northern Campuses, Office for Students with Disabilities, University Center for Excellence in Writing); the administrative team in the College of Education; and the Department of EDLRM head and the faculty that help us to achieve despite the obstacles. The Departmental faculty provides a superb contribution to the scholarship, leadership and research skills of our students. The Leadership core and the Research and Statistics core are excellent foundation for our students that serve a host of populations.

We have a community of learners who support one another through the good and the bad times. A large number of our students have taken the initiative to create study circles for

comprehensive exams, to develop videos to help their colleagues understand the Institution Review Process, to coach those going into the field as to how to get the most of an experiential experience that can both help their community engagement and to assist their research skills, but also to serve those less fortunate than themselves. The FAU ACE students have networked with one another through ACE in EDL (online forum) and the ACE Mentoring meetings (held twice yearly). The students often find themselves "out-numbered" in classrooms by the other disciplines, but find a way to be recognized not only for their content knowledge, but also for their heart and dedication to the field. At the university level, our students have been heads of a variety of student organizations (i.e., COE Student Achievement Council and Graduate and Professional Student Organizations) and in graduate groups for both scholarship and service. At the national and international level, our students have represented FAU with high esteem and are often seen as seasoned professionals and have led committees in national organizations in our field. Currently our students serve over 60 community organizations.

We have verbal support from our department and the current department head, Dr. Shockley as well as our Dean, Dr. Bristol, and we work well across disciplines in our department, even though we are often in competition for lines for positions, graduate students and/or research students, and equipment. As a small unit, there are times that we have issues that are not always recognized as significant to the rest of the department due to the size of the other programs (i.e., changes to hours for Specialist degree without formal adoption of the program area). These minor issues become major impasses when it stops or slows down the forward progress of our students. As an example, the hours for the Specialist degree marketing materials and *Catalog* copy needs repair. In conversation with people in other departments, the faculty generally provides the information as to what should be in the copy and the administrative personnel make the changes. With no faculty to delegate these maintenance duties and reports such as this one, it makes it difficult to meet all the obligations of a program area four-time our size.

Within the College, we have worked with several other departments. Our past adult education faculty also served as Department Chair and chaired of a number of committees as well as spear-headed initiatives that changed our College and even the University. Our current program leader, Dr. Bryan, has also chaired the Faculty Assembly, headed the College Technology Committee, served on the Graduate Programs Committee within the College and at the University level, served as a University Senator, served on the University Strategic Plan committee, and now serves as Eminent Scholar in Adult and Community Education. She also has been selected to serve on several statewide technology initiatives, representing FAU. Our other faculty member, Dr. Wang, has served on the COE Research Committee and has received an award as Researcher of the Year based on his scholarship.

Our college has allowed us to attempt new things (Chinese Leadership Academy to recruit international students as part of a service delivery and a new master's in ACE-Sustainability). In one case, the Chinese Leadership Academy, the timing for the project was wrong and the advice given regarding recruitment of the students was flawed. The germ of the idea is viable and can be applied to other settings and possible revenue-producing endeavors. The concept of a leadership academy for a host of disciplines will need adult educators that can work across discipline lines.

Our new master's will be in a topical area that is both appropriate within our discipline (sustainability of person, products and processes), but is also an area we can help others to understand how sustainability is more than for resources of material objects but for people and concepts as well. We want to be a success in this endeavor, but we will need staff to support this initiative. In doing the review of our in-state and out-of-state schools, it was evident that we are competing with programs with extensive resources. Currently we have two individuals skilled in that area-one a tenured person who is Program Leader and an over-extended faculty member, and one person who is not tenured (and who is overloaded with administrative duties at the College level); we need more manpower to be successful over time. In the short time, we need assistance in creating an online delivery system and the accompanying marketing materials to assure success when the first student becomes part of the program.

Within our profession, all of the adult and community faculty members, past and present, have served with pride. We have helped with state, national and international work. Currently our Emeritus Faculty member, Dr. Lucy Guglielmino, is engaged in one of our Memorandums of Understanding. Her SDLRS instrument is recognized worldwide and is part of research studies across many disciplines. She was selected for the International Adult and Continuing Education Hall of Fame for this contribution. Dr. Bryan has recently nominated for this role as well based on her research regarding the use of technology in adult and community education. She has received numerous awards for her infusion of technology in the field.

Dr. Guglielmino and Dr. Bryan have always had heavy dissertation loads, both within and outside the department as committee members. Dr. Bryan has chaired, or co-chaired, to completion 90 dissertations. D. Wang is currently assuming more and more responsibility in that area. He does have a record of chairing dissertations online for several institutions. Committee members for the dissertations have come from within the department, the college, the university (College of Nursing and offer courses jointly with Public Administration) and Homeland Security, several state colleges, University of Tennessee, and FAU Colleges of Public Administration, Nursing, Department of History, College of Business, etc.

Both Dr. Guglielmino and Dr. Bryan are prolific writers and presenters regionally, statewide, nationally and internationally. Dr. Wang has kept more active publishing edited books for the discipline--throughout his career he has edited over 200 books and is editor for a prestigious journal. Matter of fact--"Dr. G", Dr. Bryan and Dr. Wang all serve as reviewers for international journals--but not for the same journals.

ACE remains a small program due in part to staffing issues, but the program remains active with consistent graduation and retention rates at the Specialist and the Doctoral program level. The ACE program has the highest percentage in the department in both areas and surpasses many must larger program areas outside of the department, college, university, and other universities in the state, despite the number of current staff.

Comparison of Selected Program Areas in COE EDLRM Adult and Community Education

The following *Comparison Table for the Adult and Community Education Program* highlights the following related to Curriculum:

- Our “leadership core” across discipline areas is unique to adult education programs that were reviewed. In the reviewed programs, the core consisted of courses within the program area only and not outside that discipline (e.g., core was all adult education courses or all higher education courses).
- Our ACE production numbers in scholarship (e.g., publications, scholarly/refereed presentations, awards for scholarship, graduate awards of excellence, etc.) are excellent and exceed those of institutions twice and three times our size (i.e., our student and faculty scholarship and leadership levels are significant). This is noted related to curriculum because there is a natural flow of difficulty both within the core for leadership and the core of the program area which assists students in gaining more literature base as the students acquire more skills in scholarship, using research tools, writing and critiquing information, etc.. In the programs reviewed we did not see the building or scaffolding approach for skills, attitudes and knowledge that was deliberate in the design of the ACE program and degree area as well as the EDLRM core.
- Our ACE degree is similar in nature to the degrees at the compared institutions, but we appear to have more hours dedicated to research methodology (both qualitative and quantitative); statistical computations; production of refereed publications; and level of community service—each of these areas have placed our students in high regard when competing with students from other programs nationwide. The mission statement of the Department of Education Leadership and Research Methodology has helped to support the need for these attributes in our courses.
- It is evident from the two schools reviewed, our ACE program needs to expand our offerings in other arenas or co-offer more degree options with career/workforce areas. We have begun this process or combining adult education with non-profit management. We have vocational courses are on our courses list already, but have not offered these courses recently. There was a brief attempt to offer courses that appealed to the vocational arena, but the district vocational schools contracted with other entities to provide certificate based courses for their administrators.
- Offering more course offerings and adding a larger student base requires more funding for recruitment of additional faculty and for faculty salaries. Both institutions reviewed reflected a larger 9 month base salary for associate and full professors in ACE. Though not part of this discussion, salaries for higher education faculty were \$8,000 to \$25,000 higher for Higher Ed faculty than Adult Education faculty. That may be related to years in service and/or SIP codes.
- The programs at the compared institutions have taken advantage of their locations to create opportunities that are unique to their areas for study. Due to the physical location of the adult and community education core program, we need to expand course options and field experiences to provide research opportunities in health, medical literacy, exceptionalities, and successful aging with Scripps, Lifelong Learning, Max Planck, and the Healthy Aging Initiative Research. Our compared institutions appear to cooperate more internally and less externally.
- The number of courses-to-degree for each degree appears to be in-line with the other compared institutions, but the nature of the courses appears to be more heavily focused in the discipline (program area) with our comparison institutions. We do not offer as many

specialized adult and community education courses due to staffing patterns, so we have used the Special Topics courses to try out new courses to consider bringing within the degree. With additional personnel or with use of more adjuncts we may be able to expand out course offerings. We need to involve our practitioners more in creating “the need” for some of the specialized courses.

- Our program area has attempted through curriculum development to engage others in our work at FAU such as Public Administration, Geographic Information Systems, College of Nursing, Department of Exceptionalities, Higher Education, School Leaders, etc. It may be time to create a better marriage with exceptionalities in order to offer courses for dyslexia and other learning developmental problems. It is also feasible to expand or revisit our leadership offerings off campus in conjunction with business administration and/or public administration to create career schools related to firemen and police training. We have offered a police officer master’s leadership program in the past that was unique and very successful. We also have a strong working relationship through research with the local county fire department and their community education unit. Neither of the two compared institutions offered any related program area of study or research.
- Master’s degree at USF and Texas in “sustainability” is housed in biological sciences in other compared universities which may offer us a unique perspective to speak of sustainability of leaders as well as environment and practices. Our ACE-S Master’s program will be the only ACE degree program in the country. There are certificate based programs in that area in other schools. To attract a wider audience prior to others getting into this area, we need to market heavily within the state. In time, this degree option may need to be offered online nationwide or even internationally if we can address the costs of out-of-state tuition for our potential students.
- USF has more online degrees offered than FAU. Currently all the ACE courses can be offered online, but courses within the Statistics/Research Core of EDLRM and the Lead V and Lead VI courses prevent online degrees above the Master’s level at this time.
- Our community/state college degree, teaching option, at the Ph.D. level is unique to the programs we reviewed even though these programs have higher education courses. It appears that teaching at the college level is not as significant in these our sister universities as is the management and administration of higher education. Our sister program at FAU, Higher Education, provides a remarkable program in Student Affairs without assistance. We may be able to create opportunities between our programs that could rival either USF or Texas State.
- The School Community course offered under the School Leaders program is generally housed under Adult and Community Education. Originally this course was developed by adult education faculty, but has not been taught by adult education faculty for some time. The course was taught by the former Eminent Scholars in Community Education. It would be logical for that option to be available in the future. It would also assist us in creating a better bridge with the Charles Stewart Mott Foundation in Michigan.
- The Certification for Professional Adult Educators is jointly offered by School Leaders and Adult and Community Education at FAU. ACE teaches three of the courses that are normally required (ADE 6381, ADE 6265, and ADE 6184). School Leaders provides the

experience in the school setting and other courses. Both ACE and SL need to advertise this option.

- Financial support for students appears to be more prevalent at both institutions that were observed, which automatically increased the number of the incoming students. Our lack of scholarships for out-of-state and out-of-country students' needs to be addressed. Texas State offers 71.4 % of full-time students' support.
- The intensive subject –related degree options of the other institutions does support the student graduating in a reasonable length of time. The comparison numbers to FAU EDLRM graduating in time are similar. The retention rate of our ACE students is considerably better than either of the other institutions reviewed.
- USF offers the Ed.D. and the Ph.D. degrees and has a number of Certificate programs. Certificate programs need support from the state level. We need to build that support in Tallahassee.
- Courses at USF in adult education are often team taught in the adult education area. Textbooks that are required on the syllabi are dated and there is rarely a list of references. There is no week by week schedule and rarely is there an identification of what is required when and in what format. Generally there was no specific format for the syllabi and little variety in format and or assignments. There were no rubrics of assessment of learning. When reviewing the higher education courses at the same institution, this was not the case. Those courses were similar in format to our current syllabi. No syllabi were on the Texas site to review.

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
Housed	College of Education in Department of Educational Leadership & Research Methodology	College of Education in Graduate Programs in the Department of Counseling, Leadership, Adult Education and School Psychology	College of Education (48% of their students are graduate students with time to degree for doctorate students at 6.2 years) with three related Departments Areas: Adult Education, Vocational, Career and Technical Education, and Higher Education. Now called Department of Adult, Career and Higher Education
Degrees Offered	<ul style="list-style-type: none"> • Ph.D. : Educational Leadership & Research Methodology in Adult & Community Education • Ed.S. : Educational Leadership & Research Methodology in Adult & 	<ul style="list-style-type: none"> • Ph.D.: Education in Adult, Professional & Community Education (39 hours + dissertation of 12 hours-Catalog says 51 hours-63 noted on degree sheet) • Ph.D.: Education 	<ul style="list-style-type: none"> • Ph.D. in Curriculum & Instruction <ul style="list-style-type: none"> ○ Adult Education (DAE) ○ Career and Workforce (DVO) ○ Higher Education ○ Higher Education, Community College Teaching ○ Student Affairs Administration • Ed.D. Education Program

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
	Community Education <ul style="list-style-type: none"> • M.S. : Educational Leadership & Research Methodology in Adult & Community Education (ACE): ACE-Sustainability • Certificate through state for Professional Adult and Community Educators (ACE) 	in School Improvement <ul style="list-style-type: none"> • Ph.D.: Education in Development Education • Ed.D.: Education in Development Education • M.A.: Adult Education [with concentrations in Adult ESL, Continuing and Community Education (with and without thesis) and Workplace Learning] (30 hours) • M.A.: Student Affairs in Higher Education (45 hours) • M.A.: Professional Counseling (55 hours) • M.Ed. or M.A.: Educational Leadership (36 or 30 hours) • School Psychology (68 hour) • Certificate in Adult English as a Second /Foreign Language • Minors in Adult Education, Counseling and Guidance, Educational Leadership 	Development (36 hours beyond the master's degree) <ul style="list-style-type: none"> ○ Adult Education (SAE) ○ Vocational Education (SVO) • Graduate Certificate <ul style="list-style-type: none"> ○ Disabilities Education ○ ESOL ○ Leadership in Developing Human Resources ○ Post-Master's in Higher Education Leadership in Developing Human Resources • Department: Adult Education: M.A. , Ed.S., Ed.D., and Ph.D. (Online) • M.A. (Online Career & Technical Education) • Ph.D. (Career And Workforce Education) • M.ED. (College Student Affairs) • M.A., Ed.D., Ph.D.: Higher Education/Community College Teaching • ED.S.: Education Specialist In Vocational Education • M.A.: Education (36 hours). Intended for holders of a non-education baccalaureate degree who do not wish to meet teacher certification requirements in the State of Florida. This Adult Education degree is a Plan III, non-certification option. Requires 3.0 of 4.0 GPA, 2 letters of recommendation, professional/personal goals statement
Degrees Awarded & Other	DEGREES Since 2003 with 3 faculty, ACE awarded:	DEGREES • Average Ph.D.s in	DEGREES • No numbers provided for

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
Statistics (Average # of Ph.D.s in one calendar year, graduation rate and time to degree, students with financial support, student-faculty ratio)	<ul style="list-style-type: none"> • 42 Ph.D.s • 47 Ed.S. degrees Since 2011 with 2 faculty, ACE awarded: <ul style="list-style-type: none"> • 20 Ph.D.s • 22 Ed.S. Retention rates are highest in the department (Ph.D., 88%; Ed.S., 92%)	one calendar year--12 degrees in 3 years or 4 per year <ul style="list-style-type: none"> • Have a 77.5 % graduation rate, time to degree is 7.2 years (students allowed 10 years) FINANCIAL SUPPORT <ul style="list-style-type: none"> • % of full-time students with financial support-71.4% RATIO <ul style="list-style-type: none"> • Student-faculty ratio-7 to 1 	2014-2015 <ul style="list-style-type: none"> • Adult Education Ph.D.s-2010-2013 <ul style="list-style-type: none"> ○ 3 per year • Higher Education Ph.D.s 2010-2013 <ul style="list-style-type: none"> ○ 6 per year • Career, Vocational Workforce Ph.D.s 2010-2013 <ul style="list-style-type: none"> ○ 0 listed
Ethnicity	<ul style="list-style-type: none"> • Ethnicity diverse 	<ul style="list-style-type: none"> • Ethnicity diverse • 42% of students are ethnic minorities in university 	Not provided-but heavy Hispanic influence is noted
Faculty	Faculty in Adult Education <ul style="list-style-type: none"> • Professor (2) • Professor Emeritus (1) • Adjuncts/Associate Graduate Faculty (as needed to teach courses) <ul style="list-style-type: none"> ○ External Faculty Grants--\$2M+ ○ Faculty publications <ul style="list-style-type: none"> ○ 22 books ○ 180 chapters ○ 39 int'l, nat'l, state journal articles ○ 84 refereed conference presentation 	Faculty in Adult Education <ul style="list-style-type: none"> Dean (1) Professor (9) Professor Emeritus (1) Associate Professor (9) Assistant (6) <ul style="list-style-type: none"> ○ External Faculty Grants in a three year period-\$0 ○ Faculty publications on average-3.1 publications in a three year period ○ Faculty teaching load average-12.6 (credit hours in courses taught divided by core faculty) 	Faculty ADULT EDUCATION <ul style="list-style-type: none"> 2 Professors and 2 Associates (some courses offered by HE and CTE) • 2 Adult Education, Associate Professor • 1 Adult Education, Professor • 1 Adult and Higher Education, Professor/emeritus • Select members from Higher Education & Career & Technical do offer courses for Adult Education HIGHER EDUCATION <ul style="list-style-type: none"> • 7 Faculty in Higher Education CAREER & TECHNICAL <ul style="list-style-type: none"> • 5 Faculty in Career and Technical Education

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
	<ul style="list-style-type: none"> o Faculty teaching load average- 3/1 in Fall and Spring; 2 in summer <p>Student Research</p>	<ul style="list-style-type: none"> o The Department consists of 38 full-time faculty, 20 part-time faculty with practitioner leadership expertise, 5 staff, 440 master's students, and 115 doctoral students; employs 30 doctoral and graduate assistants and operates community counseling clinics at both the San Marcos and Round Rock campuses. 	<p>AFFILIATED FACULTY</p> <ul style="list-style-type: none"> • 1 Psych & Social Foundations, Higher Education • 1 Associate VP for Academic Affairs & Education Outreach, Higher Education
Master's Degree	<p>Master's Degree</p> <ul style="list-style-type: none"> • (EDLRM degree commences in Spring 2016—39 hours-totally online) 	<ul style="list-style-type: none"> • The 39-hour Master of Arts (M.A.) degree in Adult Education provides the knowledge and experience to develop and lead developmental and adult education programs in many educational settings in two-and-four-year colleges; college learning assistance centers; pre-college transition programs; alternative compensatory, or supplemental programs for school-aged 	<p>Master's</p> <ul style="list-style-type: none"> • Adult Education: M.A. • College Student Affairs: M.ED. • Higher Education/Community College Teaching: M.A., Ed.D., Ph.D. • Online Career & Technical Education: M.A.

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
		youth; adult literacy, adult basic education, and GED programs; community-based adult education programs; business- and industry-based training and development programs; education programs in non-profit organizations; and continuing education and extension programs in colleges and universities. <ul style="list-style-type: none"> • MA Adult ESL 39-42 hours • MA Contin. & Comm Educ-39 hours • MA Workplace Learning-39 hours 	
Course work	<ul style="list-style-type: none"> • GRE requirement 	51 hours for courses and 12 hours for dissertation=63 hours/no GRE required; must have a master's from accredited institution	
Courses Offered	Adult & Community Education Core <ul style="list-style-type: none"> • ADE 6381: Leadership I: Adult Learning and Assessment • ADE 5185: Adult and Community Education in a 	Adult & Literacy Education <ul style="list-style-type: none"> • ADED 5321. Adult Learning and Development • ADED 5330. Managing Adult Education • ADED 5334. 	[Has three degrees related to Adult Education in COE—Adult Education; Vocational, Career, Technical Education; and Higher Education] College of Education: Adult Education <ul style="list-style-type: none"> • ADE 4384 Working with the

Comparison Table of Three ACE Program Areas

	Florida Atlantic University	Texas State University	University of South Florida
	<p>Changing Society</p> <ul style="list-style-type: none"> • EDA 5931: Organizational Learning and Development • ADE 6184: Program and Curriculum Development for Adults • ADE 6194 Aging Considerations & Programming • ADE 6265: Organization and Administration of Adult/Community Education • ADE 6285: Grant Writing and Program Management for Adult and Community NonProfit Organizations • ADE 6387: Workplace Learning and Development • ADE 6695: Sustainability Leadership for ACE Entrepreneurs & Change Agents • ADE 6684: Assessment, Planning, and Sustainability with Geospatial Technologies • ADE 6930: Seminar in Adult/Community Education • ADE 6196: Education for Exceptional Adults • ADE 7935: Advanced Seminars in Adult/ 	<p>Family Literacy</p> <ul style="list-style-type: none"> • ADED 5335. Applied Research in Adult Education • ADED 5337. Adult Literacy • ADED 5338. Applied Linguistics for ESL Teachers of Adults • ADED 5339. Adult Literacy ESL Assessment and Evaluation • ADED 5340. Adult Second Language Acquisition • ADED 5344. Multicultural Perspectives in Postsecondary Education and Adult Education • ADED 5345. Current Issues in Adult, Continuing and Professional Education • ADED 5378. Problems in Adult Education • ADED 5379. Independent Study • ADED 5382. Foundations of Adult Education • ADED 5384. Internship in Adult Education • ADED 5199B. Thesis • ADED 5299B. Thesis 	<p>Adult Learner</p> <ul style="list-style-type: none"> • ADE 6070 International Adult Education • ADE 6080 Adult Education in the United States • <u>ADE6160</u>, Program Management in Adult Education • <u>ADE6161</u>, Curriculum Construction in Adult Education • ADE 6197 Adult Basic Education • ADE 6198 Effective Continuing Education for Professionals • ADE 6287 Supervision of Local Adult Education Programs • ADE 6360 Methods of Teaching Adult Education • <u>ADE 6370</u>, Human Resource Development • <u>ADE6385</u>, The Adult Learner • ADE 6389 Adult Learning and Cognitive Styles • ADE 6906 Independent Study • ADE 6931 Selected Topics in ADE and HRD • ADE 6966 Final Master's Seminar • ADE 6971 Thesis: Master's/Education Specialist • ADE 7076 Continuing Education in Higher Education • ADE 7169 Instructional Development Using Adult Education • ADE 7268 Leadership in Adult Continuing Education and HRD • ADE 7269 Organization and Administration of ACE and HRD • ADE 7388 Adult Development and Learning • ADE 7676 Human Resource

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
	<p>Community Education (6 hours-2 courses) Currently have seminars in Comparative Adult Education, Self-directed Learning, Adult Development, Grant & Resource Development in ACE/HRM, Distance Education for Adult Learners, Integration of Tech in Training, Professional Writing, etc.</p> <p>Vocational Core</p> <ul style="list-style-type: none"> EVT Administration in Vocational Education EVT 6265 Supervision of Vocational Education <p>Experiential Courses</p> <ul style="list-style-type: none"> EDA 6905/7905: Directed Independent Study and/or Organized Travel EDA 6905/7905: Directed Conferences EDA 7943/7944: Field Project I and II EDA 6946: Internship EDA 7945: Internship/Externship <p>Leadership Core</p> <ul style="list-style-type: none"> EDS 6100 Leadership II: Theories and Assessment EDA 6103: 	<ul style="list-style-type: none"> ADED 5399A. Thesis ADED 5399B. Thesis ADED 5599B. Thesis ADED 5999B. Thesis ADED 7325. Teaching Adults: Principles and Practices ADED 7337. Adult Literacy ADED 7342. Adult ESL Methods and Materials ADED 7343. Organizational Learning and Development ADED 7344. Multicultural Perspectives in Postsecondary Education and Adult Education ADED 7345. Current Issues in Adult, Continuing and Professional Education 	<p>Development Policy Seminar</p> <ul style="list-style-type: none"> ADE 7677 Emerging Trends in Adult Education: Critical Race Theory ADE 7910 Directed Research in Adult Education ADE 7930 Seminar in Adult Education ADE 7937 Seminar in Adult Education ADE 7980 Dissertation (2-30) EDF6481 Foundations of Educational Research EDF6432, Foundations of Measurement <p>COE: Vocational & Career & Technical</p> <ul style="list-style-type: none"> ECT 4905 Independent Study: Industrial Technical Education ECT 4936 Senior Seminar in Industrial –Technical Education ECT 5386 Preparation and Development for Teaching ECT 6197 Enhancing Career and Technical Education and Curriculum ECT 6661 Trends and Issues in Career and Technical Education EDT 6766 Emerging Workplace Competencies ECT 6767 Improving Career and Technical Education Programs ECT 6926 Staff Development ECT 6930 Seminar EDT 6948 Practicum: Industrial Technical Education ECT 7768 Informational Research Strategies ECT 7791 Research Seminar in Vocation, Technical and Adult Education ECT 7910 Directed Research in Vocational Education ECT 7980 Dissertation

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
	<p>Leadership III: Administrative Processes</p> <ul style="list-style-type: none"> • EDA 7106: Leadership V: Reframing Educational Organizations • EDA 7931: Leadership VI: Seminar in Leadership <p>Research Courses & Statistics</p> <ul style="list-style-type: none"> • EDA 7912 Advanced Research (literature review) • EDA 6415: Intro to Qualitative Research • EDA 7416: Advanced Qualitative Inquiry • STA 6113: Statistics • STA 7114: Advanced Statistics • EDA 7912: Advanced Research Literature • EDF 3430: Educational Measurement & Evaluation • EDF 6481: Educational Research • EDF 7482: Advanced Educational Research • EME 6426 Administrative Applications of Technology 		<ul style="list-style-type: none"> • ECT 7981 Scholarly Writing for Doctoral Students • ECW 5315 Program Management: Diversified Cooperative Training • ECW 6205 Administration of Local Programs: Vocational Education • ECW 6206 Supervision of Local Programs: Vocational Education • ECW 6695 School Community Relations • ECW 6696 Equity and Access in the New Economy • ECW 7066 Foundations and Philosophy of Vocational, Technical and Adult Education • ECW 7105 Vocational and Adult Education Program Planning an Implementation • ECW 7167 Career Development in Career and Workforce Education Change • ECW 7168 Instructional Development for Vocational, Technical and Adult Education • EDG 6906 Independent Study • EDG 7357 Mentoring Theory and Leadership Practice • EVT 4949 Internship: Industrial Technical Education • EVT 4946 Supervised Field Experience: Industrial Technical Education • EVT 6971 Thesis: Master/Educational Specialist 2-19 <p>COE: Higher Education</p> <ul style="list-style-type: none"> • EDH 6051 Higher Education in America • EDH 6081 Junior College in American Higher Education • EDH 6406 Ethics and Higher Education • EDH 6906 Independent Study • EDH 6938 Seminar in College

Comparison Table of Three ACE Program Areas			
	Florida Atlantic University	Texas State University	University of South Florida
			Teaching <ul style="list-style-type: none"> • EDH 6947 Internship in Higher Education • EDH 7057 Introduction to Research Studies in Higher Education • EDH 7225 Curriculum Development in Higher Education • EDH 7405 Policy and Legal Dimensions in Higher Education • EDH 7505 Higher Education Finance • EDH 7632 Leadership in Higher Education • EDH Governing Colleges and Universities • EDH 7635 Organization of Higher Education • EDH Organizational Theory and Practices in Higher Education • EDH 7910 Directed Research • EDH 7980 Dissertation 2-30

*****List of agencies and organizations our students and graduates are involved with (Community Engagement):**

1. A Child's Place
2. AAACE national organization
3. American Red Cross
4. American Education Research Association
5. Anti Defamation League
6. ASPIRA
7. Barbara Bush Foundation for Literacy
8. Boy's Town
9. Bridges Out of Poverty of Palm Beach County
10. Chautauqua Literacy and Scientific Club (oldest book club in American)
11. Children's Service Council of Palm Beach County
12. Collier County Shelter for Abused Women
13. Commission for Professors in Adult Education (CPAE) national organization
14. Community Education Division of Palm Beach County Fire and Rescue
15. Family Central of Palm Beach County

16. Family's First of Palm Beach County
17. FAU Interfaith Committee for Student Leadership
18. FAU Outstanding Dissertation of the Year (2010) Committee
19. FAU Lifelong Society
20. Florida Cancer Association
21. Florida Cooperative Extension Service
22. Florida Economic Development Council
23. Florida Fire Marshall's Inspector Association
24. Florida Heartland's Rural Economic Development Initiative
25. Florida Literacy and Virtual Schools
26. Florida Literacy Coalition
27. Florida Virtual School
28. Guardian Ad Litem program (Fifteenth Judicial District)
29. Guatemalan Mayan Center
30. Healthy Mothers/Healthy Babies
31. Healthy Start Nurses of Palm Beach
32. Hollywood Inner Light Center for Spiritual Living
33. Palm Beach County Housing Partnerships
34. Indian River State College
35. International Association for K-12 Online Learning (iNACOL VSS)
36. International Council for Education for Teacher (ICET) World Assembly
37. International Symposium of Self-Directed Learning (ISSDL)
38. Junior League of Indian River County
39. Leadership Collier
40. Leadership Florida
41. League of Women Voters
42. NACBA
43. Pace School for Girls
44. Palm Beach County Eagles Landing Middle School (SAC & PTA)
45. Palm Beach State College
46. Phi Beta Kappa
47. Phi Delta Kappa
48. Prime Time of Palm Beach County
49. Road's Scholar
50. Society for Information Technology & Teacher Education
51. Southwest Florida Education Center
52. Student Achievement Council FAU
53. Student Achievement Council FAU
54. The Frederick Ivor-Campbell Conference
55. Treasure Coast Public Safety Complex IRSC Police Academy
56. Ad Miller Chapter of Tiger Bay (nonpartisan candidate forums)
57. Triple P Parenting of Palm Beach County
58. Various High Schools and Middle Schools in South Florida
59. United Nation Observer for Haiti
60. Whole Child Connection Indian River County
61. World of Difference Curriculum

Appendix I: Program Comparative Analyses: Higher Education Leadership

Appendix I

Program Comparative Analyses: Higher Education Leadership

FAU Higher Education Leadership Program Description & Higher Education Leadership Program Comparison with University of Georgia (UGA) and Florida State University (FSU)

Higher Education Leadership Program Description

Background

In 1999, the Department of Educational Leadership (now Educational Leadership and Research Methodology, EDLRM) conducted a program review that showed the need for a new program focusing on Higher Education Leadership. Prior to this time courses in areas of Higher Education existed, but no formal program had been operationalized. With the expressed need formalized, Dr. Deborah Floyd was hired in 2001 to develop the Higher Education program and, specifically, to develop the first doctoral cohort. A doctoral cohort was soon formed on the Davie campus. In 2004, Dr. Floyd moved to the Boca campus and Dr. Dianne Wright was hired on the Davie campus to assist with the development of the doctoral program and to develop a Master's degree program (M.Ed.) in Higher Education.

The doctoral program in higher education leadership as a whole has flourished. Students come from the public, private, and for-profit sectors, from two- and four-year institutions and from research institutions as well. Since that initial cohort of 14 students, the doctoral degree program has grown to approximately 60 students and has graduated 42 students since 2006. The national average time to degree completion for doctoral students is 6 to 9 years, yet the average time to degree for Ph.D. students in the Higher Education Leadership program is 5 years. Almost all higher education students enroll part-time and work full-time, although intentional efforts have been made to increase the number of full-time students with assistantships, as funds allow.

The emphasis of the higher education leadership Master's degree program crosses three areas: student affairs, the community college and higher education administration. The Master's degree program has recently experienced remarkable growth. It began in 2004 and had low enrollments until the faculty established a strong working relationship with FAU's Division of Student Affairs in 2010. At that time, the first cohort of 15 student affairs graduate assistants was admitted into the Master's program. Each year thereafter, approximately 30 students (between summer, fall and spring) have been admitted into the Higher Education Leadership Master's degree program. Dr. Anne Mulder, a retired college president, was hired in a visiting line to teach; eventually, she led the program. Currently, 72 students are enrolled in the Master's degree program, the majority with an interest in pursuing careers in Student Affairs. Other areas of the university are also represented, as well as students from the community colleges, state colleges, universities, private institutions and the for-profit sector. Although there is extraordinary faculty expertise with international reputations in all three areas of program emphasis, the resources and level of support are strong in the Student Affairs area with resources and support lacking in Community College and Higher Education Administration at this time.

A robust advising system initially headed by Dr. Anne Mulder, a Visiting Assistant Professor in the program now retired, and two graduate assistants funded by the Student Affairs Division, contributed to the successful graduation of 142 students (2006-2015). Dr. Mulder retired summer of 2015 and Dr. Jenny Bloom was hired fall 2015 to coordinate the Master's degree program and take it to the next level.

Another significant area of growth has been the development of an undergraduate program in leadership. Dr. Deborah Floyd and Dr. Corey King, Vice-President of Student Affairs and former Dean of Students, have been instrumental in developing this leadership initiative. It began as a one-credit course for student leaders and since its inception in the spring of 2013, over 500 undergraduates have completed the LDR 2010 course titled "Introduction to Leadership." In 2013, Dr. Floyd worked with several undergraduate students and Katie Burke, a doctoral candidate, on an undergraduate research project as part of the University's Undergraduate Research QEP initiative. This funded research focused on determining if there was a market for an undergraduate leadership minor and, if so, what should be included in the minor. The results of the research overwhelmingly supported the need for a leadership studies minor that was interdisciplinary in focus and open to all FAU students, regardless of their major.

A curriculum for a leadership studies minor was developed, based on offerings at other SUS Florida universities, borrowing from best practices learned from the research and unique to FAU. The proposed curriculum was approved by several college and departmental units, the University Undergraduate Programs Committee, University Faculty Senate, and eventually approved by the administration to begin fall 2015. The leadership studies minor was designed to "fit" with the new Bachelor in General Studies and to eventually articulate with the Higher Education Leadership Master's degree program and other relevant graduate majors.

The Higher Education Leadership Program and EDLRM department sponsored the proposal and is assuming the leadership oversight, but it is "owned" by various academic units across the university and was designed to be in collaboration with student affairs and academic affairs. LDR courses are housed in the Higher Education Leadership Program/EDLRM with other leadership minor courses housed in their respective academic departments. A new assistant professor, Dr. Criss Salinas, was hired to direct this program and he began work fall 2015.

An increased national presence, the steady growth of the doctoral program, the rapid surge in Master's students, and the proposed development of a new undergraduate leadership studies minor, prompted the urgent need to conduct a preliminary review of the Higher Education Leadership program in 2014, one year ahead of the departmental review. Based on the report's recommendations (see Appendix J), the following changes have already been made to the program:

- secured approval of a new undergraduate leadership studies minor through the University Senate,
- implemented first phase of the new undergraduate leadership studies minor,
- conducted three national searches (assistant professor for the undergraduate program, associate professor for the Master's degree program and an unsuccessful search for an additional faculty line that will be filled 2015-2016),
- hired a new assistant professor to be the lead faculty for the new undergraduate minor,
- hired a new associate professor to coordinate the Master's degree program,
- signed an MOU with the Division of Student Affairs to fund the new assistant professor position,
- an experiential learning course in student affairs will be offered for Master's degree students spring 2016 and fall 2016, and
- A 2015-2016 review of the required leadership core curriculum is underway by faculty across program areas in the EDLRM department.

Faculty

The Higher Education Leadership Program is a concentration program in the Educational Leadership and Research Methodology Department (EDLRM), which is housed in the College of Education at Florida Atlantic University. Drs. Floyd (Professor), Wright (Associate Professor),

and Mulder (Visiting Assistant Professor) have served as the primary faculty members in Higher Education with support from a limited number of adjuncts and faculty from the larger Educational Leadership and Research Methodology program up until very recently. This changed in 2014 when Dr. Frankie Laanan was hired at the rank of Professor. Also in 2014, however, Dr. Floyd became the Interim Dean of the Graduate College and later was named the Dean. While Dr. Floyd has retained a healthy number of doctoral advisees, continues to teach, work with the leadership studies minor, and assume other roles such as editing CCJRP which is published 12 times per year, the program reviewers rightly pointed out that reallocating most of her time to the role of the Graduate College Dean left a huge void in the program leadership. Dr. Mulder retired spring 2015. In fall 2015 two new tenure-earning faculty joined the program: Dr. Jennifer Bloom (Associate Professor) and Dr. Criss Salinas (Assistant Professor).

Since 2014, a professor who is a member of the EDLRM faculty from the school leaders program, Dr. Pat Maslin-Ostrowski, has been assigned to serve as the Higher Education Program Leader while Dr. Floyd is serving as Dean of the Graduate College.

The Department of Educational Leadership & Research Methodology pays the salary of all faculty and adjuncts except Dr. Criss Salinas who is funded by the Division of Student Affairs. The two Graduate Assistants assigned to the higher education program are currently funded by the Division of Student Affairs. Other graduate assistants assigned to higher education faculty are paid by grants or E and G funds.

Curriculum

Graduate. The higher education leadership program includes a M.Ed. degree and Ph.D. degree. No Specialist degree is offered, although some students who do not complete the Ph.D. are referred to one of the other program areas for matriculation into the specialists program.

M.Ed. The Master's degree program requires 36 semester hours with 3 leadership foundations courses (9 hours) that are shared with the other foundations courses (6 hours) that are also shared. Each Master's student is required to complete 3 core higher education classes (9 hours) and is allowed to choose among a menu of approved offerings for an additional 9 hours (3 courses) of electives. Additionally, the M.Ed. program requires 3 hours of experiential credit which has been completed through enrollment in a directed conference class, an internship or one of the field projects. A technology assessment is required to demonstrate proficiency in technology and those who do not complete the assessment, must take an additional 3 hour course.

Ph.D. The 3 (9 hours) of leadership core in the Master's degree program is considered a pre-requisite for the Ph.D. program; students who have not completed those courses are required to do so as a part of the Ph.D. curriculum. In addition, an additional 6 hours (2 courses) of leadership is required of all Ph.D. students. The 2 of the 3 higher education core classes required for the Master's degree are also required for the doctoral degree (Organization and Administration of Higher Education and History and Philosophy of Higher Education), but the master's level Introduction to Higher Education may not count toward courses required for the doctoral degrees. The Ph.D. students also have a core requirement for higher education courses with some flexibility for selecting electives. All higher education Ph.D. students are required to complete a doctoral level seminar which focuses on preparing them for research and dissertation work early in their programs of study. And, their requirements for research courses are different from the Master's degree students. Ph.D. students must complete 12 experiential credits which may be taken as internship, field projects, action learning, or directed conference.

The experiential learning requirements at the Master's degree and doctoral levels were addressed previously in the self-study report. The ASHE Directed Conference and NASPA Directed

Conference are unique and successful learning experiences which were praised by the external reviewers.

Fall semester 2015, faculty assigned to teach higher education courses in the Higher Education Leadership Program are as follows:

- 1 Professor
- 2 Associate Professors
- 1 Assistant Professor

Faculty members routinely teach in the higher education professional knowledge core and higher education elective courses. Occasionally, a special topics course is offered to supplement the higher education electives. Adjunct faculty are assigned as needed.

Undergraduate Leadership Studies Minor. Undergraduate leadership programs have been offered at FAU on a non-credit basis by Student Affairs units and others for many years. In 2012, a new credit course was proposed and eventually approved through the faculty governance processes as the first of a series of credit leadership courses that have led to a new minor. In spring 2013, LDR 2010: Introduction to Leadership, was offered as a credit course with over 120 students enrolled the first term. The course has been offered every term thereafter with total enrollment of all sections exceeding 500. The course is housed in the Higher Education Leadership Program and is offered in collaboration with the Division of Student Affairs. The new minor partners with academic colleges, including College of Engineering, College of Business, and Undergraduate Studies.

Spring 2015, a new Leadership Studies Minor was approved to complement majors by providing a focus in leadership through foundational courses in the Higher Education Leadership program and interdisciplinary courses offered by colleges across the university. This minor was built with a ladder in mind for more leadership offerings for the FAU student. The Leadership Studies Minor (16 credits) is offered as an interdisciplinary credit offering led by the faculty in the Higher Education Leadership program with other academic units and colleges participating by offering approved courses. The Leadership Studies Minor model is based on a collaborative approach to leadership which engages various stakeholders from academic colleges and the Division of Student Affairs.

Undergraduate Leadership Studies Minor Requirements: In consultation with an advisor, students map out a program of study that includes 7 credits of core coursework and 9 credits of electives totaling 16 credits.

- | | |
|---|-----------|
| 1. LDR 2010: Introduction to Leadership | 1 Credit |
| 2. LDR 4104: Theories of Leadership | 3 Credits |
| 3. LDR 3930: Capstone Seminar on Leadership | 3 Credits |
| 4. Elective Credit | 9 Credits |

Electives are divided into three categories (and can be interdisciplinary): Self-Awareness as a Leader, Leading and Teams, and Leading our World.

The Leadership Studies minor is open to degree-seeking students. Students desiring to add a minor to their major(s) can do so by earning 16 credits in Leadership. To declare the minor, students must follow the procedures set by the Registrar's Office and include the minor on the Application for Degree. The Minor will be awarded on completion of the bachelor's degree.

Graduate Assistantships in Higher Education

Specialized graduate assistantships are available in a variety of offices within the Division of Student Affairs, including Student Involvement and Leadership, Campus Recreation, and the Career Development Center. Graduate assistantships are also available for higher education students across campus in Academic Affairs, Athletics, and others. There are currently 45 doctoral and Master's degree assistantships within the division of Student Affairs. These assistantships are in alignment with a directive from the Graduate College that requires students to hold assistantships that are relevant to their major course of study.

Currently, Higher Education Leadership students hold 51% or 23 graduate assistantships available within the Division of Student Affairs. Full-time graduate assistants are expected to work 20 hours per week during the fall and spring terms. The unit employing the student pays the GA a stipend. Some Graduate Assistants also receive a tuition waiver which covers their tuition, but they must pay the university fees. The Division of Student Affairs commits to providing each graduate assistant a two-year appointment and encourages students to use each academic year to pursue different divisional opportunities.

Higher Education Leadership and Student Affairs Partnership

The Higher Education Leadership program's partnership with the Division of Student Affairs has resulted in co-sponsored initiatives such as:

- Student Affairs Graduate Assistantship (SAGA) Days
- Mock Placement Exchange
- Professional Development Series
- LDR 2010: Introduction to Leadership (1-2 credit course)
- New undergraduate leadership studies minor
- NASPA Directed Conferences activities including the mentoring luncheon

The two Graduate Assistants in the Higher Education Leadership Program funded by Student Affairs help plan and facilitate these activities, as well as play an important role in supporting Master's degree students from admissions through program completion.

Partnered recruitment efforts have helped increase Higher Education Leadership Program applications and enrollment while simultaneously supporting the Division of Student Affairs by supplying a high quality pool of students eligible for graduate assistantships.

Some adjunct faculty who teach and support curriculum development for the Higher Education Leadership program are senior administrators in the Division Student Affairs:

- Dr. Corey King, Vice President of Student Affairs
- Dr. Larry Faerman, Executive Director Housing & Residential Life/ Student Affairs Operations.

Higher Education Leadership Program Comparison with University of Georgia (UGA) and Florida State University (FSU)

The FAU higher education leadership program is benchmarked with the University of Georgia and The Florida State University. The comparisons are based on the 2014 Consultant Report (See

Appendix B for a more exhaustive comparison and expanded recommendations), a review of university web sites, and information obtained from the departments directly (telephone and email). Background information and site specific data are provided below for UGA and FSU. This report provides insights about the higher education leadership program that extend what is provided in the department's self-study report.

Part I: Higher Education Faculty & Student Data includes data such as faculty-student ratios, source of students, student demographics, graduation data and placement for graduates. Part II: Curriculum & Degree Requirements Data includes data about enrollment, practical or experiential learning in the curriculum, budget, graduate assistantships, degree requirements and CIP codes.

Overview of comparative data and select key points:

- In the doctoral programs, the benchmark institutions require from 61 to 81 credit hours; FAU requires 80.
- The benchmark institutions require from 12 to 24 credit hours of dissertation research; FAU requires 20.
- In the Master's degree programs, credit hour requirements range from 39 (MS) to 60 (M.Ed.); FAU requires 36 (M.Ed.).
- The Master's programs at the benchmark schools either require or strongly urge students to take two 150-hour internship experiences and often encourage students to gain additional experience beyond the two internships. Currently, FAU requires 3 hours of experiential learning credits. Students may enroll in a directed conference class, an internship or field project. Increasing experiential learning needs to be a priority.
- In each comparison program, foundational courses are treated a little differently, but in no case do they include as many outside the higher education content area as at FAU. Usually, the requirement is for two courses of foundational content, often in educational philosophy. With minor changes in the core and credit hour requirements, FAU could be in the range of this benchmark.
- The student-advisee/faculty ratio is too high, higher than both other institutions. There is an urgent need for more faculty in the program.
- Graduate assistantships are integral to programs and there should be a minimum of four assigned to support faculty in the program.

PART I: HIGHER EDUCATION FACULTY & STUDENT DATA

Faculty-Student Ratios at Three Institutions

Faculty/Student Data August 2015	UGA	FSU	FAU
Number of faculty	6	8#	4**
Doctoral advisees	50	33	60
Doc ratio, advisees/faculty	11/6	5/7	15/4
Master's advisees	36	59	72
Master's ratio, advisees/faculty	6/6	8/7	18/4
Full-time doctoral students	*	15	

Part-time doctoral students	*	32	
Full-time Master's students	*	36	
Part-time Master's students	*	6	

*Data not available

#includes past FSU president

**1 Professor is serving as Dean of the Graduate College. She will return to the department when her term ends (to be determined), however, that leaves 4 faculty currently.

Note: Ratios are not precise; they do not consider factors such as some faculty do not work with both Master's and doctoral students.

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UGA Number of faculty directly assigned to these programs (head count and FTE's)

- o Currently 6 full-time faculty assigned to the M.Ed./Ph.D./Ed.D. programs
- o Have just gotten permission to search for #7
- o We do not calculate FTE differently – all are assigned to CSAA

UGA Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program

Across the programs, students take their courses in research and statistics from faculty/departments outside CSAA. There is not a designated number of faculty who teach these courses, but for the M.Ed., it is 1-2 faculty outside CSAA and for the doctoral students it is approximately 4-6 depending on their cognate areas

- **Source of students, e.g., out of state, local universities**
 - o We draw applications nationally for our M.Ed. & Ph.D. programs. The Ed.D. is designed for working professionals primarily in the state of Georgia.
- **Student demographics**
 - o The Ph.D. students include both part-time students working at UGA or other local institutions and full-time students who come to UGA from across the country to enroll. Approximately 50% are students of color (primarily African American), and on average the groups are split evenly male/female.
 - o The Ed.D. students are nearly all residents of Georgia. They are a diverse group and are mostly mid-level managers.
 - o Our M.Ed. students are generally traditional age; approximately half enroll right after undergrad, while the rest have worked 1-3 years. Approximately 60-75% female, 70% White/30% students of color. Geographically diverse.

UGA 6 year graduation data

- 2008
 - o M.Ed. - 14 all full-time
 - o Ph.D. - 3 full-time, 1 part-time
- 2009
 - o M.Ed - 21 full-time

- Ph.D. 2 full-time , 1 part-time
 - 2010
 - M.Ed. - 16 full-time
 - Ph.D. - 3 full-time, 1 part-time
 - 2011
 - M.Ed. - 18 full-time
 - Ph.D. - 3 full-time, 4 part-time
 - 2012
 - M.Ed. - 19 full-time
 - Ph.D. - 2 full-time, 8 part-time
 - 2013
 - M.Ed. 16 full-time, 2 part-time
 - Ph.D. 5 full-time, 1 part-time
- **UGA Placement rates and types of positions held by graduates**
 - Doctoral placement rates over the last 5 years are near 100%. Positions of graduates who were full-time students include assistant professor (tenure- track and academic professionals), Assistant Dean of Students, Assistant Director for Research, Grants, & Assessment (for FYE at U. of South Carolina), Director of Student Engagement, Director of Multicultural Programs, Director of College Counseling, Director of Recruitment & Diversity Initiatives
 - Master's placement rates over the last 5 years are 100% annually (within 6 months of graduation). Positions include Resident Director/Area Coordinator, Assistant Director of Student Involvement & Leadership, Coordinator of Regional Alumni Programs, Coordinator of Annual Giving, Senior Coordinator of Multicultural Student Programs, Deputy Chief of Staff to the President, Coordinator of Wellness Programs & Student Activities, Coordinator of First Year Center Programs, Assistant Director of the LGBT Center

THE FLORIDA STATE UNIVERSITY

Number of faculty directly assigned to these programs (head count and FTE's)

- Currently 7 full-time faculty assigned to the M.Ed./Ph.D./Ed.D. program, eight if we include past president, T. K. Wetherell who teaches at least one course annually.

Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program - We do rely on a cadre of adjunct faculty from outside the department, often administrators in Student Affairs, Finance and Administration, and more. They often teach a specific course annually.

- **Source of students, e.g., out of state, local universities**
 Generally tend to be a national draw; e.g., Texas, California, Oregon, Florida, etc.; particularly for the Master's;
 Depends on the year, however; in terms of the mix.
- **Student demographics**

- **Ph.D.** students include both part-time students working at the university or other local institutions and full-time students who come to FSU from across the country to enroll. % Students of color = 36% on average. The groups are split male/female = 40/60 on average.
- **Ed.D.** students are primarily from the local area working in higher education. They are a diverse group and are mostly mid-level managers. % Students of color = 48% on average. The groups are split male/female = 45/55 on average.
- **M.Ed.** students are generally traditional age; approximately half enroll right after undergrad, while the rest have worked 1-3 years. Approximately 63% female, 75% White, 25% students of color. Geographically diverse.

- **FSU 6 year graduation data**

FSU 6-year graduation data	
2008	
M.Ed.	18
Ed.D	3
Ph.D	3
2009	
M.Ed.	29
Ed.D	1
Ph.D	1
2010	
M.Ed.	22
Ed.D	4
Ph.D	2
2011	
M.Ed.	32
Ed.D	4
Ph.D	6
2012	
M.Ed.	34
Ed.D	4
Ph.D	3
2013	
M.Ed.	37
Ed.D	2
Ph.D	4

- **FSU Placement rates and types of positions held by graduates:**

- Placement rates 95% for Doctorates and around 99% for MASTER'S, within 3-6 months of graduation; For Doctoral, many part timers have jobs already.

- Master's = Entry Level Positions, e.g. Residence Hall director, Assist. Director of Student Activities, Greek Life Advisor, Coordinator of ___ (numerous positions)
- Doctoral = Assistant Deans and above, or roll over in their current position, e.g. Director of Career Services, Assistant Professor of Higher Education, etc.

PART II: CURRICULUM & DEGREE REQUIREMENTS DATA

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UGA 5 year enrollment

2010 - M.Ed. 37 Ph.D. 35
 2011 - M.Ed. 36 Ph.D. 37
 2012 - M.Ed. 38 Ph.D. 34
 2013 - M.Ed. 37 Ph.D. 31
 2014 - M.Ed. 41 Ph.D. 34

- **Enrollment projections**

- We project level enrollments: 8-10 Ph.D. students/year, 10-12 Ed.D. students/year, and 20-22 M.Ed. students/year.

- **UGA Practical experiences (internships) either on campus, on other proximate campuses, in the local community, using national associations, or internationally:**

- Ph.D.
 - Students with less than 5 years full-time professional experience (upon matriculation) are required to complete a 3-6 credit hour administrative internship. Internships can be completed at any agreed upon location with supervision by a doctoral level administrator on-site. For each credit hour students must work 35 hours. All students must complete a 3 credit hour teaching internship with a full-time faculty member, teaching a core course in the M.Ed. program.

Ed.D.:

- There is an administrative internship requirement. Since this program is in its first year and the internship occurs later in the program details are not yet available.
- M.Ed.:
 - Practicum: Done during the 2nd semester of the program; involves 11 hours of supervised practice per week at a practicum site different from the GA position (at UGA or nearby institutions); cohort also meets for class bi-weekly with one of the CSAA faculty members; 3 semester hours
 - Internship: Done over the summer between years 1 & 2; 330 total hours of supervised practice; sites are across the country (and occasionally international); about 2/3 of the cohort will secure positions through NODA or ACUHO-I, with the rest finding them independently or applying in response to announcements received by the program; 9

semester hours (students may also take up to 6 additional internship hours during the second year in the program if they choose to do an additional internship); assignments in addition to intern work include a learning contract, weekly logs to faculty supervisor, a CAS-based report on the site, and a project relevant to their internship position.

UGA Support budget, personnel and direct (supplies, copying, etc.)

- Our programs are part of a larger department (Counseling & Human Development Services) that includes five programs in addition to ours. The support budget, personnel, and direct costs are not broken out by program, nor do we have a budget allotted for CSAA.

UGA Doctoral and Master's "captive" assistantships and, source of funding for all including assistantships/fellowships outside the department held by program's students:

- Doctoral: Five GA/RA positions within the department are designated for CSAA (funded through the College of Education); there are approximately 8 additional doctoral level GA positions on campus that are awarded competitively (funded through Student Affairs, including its auxiliaries; one is in External Affairs and one is in the Graduate School).
- Master's: No captive assistantships; all are competitive and are located at UGA and at other local institutions. The exact number varies each year based on needs/openings but is approximately 20 per year. Funding for stipends comes from the hiring department; the Graduate School then provides tuition waivers.

UGA Tuition remission policies for graduate assistants

- All graduate students on assistantships (at UGA or other campuses) receive a tuition waiver (regardless of state residency); students are responsible for fees

UGA Graduate Assistantship Information

Approximate Costs

- 13 hours per week/\$10,761
- 15 hours per week/\$12,268
- 20 hours per week/\$16,142

Other Factors for Non-UGA Institution

- Annual salary listed above
- Benefits (if student selects health insurance, hosting institution will be required to pay employer portion of rate)
- 5% administrative fee

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.) We're combined with other programs in our department. We don't have our own CIP code.

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**Course names pulled from the M.Ed. and Ph.D. student handbooks*

***Course name as listed in the UGA Bulletin*

M.ED.

First Fall Semester

- ECHD 7400 Foundations of College Student Affairs Administration
- ECHD 6030 Interpersonal Facilitation & Intervention I
- ECHD 7090 Structured Group Interventions
- ECHD 7420 Theories of College Student Development
- ECHD 7000 CSAA-M Seminar (*Master's Research*)

First Spring Semester

- ECHD 6040 Interpersonal Facilitation & Intervention II
- ECHD 7740 Practicum in College Student Affairs
- ECHD 7940 Research Methods (*Research Methods in College Student Affairs*)
- ECHD 7460 Issues in Student Affairs Administration
- ECHD 7000 Master's Research (seminar)

Summer Semester

- ECHD 7840 Student Affairs Internship (*Internship in College Student Affairs*)

Second Fall Semester

- ECHD 7410 College Student Affairs Interventions
- ECHD 7060 Multicultural Practice in Student Affairs (*Cross-Cultural Counseling*)
- ECHD 7430 Campus Ecology (*College Student Ecology*)
- ECHD 7460 Issues in Student Affairs Administration
- ECHD 7000 CSAA-M Seminar (*Master's Research*)

Second Spring Semester

- ECHD 7440 Administration in College Student Affairs
- ECHD 8000 Law and Higher Education (*Applied Project in Counseling and Human Development Services*)
- ECHD 7770 Program Evaluation and Outcomes Assessment (*Issues in Student Affairs Assessment and Evaluation*)
- ECHD 7460 Issues in Student Affairs Administration

Other

- 60 Total Credit Hours
- Comprehensive Exams

PH.D.

Prerequisite Courses

- ECHD 7400 Foundations of Student Affairs Administration
- ECHD 7420 Theories of College Student Development
- ECHD 7440 Administration in College Student Affairs
- ECHD 7840 Internship in Student Affairs (*Internship in College Student Affairs*)

- ECHD 7060 Cross-Cultural Counseling (or any diversity training course)
- ECHD 6300 Descriptive Statistics (*Course does not exist in UGA Bulletin*)
- EDHI 8300 Law and Higher Education

Required Courses

- ECHD 9400 Seminar in Student Affairs Administration
- ECHD 9420 Advanced Theories of College Student Development
- ECHD 9480 The College Student
- ECHD 9410 Organizational Development, Policy Development and Consultation (*Organizational Development and Consultation in Higher Education*)
- ECHD 9430 Environmental and Facilities Management (*Environmental Assessment and Milieu Management*)
- ECHD 9450 Administrative Practices in Student Affairs (*Staffing Practices in Student Affairs*)
- ECHD 9470 Academic Student Services (*Collaboration in Academic and Student Affairs*)
- ECHD 9460 Student Affairs Administration Capstone (2 semester hours taken during last fall in program) (*Issues in Student Affairs Administration*)
- ECHD 8990 Research Seminar in Counseling and Human Development Services (Take each semester: part-time students 1 credit hour/full-time students 3 credit hours)
- ECHD 9490 College Student Outcomes Assessment and Accreditation
- ECHD 9970 Research Methods (*Educational Research in Counseling and Human Development Services*)

Research and Evaluation Core

- ERSH 8310 Applied Analysis of Variance (*Applied Analysis of Variance Methods in Education*)
- ERSH 8320 Applied Correlation and Regression Methods in Education
- QUAL 8400 Qualitative Research in Education (*Qualitative Research Traditions*)
- QUAL 8410 Designing Qualitative Research
- ECHD 9000 Doctoral Research (part-time 3 credit hours once, 1-2 credit hours thereafter/full-time 3 credit hours each semester until oral prelim defense)
- ECHD 9300 Dissertation (12 hours minimum required) (*Doctoral Dissertation*)

Elective Courses

- At least 6 semester hours

Supervised Practice

- ECHD 9830 Administrative Internship in Student Affairs Administration
- ECHD 9850 Teaching Internship in Student Affairs Administration (*Teaching Internship in Counseling and Human Development Services*)

Other Requirements

- Publishable Paper
- Written and Oral Preliminary Exams
- Dissertation

Course Descriptions

ECHD 7400 Foundations of College Student Affairs Administration

- The field of college student affairs with emphasis on historical, philosophical, psychological, and sociological foundations, and student service functions.

ECHD 6030 Interpersonal Facilitation & Intervention I

- Basic counseling skills for student affairs practice. Course focuses on counseling techniques and theories appropriate for use with college students as they deal with developmental issues and concerns.

ECHD 7090 Structured Group Interventions

- Basic approaches to structured group work in relation to goals, objectives, and dynamics and the implications of group approaches to personal and educational development of students and adults.

ECHD 7420 Theories of College Student Development

- Human development and person-environment theories, assessment methods, and their applications to college students.

ECHD 7000 CSAA-M Seminar

- Research while enrolled for a Master's degree under the direction of faculty members. ECHD 6040 Interpersonal Facilitation & Intervention II
- Focuses on strategies and tools that may be used to assist college students, including psychological assessment techniques, career development theory and interventions, and use of facilitation skills in working with staff.

ECHD 7740 Practicum in College Student Affairs

- Supervised practice within a student affairs program at an institution of higher learning. ECHD 7940 Research Methods
- Behavioral science research methods used to study college students and higher education institutions. Examination of frequently used qualitative and quantitative research approaches, critique of published research in the field, and development of research plans.

ECHD 7460 Issues in Student Affairs Administration (various topics)

- Specific issues in college student affairs administration. Topics will vary but will focus on the development of knowledge and skills in emerging areas relevant to professionals in college student affairs administration.

ECHD 7840 Student Affairs Internship

- Supervised experience in a college setting appropriate to college student affairs. ECHD 7410 College Student Affairs Interventions
- Application of student development and organization development theories to the institutional environments of college students for purposes of enhancing their personal and educational development.

ECHD 7060 Multicultural Practice in Student Affairs (Cross-Cultural Counseling)

- Knowledge, skills, and self-awareness needed to counsel members of racially and ethnically diverse populations.

ECHD 7430 Campus Ecology

- The modern American college and university and their students, with special emphasis on the diverse student populations. College student ecology, including

exploration of trends in higher education, the impact of college on students, and current campus cultures.

ECHD 7440 Administration in College Student Affairs

- Leadership and administration principles and practices applied to college student affairs programs and services. Administrative approaches designed to support, enhance, and create developmental educational environments for college students.

ECHD 8000 Law and Higher Education

- Legal issues in student affairs. An overview of the legal issues arising in and relevant to the practice of student affairs in higher education.

ECHD 7770 Program Evaluation and Outcomes Assessment

- Program evaluation and outcomes assessment techniques appropriate for use by college student affairs divisions, which includes review of student affairs literature on evaluation and outcomes measurement, scrutiny of issues associated with assessment of out-of-class learning, published instruments, and qualitative and quantitative designs for outcomes assessment and program evaluation.

PH.D.

ECHD 9400 Seminar in Student Affairs Administration

- Current trends, issues, and research related to contemporary college student affairs practices. Organizational patterns, models, and structures; professional standards; personnel practices; and innovations in program and service delivery.

ECHD 9420 Advanced Theories of College Student Development

- Major theories of college-student psychosocial, intellectual, moral, and ego development; measurement of developmental constructs; and effects of college attendance on each domain. Differences attributable to gender, socioeconomic background, sexual orientation, age, and ethnicity.

ECHD 9480 The College Student

- Introduction to the theoretical foundation of the practice of student affairs and characteristics of diverse student populations in American higher education. Course content will focus on the application of student development and learning theory and the impact of college environments on college students.

ECHD 9410 Organizational Development, Policy Development and Consultation

- Organizational development strategies and consultation approaches designed to strengthen higher education organizations.

ECHD 9430 Environmental and Facilities Management

- Theories and techniques for assessing human environments in educational settings and strategies to influence them.

ECHD 9450 Administrative Practices in Student Affairs

- Research and theory in staff recruitment and selection, new position orientation, staff supervision, staff development and continuing education, and performance appraisal.

ECHD 9470 Academic Student Services

- Introduction to academic student services with an emphasis on collaborations with student affairs. Emphasis will be placed on an overview of student

academic service departments and the organizational differences between those departments and student affairs.

•
ECHD 9460 Student Affairs Administration Capstone (2 semester hours taken during last fall in program)

ECHD 8990 Research Seminar in Counseling and Human Development Services (Take each semester: part-time students 1 credit hour/full-time students 3 credit hours)

- Research seminar for individuals or groups of doctoral students dealing with proposed psychological, vocational, educational, and developmental programs and projects.

ECHD 9490 College Student Outcomes Assessment and Accreditation

- Students will focus on critical issues facing student affairs by exploring emerging trends in outcome assessment and program evaluation.

ECHD 9970 Research Methods

- Designed for advanced graduate students to accommodate research in current psychological, vocational, and educational and developmental trends, unique interests and special research efforts.

ERSH 8310 Applied Analysis of Variance

- Experimental design and the analysis of data from experiments, including orthogonal analysis of variance for single and multifactor designs, randomized block, repeated measures, and mixed models. Computer applications and reporting results using APA style.

ERSH 8320 Applied Correlation and Regression Methods in Education

- Nonexperimental and quasi-experimental research studies, including simple and multiple regression techniques, nonorthogonal analysis of variances, correlation techniques, and analysis of covariance.

QUAL 8400 Qualitative Research in Education

- Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.

QUAL 8410 Designing Qualitative Research

- Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.

ECHD 9000 Doctoral Research (part-time 3 credit hours once, 1-2 credit hours thereafter/full-time 3 credit hours each semester until oral prelim defense)

- Research while enrolled for a doctoral degree under the direction of faculty members. ECHD 9300 Dissertation (12 hours minimum required)

- Dissertation writing under the direction of the major professor. ECHD 9830 Administrative Internship in Student Affairs Administration

- Advanced supervised experience in an applied higher education administrative setting. ECHD 9850 Teaching Internship in Student

Affairs Administration

- Advanced supervised experience in university teaching.

THE FLORIDA STATE UNIVERSITY

FSU 5 year enrollment:

2010 - M.S. 52	Ed.D./Ph.D. - 70
2011 - M.S. 75	Ed.D./Ph.D. - 44
2012 - M.S. 67	Ed.D./Ph.D. - 39
2013 - M.S. 52	Ed.D./Ph.D. - 45
2014 - M.S. 50	Ed.D./Ph.D. - 48

- **Enrollment projections**

- We project 8-10 Ph.D. students/year, 5-7 Ed.D. students/year, and 25-30+ M.Ed. students/year.

- **Practical experiences** (internships) either on campus, on other proximate campuses, in the local community, using national associations, or internationally:

- All M.Ed. students are required by program requirement to complete six (6) hours of internship credit during their two years in the program or approximately (120 hours x 2= 240 total hours).

Most students do two 3 credit internships over the two year degree.

FSU follows the NASPA and ACPA Guidelines regarding the number of clock hours, experiences, and credit hours required.

FSU Support budget, personnel and direct (supplies, copying, etc.):

- FSU's programs are part of a larger department (Educational Leadership & Policy Studies) that includes other programs in addition to Higher Education. The support budget, personnel, and direct costs are not broken out by program.

Tuition remission policies for graduate assistants:

All graduate students on assistantships receive a tuition waiver (regardless of state residency); students are responsible for fees.

- Almost all full-time Master's and doctoral students have Graduate Assistant positions = about 99%; as a result of some students who just show up; Current year, only one out of four who "just showed up" did not have a graduate assistantship.
- Get a certain specified number from the University. Burden reduced for out-of-state students after one year when they become State residents.
- There is some assistance from other Auxiliary units such as housing, etc.

FSU Degree Requirements

We offer the higher education program at the M.S., Ed.D. and Ph.D. levels.

- Master's

- 39 hours of course work including:
 - 27 hours in required courses
 - 3-6 hours of required track courses*
 - 3-6 hours of electives*
 - 6 hours of internship credit
 - Professional Portfolio

All Master's degree students are required to prepare a professional portfolio as a capstone experience that should be presented during the last semester of the student's enrollment. For those in the student affairs emphasis, the portfolio preparation process is introduced in the summer term between the first and second year of the Master's program in the course, SDS 5804, Practicum in Student Services. There are two opportunities for this course. One takes place locally and one internationally (London). A presentation of the portfolio is a part of the requirements for the course — EDH 5630 is Capstone in Higher Education.

- Doctor of Education (Ed.D.)
 - The Ed.D. degree requires a minimum of 57 semester hours of coursework beyond the Master's degree plus 24 hours of dissertation credit
The 57 semester hours must include:
 - 21 hours of core courses
 - 18 hours of research courses
 - 12 hours of foundation courses
 - 6 hours of electives
 - + 24 dissertation hours
 - 3.00 minimum GPA

FSU Doctoral Residency

Residency credits must be earned by each student after being admitted to a doctoral program. Residency is a University requirement; it is enforced by the Dean of Graduate Studies without exception.

An Ed.D. student may accumulate 24 credits in 12 consecutive months or 30 credits in 16 months.

FSU Scholarships & Aid

48 Assistantships are offered in Student Affairs and other divisions across the university

FSU CIP Code:

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.)

Yes, higher education has its own CIP code.

FLORIDA ATLANTIC UNIVERSITY

This information is also addressed in the self-study report and consultant's report in Appendices B.

Degree requirements

**M. Education, Higher Education Leadership Program
of Study**

Knowledge Domain	Course Number and Title	Credit Hours
Leadership Foundation	ADE 6381: Leadership I – Adult Learning & Assessment**	3
	EDS 6100: Leadership 2 – Leadership Theories & Assessment**	3
	EDA 6103: Leadership 3 – Administrative Processes**	3
		9 Credit Hours
Research & Technology Foundation	STA 6113: Statistical Methods in Education**	3
	EDF 6481: Educational Research Methods**	3
	EME 6426: Administrative Application of Educational Technology*	N/A
		6 Credit Hours
Professional Knowledge	<i>Core high education courses:</i>	
	EDH 6051: Introduction to Higher Education**	3
	EDH 6065: History & Philosophy of Higher Education**	3
	EDH 6635: Organization & Administration of Higher Education**	3
	<i>Plus three additional courses from the higher education elective course offerings below (must be pre-approved by advisor):</i>	
	EDH 6040: Student Development Theory	3
	EDH 6058: International Comparative Higher Education	3
	EDH 6045: Student Affairs Leadership	3
	EDH 6215: Community College Curriculum	3
	EDH 6305: Improvement of Instruction in College	3
	9 Credit Hours +	

	EDH 6367: Contemporary Issues in Student Affairs	3
		9 Credit Hours = 18 Credit Hours
Experiential Component	EDA 6905: Directed Independent Study – e.g. Organized foreign travel or other student with advisor’s approval	3
	EDA 7905: Directed Independent Study – Directed Conferences – ASHE or NASPA	3
	EDA 7943/7944: Field Project I/II	3
	EDA 6946/7945: Internship/Exchange	3
Total: 36 Credit Hours		
<p>* Technology Competence in word processing, database management, telecommunications, spreadsheets, and presentation tools are required for program exit. EME 6426: Administrative Application of Educational Technology must be taken by those who cannot demonstrate the required proficiency. Students who demonstrate the required technology proficiency on the Online Technology Proficiency Test available at www.excell.fau.edu will be waived from this course requirement.</p> <p>** Required Courses.</p>		
There is no thesis requirement for this program.		

Doctor of Philosophy in Higher Education Leadership Program of Study

Knowledge Domain	Course Number and Title	Credit Hours
Leadership	ADE 6381: Leadership 1 – Adult Learning & Assessment*	3
	EDS 6100: Leadership 2 – Leadership Theories &	3

Foundation	Assessment*	3
	EDA 6103: Leadership 3 – Administrative Processes*	3
	EDA 7106: Leadership 5 – Reframing Organizations**	3
	EDA 7931: Leadership 6 – Seminar in Executive Leadership**	6 - 15 Credit Hours
Research & Technology Foundation	EDA 6415: Introduction to Qualitative Inquiry**	3
	EME 6426: Administrative Applications of Educational Technology***	3
	STA 7114: Advanced Statistics**	3
	EDA 7416: Advanced Qualitative Inquiry	3
	EDF 7482: Advanced Educational Research (dissertation proposal)**	3
	EDA 7912: Advanced Research (dissertation literature review)**	3
		12-15 Credit Hours
Professional Knowledge	<i>Core higher education courses:</i>	
	EDH 6065: History & Philosophy of Higher Education**	3
	EDH 7935: Seminar in Higher Education**	3
	EDH 6635 (formerly EDA 6540): Organization & Administration of Higher Education**	3
	EDH 7405 (formerly EDA 7236): Legal Issues in Higher Education**	3
	EDH 7505 (formerly EDA 6244): Higher Education Business & Finance**	3
	<i>Plus three additional courses from the higher education elective course offerings below (must be pre-approved by advisor):</i>	
	EDH 6040: Student Development Theory	3
	EDH 6058: International Comparative Higher Education	3

	EDH 6045: Student Affairs Leadership	3
	EDH 6215: Community College Curriculum	3
	EDH 6305: Improvement of Instruction in Colleges	3
	EDH 6367: Contemporary Issues in Student Affairs	3
		9 Credit Hours = 24 Credit Hours
Experiential Component	EDA 6905: Directed Independent Study – e.g. Organized foreign travel or other study with advisor’s approval	3 - 6 3
	EDA 6925: Administrative Externship 1 – e.g. Executive colloquia	3 (x2) = 6
	EDA 6925: Administrative Externship 2 – e.g. Action Learning Teams (2 consecutive semesters required if enrolled)	3 - 6 3
	EDA 6946/7945: Internship/Exchange****	3
	EDA 7905: Directed Independent Study – Directed Conferences – ASHE, NASPA, AACC, CSCC, AERA or other with advisor’s approval	3
	EDA 7943/7944: Field Project I/II	12 Credit Hours
Dissertation	EDA 7980: Dissertation*****	20+ Credit Hours

Total: 80 – 86 Credit Hours

*Students are required to meet the Master’s level prerequisites that may also be used as electives with advisor’s approval.

**Required Courses.

***Technological competence in word processing, data base management, telecommunications, spreadsheets, and presentation

tools are required for program exit. EME 6426: Administrative Applications of Educational Technology must be taken by those

who cannot demonstrate the required technology proficiency. Students who demonstrate the required technology proficiency on

the Online Technology Proficiency Test available at www.excell.fau.edu will be waived from

this course requirement.

***The 3-credit hour internship requires 75 contact hours + 25 non-contact hours. The 6 credit-hour internship requires 150

contact hours + 50 non-contact hours.

*****A minimum of 20 dissertation credits hours is required for program completion.

Updated April 2, 2014

FAU. Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.)

FAU is combined with other programs in the department. We don't have our own CIP code.

FAU Support budget, personnel and direct (supplies, copying, etc.):

FAU's programs are part of a larger department (Educational Leadership & Research Methodology) that includes other programs in addition to Higher Education. The support budget, personnel, and direct costs are not broken out by program.

Appendix J: Higher Education Leadership External Report, 2013-14

Appendix J
Higher Education Leadership External Report, 2013-14

Higher Education Leadership Programs Review

Florida Atlantic University

Stan Carpenter, Dean

College of Education, Texas State University Michael

Cuyjet, Professor Emeritus University of Louisville

Paige Haber-Curran, Associate Professor and Coordinator, Student Affairs in Higher

Education Program, Texas State University

July 22, 2014

Executive Summary

Higher Education Leadership Programs Review Florida Atlantic University

Higher Education and Student Affairs Administration Programs

The HEL program was created about 15 years ago in response to needs from the surrounding institutions and markets that were not being adequately served by the educational leadership department. This is a common way for programs to begin. The program has dedicated and passionate professors and a diverse student body. Faculty- student relationships are personal and students seem comfortable with and proud of the faculty members. Students are upbeat, enthusiastic, and engaged; invested in the programs; and believe they are getting a good education. The partnership with Division of Student Affairs for is a significant opportunity as is the successful pilot of the undergraduate leadership course. The program has the feel of a much more mature program attributable to the hard work and vast experience of the faculty.

Challenges and Concerns

There are too many students and not enough faculty in the HEL programs, the system is overloaded. The need is critical and acute. Many students in the doctoral program are at or near dissertation stage and some students are concerned about an advising bottleneck. Faculty workloads allow little time for faculty writing, although some faculty are highly productive. Some faculty from the department that are not higher education scholars are picking up some of the load, but this is not a good stopgap solution.

The way the admission requirements are presented gives a false impression, suggesting that the program is virtually open admission despite the high quality of students enrolling. There are too few graduate assistantships for HE students and a heavy reliance on Student Affairs for resources. Faculty control no resources to coordinate or fund recruitment events, student professional development or student organization activities, or even cover the administrative details of running the expanding programs.

The department's leadership core courses either overlap with or are not relevant to the work that higher education students do at both the master's and doctoral levels. The master's program includes some courses not commonly found in benchmark institutions, and there is an apparent CAS deficiency in the area of helping skills. The doctoral program is light on advanced quantitative research methods and experiential clock hours are below CAS standards. The dissertation course requirement is relatively high. Recent "comps" changes are unclear, and the structure of the current qualifying exam is increasingly rare. The educational technology course is outdated, no longer relevant, and promotes ill will among students. LiveText is a forced cost not used by HE students either. Unfortunately, faculty lack the ability to modify core leadership courses or eliminate irrelevant/outdated courses due to department policy and structure.

Master's Program Curricular Recommendations

1. Move the program in the direction of requiring 39 hours.
2. Drop the leadership core to one course and/or allow sections for HE students.
3. Require two experiential courses, one devoted to a practicum experience of at least 150 clock hours that, with the other experiential course requirement, fulfills the CAS Standard of 300 clock hours in two distinct experiences.
4. Require EDH 6040 Student Development Theory.
5. Add a course on acquiring and using helping skills and add one or more courses to address at least rudimentary concepts of higher education law and finance.

Doctoral Program Curricular Recommendations

1. Decrease the doctoral program to around 75 hours, however, we recognize that doctoral degrees at FAU require at least 80 credits beyond the baccalaureate. Post master's, this could be shortened to make the program more competitive.
2. Make sections available that are exclusively or largely doctoral students and adjust content accordingly.
3. Reduce leadership core courses that overlap with higher education core courses to make room for additional courses in other areas.
4. Require 150 clock hours for every 3 credit hours for experiential courses.
5. List basic statistics as a prerequisite and add coursework in additional advanced quantitative methods.
6. Modify "comps" to give students more time to reflect and craft responses, and better clarify how recent changes are to be prepared for and demonstrated on the exam. The comprehensive exam needs to reflect the coursework they have been given.

Other Major Recommendations

1. Hire four graduate faculty members and one undergraduate faculty member between 2014-16. A faculty member of senior rank with tenure needs to be hired and in place by Fall 2014 that could be thought of as "substituting" for some of the time that Dr. Floyd will not be able to devote to the program. This person could act as Doctoral Coordinator. There should also be a search during academic year 2014-15 for a second senior rank tenured person to help with the large enrollment of doctoral students, and a third to replace the work done by Dr. Mulder when and if she decides to transition out (Master's Coordinator). The program also needs to hire a fourth full-time faculty member dedicated to the administration of an undergraduate leadership minor under the auspices of the HEL program consisting of 15-18 credits (Undergraduate Coordinator).
2. The program needs a minimum of four graduate assistantships: one for the monthly published CCJRP journal; one to support the doctoral program; two to support the master's program. The department should be funding all of the assistantships and not rely on the Division of Student Affairs.
3. Cultivate the relationship between the program and the Division of Student Affairs and increase the number of HE students assigned to assistantships in the division. Expand partnerships to student support and success operations across FAU.
4. Eliminate the technology assessment "course" and LiveText requirements.
5. Give increased autonomy to the HEL programs. Assign the HEL programs a new CIP code, unique from others in the ELRM department to recognize HEL programs as the solid producers they are and allow better targeting of resources. The HEL program coordinator(s) should be allocated a budget for recruitment, conference activities, and student professional development organization activities and travel, as well as some dedicated support staff time. There is a case to be made that there will be a sufficient critical mass and a

sufficient differentiation from any other entity in the COE to create a new department. An alternative to that model would be to create a Center or Institute for Higher Education Leadership that could house a variety of activities, such as the academic programs, the *Community College Journal of Research and Practice*, future research projects, potential external grants, and possible visiting scholars. This would require the commitment of some support staff time and salary, space for faculty and graduate assistants, and money for graduate assistants, all ideally supported by a permanent source of funding from Educational and General budgets. This arrangement is more than supported by the current SCH production of the HEL programs, let alone the projected undergraduate SCH that could flow from the undergraduate minor in leadership. Some variation of this model is used by several major aspirational programs such as Penn State, UCLA, University of Wisconsin, University of Michigan, and others.

Higher Education Leadership Programs Review Florida Atlantic University

Higher Education and Student Affairs Administration Programs

The consultant team reviewed documentation and materials sent to them and conducted a site visit where they spoke with students, faculty, staff, and administrators and toured the facilities. Additionally, a survey of carefully selected programs was conducted to give context to the consultant's findings.

The report is organized into sections on Curriculum, Faculty, Students, and Organizational Commitment and Resources. Within each section are sub-sections on Observations and brief Benchmark Institution Findings. The final section of the document consists of Recommendations. Following the report are Appendices A-D detailing the benchmarking data and Appendix E with consultant bios.

Curriculum

The Higher Education Leadership program was created about 15 years ago as a concentration of study in response to needs from the surrounding institutions and markets that were not being adequately served by the more general educational leadership approach then being taken by the then Educational Leadership (ELRM) department. This is a common way for higher education and student affairs programs to begin and develop and a common phase in program development is to begin to differentiate the program(s) from the "birthing" department after a period of time.

Similarly, periods of high growth frequently occur when programs begin to rapidly mature and this sometimes leads to staffing and other resource issues, including mismatches between faculty expertise and preferred subject matter and student needs and desires. These themes appear to be playing out right now at FAU.

Observations

1. An immediate concern that leaps out is the length of the master's program in the context of three required, non-higher education courses and two research methods and statistics courses. This leaves only six courses for content, including three electives, and room for only one experiential course. No obvious solution presents itself for as long as the ELRM department holds to the Leadership core requirement. However, in the field of higher education, few master's degrees would normally include a full blown course in adult education theory and practice like ADE 6381 (Leadership 1) and the required course in Organization and Administration in Higher Education, with its invaluable higher education organizational context, would appear to have significant overlap with EDA 6103 (Leadership 3).

Indeed, the syllabus for EDA 6103 explicitly details the ways in which it meets the NCATE standards, a clear sign of less than relevant content for higher education and student affairs students. So, dropping the core to one course or at least allowing sections to be tailored for higher education students would add two courses for direct content and still preserve the preferred (by faculty) two research oriented courses (most programs, by the way, only have one in the master's). Our recommendation is to move the program in the direction of requiring 39 hours to fit in all the needed curricular changes, but if 36 hours is to continue as the limit, and there are good competitive arguments for it to do so, one of the two courses should be devoted to a practicum experience of at least 150 clock hours that, with the other experiential course requirement, reasonably fulfills the CAS Standard of 300 clock hours in two distinct experiences.

Another piece needed for substantial compliance with CAS would then be requiring EDH 6040 Student Development Theory. This might be a good idea anyway, since the large majority of the master's students are student affairs oriented. An implied approach might be to design the program and coursework such that it complies with CAS and then allow some flexibility with substitutions for the Comparative and Community College electives (for example) for students with those kinds of career goals.

A final apparent CAS deficiency is in the area of both individual and group helping skills. To be competitive with other student affairs oriented programs around the country, FAU might consider adding a course to expose master's students to acquiring and using these helping skills.

2. The idea of building an experiential course around a professional or research association conference is genius! Few approaches could result in a wider application and understanding of research, practice, and socialization outcomes and understandings. Care should be taken to make sure that an appropriate amount of work is performed for the credit assigned and that clock hour requirements are observed, but this innovation is a really good one and should be shared widely with the field. It is an especially good technique to use with students who come from underrepresented populations or who were non-traditional students for one reason or another, since it introduces them to the profession in a concentrated and intensive way.

3. The Technology Competence requirement may have been necessary, even innovative, a decade ago but it seems to have outlived its usefulness. The large majority of the students we met indicated that they were already sufficiently technologically competent before entering the program and many of the students and faculty that we talked to not only believed that it was unnecessary, but also thought that the department was using it to raise discretionary dollars,

meaning that any good the requirement does is more than offset by the ill will that it causes.

A similar complaint involves the use of LiveText for documenting competencies. This seems to be in service of NCATE (now CAEP) accreditation that, of course, has no bearing on higher education students at all. Hence, there is consternation about why they have to pay the money. This latter concern could be alleviated if LiveText is being used in service of university or SACS learning outcomes, but we were told that those kinds of data are collected using another system. We did not pursue these questions since they are outside of our scope, but we offer the observations simply as FYI.

4. Several master's students who we talked to believed that the master's degree needed a more applied focus in some course or courses. Specifically, several of them recommended more budget, finance, and assessment content in their courses. One way to approach this would be to develop a new course at the master's level that would contain some of the content of the Law and the Finance courses in the doctoral curriculum. We think this is important because so many of the students are already front line mid-managers in a variety of institutions. They could immediately benefit from some understanding of liability, due process, and rudimentary budgeting, just as top of mind examples.

5. Similar arguments apply to the doctoral program in terms of the EDA 6103 course—organizational context is fundamental in the study of higher education organization and administration. However, an easier case can be made for the ADE 6381 course for doctoral students, since they are more likely to be leaders in a wide variety of contexts and at a quite high level. Less clear are the requirements of EDA 7106 (Leadership 5) and EDA 7931 (Leadership 6). There appears to be significant overlap among those courses and the higher education core, again courses that have the crucial advantage of a more appropriate context. Trying to teach organizational change, for example, to students who wish to practice in public schools, adult or other service agencies, and colleges and universities all at the same time seems likely to cause the leadership content to be presented in such a generic way that it loses its punch. At a minimum, there should be "captive" sections for the three program areas so that students would be able to have extensive, context based instruction and discussions.

6. A solution to Observation 5 would go some distance toward resolving our concern with the lack of differentiation between the master's and the doctoral coursework. The only real differences appear in the Leadership 5, Leadership 6, Law, and Business and Finance courses. That is problematic especially for master's students that wish to continue their studies at FAU. Simply stated, there is little left for them to take, particularly if some of our concerns noted above are taken into account. It is possible for a student who has an FAU master's to take as few as 65 hours for the doctorate, as opposed to the 80-86 for a student from another institution. We believe that, where possible given enrollments and faculty resources, sections should be made available that are exclusively or largely doctoral students and that content should be adjusted accordingly.

7. In terms of required research courses, the program calls for two master's level courses and possibly only two additional courses at the doctoral level. It is a bit unusual to call the proposal writing course and the review of literature courses research foundation courses, but that is fine as long as at least two statistics courses and at least two courses in constructivist and

other qualitative methods are required. As you can see below, most programs require even more than that. The requirement of only one quantitative course, Advanced Statistics (STA 7114), appears to assume that all doctoral students will have previously had a basic statistics course such as STA 6113. While this may be likely for students from the FAU master's program, where two courses are required, students from other master's programs that do not require two research courses might not have studied all that is included in the first statistics course.

It would be better to list basic statistics as a prerequisite and excuse students who have taken the course or one like it in their master's program. Of the two elective courses listed in the Research and Technology Foundation section of the doctoral program, one is a course in educational technology and the other is an advanced qualitative course.

This listing of required and elective courses leaves an apparent omission of additional coursework in quantitative research, such as a course in survey design or more sophisticated analyses such as multiple regression or multivariate analysis.

8. The variety of options and the required amount of experiential courses for the doctoral program are strengths of the program and should be emulated in many other universities. Our sole observation is that the clock hour requirements are a little light. Most programs use a standard of 150 instead of 100 for 3 credit hours, as reflected in the CAS Standards.

9. During the consultant visit, discussions were held about the 20 hours of dissertation credits required. Although there are many reasons to do so and they may be valid in the FAU context, it must be noted that the number is high when compared to most programs. We mention this as much for marketing purposes as anything else. Many programs' students average that many or more, but they frequently require only

12. The FAU way may actually be better for financial aid and assistantship purposes, but it must be carefully explained on the web site because that is often the only contact that a program has with a student if the student sees something out of the ordinary that seems to be a program negative.

Another concern about this relatively high number of dissertation hours is how it may be perceived by students from other master's programs who are considering applying to the FAU HEL doctoral program. In an 86 hour program, if 15 hours are consumed by leadership courses and another 20 are used for the dissertation, there are only 51 hours of "content" courses, which may make this program appear "light" in relation to comparable higher education doctoral programs.

10. We observe for information purposes only that there is some confusion and angst surrounding the changes in the "comps." No one seems quite clear on how to measure or demonstrate clarity on the departmental values in the context of content questions. The department may also want to examine the assessment of students' knowledge of departmental values in relation to other content in the doctoral curriculum. Every doctoral program wrestles with the questions of what limited content to include in the comprehensive examination process from the totality of the curricular content.

Likewise, HEL faculty may want to consider what curricular content is not being included in the exam in order to place a strong focus on the departmental values. We would also observe that sit-down, multiple hour, high stakes examinations for qualifying for candidacy are not unheard of, but increasingly rare, especially among the more highly ranked programs in the nation. We find some merit in holding to and asking students to respond to the values, but would suggest that perhaps doing so with more time to reflect and craft one's response would seem to be a stronger teaching tool.

11. Lest we seem exclusively critical in our observations, let us make it clear that we are impressed with the students, the facilities, the faculty, and the coursework in terms of syllabi and requirements. This has the feel of a much more mature program and that can only be attributable to hard work and vast experience. The students are well served by the current higher education courses and some tweaks can only make them better.

Benchmark Institution Findings

As you will see in Appendix A, the benchmark institutions require anywhere from 9 hours of dissertation research to 16 hours, with the majority of them requiring 12 hours. Most have some sort of required enrollment even after finishing the required number, if the student is not finished. So, FAU's requirement exceeds the benchmark, but this is mitigated by not having to take any more than the 20 hours, as we understand your practice.

In every case, the master's programs at the benchmark schools either require or strongly urge students to take at least two 150 hour practicum or internship experiences and often more hours or more experiences than that. Hour requirements for the programs range from 36 to 60, mostly toward the lower of those. We would call the benchmark 39 or 42 hours in this case.

In each program, foundational courses are treated a little differently, but in no case do they include as many outside the higher education content area per se as at FAU. Usually, the requirement is for two courses of foundational content, often in educational philosophy. With minor changes in the core, FAU could be in the range of this benchmark as we have observed above and will recommend below.

Faculty

To presage our observations, FAU is quite fortunate to have an experienced group of faculty with an appropriate balance of scholarship and practice in their backgrounds. Few programs count former college presidents among their faculty, for example and all three of the core faculty have experience at multiple universities, again an uncommon characteristic and an important one for diversity of thinking and quality.

Observations

1. Successful programs often find themselves in crisis mode seemingly overnight. This

happens for a variety of reasons. At FAU, it is happening for the best of reasons— rapid growth. Growth builds on itself as word spreads and the success of the graduates begins to manifest itself. The faculty, who have been head down and moving forward, suddenly find that they are being overwhelmed in the classroom and in advising. The partnership with Student Affairs catalyzes growth and quality at the same time that the doctoral program hits its stride and also at the time that increasing enrollments over about a five year period results in a flood of students coming to dissertation stage all at the same time. Suddenly, it seems, a faculty that was large enough to teach and advise the students is no longer adequate. The Department and College are not geared to react quickly enough to these changes since the changes are, by definition, a bit unexpected.

In higher education, we expect more incremental growth. So, success breeds success until it brings disaster. In this case, Dr. Floyd's experience as an able administrator and faculty member who has been a tireless advocate for her program has led to her becoming the Interim Dean of Graduate Studies. At the same time, Dr. Mulder is contemplating the proper time to step out of the faculty role after a long and varied career. Dr. Wright is invaluable in her role as the Davie "presence," but even if she were headquartered in Boca Raton, she could not pick up the slack from Dr. Floyd's decreased availability and Dr. Mulder's departure, whenever it comes. Simply put the system is overloaded and will shortly collapse of its own weight if some help doesn't arrive very soon, preferably Fall 2014.

2. Two immediate problems seem the most intractable. First of all, Dr. Mulder is carrying the vast bulk of the load for the M.Ed. program. The students love her and say that she creates a family atmosphere. But that comes with a price. This M.Ed. program comprises over 70 students about half of which are full time! By contrast, many programs have enrollments of approximately half that of FAU with at least twice the faculty, usually even more than twice in terms of FTE. This is problematic for many reasons, including attention to recruiting, supervision of experiential coursework, attention to placement, normal and non-routine advising issues, and lack of diversity in course patterns (meaning students have to take the same professors over and over).

Secondly, that stampede in the distance coming over the metaphorical hill is doctoral students looking for committee members. Under FAU and ELRM rules, only Dr. Floyd and Dr. Wright can chair or even serve on committees. We were told that it would be mathematically impossible for every student's committee to have three committee members from his or her program area. Faculty and students are already working around this problem, but it is only going to get worse for as long as Dr. Floyd serves in the administration. Dr. Floyd seems to be chairing and serving on about twice as many committees as Dr. Wright and she seems much more successful in getting students through to graduation since 2006 (22 for Dr. Floyd, 3 for Dr. Wright). Dr. Floyd has successfully collaborated with Dr. Maslin-Ostrowski, Dr. Ira Bogotch, and Dr. Robert Shockley on helping to get students through to graduation. Whatever the reasons are for these relative numbers, they bode ill for the program and in very short order.

Again, and ominously, it appears that about half of the projected 70 doctoral students in 2014 (and 17 new ones were just admitted) are at or near dissertation stage. It is not clear what can be done about this soon enough to stem the tide. Some faculty from the department that are not higher education scholars are picking up some of the load, notably Drs. Bogotch, Maslin-Ostrowski, Pisapia, and Shockley. This is not even a good stopgap solution, however, because

students' interests might not match up well with the faculty ones and that is not fair to either party.

This is a true crisis—if there is not a resolution of student ability to create a legitimate committee in a timely way, the program will suffer in terms of retention, success rate, and recruiting. The success born of several years' work can be wiped away in two quick years and the setback could last for 5 or more years. As the consultants told the Associate Provost in our meeting with her, the program does not have two years to solve this problem. Help had better be on the way or students will suffer.

3. We were impressed with the personal nature of the faculty's interaction with the students and their level of knowledge about them. The students seem comfortable with the faculty members, not always typical with faculty of this experience level and expertise. The students are upbeat and believe they are getting a good education for their chosen professions, but they (especially the doctoral students) are concerned about the advising bottleneck.

4. We have purposely not addressed scholarship expectations in any substantive way because that was not our charge. However, we believe that we need to observe that the faculty need to achieve a good balance between teaching and scholarship, if only to provide research role models for the students. This is yet another reason to get more faculty members involved. The current level of program building and maintenance does not adequately allow time for writing, although remarkably, the tenured faculty have been quite productive given these restraints.

5. We think that some of the faculty members have particular strength in the community college arena and they should be able to leverage that comparative advantage over competing programs to attract students desiring to go into community college administration, even more than they already are. However, if the university wants to go in that direction, than resources need to be allocated beyond what is already dedicated to student affairs.

Benchmark Institution Findings

An examination of the data in Appendix B shows that every program reported significantly more faculty resources except for one and it is considerably smaller. In fact, FAU has among the largest enrollments of the group and the fewest faculty, in some cases one half the number. Looking at faculty advising and dissertation loads, it is clear that FAU will need more faculty help very soon. The table below provides evidence of the dire nature of the situation.

<i>Faculty/student data from benchmark survey for FAU comparison</i>					
	BGSU	NCSU	UGA	UofL	OSU
Number of CSP/HIED faculty	7	6	6	2.5	5
Faculty/student Ratios					

doctoral advisees	43	55	50	17	66
doctoral ratio, advisees/faculty	7.2	9.2	8.3	6.8	13.2
master's advisees	84	48	36	47	27
master's ratio, advisees/faculty	12.0	8.0	6.0	18.8	5.4
Full-time/part-time students					
full time doctoral students	*	5/10**	*	15/17	*
part time doctoral students	*	5/10**	*	2/17	*
full time master's students	*	20/23**	*	40/47	*
part time master's students	*	3/23**	*	7/47	*

* Data not provided by survey participant

** 2013-14 cohort only

Students

The students we met with were enthusiastic and engaged. They were invested in the programs and they believed that they were learning and growing in their chosen fields. They were respectful and proud of their faculty.

1. We believe that the way the admission requirements are presented gives a false impression. The minimum GPA of 2.5 for the master's program suggests that the program is virtually open admission, which is clearly not true. We think that emphasizing that the program uses a holistic process to make admissions decisions and that the preferred GPA is 3.0 sends the correct message that other things matter also and does not deter the better students who might otherwise believe that the program is not challenging enough. This would also reflect current realities. We were told that very few students were admitted with under a 3.0 GPA and there were good diversity and experience reasons for the ones that were. So, changing the presentation of the criteria would not materially change the student body, but would present a better image to faculty and students alike.

2. We note that the master's program is about evenly divided between full time and part time students. We would observe that, while this appears to respond to the environment of the university, rich as it is in a variety of higher education institutions, more emphasis on full time students would facilitate course sequencing, retention, and graduation/success percentages. Simply stated, the advising and coordination of 30-35 part time students may not be worth the faculty time and other resources devoted to them. The payoff is better with full time students by definition. Interestingly, this argument does not apply as well with part time doctoral students because they are likely to already be employed at higher education institutions, aiding both their experience of coursework and their future job prospects.

3. As stated, students are largely happy to be at FAU. However, several of the ones we talked to wished that admission was a bit more selective (graduate students) and that students

came from more different majors in order to create more diverse and interesting class discussions. Interestingly, this last point was mentioned by doctoral, master's, and undergraduate students. The graduate students expressed a little dismay at learning that because the program was pretty new, the program "brand" did not command respect yet. However, they understood that that would change rapidly as more graduates complete the program and enter the profession across the country. They expressed, not surprisingly, that they wished there was more higher education content in their classes, particularly the leadership and research methods classes.

As was noted in the curriculum section, this is typical in programs where classes consist of students from two or more disparate programs. When courses attempt to be so generic that they appeal to two or three different disciplines, they are likely to appeal to none of them. There are good reasons to combine groups when enrollments are small but when they approach the size of the higher education program at FAU, there is less justification for completely generic classes. A basic "core" of generic leadership topics across sections with other discipline-specific content in each section would retain some departmental continuity while allowing the context for examples, the literature used, and the discussions and examples to be pertinent to higher education organizations and case studies. The students know this instinctively, as do students everywhere.

4. We were impressed with the diversity of the students, reflective, of course, of the state and region. The education of everyone is enhanced by such a variety of perspectives and backgrounds in the classroom and the students seemed to understand and appreciate that.

5. The importance of the partnership between the Student Affairs division and the academic program cannot be overemphasized. Graduate assistantships not only provide income and come with tuition benefits, but they also become an integral part of the student's education. Everything possible to cultivate the relationship even more should be done. It appears that about half of the available assistantships go to higher education students. We would suggest that the program faculty work with the division to increase that number.

Benchmark Institution Findings

There is a wealth of information in Appendix C, but the take away is that FAU seems a little more oriented to part time students than the benchmark institutions, but not excessively so. FAU students seem to be more diverse than those of the benchmark schools. The strong placement rates at the benchmark universities bodes well for FAU' graduates. FAU probably does not compare well to the other universities in opportunities for practical experience at the master's level, but does at the doctoral level.

Organizational Commitment and Resources

The Higher Education Leadership programs at FAU have arrived at a crucial stage in their development, just as some staffing challenges are coming into play and the actions of the university, the college, and the department will determine failure or success for dozens of

students and for scores of future ones. The programs are having growing pains that are typical and were to be expected, exacerbated by the challenges presented by Dr. Mulder's and Dr. Floyd's situations. The following observations seem pertinent.

Observations

1. Like many other higher education leadership and administration programs in the past few decades, FAU's programs have emerged from an Educational Leadership department dominated by faculty who were hired largely to educate school administrators. These faculty are accustomed to that field, speak the language of NCATE and other such accreditation agencies, and believe that their core leadership and organizational tenets apply across a wide variety of organizations. Unfortunately, that view is not shared in the academic field of higher education.

When a higher education program is small, trying to get a purchase, it is essential to be combined with a more stable program, a kind of sponsoring program. However, when programs begin to mature and pull their own weight from an enrollment standpoint, then resources sometimes need to be reallocated. A dramatic example is found among the 10 departmental graduate assistants. The consultants were told that two were higher education students, one was attached to a sponsored program, and 7 were school administration students. The two higher education students were funded by the division of Student Affairs. So, all the graduate assistants allocated to ELRM were from the dominant program, even though over 40% of the doctoral and master's students in the department are higher education majors, including more doctoral students than in either the school administration program or the adult education program.

Of additional concern is this heavy reliance on Student Affairs for resources. While the current leadership of the Division is committed to this support, a change in that leadership could abruptly eliminate the flow of assistantships and other support that is keeping the HEL program viable. Furthermore, the higher education programs are growing and the others are static or declining. Inertia explains this situation adequately—no blame needs to be placed, but fairness would seem to indicate a need for some reallocation.

Similarly, there is a mismatch in faculty lines between higher education leadership and the school leadership program of 10 to three currently, despite the above-mentioned numbers. Additionally, in the most recent new faculty allocation in the College, as we understand it, ELRM was awarded two lines and elected to hire a research methodologist (necessary for the growing doctoral program) and a school administration person, despite the falling enrollment. That decision seems curious on its face, but it is certainly discouraging to the higher education faculty.

2. The Higher Education Leadership (HEL) faculty expressed to the consultants that they controlled no resources from the College of Education that might be needed to coordinate or fund recruitment events, student professional development or student organizations, or even the most mundane of administrative details attendant to a sizable program. However, they have been successful in gaining small grants from the Graduate College for recruitment activities. They

would like to have a program budget and a percentage FTE allocation of an administrative assistant or at least a transparent process to request resources needed to run the programs. At this point, most such funds come from Student Affairs and are dependent on the commitment of the leadership in that division.

3. The HEL faculty feel relatively powerless to reform the curriculum of their master's and doctoral programs because of the reluctance of the ELRM faculty to entertain any flexibility in the core Leadership courses. The consultants were told that the core was the "one thing that defines us." While we understand and appreciate the importance of some interdisciplinary content in courses that are taught to all students in ELRM's different programs, it may be that the disciplines in the department are too disparate to have a rigid core.

HEL faculty should be allowed the flexibility to introduce higher education material into core courses and faculty in the other ELRM disciplines perhaps should teach content appropriate to their own programs. This flexibility appears to be thwarted currently because of the departmental practice of assigning a "lead instructor" to each course to ensure syllabus uniformity and the presence of the Quality Committee that reviews the core periodically. Dr. Shockley, the department chair, indicated his willingness to consider changes that would make things better for the HEL programs, but these powerful structures seem to militate against serious reform in the current departmental configuration.

4. In spring 2013, an undergraduate leadership course, LDR 2010, was offered for the first time with more than 120 students enrolling in various sections that term. The course was designed in collaboration with the Division of Student Affairs (led by Dr. King) and the Higher Education Leadership faculty (led by Dr. Floyd). In spring 2014 the course was repeated, this time with more than 250 enrollees. Based on the apparent popularity of these courses, a team of undergraduate students supervised by Dr. Floyd and led by a doctoral student (Katie Burke) were funded by an internal grant to investigate the feasibility of an expanded undergraduate leadership program that would include a minor. Of the student leaders surveyed, 91% expressed either moderate or high interest in a undergraduate minor in leadership.

During our visit, in addition to the strong support from the undergraduate student leaders we interviewed, both the department chair and the College of Education dean

expressed enthusiasm for the undergraduate leadership minor that the HEL faculty propose to be in their purview. We will have more to say about the undergraduate leadership program in our recommendations below, but there appears to be a willingness to consider a variety of organizational configurations that would accomplish multiple goals from the dean's level.

5. Most heartening of all of our meetings, once we began to understand the severity of the situation, was the consultants' meeting with Associate Provost for Assessment and Programs, Dr. Michele Hawkins, who is charged with program reviews and who had indicated that this program would be on a list for a full, comprehensive review in 2014-

15. She was understandably concerned about a set of growing graduate programs that were about to experience a crisis of resources, especially staffing. She appeared committed to the HEL programs and clearly understood that some additional resources would be needed sooner

than later.

6. Simply to complete the loop and state what has been obvious throughout our narrative, the Student Affairs division has shown its willingness to be a wonderful partner to the ELRM department and the HEL programs. Such a relationship is crucial for a student affairs program to succeed and thrive. Similar, but probably less extensive, relationships should be sought in the student support and success operations across the campus because many HEL students these days are actually eager to become academic advisors and internships or assistantships would provide invaluable experience to them.

Benchmark Institution Findings

Appendix D reveals that the resources devoted to the benchmark programs varies greatly. A couple of the programs actually have dedicated staff and the others have a process in place to obtain need funds and personnel resources. Several of the programs are in the process of becoming or have become more autonomous. Also, FAU's policies and resources regarding assistantships and tuition stipends are comparable to the other universities.

Recommendations

1. There are too many students and not enough faculty in the HEL programs. As suggested above, this partially a systemically building problem and partially one exacerbated by the particular circumstances surrounding Drs. Floyd and Mulder. In any case, a number of actions need to occur very quickly or the situation may get out of hand and cause real damage to the program and more importantly to students. First, another faculty member needs to be hired as soon as possible. Ideally, this person would be able to be a member and co-chair for dissertations and would be in place by Fall 2014. After the consultants left, Dr. Frankie Santos Laanan was hired to fill a Higher Education line that had been vacated in early 2008. His expertise will surely be valuable for the doctoral program, especially regarding community colleges, but will not solve the dire shortage of faculty we addressed in this report.

Although this is very short notice, a posting on the listserv for student affairs and higher education professors, CSPTALK might net a one or two-year term appointee that just completed his/her degree and has not landed a position yet. Or, there may be a prospective retiree that would be willing to come to Florida for a transition appointment. The need is critical and acute—immediate help is needed, both to alleviate an advising and coursework bottleneck and, just as importantly, to demonstrate to students that there is an ongoing commitment to the HEL programs. This first hire could be thought of as “substituting” for some of the time that Dr. Floyd will not be able to devote to the program as long as she serves as Graduate Dean.

There should also be a search during academic year 2014-15 for another tenure/tenure track person to help in the near future as the large enrollment of doctoral students begins to do dissertation research. Of the two HEL faculty members who can chair right now, one is chairing a number of committees that is at the top of the benchmark range and one is already well over the range. And many more students are on the way. It is not fair for those students to

have to wait, to have slow response times to their work, or to have to settle for advising from faculty outside their areas of interest and study. The department and the university have made commitments to these students and the bill is coming due.

The programs and the department should make plans right now to replace the work done by Dr. Mulder when and if she decides to transition out. It is not an exaggeration to suggest that one person may not be able to carry the load, especially if the person is pre-tenure and needs to concentrate on his/her scholarship. Master's programs in student affairs and higher education leadership and administration are labor intensive endeavors in terms of recruiting, advising, and placement, to say nothing of teaching. A program this large needs much more attention than it is possible to give it under the current configuration of faculty.

Clearly, if up to three faculty (not including the person that was being considered while the consultants were on campus) are to be hired for the program, Dr. Mulder is out of the picture, and Dr. Floyd is otherwise occupied, two of the three should come in at a senior rank, with tenure. Therefore we recommend that three new tenure track faculty members be hired between 2014-16 (we also recommend a fourth for the undergraduate leadership minor discussed later). At least two of these new hires should be senior faculty with tenure. They will need to exert significant leadership almost immediately, particularly in doctoral dissertation mentoring.

2. A very short term palliative move would be to allow an exception to the policy that would let Dr. Mulder be on committees or even co-chair them until some help can be found. She has deep and wide experience in scholarship and is more than qualified except by position title. Of course, her workload now is already almost overwhelming so she might not agree to do it, unless some corresponding action is taken to reduce her teaching and advising load.

3. If the HEL programs are going to continue to grow or even to stay at current levels of enrollment, they are going to need some resources in addition to the help that

the Student Affairs division has been providing. Clearly, the Student Affairs support could dry up at anytime and the department would need to step up. The time to do that is now. The HEL program coordinator(s) should be allocated a budget for recruitment, for conference activities involving students that are absolutely cutting edge, innovative, and brilliant, and for student professional development organization activities and travel.

In addition, the department should be funding the two assistantships that are tasked with assisting Dr. Mulder, mostly with the master's program. Again, the Student Affairs money cannot be continually counted on for this function. A third assistantship should be allocated to the HEL programs to fulfill similar administrative functions for the doctoral programs. This is in addition to the assistantship allocated to the *Community College Journal of Research and Practice's* Editorial Office and operations. The journal is the top journal on the subject of community colleges, published 12 times per year, and helps put the program on the map. There

is potential for doctoral students (particularly those working in community colleges) to research and write applied papers along with the opportunity for other doctoral students to learn to review articles, and learn the copyediting and publication process through experiential coursework. The benchmark programs vary widely, but all have a mechanism for obtaining money from the department. At minimum, there should be an understanding about how and how much the programs can expect annually in support and how the allocation of departmental assistantships is accomplished.

4. Looking at the benchmark programs, all respected in the field, and based on our combined several decades of experience, we recommend increasing the master's program to 39 hours and decreasing the doctoral program to around 75 hours (post master's). We recognize that doctoral degrees require at least 80 credits beyond the baccalaureate degree at FAU, but this does not seem to us to be a conflict if students are required to have a master's to enter the doctoral program.

We have suggested several curricular concerns in the observations section above. The gist of our thinking is that Higher Education leadership and administration content, research, and practice are sufficiently different from the other departmental disciplines as to call into question the efficacy of having five courses in common for the doctoral program or even the three in the master's program. To be competitive, the HEL programs will have to offer substantial coursework and expertise in higher education as a field. Higher education and student affairs students do not readily tolerate or understand sitting in classes that are largely about school or non-profit/agency administration. A case can be made for the Leadership theory course (EDS 6100) for both programs and for the Adult Education theory course (ADE 6381) in the doctoral program, but the others need to be tailored to higher education contexts and taught by faculty knowledgeable in those fields.

The master's program needs at least one more experiential course, needs to require student development theory of all students, and needs to consider adding a helping skills course. Additionally, some content needs to be added in one or more courses to address at least rudimentary concepts of higher education law and finance.

The doctoral program needs more coursework that is differentiated from the master's program, either different courses, which may be difficult, or different sections. If neither is possible, then differentiations need to be made in the syllabi as to differential assignments and/or evaluation rubrics depending on level. Doctoral coursework should be more challenging than master's coursework, by definition.

5. A critical step to increase program visibility, viability, and identity is to assign the HEL programs a new CIP code, unique from others in the ELRM department. The benchmark programs except two either have their own CIP code or are in the process of getting one. The two that do not are involved in a constellation of smallish programs that need to band together for reporting purposes, but that use individuated sections to deliver their own content.

It could be argued that ELRM without HEL has an enrollment of graduate students that would call for the approximate level of resources that it currently enjoys and that HEL as a new

reporting entity could be make a case for a third or more of that level. When the reporting is all mashed together, the case for either is not as strong. The coin of the realm for institutions like FAU is graduate enrollment, especially doctoral enrollment. With good growth to point to and good graduation percentages, it is time for the HEL programs to be recognized as the solid producers that they are. A unique CIP for HEL will allow better targeting of resources.

6. With some trepidation and delicacy, we approach a couple of topics outside our actual scope, but just as observations, with the recommendation to talk out the issues as soon as feasible. Often in a department with specific, identifiable programs where one is far larger than the others, the dominant numbers translate into an inertial juggernaut that causes unintended tension by well-intentioned decisions with negative impact on the non-dominant programs, sometimes just continuing the status quo without due consideration of the views of others. We would observe that the continued use of the current technology competence test, the forced use of LiveText with students whose outcomes don't count for NCATE, and the new comprehensive exam model fall into this category. Faculty and students we talked to do not believe they are being listened to or heard on these issues.

7. Based on the success of the leadership course that has been offered twice and the positive results from the feasibility study conducted this spring, we recommend the development of an undergraduate leadership minor under the auspices of the HEL program. We suggest a minor consisting of 15-18 credit hours (five or six 3-hour courses) with a two or three course core, two or three elective courses from other colleges and departments, and a capstone course. The core could consist of LDR 2010 for the basic knowledge and skills and one or two additional courses to present more advanced leadership knowledge and experiential activities. The elective requirements would allow students to individually tailor their leadership minor coursework.

The recently conducted study of the potential for this program revealed leadership-related undergraduate and graduate courses in a number of academic areas across the

FAU campus, including the College of Education, the College of Business, the College of Arts and Letters, the College of Design and Social Inquiry, the College of Engineering and Computer Science, the College of Nursing, Military Science, and Air Force ROTC. The faculty are encouraged to also consider inclusion of courses within the College of Arts & Letters that may not have the term "leadership" within the title but would be applicable in content area, such as courses regarding interpersonal competence, intrapersonal competence, groups and social justice/ identity. The capstone course would serve as the final course and would help students synthesize and integrate their learning, develop their personal philosophy of leadership, and apply their learning to real leadership problems and situations.

In addition to the aforementioned three faculty hire recommendations, we also recommend that at least one full time faculty member be hired to lead and coordinate the undergraduate leadership minor. Instructors selected to teach in the minor should have background and coursework in leadership education and student development.

In developing curriculum for the core coursework and the capstone course, it is encouraged that

best practices in leadership education are sought out; this is a rapidly growing content area, and attention to develop the curriculum in a way that reflects a contemporary and inclusive focus on leadership is important. Resources such as the National Clearinghouse for the Leadership Programs, *The Handbook for Student Leadership Programs*, the International Leadership Association's *Guiding Questions* document, and the Leadership Educators Institute may be useful. Additionally, exemplary leadership minors to consider as program benchmarks include the University of San Diego's Leadership Studies Minor, the University of Illinois' Minor in Leadership Studies, The University of Arizona's Minor in Leadership Studies and Practice, and Elon University's Leadership Studies Minor.

While we are confident that there is a high level of interest in this minor among the undergraduate population, one final suggestion is that the survey to determine interest be replicated with a sample that more widely represents the entire campus student population. Since the sample in the recent study consisted of student leaders who might be more predisposed toward leadership development than others in the general student body, we suggest measuring a broader sample to more accurately gauge the potential strength and longevity of the campus support for the leadership minor.

8. A sort of omnibus recommendation that takes care of the bulk of our recommendations would be to give increased autonomy to the HEL programs. While this would seem at first blush to run counter to efficiency and economies of scale, such things won't matter for much longer if the programs are allowed to choke on their growth and collapse. There is a further case to be made that, if the undergraduate leadership program comes to fruition and grows to significant numbers of students and faculty, with the aid of the Student Affairs division, and if adequate faculty are added to handle the size of the HEL programs, then there will be a sufficient critical mass and a sufficient differentiation from any other entity in the COE to create a new department.

An alternative to that model would be to create a Center or Institute for Higher Education Leadership that could house a variety of activities, such as the academic programs, the *Community College Journal of Research and Practice*, future research projects, potential external grants, and possible visiting scholars. This would require the commitment of some support staff time and salary, space for faculty and graduate assistants, and money for graduate assistants, all ideally supported by a permanent source of funding from Educational and General budgets. This arrangement is more than supported by the current SCH production of the HEL programs, let alone the projected undergraduate SCH that could flow from the undergraduate minor in leadership. Some variation of this model is used by several major aspirational programs such as Penn State, UCLA, University of Wisconsin, University of Michigan, and others.

Short of one of these alternatives, the HEL programs can be assigned some sort of curricular and policy autonomy that is more in line with benchmark programs and given access to the resources to implement them properly. This is a pretty bold step, but the HEL programs are at a major inflection point—they will go on to greatness potentially with proper vision and nurturance or they will implode, possibly loudly.

In closing, we are pleased that Associate Provost Hawkins has plans to conduct a full review of this program in the near future. We hope that this preliminary review is useful and helps to organize an approach to deeper inquiry to the benefit of this viable and valuable higher education leadership program.

Appendix A

Benchmark Approaches, Curriculum

Degree Plans

Oklahoma State University

OKLAHOMA STATE UNIVERSITY

School of Educational Studies – College of Education

M.S. PROGRAM IN EDUCATIONAL LEADERSHIP STUDIES

Option: Higher Education

36 Hours

Common Core	6 hours
EDLE 5813 Leadership Theory and Ethical Decision Making EDLE 5953 Developing Educational Organizations	
Research and Inquiry to be selected from the following:	6 hours
REMS 5013 Research Design and Methodology REMS 5953 Statistical Methods in Education SCFD 5913 Introduction to Qualitative Inquiry	
Emphasis Core	15 hours
EDLE 5973 Foundations of Higher Education EDLE 5983 Administrative Issues in Higher Education EDLE 6583 The Impact of College on Students and Society EDLE 6233 Critical Issues in Higher Education EDLE 5883 Field Studies Internship I	
Elective Hours	3 hours
<i>(chosen from the list below or other approved by advisor)</i>	
Thesis Option	6 hours

EDLE 5000 Thesis or Report

OR

Creative Component Option (two components required)

6 hours

a) EDLE 5720/Educational Workshop

b) Elective Hours (*an additional 3 hours from list below or other approved by advisor*)

EDLE 6463 Higher Education Law

EDLE 6753 Historical Development of Higher Education HRAE

5203 Foundations of Adult and Continuing Education HRAE

5213 Characteristics of Adult Learners

SCFD 5883 Educational Sociology

SDEV 6173 Higher Education Student Personnel Administration SDEV

6213 Higher Education Student Personnel Services

M.S. IN EDUCATIONAL LEADERSHIP STUDIES

Option: College Student Development

Required Hours: 42

COMMON CORE

24 hours

NOTE: These 8 courses must be taken BEFORE you sit for your comprehensive exam

SDEV 5173: Introduction to Student Affairs

SDEV 5213: Student Development Theory

SDEV 5233: Advanced Student Development Theory

SDEV 5333: Effective Leadership in Student Services

SDEV 5320: Seminar in Student Dev. (Individual & Group Helping Skills)

SDEV 5463: Legal Issues in Student Affairs

SDEV 6220: Internship in Higher Education Student Personnel (6 hours)

RESEARCH & INQUIRY:

6 hours

REMS 5013: Research Design & Methodology

Select ONE of the following courses:

REMS 5953: Statistical Methods in Education

SCFD 5913: Introduction to Qualitative
Research

ELECTIVE COURSES**12 hours****Select ONE of the following options:**Option A. SDEV 5000: Master's Thesis **6 hours**Option B. SDEV 6580: Creative Component **3 hours****Possible elective courses:** **6 hours** (if option A above)*(or others approved by advisor)* **9 hours** (if option B above)

SDEV 5223: Career Development for College Students

SCFD 5883: Educational Sociology

SCFD 5990: Religion and Education

SCFD 6883: Transforming Pedagogies

SCFD 6983: Diversity and Equity Issues in

Education SCFD 6853: Cultural Anthropology in

Education SCFD 6443: Ethics and Moral Education

SCFD 5990: Gender and Education

SCFD 5990: Pop Culture and

Education

EDLE 6583: The Impact of College on Students and on Society

EDLE 6233: Critical Issues in Higher Education

EDLE 5973: Foundations of Higher Education

EDLE 5983: Administrative Issues in Higher Education

EDLE 6683: The Community Junior College

EDLE 6703: Finance in Higher Education

REMS 6003: Analysis of Variance

EPSY 5713: Transpersonal Human Development

HDFS 5583: Human Sexuality

Ph.D. in Educational Leadership and Policy Studies Option: Higher Education Administration

COURSE WORK

A minimum of 72 hours beyond the master's degree to include the following:

General EDLE Doctoral Core **6 hours**

EDLE 6603 Organizational Theory in Education

EDLE 6823 Educational Leadership

Inquiry Core **18 hours**

EDLE 6853 Research Traditions in Educational Leadership

SCFD 6123 Qualitative Research I

REMS 5953* Statistical Methods in Education

REMS 6003* Analysis of Variance

SCFD 6193* Qualitative Research II **OR**

REMS 6013* Multiple Regression Analysis

EDLE 6910 Practicum in Dissertation Proposal Writing
Higher Education Administration 24
hours

Required Core – 15 hours

- EDLE 6233 Critical Issues in Higher Education
- EDLE 6463 Higher Education Law
- EDLE 6710 Special Topics/Research Residency
- EDLE 6753 Historical Development of American Higher Education
- EDLE 6870 Public Policy and Higher Education

Electives – 9 hours**

- EDLE 6583 The Impact of College on Students and Society
- EDLE 6683 The Community College
- EDLE 6703 Finance in Higher Education
- EDLE 6733 Planning and Educational Change
- EDLE 6803 Administration in Higher Education
- EDLE 6833 College and University Presidency
- EDLE 6850 Directed Reading
- EDLE 6863 University and College Campus Culture
- EDLE 6870 Institutional Research and Policy Analysis
- EDLE 6883 Internship in Education I

Cognate or Electives with a Thematic Focus 9 hours
Independent Research (Dissertation)
of 15 hours

Minimum

- EDLE 6000 Doctoral Dissertation (15 hours)

*Denotes classes with prerequisites

**Electives and any additional courses must be approved by the student's committee

Ph.D. in Educational Leadership and Policy Studies Option: Higher Education Administration

COURSE WORK

A minimum of 72 hours beyond the master's degree to include the following:

General EDLE Doctoral Core 6 hours

- EDLE 6603 Organizational Theory in Education
- EDLE 6823 Educational Leadership

Inquiry Core 18 hours

- EDLE 6853 Research Traditions in Educational Leadership
- SCFD 6123 Qualitative Research I
- REMS 5953* Statistical Methods in Education
- REMS 6003* Analysis of Variance
- SCFD 6193* Qualitative Research II **OR**
- REMS 6013* Multiple Regression Analysis
- EDLE 6910 Practicum in Dissertation Proposal Writing

Higher Education Administration 15 hours

Required Core – 15 hours

- EDLE 6233 Critical Issues in Higher Education

EDLE 6463 Higher Education Law
EDLE 6710 Special Topics/Research Residency
EDLE 6753 Historical Development of American Higher Education
EDLE 6870 Public Policy and Higher Education

Legal Certificate Coursework

18 hours 9 hours

Required Core – 12 hours
Introduction to Legal Education (OCU Course/seminar series)
Employment Law
Constitutional Law II
HIED Law II Captstone course (developed/taught in conjunction with OCU faculty)

Electives – 6 hours Legislation
(Administrative Law) Negotiation
Criminal Procedure
EDLE 6883/6893 (Externship)

Independent Research (Dissertation)

M

Minimum of 15 hours

EDLE 6000 Doctoral Dissertation (15 hours)

*Denotes classes with prerequisites

**Electives and any additional courses must be approved by the student's committee

Approved: April 10, 2014 Effective: Fall 2014

North Carolina State University

NC State University

M.Ed. in Higher Education Administration Ph.D. in Educational Research and Policy

Analysis: Higher Education

Degree Requirements 73 hours

Doctoral Program

Foundational Core (12---credit minimum)

ELP 724: Contemporary Educational Thought

Offered: Fall and Spring

Explores 20th-century works in educational philosophy. Considers such movements as pragmatism, reconstruction, perennialism, and existentialism.

ELP 735: Policy Research in Higher Education

Offered: Every Year (Semester Varies)

Draws on both classic and contemporary materials in educational policy research and focuses on the substance of policy research rather than methodology. Addresses research pertaining to the foundations, implementation, and evaluation of policy in all levels and sectors of the educational system.

EAC 749: Finance in Higher Education

Offered: Every Fall

Examines theory, research, practices, and issues in development and management of financial resources in higher education.

ELP 780: Evaluation Theory and Practice in Education

Offered: Every Year (Semester Varies)

Reviews educational program evaluation with emphasis on (a) theory and conceptual models of evaluation, (b) evaluation design, and (c) environmental and practical factors influencing design and implementation of evaluation studies.

Higher Education Core (18-credit minimum)

EAC 787: Organizational Theories and Concepts in Higher Education

Offered: Every Spring

Introduces present and potential administrators to organizational theories useful for administration of effective higher education programs.

EAC 714: Foundations of Higher Education Research and Scholarship

Offered: Every Fall

Provides an introduction to scholarship and research in the field of higher education by exploring the central paradigms and methodological approaches in postsecondary education research, developing skills for effective reviews of the literature, and exposing students to qualitative and quantitative methods.

Electives (12---credit minimum)

(Courses selected in consultation with your advisor.)

Research Core (18---credit minimum)

ED 710: Applied Quantitative Methods in Education I

Offered: Fall and Spring

Equips students with the tools to examine design issues in research, create data sets, develop research questions, use a variety of descriptive and inferential procedures to answer formulated research questions, interpret results, and write results in keeping with the language of educational research.

ED 711: Applied Quantitative Methods in Education II

Offered: Fall and Spring

Focuses on application and enhancement of quantitative skills through analysis of existing datasets. Requires students to practice and extend multiple

regression knowledge and skills, generate and test hypotheses in a multiple regression framework, and appropriately disseminate results.

ED 730: Introduction to Qualitative Research in Education

Offered: Fall and Spring

Emphasizes design of qualitative studies, conduct of field work including open-ended interviews and participant observation, analysis of data, and understanding of theoretical and philosophical background of this research approach.

ED 731: Advanced Qualitative Research and Data Analysis in Education

Offered: Fall and Spring

Requires the use of field-based and general qualitative research data analysis methods in the social study of education. Helps participants acquire skills and gain experience using various methodological and analytical research techniques. Emphasizes the collection, management, analysis, and interpretation of qualitative data.

Applied Research (3-credit minimum)

Advanced methods and independent study offerings will vary. Consult with advisor.

Dissertation Research (9-credit minimum)

EAC 895: Doctoral Dissertation Research

Offered: Fall and Spring

Master's Program 39 hours

Required Core

EAC 517: Current Issues in Higher Education

Offered: Every Spring **Recommended:** Year 2

Explores important social, political, and economic issues affecting the present and future operation of colleges and universities in the United States.

EAC 540: Foundations of Higher Education and Student Affairs

Offered: Every Fall **Recommended:** Year 1

Examines knowledge that guides professional practice in higher education and student affairs, such as: history of higher education, professional development opportunities, student and institutional diversity, group process, and helping and advising skills. Programmatic applications are emphasized through class assignments.

EAC 542: Student Characteristics and the College Environment

Offered: Every Spring **Recommended:** Year 1

Addresses the history and philosophy of student affairs, the impact of college on students, and current issues of concern to students and student affairs professionals.

EAC 543: Student Development Theory

Offered: Every Fall **Recommended:** Year 1

Provides an understanding of the major student development theories, as well as existing and emerging literature in this area. Requires the application of student development theory to specific student affairs settings, issues, and populations.

EAC 545: Higher Education Master's Professional Seminar

Offered: Every Spring **Recommended:** Year 2

Emphasizes application of concepts and theories learned in previously completed coursework to understand and analyze current issues facing student affairs professionals. Focuses particularly on the job search process and transition out of graduate school. Facilitates the transition from student to full-time student affairs professional through critical examination, synthesis, integration, and practical application of prior and concurrent coursework.

EAC 595: Research and Assessment in Higher Education and Student Affairs

Offered: Every Fall **Recommended:** Year 1

Introduces master's students to quantitative and qualitative research methods, as well as relevant research literature within higher education.

EAC 651: Internship in Adult and Higher Education

Offered: Every Fall **Recommended:** Year 2

Provides students with an opportunity to serve as participant-observers in a student affairs environment. Emphasizes skill development, critical reflection, and analysis of experiences in the field.

Required Diversity Course

Choose one of the following diversity courses (or another in consultation with advisor):

EAC 760: Diversity in Higher Education

Offered: Every Spring

Uses a multicultural competence framework to explore social identity development of individuals from various cultural backgrounds and issues of equity and access in higher education.

EAC 761: Gender Issues in Adult and Higher Education

Offered: Even Year Spring

Explores topics and issues related to the experiences of men and women in adult and higher education. This includes examination of meanings and applications of diverse feminisms, particularly as they apply to study of gendered patterns of student development in higher education.

EAC 795: International Higher Education

Offered: Odd Year Spring

Explores global learning of students and internationalization of institutions within higher education. Focuses particularly on the issues and challenges that affect higher education professionals working in the international arena.

EAC 762: Spirituality in
Higher Education

Offered: Odd Year Spring

With a focus on spirituality and religion in higher education, this course provides an introduction to an emerging area of research and practice among higher education administrators and scholars. The course encourages the development of knowledge and skills to understand and engage religious and worldview diversity in postsecondary educational contexts.

ECD 525: Cross---Cultural Counseling

Offered: Every Fall

Examines theory and practice of counseling culturally different clients and addresses cultural assumptions, cultural values, counselor credibility, prejudice, and racism in context of counseling.

ECD 540: Gender Issues in Counseling

Offered: Every Spring

Explores gender as a primary identity and social construct. Focuses on gender dynamics in counseling, client empowerment, and preventive approaches.

Student Affairs Specialization

EAC 541: Administration and Finance of Student Affairs

Offered: Every Spring **Recommended:** Year 1

Examines the role of student affairs in higher education institutions in the context of: organizational structures, leadership and decision-making, planning and budgeting, and staffing and supervision.

Choose one of the following:

ECD 524: Career Counseling and Development

Offered: Every Spring

Equips students with the knowledge and skills needed to (a) provide professional career counseling to individuals, and (b) design, implement and evaluate career development programs for particular groups.

ECD 525: Cross-Cultural Counseling

Offered: Every Fall

Examines theory and practice of counseling culturally different clients and addresses cultural assumptions, cultural values, counselor credibility, prejudice, and racism in context of counseling.

ECD 530: Theories and Techniques of Counseling

Offered: Fall and Spring

Explores counseling theory and techniques such as: behavioral approaches, psychoanalytic approaches, client-centered counseling, and existential counseling and relationship models. Basic counseling skills are taught in a laboratory setting.

ECD 539: Group Counseling

Offered: Every Fall

Introduces theory and practice of group counseling. Theoretical positions include client---centered, behavioral, and rational---emotive. Aspects of group process include group leadership, group membership, and establishing and maintaining a group.

ECD 540: Gender Issues in Counseling

Offered: Every Spring

Explores gender as a primary identity and social construct. Focuses on gender dynamics in counseling, client empowerment, and preventive approaches.

Organization and Administration Specialization

EAC 749: Finance in Higher Education

Offered: Every Fall **Recommended:** Year 2

Examines theory, research, practices, and issues in the development and management of financial resources in higher education.

EAC 787: Organizational Theories and Concepts in Higher Education

Offered: Every Spring **Recommended:** Year 2

Introduces students to organizational theories useful for administration of effective higher education programs.

Departmental Elective Courses

EAC 700: Community College and Two---Year Postsecondary Education

Investigates comprehensive community colleges and technical institutes and the state systems of which they are part by discussing underlying concepts; educational needs to be served; strategies for meeting these needs; historical development; issues in establishment and operation of state systems and individual institutions; and unresolved issues and emerging trends.

EAC 704: Leadership in Higher Education

Explores issues and concepts of leadership development and practice in two- and four-year colleges and universities, as well as interpretation and communication of institutional values and organizational processes. Attention is also given to role of organizational culture in management improvement and institutional performance in higher education institutions.

EAC 716: History of Higher Education

Addresses the history of higher education, from the colonial period to the present. Emphasis is on the influence of philosophic, political, social and economic forces upon the function and structure of higher education.

EAC 778: Law and Higher Education

Constitutional, statutory, and case law is discussed in relationship to higher education. Emphasis is on faculty, student, and staff rights, and tort liability.

EAC 795: Survey Methods

Introduces students to the skills and resources needed to design and conduct a survey. Students who take this course will be able to identify and develop specific survey objectives, design survey studies, sample respondents, develop reliable and valid self-administered questionnaires, administer surveys, and process data.

Practical Experiences

(internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)

Students in the M.Ed. program in Higher Education Administration must participate in at least one internship experience in addition to their graduate assistantship. In Fall 2013, the internship experience initiated an in-class academic component alongside the internship. During Fall 2013, students participated in 180 clock hours at an approved internship site, completed academic writing and portfolio assignments, and met monthly in-class to process the collective experiences. Beginning in Fall 2014, this course has been re-envisioned to meet in-class on a bi-weekly basis and students will participate in 80 clock hours at their approved internship site. Students hold internships at area institutions in a variety of functional areas.

Moreover, students are encouraged—and majority of the students take advantage of the opportunity—to complete an additional internship experience for academic credit as an independent study. Students must complete 180 clock hours with several academic reflection and integration assignments. In the past and currently, students take advantage of this option particularly as it relates to engaging in internship experiences during the summer through national associations (e.g., NODA, ACUHO-I, NASPA) or during the academic year.

Below are some of the internship placements of students during the past academic year. Our location in the Research Triangle (Raleigh, Durham, and Chapel Hill) provides students with the access and proximity to perform internships at diverse institutional types.

- University Career Services – University of North Carolina at Chapel Hill
- Office of Student Conduct – Duke University
- Office of Scholarships & Student Aid ----- University of North Carolina at Chapel Hill
- Women In Science and Engineering (WISE) Program ----- North Carolina State

University

- First Year Experience Office – Meredith College
- Aspiring Eagles Academy – North Carolina Central University
- Summer Conference Coordinator: Conference Services – North Carolina State University
- Office of International Services – North Carolina State University
- Research Triangle Institute
- College Advising Corps

Bowling Green State University

Department of Higher Education and Student Affairs Bowling Green State University

1. Degree requirements (courses required) for master's and doctoral programs in higher education admin or student affairs admin

College Student Personnel (CSP M.A.)
42 credit hours

CSP 6010: Foundations and Functions of College Student Personnel

CSP 6020: Theory and Assessment of College

CSP 6030: Theory and Assessment of Educational Environments

CSP 6035: Multicultural Competence in Student Affairs

CSP 6040: Educational Outcomes of American Colleges and Universities

CSP 6050: Capstone Seminar

CSP 6890: Supervised Field Experience in College Student Personnel

EDFI 6410: Statistics in Education

EDFI 6420: Research in Education

6 credits graded electives (2 courses)

Higher Education Administration (HIED Ph.D.)

63 credit hours post-master's

HIED 7105: Foundations of Higher Education

HIED 7110: Governance and Organization of Higher Education

HIED 7120: Administration of Higher Education

HIED 7210: Law in Higher Education

HIED 7310: Postsecondary Students in the U.S.

EDFI 7510: Advanced Quantitative Methods in Education I

EDFI 7520: Advanced Quantitative Methods in Education II

HIED 7510: Qualitative Research Problems and Methods in Higher Education

HIED 7520: Issues and Methods of Applied Inquiry in Higher Education

HIED 7800: Dissertation Seminar (2 hours)

6 credits of electives (graded or S/U) [most students do these credits as practicum] HIED 7990: Dissertation Research (16 hours)
12 credit hours of cognate courses
6 credit hours of electives

Names and course descriptions for departmental courses CSP

- CSP 6010: Foundations and Functions of College Student Personnel (3)—History, philosophy, and goals of student affairs units in colleges and universities; emphasis on practitioner roles and responsibilities.
- CSP 6020: Theory and Assessment of College Student Development (3)—Examination of theories describing patterns of growth and development during the college years. Implications for the design of educational practice on the college campus.
- CSP 6030: Theory and Assessment of Educational Environments (3)—Application of environmental theory to the assessment of human environments. Special emphasis on the study of select campus environments and their influence on students.
- CSP 6035: Multicultural Competence in Student Affairs (3)—Emphasizes development of awareness, knowledge, and skills necessary to be a multiculturally competent student affairs practitioner. Emphasis on practitioner responsibilities, challenges, and opportunities for creating and sustaining multiculturally affirming campus communities.
- CSP 6040: Educational Outcomes of American Colleges and Universities (3)—Examination of the impact of post-secondary educational institutions on students; exploration of barriers to student development and the role of student affairs in reducing these barriers and increasing the beneficial impacts.
- CSP 6050: Capstone Seminar (3)—This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in CSP and to prepare students for their transitions to professional positions within student affairs upon graduation.
- CSP 6890: Supervised Field Experience in College Student Personnel (6)—Student must be engaged in supervised experience in appropriate areas of higher education and student affairs. Participation in regularly scheduled seminars dealing with analysis of issues in higher education is required.
- EDFI 6410: Statistics in Education (3)—Statistics as a tool in education and research, descriptive statistics, transformation of scores, sampling and probability, linear correlation and regression, introduction to statistical inference, basic tests of significance, and effect size.
- EDFI 6420: Research in Education (3)—Identification and evaluation of research problems, research designs, use of library resources, data gathering, and writing research reports.
- A variety of elective courses are offered in CSP.

HIED

- HIED 7105: Foundations of Higher Education (3)-This course emphasizes the social foundations of higher education as well as the history, curriculum, and philosophy.
- HIED 7110: Governance and Organization of Higher Education (3)-In this seminar emphasis is placed on developing an understanding of the missions, organizational structures, and governance of institutions of higher education.
- HIED 7120: Administration of Higher Education (3)-This seminar involves an exploration of the functional areas/skills that contribute to the effective administration of institutions of higher education. Emphasis is placed on planning, leadership, personnel administration, and facility management in the higher education environment. (Prerequisite: HIED 7110 or consent of instructor)
- HIED 7210: Law in Higher Education (3)-This course emphasizes the legal environments of postsecondary institutions, legal processes and analyses, and problems incurred in the administration of colleges and universities.
- HIED 7310: Postsecondary Students in the U.S. (3)-This course offers a comprehensive overview of postsecondary students in the U.S. from the perspective of demographic, psychological, and cultural differences; patterns of growth and change during the college years; and the expected educational outcomes of college attendance.

- EDFI 7510: Advanced Quantitative Methods in Education I (3)-Theoretical and philosophical constructs in research designs and projects; formulation and critique of research proposals; statistical inference and application of selected techniques (basic research designs, chi-square, F- statistics, measures of relationships, covariance analyses, and other topics). (Taken concurrently with EDFI 6410: Statistics in Education or exemption from advisor)
- EDFI 7520: Advanced Quantitative Methods in Education II (3)-Continuation of EDFI 7510; second semester of a two-semester course sequence. (Prerequisite: EDFI 7510)
- HIED 7510: Qualitative Research Problems and Methods in Higher Education (3)-An examination of alternative paradigms and methods of research in higher education with a comprehensive overview of extant models, including naturalistic inquiry, case study, and ethnography, and their application to problems and practices in higher education.
- HIED 7520: Issues and Methods of Applied Inquiry in Higher Education (3)-This course focuses on research methods used by higher education administrators and emphasizes the application of data or information to the processes of decision-making and policy formulation. (Prerequisites: EDFI 7510, EDFI 7520, HIED 7510)
- HIED 7800: Graduate Seminar in Higher Education: Dissertation Seminar (2) This two-semester course is designed to help students prepare for the dissertation process and should be completed during the last year of coursework. Selection of research topics/methods, selection of committee chairs/members, and steps in the dissertation completion process are emphasized. (1 credit hour each –fall and spring)
- HIED 7990: Dissertation Research (16)-Students must maintain continuous registration in this course while they are completing their dissertations. A minimum of 16 credit hours of HIED 7990 is required for the Ph.D. (variable credit hours)
- A variety of elective courses are offered in HIED.

Degree requirements (courses required) for master's and doctoral programs in higher education admin or student affairs admin

Master's of Education in College Student Personnel

Core Professional Area (total 30 hours)

ELFH 600 Introduction to Research Methods and Statistics	3
ECPY 660 Introduction to College Student Personnel	3
ECPY 661 Theories of College Student Development	3
ECPY 623 Helping Skills for Student Affairs Professionals	3
ECPY 660 Student Affairs Programs, Policies, and Practices	3
ECPY 663 Multicultural and Diversity Issues	3
ECPY 664 College Student Sub-Cultures	3
ECPY 670 Career Counseling	3
ECPY 761 Program Development & Evaluation in Student Affairs	3

College Student Personnel Concentration (total 9 hours)

ECPY 681 Internship in College Student Personnel Services	3
ELFH 682 The Organization and Administration of Higher Education Institutions	3
ECPY 695 Capstone Seminar in College Personnel Work	3
Professional Elective (3 hours)	3

Doctor of Philosophy in College Student Personnel

Counseling Core (6 hours)

ECPY 623 Helping Skills for Student Affairs Professionals
ECPY 650 Group Process and Practice

Foundations (9 hours)

ECPY 661 Theories of College Student Development
ECPY 663 Multicultural Issues
ECPY 670 Career Counseling

Internship/Practicum (9 hours)

ECPY 681 Internship in College Student Personnel Services (2 courses @ 3 hours = 6)
ECPY 782 Doctoral Internship (3 hours)

Professional Specialty (including electives—minimum 39 hours)

ELFH 600 Introduction to Research and Statistics
ECPY 660 Introduction to College Student Personnel
ECPY 662 Student Affairs Programs,

Practices, & Policies

- ECPY 664 College Student Subcultures
ELFH 682 Organization & Administration of Higher Ed Institutions
ECPY 793 CSP Doctoral Seminar

+7 additional courses (21 hours) chosen in concert with advisor and program committee with consideration to the student's background, interests, and professional goals

Professional Speciality Elective Courses. *Choose from the following* (not comprehensive):

- ECPY 694 Topical Seminar: Topic varies, e.g., Access & Retention
ECPY 695 Capstone Seminar in College Student Personnel
ECPY 705 Adult Development Theories ECPY
710 Social Ecology and Social Behavior
ECPY 730 Social & Ethical Issues in Counseling
ELFH 607 Principals of Educational Leadership
ELFH 610 Collaboration and Communication for Effective Leadership
ELFH 659 Planning
ELFH 662 Organizational Analysis
ELFH 663 Methods of Facilitation
ELFH 678 American Colleges and Universities ELFH
664 Organizational Change and Consulting
ELFH 680 Legal Issues in Postsecondary Education
ELFH 684 Educational Resource Management Postsecondary Education
ELFH 686 The Two Year College
ELFH 689 Special Problems: Principles and Practices of Academic Advising
ELFH 715 Advance Organizational Theory
ELFH 782 College Teaching
EDSP 668 Assistive Technology: SEMINAR
PAS 615 Advanced Seminar on Race
PAS 625 African Americans in Contemporary American Society
SOC 630 Sociology of Education
SOC 680 Social Stratification

Research/Statistics (minimum of 30 hours)

- ELFH 601 Applied Statistics
ELFH 701 Intermediate Applied Statistics ECPY
761 Program Development & Evaluation
ECPY 789 Advanced Research Design
ELFH 795 Dissertation Research (12 hours)

Research /Statistics Electives. *Choose from the following* (not comprehensive) (6 hours):

- ECPY 700 Supervised Research
ECPY 793 Seminar: Reviewing Scientific Literature
ECPY 794 Structural Equation Modeling
ECPY 765 Hierarchical Linear Modeling
ELFH 703 Multivariate Educational Statistics

ELFH 704 Qualitative Field Research Methods
ELFH 705 Qualitative Data Analysis and Representation

Course Descriptions

ELFH 600 Introduction to Research Methods and Statistics

- Emphasis given to historical, empirical, and experimental methods of research; to techniques of research design and statistical analysis; and to skills in writing reviews and critiques of research literature.

ELFH 682 Organization and Administration of Higher Education Institutions

- Exploration of organizational and administrative theory as related to colleges and universities and assessment of the roles of major administrative units of the institution.

ECPY 660 A general introduction to the historical, organizational, administrative, and practical areas of student personnel work in higher education. Bases for these areas will be discussed, with the goals and objectives of student personnel work in view.

ECPY 661 Examines and explores the major theories of student development. Discussion will be centered on the application of theories to the different types of student groups found on college campuses.

ECPY 623: Introduction /overview of individual/group counseling techniques with focus on knowledge and helping skills applicable for use by practitioners non- therapeutic, higher education settings.

ECPY 662: Review of functions of student affairs areas in higher education, how they are administered and what is considered good practice in those areas. Includes housing, counseling center, career planning, financial aid, admission, registration, student activities, student unions, student health and other selected areas

ECPY 663: Emphasis will be placed on developing effective communication skills in multicultural settings. Focus will also be directed toward various cultural and ethnic groups.

ECPY 664: Overview of various student sub-cultures and professional approaches to development of the students within each culture.

ECPY470: The study of career development across the life span. Includes a study of the methods and techniques used for assisting career and lifestyle choices

ECPY 761: Methodologies of developing student affairs programs. Needs assessment through summative evaluations

ECPY 681: The internship in student personnel is designed to provide students with the opportunity to integrate cognitive learning with practical experiences in the area of student personnel services

ECPY 695: Examines various topical areas in the field of student affairs in today's university setting. Emphasis on synthesis of topical material covered in other courses in the curriculum. Primary focus will be the integration of the practical application in conjunction with developmental theory models.

ECPY 650: Study of group processes and procedures which are applicable to counseling. Method of instruction is lecture and participation in a group.

ECPY 782: Doctoral students in counseling and student personnel or consent of instructor. Provides on-the-job supervised learning experience for doctoral students in Counseling and Personnel Services. A prospectus describing in concise detail the internship duties must be submitted the semester before the internship begins.

University of Georgia

Degree Requirements

**Course names pulled from the M.Ed. and Ph.D. student handbooks*

***Course name as listed in the UGA Bulletin*

M.ED.

First Fall Semester

- ECHD 7400 Foundations of College Student Affairs Administration
- ECHD 6030 Interpersonal Facilitation & Intervention I
- ECHD 7090 Structured Group Interventions
- ECHD 7420 Theories of College Student Development
- ECHD 7000 CSAA-M Seminar (*Master's Research*)

First Spring Semester

- ECHD 6040 Interpersonal Facilitation & Intervention II
- ECHD 7740 Practicum in College Student Affairs
- ECHD 7940 Research Methods (*Research Methods in College Student Affairs*)
- ECHD 7460 Issues in Student Affairs Administration
- ECHD 7000 Master's Research (seminar)

Summer Semester

- ECHD 7840 Student Affairs Internship (*Internship in College Student Affairs*)

Second Fall Semester

- ECHD 7410 College Student Affairs Interventions
- ECHD 7060 Multicultural Practice in Student Affairs (*Cross-Cultural Counseling*)
- ECHD 7430 Campus Ecology (*College Student Ecology*)
- ECHD 7460 Issues in Student Affairs Administration
- ECHD 7000 CSAA-M Seminar (*Master's Research*)

Second Spring Semester

- ECHD 7440 Administration in College Student Affairs
- ECHD 8000 Law and Higher Education (*Applied Project in Counseling and Human Development Services*)
- ECHD 7770 Program Evaluation and Outcomes Assessment (*Issues in Student Affairs Assessment and Evaluation*)
- ECHD 7460 Issues in Student Affairs Administration

Other

- 60 Total Credit Hours
- Comprehensive Exams

PH.D.

Prerequisite Courses

- ECHD 7400 Foundations of Student Affairs Administration
- ECHD 7420 Theories of College Student Development
- ECHD 7440 Administration in College Student Affairs
- ECHD 7840 Internship in Student Affairs (*Internship in College Student Affairs*)
- ECHD 7060 Cross-Cultural Counseling (or any diversity training course)
- ECHD 6300 Descriptive Statistics (*Course does not exist in UGA Bulletin*)
- EDHI 8300 Law and Higher Education

Required Courses

- ECHD 9400 Seminar in Student Affairs Administration
- ECHD 9420 Advanced Theories of College Student Development
- ECHD 9480 The College Student
- ECHD 9410 Organizational Development, Policy Development and Consultation (*Organizational Development and Consultation in Higher Education*)
- ECHD 9430 Environmental and Facilities Management (*Environmental Assessment and Milieu Management*)
- ECHD 9450 Administrative Practices in Student Affairs (*Staffing Practices in Student Affairs*)
- ECHD 9470 Academic Student Services (*Collaboration in Academic and Student Affairs*)
- ECHD 9460 Student Affairs Administration Capstone (2 semester hours taken during last fall in program) (*Issues in Student Affairs Administration*)
- ECHD 8990 Research Seminar in Counseling and Human Development Services (Take each semester: part-time students 1 credit hour/full-time students 3 credit hours)
- ECHD 9490 College Student Outcomes Assessment and Accreditation
- ECHD 9970 Research Methods (*Educational Research in Counseling and Human Development Services*)

Research and Evaluation Core

- ERSR 8310 Applied Analysis of Variance (*Applied Analysis of Variance Methods in Education*)
- ERSR 8320 Applied Correlation and Regression Methods in Education
- QUAL 8400 Qualitative Research in Education (*Qualitative Research Traditions*)
- QUAL 8410 Designing Qualitative Research
- ECHD 9000 Doctoral Research (part-time 3 credit hours once, 1-2 credit hours thereafter/full-time 3 credit hours each semester until oral prelim defense)
- ECHD 9300 Dissertation (12 hours minimum required) (*Doctoral Dissertation*)

Elective Courses

- At least 6 semester hours

Supervised Practice

- ECHD 9830 Administrative Internship in Student Affairs Administration
- ECHD 9850 Teaching Internship in Student Affairs Administration (*Teaching Internship in Counseling and Human Development Services*)

Other Requirements

- Publishable Paper
- Written and Oral Preliminary Exams
- Dissertation

Course Descriptions

M.ED.

ECHD 7400 Foundations of College Student Affairs Administration

- The field of college student affairs with emphasis on historical, philosophical, psychological, and sociological foundations, and student service functions.

ECHD 6030 Interpersonal Facilitation & Intervention I

- Basic counseling skills for student affairs practice. Course focuses on counseling techniques and theories appropriate for use with college students as they deal with developmental issues and concerns.

ECHD 7090 Structured Group Interventions

- Basic approaches to structured group work in relation to goals, objectives, and dynamics and the implications of group approaches to personal and educational development of students and adults.

ECHD 7420 Theories of College Student Development

- Human development and person-environment theories, assessment methods, and their applications to college students.

ECHD 7000 CSAA-M Seminar

- Research while enrolled for a master's degree under the direction of faculty members. ECHD 6040 Interpersonal Facilitation & Intervention II
- Focuses on strategies and tools that may be used to assist college students, including psychological assessment techniques, career development theory and interventions, and use of facilitation skills in working with staff.

ECHD 7740 Practicum in College Student Affairs

- Supervised practice within a student affairs program at an institution of higher learning. ECHD 7940 Research Methods
- Behavioral science research methods used to study college students and higher education institutions. Examination of frequently used qualitative and quantitative research approaches, critique of published research in the field, and development of research plans.

ECHD 7460 Issues in Student Affairs Administration (various topics)

- Specific issues in college student affairs administration. Topics will vary but will focus on the development of knowledge and skills in emerging areas relevant to professionals in college student affairs administration.

ECHD 7840 Student Affairs Internship

- Supervised experience in a college setting appropriate to college student affairs. ECHD 7410 College Student Affairs Interventions
- Application of student development and organization development theories to the institutional environments of college students for purposes of enhancing their personal and educational development.

ECHD 7060 Multicultural Practice in Student Affairs (Cross-Cultural Counseling)

- Knowledge, skills, and self-awareness needed to counsel members of racially and ethnically diverse populations.

ECHD 7430 Campus Ecology

- The modern American college and university and their students, with special emphasis on the diverse student populations. College student ecology, including exploration of trends in higher education, the impact of college on students, and current campus cultures.

ECHD 7440 Administration in College Student Affairs

- Leadership and administration principles and practices applied to college student affairs programs and services. Administrative approaches designed to support, enhance, and create developmental educational environments for college students.

ECHD 8000 Law and Higher Education

- Legal issues in student affairs. An overview of the legal issues arising in and relevant to the practice of student affairs in higher education.

ECHD 7770 Program Evaluation and Outcomes Assessment

- Program evaluation and outcomes assessment techniques appropriate for use by college student affairs divisions, which includes review of student affairs literature on evaluation and outcomes measurement, scrutiny of issues associated with assessment of out-of-class learning, published instruments, and qualitative and quantitative designs for outcomes assessment and program evaluation.

PH.D.

ECHD 9400 Seminar in Student Affairs Administration

- Current trends, issues, and research related to contemporary college student affairs practices. Organizational patterns, models, and structures; professional standards; personnel practices; and innovations in program and service delivery.

ECHD 9420 Advanced Theories of College Student Development

- Major theories of college-student psychosocial, intellectual, moral, and ego development; measurement of developmental constructs; and effects of college attendance on each domain. Differences attributable to gender, socioeconomic background, sexual orientation, age, and ethnicity.

ECHD 9480 The College Student

- Introduction to the theoretical foundation of the practice of student affairs and characteristics of diverse student populations in American higher education. Course content will focus on the application of student development and learning theory and the impact of college environments on college students.

ECHD 9410 Organizational Development, Policy Development and Consultation

- Organizational development strategies and consultation approaches designed to strengthen higher education organizations.

ECHD 9430 Environmental and Facilities Management

- Theories and techniques for assessing human environments in educational settings and strategies to influence them.

ECHD 9450 Administrative Practices in Student Affairs

- Research and theory in staff recruitment and selection, new position orientation, staff supervision, staff development and continuing education, and performance appraisal.

ECHD 9470 Academic Student Services

- Introduction to academic student services with an emphasis on collaborations with student affairs. Emphasis will be placed on an overview of student academic service departments and the organizational differences between those departments and student affairs.

ECHD 9460 Student Affairs Administration Capstone (2 semester hours taken during last fall in program) ECHD 8990 Research Seminar in Counseling and Human Development Services (Take each semester: part-time students 1 credit hour/full-time students 3 credit hours)

- Research seminar for individuals or groups of doctoral students dealing with proposed psychological, vocational, educational, and developmental programs and projects.

ECHD 9490 College Student Outcomes Assessment and Accreditation

- Students will focus on critical issues facing student affairs by exploring emerging trends in outcome assessment and program evaluation.

ECHD 9970 Research Methods

- Designed for advanced graduate students to accommodate research in current psychological, vocational, and educational and developmental trends, unique interests and special research efforts.

ERSH 8310 Applied Analysis of Variance

- Experimental design and the analysis of data from experiments, including orthogonal analysis of variance for single and multifactor designs, randomized block, repeated measures, and mixed models. Computer applications and reporting results using APA style.

ERSH 8320 Applied Correlation and Regression Methods in Education

- Nonexperimental and quasi-experimental research studies, including simple and

multiple regression techniques, nonorthogonal analysis of variances, correlation techniques, and analysis of covariance.

QUAL 8400 Qualitative Research in Education

- Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.

QUAL 8410 Designing Qualitative Research

- Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.

ECHD 9000 Doctoral Research (part-time 3 credit hours once, 1-2 credit hours thereafter/full-time 3 credit hours each semester until oral prelim defense)

- Research while enrolled for a doctoral degree under the direction of faculty members. ECHD 9300 Dissertation (12 hours minimum required)
 - Dissertation writing under the direction of the major professor. ECHD 9830 Administrative Internship in Student Affairs Administration
 - Advanced supervised experience in an applied higher education administrative setting. ECHD 9850 Teaching Internship in Student Affairs Administration
 - Advanced supervised experience in university teaching.

**Appendix B
Faculty Data**

Bowling Green State University

Number of faculty directly assigned to these programs (head count and FTE's)

CSP/HIED

Seven (headcount and FTE). All tenured or tenure-track.

Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program

CSP

1-3 faculty teach statistics and research

HIED

3 (quantitative research, higher education law, comparative higher education)

Number of master's and doctoral advisees and thesis/dissertation committees chaired by degree and faculty member

30 completed dissertations Spring 2010-Summer 2014.

	Dissertation Chair	Dissertation Committee Member	2013-2014 HIED (Ph.D.)			CSP (M.A.) Advisees
			In Coursework	At Propo- sals	At Dissertatio- n Stage	

Tenured	2	4	3	6	1	~14/year
Tenured	3	13	0	4	3	~14/year
Tenured	7	4	6	1	5	~14/year
Tenured (Chair)	6	6	2	1	4	0
Tenured (Hired 2010)	0	2	5	0	0	~14/year
Tenure Track (Hired 2010/ regular graduate faculty status)	1	1	1	0	1	~14/year
Tenure Track (Hired 2010/ provisional graduate faculty)	0	3	0	0	0	~14/year
HIED affiliate	2	3	1	0	0	n/a

HIED affiliate/	1	5				n/a
HIED affiliate/	2	6				n/a
Retired 2013	4					n/a
Retired 2010	2	9				n/a
Retired 2010	0	4				n/a

Number of theses is negligible.

NC State University

M.Ed. in Higher Education Administration Ph.D. in Educational Research and Policy Analysis: Higher Education

Numbers – Faculty

Faculty head count – 6 full---time

Faculty in ancillary programs – 18 full---time (doctoral only); 15 affiliated faculty (i.e., adjunct)

Advising Load

Faculty	Ph.D.	Ed.D.	M.Ed.	TOTAL
Alyssa Rockenbach	12	2	11	25
Audrey Jaeger	10	1	9	19
Joy Gayles	7	2	8	17
Paul Umbach	12	2	8	23
Steve Porter	7	–	–	7
Tiffany Davis	–	–	12	12
TOTAL	48	7	48	103
Average per	7	2	10	17

Number of faculty directly assigned to these programs (head count and FTE's)

- Currently 6 full-time faculty assigned to the M.Ed./Ph.D./Ed.D. programs
- Have just gotten permission to search for #7
- We do not calculate FTE differently – all are assigned to CSAA

Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program

- Across the programs, students take their courses in research and statistics from faculty/departments outside CSAA. There is not a designated number of faculty who teach these courses, but for the M.Ed., it is 1-2 faculty outside CSAA and for the doctoral students it is approximately 4-6 depending on their cognate areas.

Number of master's and doctoral advisees and thesis/dissertation committees chaired by degree and faculty member

Faculty Member	Doctoral Advisees	M.Ed. Advisees	Total Advisees
Cooper	14	5	19
Dean	12	4	17
Dunn	12	12	24
Linder	6	12	18
Maddox	5	0	5
Mean	1	3	4

University of Louisville

Number of faculty directly assigned to these programs (head count and FTE's)

Three faculty members, two full-time tenured, one half-time term appointment; 2.5 FTE. (This information is for 2013-14; after July 1, 2014, one full-time tenured faculty member is retiring and is not being replaced until fall 2015.)

Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program

Of the 14 course in the master's program, two (Multicultural Issues and Career Counseling) are taught by other faculty in our ECPY Department and two (Intro to Research and Organization and Administration of Higher education) are taught by faculty in the ELFH Department.

Number of master's and doctoral advisees and thesis/dissertation committees chaired by degree and faculty member

Master's advisor duties are split approximately by FTE; so, each full-time faculty member has 16-18, the part-time faculty member has 8-10. Doctoral program committee chairs responsibilities are split between the two full-time faculty members; each generally has 4-5 on-going each year. Doctoral dissertation committee chair responsibilities are split between the

two full-time faculty members; each generally has 4-6 on-going each year.

Oklahoma State University

Number of faculty directly assigned to these programs (head count and FTE's)

There are 5 tenured faculty in Higher Education and Student Affairs (all tenure track are now tenured). Historically, 4 were higher ed and 1 was college student development. Currently things are now all mashed together. Importantly, only 2 of the 5 teach student development courses; all of us teach higher ed courses. We have gobs of adjuncts who teach courses in all programs; mostly administrators on campus who have no official FTE assignment to the program.

Number of faculty in ancillary programs/departments who teach courses typically taken by students in the program

About 3 in our research dept do quantitative courses, about 3 in our social foundations dept do qualitative courses, 1 in counseling does a counseling class. Students take courses with other faculty case-by-case depending on their cognate or elective choices.

Number of master's and doctoral advisees and thesis/dissertations chaired by degree and faculty member

This varies all over the place. Roughly speaking, each faculty member chairs about 5-10 dissertations at any given time and has 5-10 master's students to advise

**Appendix C
Student Data**

Bowling Green State University

Number of doctoral and master's students, full-time and part-time (five year history, if possible)

	CSP Enrolled	HIED Enrolled
2013-2014	72	45
2012-2013	77	39
2011-2012	72	46
2010-2011	75	42
2009-2010	78	46

Number of graduates for each degree for the past 5 years

	CSP (Master's)	HIED (Doctoral)
2013-2014	36	7
2012-2013	35	3
2011-2012	39	9
2010-2011	37	7
2009-2010	36	9

Some kind of idea of placement rates and types of positions held by graduates, 5 year history, if possible

CSP

	2013	2012	2011	2010	2009
% Hired by Sep 1	89%	100%	97%	95%	82%
% Hired by Dec 1	100%	100%	97%	100%	92%

HIED

100% (often prior to degree completion)

Source of students, e.g., out of state, local universities, etc.

CSP – 2014-2015

29 Ohio residents (22 female), 44 non-residents (27 female)

HIED – 2014-2015

36* Ohio residents (21 female), 7 non-residents (2 female), 2 international, (2 female)

*represents current status since most become Ohio residents after first year. Incoming cohort is typically about 75% out-of-state students.

Student demographics; not just geographic background, but race, gender, age, etc.

CSP

73 total

24 Male (33%), 49 female (67%)

61 White (40 female), 8 Hispanic (4 female), 4 Asian (1 female), 4 African American (4 female), 4 other race (4 female)

71 age 22-25 (48 female), 2 age 25-35 (1 female)

HIED

35 White (17 female), 1 Hispanic (1 male), 1 Asian (1 female), 6 African American (5

female), 3 other race (3 female)

A range of ages from 27-60 in HIED program

Enrollment projections for incoming cohorts

CSP: 40 full time, 2 part time for Fall 2014 HIED: 5 full time, 2 part time for Fall 2014

Practical experiences (internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)

CSP

All FTE students are required to have 20 hour/week internship during academic year. In addition, students complete (on average):

- Two, three credit practica per student, per two years (90 hours per practica, 180 hours total per student)
- 92% (67 of 73) of master's students do an ACUHO-I/NODA/other internship in their first summer, (30 hours per week for eight weeks, 240 hours per student)
- 15,330 experiential hours per year outside of required FTE internship. (6,570 practicum hours per year 8,760 summer internship hours per year).

HIED

FTE students are not required to have an assistantship, but most do have one. In addition students complete (on average):

- Three students per year take one 3-credit-hour practicum (90 hours per practicum)
- Two students a year participate in additional internships during the summer (30 hours per week for 8 weeks, 240 hours per student)
- 750 experiential hours per year outside of assistantship. (270 practicum hours per year, 480 internship hours per year)

NC State University

M.Ed. in Higher Education Administration Ph.D. in Educational Research and Policy Analysis: Higher Education

Average cohort size for doctoral program (based on FA12, FA13, and FA14 enrollments):

- Full---time doctoral: 5
- Part---time doctoral: 5
- *Average size of doctoral cohort: 10*

Average cohort size for master's program (based on FA13 and FA14 enrollments):

- Full---time master's: 20
- Part---time master's: 3
- *Average size of master's cohort: 23*

Graduates Per Year

Doctoral		Master's	
Year	Degrees Awarded	Year	Degrees Awarded
2008 – 2009	5	2008 – 2009	18
2009 – 2010	10	2009 – 2010	20
2010 – 2011	5	2010 – 2011	23
2011 – 2012	7	2011 – 2012	20
2012 – 2013	8	2012 – 2013	21
TOTAL	35	TOTAL	102

Placement Rates & Position Types

Two year comprehensive report/Three year rates by August 1st

Placement Rate as of June 1, 2014 = 79%

Associate Director of Development, The Arts & Sciences Foundation, UNC Chapel Hill

Program Coordinator: West Campus Housing, Dining, and Residence Life, Duke University Student Services Coordinator, UNC Chapel Hill School of Law

Assistant Director of Residence Life, Elon University

Residence Life Coordinator for Traditional Halls, Colorado School of Mines

Ph.D. student, University of Michigan in the Center for the Study of Higher and Postsecondary Education Assistant Director of Student Leadership and Service, Meredith College

Coordinator for Co---Curricular Activities, Innovation and Entrepreneurship Initiative as the Program, Duke University

Program Coordinator for Prevention, University of Virginia
Education Analyst, RTI International, Education & Workforce

Development Resident Director in University Housing, Georgia Southern
University Residence Coordinator, Housing, Florida State University
Residence Hall Coordinator, University of Delaware

Program Director, College Advising Corps, North Carolina State University

Placement Rate as of August 1, 2013 = 100%

Program Coordinator for Barrett Honors College, Arizona State University
Assistant Director of Career Exploration and Development, Denison
University

Coordinator, Fraternity & Sorority Life, Drexel
University Coordinator of Student Involvement, Lynn
University Admissions Counselor, Peace College

Continuing Education Coordinator, University of North Carolina ---
Chapel Hill English Teacher, Teach for America --- KIPP Houston
High School

Student Involvement Advisor, University of Chicago

Coordinator of Student Organizations, University of North Carolina

--- Chapel Hill Program Coordinator, Center for Multicultural
Affairs, Duke University Career Services Coordinator, Barton
College

Assistant Director of Student Life, Rockhurst University

First Year Advisor & Residence Director, Miami University of
Ohio Assistant Director of Residence Life, Elon University
Coordinator for Residence Life, University of North Carolina ---
Greensboro Assistant Director for Staff Selection and Training,

Queen University of Charlotte Middle School Spanish Teacher,
East Wake Academy (Zebulon, NC) Coordinator of First Year
Residence Education, Case Western Reserve University Orientation
Coordinator, University of South Florida

Student Success Counselor, University of New Orleans

Program Coordinator, Center for Public Service, University of North Carolina --- Chapel Hill

Placement Rate as of August 1, 2012 = 100%

Placement Rate as of August 1, 2011 = 95%

Placement Rate as of August 1, 2010 = 95%

Student Demographics --- Master's

Fall 2013 Cohort		
Male	9/26	35%
Female	17/26	65%

Full time	25/26	99%
Part--time	1/26	1%
Students of Color	6/26	23%
In---state Residency	17/26	65%
Out---of---State Residency	9/26	35%
Average UGrad GPA	3.53	
Fall 2014 Cohort		
Male	7/19	37%
Female	12/19	63%
Full time	15/19	79%
Part--time	4/19	21%
Students of Color	5/19	26%
In---state	15/19	79%
Out---of---State	4/19	21%
Average UGrad GPA	3.32	

Fall 2012 Cohort

Male	2/8	25%
Female	6/8	75%
Full time	5/8	63%
Part--time	3/8	37%
Students of Color	2/8	25%
In---state	4/4	50%
Out---of---State	4/4	50%
Acceptance Rate	11/33	33%
Admissions Yield	8/11	73%

Fall 2013 Cohort

Male	5/10	50%
Female	5/10	50%
Full time	5/10	50%
Part--time	5/10	50%
Students of Color	3/10	30%
In---state	7/10	70%
Out---of---State	3/10	30%
Acceptance Rate	10/35	29%
Admissions Yield	10/10	100%

Fall 2014 Cohort

Male	4/11	36%
Female	7/11	64%
Full time	5/11	45%
Part--time	6/11	55%
Students of Color	3/11	27%
In---state	7/11	64%
Out---of---State	4/11	36%
Acceptance Rate	13/38	34%
Admissions Yield	11/13	85%

Enrollment Projections

Our program strives to enroll an incoming cohort of 20 master's students each year, so as to have approximately 40 master's student in the program at any given time. For the 2014---2015 academic year, we will have 45 master's students enrolled in the Higher Education Administration M.Ed. program. For our doctoral program we seek approximately 10 new students each year, giving us approximately 80---100 total doctoral students at any given time period.

(internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)

Students in the M.Ed. program in Higher Education Administration must participate in at least one internship experience in addition to their graduate assistantship. In Fall 2013, the internship experience initiated an in-class academic component alongside the internship. During Fall 2013, students participated in 180 clock hours at an approved internship site, completed academic writing and portfolio assignments, and met monthly in-class to process the collective experiences. Beginning in Fall 2014, this course has been re-envisioned to meet in-class on a bi-weekly basis and students will participate in 80 clock hours at their approved internship site. Students hold internships at area institutions in a variety of functional areas.

Moreover, students are encouraged—and majority of the students take advantage of the opportunity—to complete an additional internship experience for academic credit as an independent study. Students must complete 180 clock hours with several academic reflection and integration assignments. In the past and currently, students take advantage of this option particularly as it relates to engaging in internship experiences during the summer through national associations (e.g., NODA, ACUHO-I, NASPA) or during the academic year.

Below are some of the internship placements of students during the past academic year. Our location in the Research Triangle (Raleigh, Durham, and Chapel Hill) provides students with the access and proximity to perform internships at diverse institutional types.

- University Career Services – University of North Carolina at Chapel Hill
- Office of Student Conduct – Duke University
- Office of Scholarships & Student Aid ----- University of North Carolina at Chapel Hill
- Women In Science and Engineering (WISE) Program ----- North Carolina State University
- First Year Experience Office – Meredith College
- Aspiring Eagles Academy – North Carolina Central University
- Summer Conference Coordinator: Conference Services – North Carolina State University
- Office of International Services – North Carolina State University
- Research Triangle Institute
- College Advising Corps

University of Georgia

6 year graduation data-

2008

M.Ed. - 14 all full-time

Ph.D. - 3 full-time, 1 part-time

2009

M.Ed - 21 full-time

Ph.D. 2 full-time , 1 part-time

2010

M.Ed. - 16 full-time

Ph.D. - 3 full-time, 1 part-time

2011

M.Ed. - 18 full-time

Ph.D. - 3 full-time, 4 part-time

2012

M.Ed. - 19 full-time

Ph.D. - 2 full-time, 8 part-time

2013

M.Ed. 16 full-time, 2 part-time

Ph.D. 5 full-time, 1 part-time

- **Some kind of idea of placement rates and types of positions held by graduates, 5 year history, if possible**
 - Doctoral placement rates over the last 5 years are near 100%. Positions of graduates who were full-time students include assistant professor (tenure- track and academic professionals), Assistant Dean of Students, Assistant Director for Research, Grants, & Assessment (for FYE at U. of South Carolina), Director of Student Engagement, Director of Multicultural Programs, Director of College Counseling, Director of Recruitment & Diversity Initiatives
 - Master's placement rates over the last 5 years are 100% annually (within 6 months of graduation). Positions include Resident Director/Area Coordinator, Assistant Director of Student Involvement & Leadership, Coordinator of Regional Alumni Programs, Coordinator of Annual Giving, Senior Coordinator of Multicultural Student Programs, Deputy Chief of Staff to the President, Coordinator of Wellness Programs & Student Activities, Coordinator of First Year Center Programs, Assistant Director of the LGBT Center
- **Source of students, e.g., out of state, local universities, etc.**
 - We draw applications nationally for our M.Ed. & Ph.D. programs. The Ed.D. is designed for working professionals primarily in the state of Georgia.
- **Student demographics; not just geographic background, but race, gender, age, etc.**
 - The Ph.D. students include both part-time students working at UGA or other local institutions and full-time students who come to UGA from across the country to enroll. Approximately 50% are students of color (primarily African American), and on average the groups are split evenly male/female.
 - The Ed.D. students are nearly all residents of Georgia. They are a diverse group and are mostly mid-level managers.

- Our M.Ed. students are generally traditional age; approximately half enroll right after undergrad, while the rest have worked 1-3 years. Approximately 60-75% female, 70% White/30% students of color. Geographically diverse.

- **5 year enrollment**

2010 - M.Ed. 37 Ph.D. 35
 2011 - M.Ed. 36 Ph.D. 37
 2012 - M.Ed. 38 Ph.D. 34
 2013 - M.Ed. 37 Ph.D. 31
 2014 - M.Ed. 41 Ph.D. 34

- **Enrollment projections**

- We project level enrollments: 8-10 Ph.D. students/year, 10-12 Ed.D. students/year, and 20-22 M.Ed. students/year.

- **Practical experiences (internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)**

- Ph.D.
 - Students with less than 5 years full-time professional experience (upon matriculation) are required to complete a 3-6 credit hour administrative internship. Internships can be completed at any agreed upon location with supervision by a doctoral level administrator on-site. For each credit hour students must work 35 hours. All students must complete a 3 credit hour teaching
- Ed.D.: internship with a full-time faculty member, teaching a core course in the M.Ed. program. There is an administrative internship requirement. Since this program is in its first year and the internship occurs later in the program details are not yet available.
- M.Ed.:
 - Practicum: Done during the 2nd semester of the program; involves 11 hours of supervised practice per week at a practicum site different from the GA position (at UGA or nearby institutions); cohort also meets for class bi-weekly with one of the CSAA faculty members; 3 semester hours
 - Internship: Done over the summer between years 1 & 2; 330 total hours of supervised practice; sites are across the country (and occasionally international); about 2/3 of the cohort will secure positions through NODA or ACUHO-I, with the rest finding them independently or applying in response to announcements received by the program; 9 semester hours (students may also take up to 6 additional internship hours during the second year in the program if they choose to do an additional internship); assignments in addition to intern work include a learning contract, weekly logs to faculty supervisor, a CAS-based report on the site, and a project relevant to their internship position.

University of Louisville

ENROLLMENT

<u>CSP doctoral students</u>	<u>fall 2009</u>	<u>fall 2010</u>	<u>fall 2011</u>	<u>fall 2012</u>	<u>fall 2013</u>
<u>total</u>	24	18	18	19	17
part-time	3	2	2	2	2
full-time	21	16	16	17	15

race/gender

Asian females	1	0	0	0	0
Black females	8	7	4	5	5
Black males	1	3	2	2	1
White females	11	7	9	10	9
White males	4	1	3	2	2

<u>CSP master's students</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<u>total</u>	58	54	52	46	47
part-time	approx 1/4	approx 1/4	approx 1/4	approx 1/3	approx 1/3
full-time	approx 3/4	approx 3/4	approx 3/4	approx 2/3	approx 2/3

race/gender

Asian females	0	0	0	1	0
Black females	10	10	9	8	9
Black males	2	1	3	2	1
Latino females	0	0	1	2	1
White females	36	36	33	25	28
White males	10	7	6	8	8

GRADUATES	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
CSP master's graduates	16	20	28	18	16
CSP doctoral graduates	6	1	3	3	3

Number of graduates for Master's degree for the past 5 years =110

Placement rate of graduates with Master's Degree =95%

Types and position held by graduates with Master's degree, 5 year

history

Assistant Director of Student Affairs Asst.
Director of Residential Programs Assistant
Director of Admissions Career Center Counselor
Director of New Student Programs/ Orientation Defined Benefits
Analysis
Director of Residence Life & Housing Assistant
Dean of Students
Coordinator in Academic Advising Center Assistant Dir.
of Campus Engagement Program Coordinator, Cultural
Center Business School, Career Services
The Vanguard School Student
Support Services
Grants and Contracts Assistant Academic advisor
Integrity Certified Coder Athletics
Career Center
Program Coordinator-Disability Resources
Assistant Director, Campus Leadership & Involvement Program
Manager of Commuter Student Engagement Ass. Director Student
Organizations
Sr. Admissions Counselor Office
Manager
Career Coach, VPSA-Career Development Center Speech
Learning Specialist
Financial Aid Advisor/Counselor
Assistant Director of Education Academic Services Asst. Director
of Student Life
Program Assistant Undergraduate Studies Coordinator, Dep't African American
& African Studies
Assistant Director for Multicultural Student Affairs Director of Greek
Village Housing
Assistant Account Manager Trip Advisor
Assistant swim coach

Source of students, e.g., out of state, local universities, etc.

A majority of the students, both master's and doctoral, are in-state residents. The policy of providing only the in-state portion of tuition has had a significant limitation effect on the program's ability to attract out-of-state master's students. Most doctoral students are part-time students who work full time, so geographic proximity is an important factor; although approximately 30% of our current doctoral students work at universities outside Louisville.

Data on age and geographic background for master's students are not available. Doctoral students, fall 2013: 12 in-state, 5 out-of-state.

Master's admissions are projected to be maintained at 20-25 per year. Doctoral enrollment is projected to be maintained at 18-20 students; admitting 1-3 per year as 1-3 graduate.

Practical experiences (internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)

Per CAS Standards, Master's student must complete two internships. In each, the student must perform a minimum of 150 hours of activity and attend weekly seminar classes conducted by a CSP faculty member. Doctoral students are required to participate in an internship with a mid-level or senior-level administrator and complete 300 hours of service. Student typically select an internship supervisor from one of the Louisville area institutions (see next paragraph).

Most master's student do internships at numerous sites at University of Louisville, Bellarmine University, Jefferson Community and Technical College, Indiana University- Southeast; all four of these located in greater Louisville. Occasionally, a student will select another site in the region such as Kentucky State University or Hanover College in Indiana. For the past several years we have averaged 3-4 students doing NODA or ACUHO-I summer internships around the country. In 2012, one student did an internship at the University of the West Indies in Trinidad.

Oklahoma State University

Graduations, Su, F, Spr

Enrolled, Fall

		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
ED M.S. ELS CSDV	Diversity	0	0	1	1	1	2	4	6	7	7
	Domestic	9	5	7	7	11	31	27	29	17	16
	International	0	0	0	0	0	0	0	0	0	0
	Total	9	5	7	7	11	31	27	29	17	16
ED M.S. ELS HIED	Diversity	2	1	1	0	0	2	1	1	1	2
	Domestic	9	13	4	8	4	16	11	13	12	11
	International	0	2	0	0	0	2	0	0	0	0
	Total	9	15	4	8	4	18	11	13	12	11
	Diversity	0	0	0	0	1	3	5	5	5	6

ED PH.D. ELPSH	Domestic	0	0	1	3	1	12	20	30	31	36
	International	0	0	0	0	0	4	5	4	5	4
	Total	0	0	1	3	1	16	25	34	36	40
ED ED.D. HIED	Diversity	0	1	1	2	0	9	11	11	6	5
	Domestic	4	7	2	7	0	47	48	44	31	25
	International	0	0	0	8	5	18	16	15	3	1
	Total	4	7	2	15	5	65	64	59	34	26

Some kind of idea of placement rates and types of positions held by graduates, 5 year history, if possible

I've been here 5 years and have not yet known a student not to get a job.

Source of students, e.g., out of state, local universities, etc.

For the higher ed master's and doc, about 90% are from in-state or have strong ties to the state (family in OK). Several international students are also here. At times, the higher ed doc program has taken full cohorts from Thailand and Belize. Those of us with high academic standards have difficulty with the way some of these students have been given degrees with sub-par work. Many CSD students are from out of state, about half.

Student demographics; not just geographic background, but race, gender, age, etc.

Most of this is on the spread sheet. We have a fairly even gender balance. Our master's students are almost all 22-26. Doc students are mostly in 30s and 40s.

Enrollment projections

Flat.

Practical experiences (internships/practica) either on campus, on other proximate campuses, in the local community, using national associations (e.g., NODA), or internationally (how many clock hours, how many experiences)

Our master's students do 2 internships, 150 hours each. Most do one on campus and one at another institution. They often use NODA, ACUHO-I, and other similar sources to find openings. One has done an internship overseas.

Appendix D
Resource, Stipend, and Miscellaneous Data

Bowling Green State University

Number of doctoral and master's "captive" assistantships and number that are competitive, but held by departmental students currently. Also, source of funding for all (three year history) including assistantships /fellowships outside the department held by program's students

CSP: 73 of 73 captive (100%) HIED: 15 of 18 captive (83%)

CSP Stipend (Internship/Assistantship) Funding Sources for 2014-2015 (similar breakdown for other years)

- 4 HESA Enrollment Management Allocation
- 6 Another Unit's Enrollment Management Allocation
- 14 Academic Affairs
- 1 Alumni and Development
- 20 Student Affairs
- 11 Student Affairs/Residence Life (Auxilliary)
- 19 Other Colleges and Universities

HIED Stipend (Assistantship) Funding Sources for 2014-2015 (similar breakdown for other years)

- 6 HESA Enrollment Management Allocation
- 1 Another Unit's Enrollment Management Allocation
- 8 Academic Affairs
- 5 Student Affairs
- 1 External Donations

1 Grant

Support budget, personnel (est.) and direct (supplies, copying, etc.; est. if necessary)
~\$942,000 total

Tuition remission policies for graduate assistants (or others if there are any)

CSP

Beginning 2014-2015, program provides scholarship covering tuition for 30 of 42 credits needed for the degree for full-time students on graduate internship (assistantship). Non-resident (out-of-state) fee not covered in second year although most students are eligible to gain Ohio residency. Non-resident fee is covered for international students. Students are responsible for three credits fall and spring plus the general fee and other administrative fees.

HIED

Beginning 2014-2015, full-time HIED students with a graduate assistantship cover 2 credits fall and spring and receive tuition scholarship for the remaining credits. Non-resident (out-of-state) fee is not covered after the first year although most students are eligible to gain Ohio residency. Non-resident fee is covered for international students. Students are responsible for the general fee and other administrative fees.

Stipend policies: 10 month/12 month, stipend amounts, guidelines on work expected from students

Both programs offer 9-month contracts, with some offices offering additional summer opportunities. CSP

BGSU Interns: \$9,000 per year; \$9,900 for residence life GAs Off-campus Interns: \$8,500--\$18,978

HIED

\$13,000 per year

Position descriptions vary. Residence life positions provide apartment and meal plan. Students complete key tasks that are too diverse to list (e.g. administrative tasks, advising, supervision, conduct, program planning, publication design), but align with the mission and common goals of their internship/assistantship sites.

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.)

Current CIP Code: 13.0400 Educational Administration and Supervision Request CIP Code: 13.0406_Higher Education/Higher Educ Administration

NC State University

**M.Fed. in Higher Education Administration Ph.D. in Educational Research and Policy
Analysis: Higher Education**

Support Budget: Personnel and Direct Expenses

Higher Education Program

Perm. Salary	60,232
Grad	18,000
Perm Emp. Travel	12,716
Student Travel	7,000
Supplies/Copying	7,876
Total	105,824

Assistantships & Fellowships

All assistantships are competitive. The positions listed below participate in our annual Recruitment Weekend (interview days), which is open only to students in the Higher Education Administration Program. Funding for NC State assistantships is provided by the individual office employing the student.

For offices that are able to provide \$8000 of their stipend in a specific type of state funding, tuition remission and health insurance is available at no cost to that office.

*denotes doctoral assistantships

NC State, Housing & Residence Life (6---12 positions) NC State, Talley Student Center (2---3 positions)
NC State,

Greek Life (3 positions)

NC State, Poole College of Management, International Programs NC State, Multicultural Affairs (1---2 positions)*

NC State, Orientation

NC State, College of Education (1---3 positions) NC State, Undergraduate Assessment*
NC State, Housing Assessment*

NC State, Office of the Vice Chancellor and Dean for Academic and Student Affairs* NC State,
National Initiative for Leadership & Institutional Effectiveness (4 positions)*

Duke, Parent and Family Programs

Duke, Upperclass Houses, Housing & Residence Life Duke, Devils After Dark, Housing & Residence
Life Duke, Student Involvement

Duke, Sophomore Year Experience, Housing & Residence Life

UNC---Chapel Hill, Fraternity & Sorority Life UNC---Chapel Hill, Parent & Family Programs UNC-
--Chapel Hill, Student Center

We have multiple **fellowships** for which our students apply. All are listed below and linked to their respective descriptions. The graduate student fellowship is a guaranteed fellowship for up to four students. All other fellowships are competitive. Our students have received at least one fellowship in each category for each year we apply.

Graduate Student Fellowship

Amount: \$4,000

Eligibility: Doctoral or master's students

Jerry J. Collier Scholarship

Amount: Up to \$4,500

Eligibility: Master's or doctoral students who were varsity undergraduate athletes at NC State

Steve and Jane Warren---Wolfpack Club Graduate Fellowship

Amount: Up to \$3,000

Eligibility: Master's or doctoral students who were varsity undergraduate athletes at NC State or another college or university

Ward Supplemental Fellowship

Amount: \$2,000

Eligibility: Doctoral students only

Andrews Doctoral Fellowship

Amount: \$21,500 stipend, tuition, fees and health insurance (one---time award with continuing financial support provided by the graduate program after the first year)

Eligibility: Doctoral students only

Diversity Enhancement Recruiting Fellowships

These fellowships provide NC State graduate programs with a resource for recruiting students who will add to the goal of increasing diversity in graduate education at NC State. These awards are designed to supplement TA, RA or fellowship awards to prospective graduate students thereby increasing the total amount of funding offered for the purpose of recruiting such students. Three awards are provided each year to our program in the amount of \$3000.

Tuition Remission & Stipend Policies

Tuition remission policies for graduate assistants (or others if there are any)

Stipend policies: 10 month/12 month, stipend amounts, guidelines on work expected from students

Assistantship/Employment contracts, tuition remission, and stipend amounts vary based upon the position and institution. Our program has had longstanding partnerships with both Duke University and University of North Carolina Chapel Hill, and in the past, we have had assistantships at North Carolina Central University, Meredith College, and William Peace University. For some of these institutions, there are policies that prohibit them from providing tuition remission, while some positions it is matter of financial availability.

Examples of Compensation Packages

Position	Compensation Package
ABC Housing	<ul style="list-style-type: none"> • \$8,250 annual stipend for ten-month positions. • \$11,050 annual stipend for twelve-month positions. • Tuition remission, excluding required fees. • Use of a private office with a networked computer. • Health insurance plan. • Reserved parking, but the cost of the parking permit is paid fully by the employee. • Professional development funding, contingent on budgetary
DEF Women's Center	\$12,000/year
GHI Leadership	\$14.28 per hour up to 20 hours a week
JKL Greek Life	<ul style="list-style-type: none"> • A stipend of \$8,000

<p>MNO Leadership</p> <p>PQR Leadership & Development</p>	<ul style="list-style-type: none"> • Tuition scholarship that covers up to 9 credit hours for each of the fall and spring academic terms. • Student Health Insurance • Potential funding for professional development opportunities. • Staff housing accommodations valued at \$5,100 • Meal allowance will be provided during the 10-- month period of employment. Full meal service is not provided during academic breaks and at times when the dining halls are closed. All utilities including water, heat, electricity, local phone service with voicemail, residential network access, and cable service are provided at no additional cost. • First year of assistantship covers out of state tuition; must establish <ul style="list-style-type: none"> • \$14,600 stipend for 10 months • Student Health Benefits • \$500 professional development funds per university budget <p>Stipend of \$12,000 per year</p>
<p>STU Greek Life</p>	<p>Stipend of \$12,000 for 10 months</p>
<p>VWX Housing</p> <p>Z Research Assistant</p>	<ul style="list-style-type: none"> • \$6,500 stipend per year (10 month contract) • Student Health Insurance Plan (while enrolled in class) • Meal plan (when school is in session and for ACD's assigned to halls open during break periods) • Furnished apartment with utilities (water, electricity and internet access), local phone and cable (required to live on campus in a specified residence apartment) • In-- state standard tuition rate only for graduate students regardless of the academic program. The Graduate Assistant is responsible for any additional fees. • Please be advised that the apartment package will appear on your student account as a Residential Life Scholarship. This may have an • \$18,000 stipend per year (10 month contract, summer employment available) • Student Health Insurance Plan (does not include summer)

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.)

For the master's yes. For the Ed.D. yes. For the Ph.D. no. Too hard to get a unique Ph.D. through the central administration

University of Georgia

Support budget, personnel (est.) and direct (supplies, copying, etc.; est. if necessary)

- Our programs are part of a larger department (Counseling & Human Development Services) that includes five programs in addition to ours. The support budget, personnel, and direct costs are not broken out by program, nor do we have a budget allotted for CSAA.

Number of doctoral and master's "captive" assistantships and number that are competitive, but held by departmental students currently. Also, source of funding for all (three year history) including assistantships /fellowships outside the department held by program's students

- Doctoral: Five GA/RA positions within the department are designated for CSAA (funded through the College of Education); there are approximately 8 additional doctoral level GA positions on campus that are awarded competitively (funded through Student Affairs, including its auxiliaries; one is in External Affairs and one is in the Graduate School).
- Master's: No captive assistantships; all are competitive and are located at UGA and at other local institutions. The exact number varies each year based on needs/openings but is approximately 20 per year. Funding for stipends comes from the hiring department; the Graduate School then provides tuition waivers.

Tuition remission policies for graduate assistants (or others if there are any)

- All graduate students on assistantships (at UGA or other campuses) receive a tuition waiver (regardless of state residency); students are responsible for fees

Graduate Assistantship Information

Approximate Costs

- 13 hours per week/\$10,761
- 15 hours per week/\$12,268
- 20 hours per week/\$16,142

Other Factors for Non-UGA Institution

- Annual salary listed above
- Benefits (if student selects health insurance, hosting institution will be required to pay employer portion of rate)
- 5% administrative fee

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.) We're combined with other programs in our department. We don't have our own CIP code.

University of Louisville

Support budget, personnel (est.) and direct (supplies, copying, etc.; est. if necessary)

Each faculty member receives \$800/year for conference attendance. Approximately \$500-800 has been allocated yearly for CSP recruitment efforts, particularly for our on-campus Preview Days program.

Number of doctoral and master's "captive" assistantships and number that are competitive, but held by departmental students currently. Also, source of funding for all (three year history) including assistantships /fellowships outside the department held by program's students

The ECPY Department traditionally provides one assistantship for a CSP doctoral student. The Department provides no assistantship support for master's students. Most of our CSP students who get assistantships are employed in agencies within the Division of Student Affairs, agencies in Enrollment Management (particularly in Financial Aid), and some agencies in undergraduate studies (First Year Initiatives, academic support offices)

Tuition remission policies for graduate assistants (or others if there are any)

Graduate assistantships typically include a monthly stipend of around \$1,000 (reduced for residence hall GAs who receive free housing), basic health insurance, and tuition remission at the in-state rate. (A very few agencies will cover tuition at either the in-state or out-of-state rate.) Also see Attachment A.

Stipend policies: 10 month/12 month, stipend amounts, guidelines on work expected from students

Most assistantships are for 10 months (August – May), but several are 12 month appointments. GAs are expected to work 20 hours each week.

Do you operate under your own, unique CIP code or under one that combines your program(s) with

others (e.g., educational leadership, etc.)

Each of our degree programs is part of a CIP code for the department. At the master's level five programs – college student personnel, art therapy, clinical mental health counseling, counseling psychology, and school counseling – share a CIP code for the Counseling and Personnel Services degree. At the doctoral level four programs – college student personnel, counselor education and supervision, counseling psychology, and educational psychology measurement and evaluation – share a CIP code for the Counseling and Personnel Services degree.

Oklahoma State University

Number of doctoral and master's "captive" assistantships and number that are competitive, but held by departmental students currently. Also, source of funding for all (three year history) including assistantships /fellowships outside the department held by program's students

No assistantship is captive, to my dismay. Almost no doc students have assistantships. The vast majority of our doc students are part time. Our students tend to hold assistantships in about 20-25 different 'slots' that are up for grabs by students from most any program. Funding is from the administrative department to pay for these. Occasionally faculty have research or teaching assistants, which help us fund about 2 students a year or so.

Support budget, personnel (est.) and direct (supplies, copying, etc.; est. if necessary)

No budget or support personnel. We can beg the School Head for help, and he often does for small things (hundreds). Faculty can copy pretty much whatever they want without raising an eyebrow.

Tuition remission policies for graduate assistants (or others if there are any)

The out of state tuition is waived if a student has an assistantship. Assistantships tend to pay 6 credits each fall and spring and 3 over the summer. If students want to take 9 credits, they pay the extra 3, usually, though some departments will pay this.

Stipend policies: 10 month/12 month, stipend amounts, guidelines on work expected from students

Most are 9 months, a few are 12 month. A few departments honor a rule for 20 hours per week. Most departments have 20 hours per week on paper and 30 to 40 in reality. The VPSA supports this overage, believing that students will learn much more from assistantships than from the classroom (confidentially, she is an idiot). VP also

likes to take advantage of grad students willing to work more hours than they should (and more than they can to be academically successful) so she doesn't have to pay full time staff to do the same. Career Services is our one office that adheres to the 20 hours consistently.

Do you operate under your own, unique CIP code or under one that combines your program(s) with others (e.g., educational leadership, etc.)

Our program is currently combined with Ed Leadership on paper. It was combined in reality until 2 years ago when CSD and HIED were merged and pulled out of Ed Leadership 'informally.' We are applying for our own CIP code

DRAFT

Appendix E Consultant Bios

Dr. Stan Carpenter is Dean of the College of Education at Texas State University. He earned a B.S. degree in Mathematics from Tarleton State University; an M.S. in Student Personnel and Guidance from Texas A&M-Commerce; and a Ph.D. in Counseling and Student Personnel Services from the University of Georgia. He joined the faculty at Texas State in 2003 after over twenty years at Texas A&M University.

He has held administrative positions including Professor and Chair of the Counseling, Leadership, Adult Education, and School Psychology Department at Texas State, Dean of Students at the University of Arkansas at Monticello, and Executive Director of the Association for the Study of Higher Education (ASHE) from 1987-97. He has served as Chair of the Senior Scholars of the American College Personnel Association (ACPA) and completed terms as National Board Member at Large of the National Association for Student Personnel Administrators (NASPA) and Editor/Chair of the ACPA Media Board. He has also served as a Directorate Board member for Commission XII (Professional Preparation) of the ACPA. He is a past member of the *Journal of College Student Development* Editorial Board, *NASPA Journal* Editorial Board, and the Review Board for the *College Student Affairs Journal*. He has also been the chair of the NASPA Faculty Initiative and currently serves on the Board of the NASPA Foundation. He has given over 160 conference and invited presentations and authored or co-authored over 100 journal articles, book chapters, and other professional publications and reports focusing on professionalism, leadership, and professional development in student affairs.

Dr. Carpenter's honors and achievements include being named the 2013 Spring PAWS Preview Namesake, January, 2013; named an Honorary Member of Golden Key International Honour Society, Texas State Chapter, Fall, 2012; being chosen as one of four (of 35) past winners of the Melvene Draheim Hardee Dissertation of the Year Award to be honored on the 35th anniversary of the award based on ongoing contributions to the field in 2012; the NASPA Region III Outstanding Contribution to Student Affairs through Teaching Award, 2011; Named Educator of Honor, 2011, by the Kappa Delta Pi Honorary Fraternity chapter at Texas State, Fall, 2011; Named a "Pillar of the Profession" by the National Association of Student Personnel Administrators (NASPA), 2010; Senior Scholar Diplomate in 2005 by the American College Personnel Association (ACPA); the 2004 Esther Lloyd Jones Professional Service award from ACPA; being named a Diamond Honoree and Senior Scholar at the 2000 ACPA Conference; being designated a Namesake for a "Fish Camp" session (extended orientation program), Texas A&M University, Summer 1999; Melvene Draheim Hardee Award for Contributions to Student Affairs, Southern Association for College Student Affairs (SACSA), 1997; Distinguished Service Award, 1996, from the Association for the Study of Higher Education (ASHE); Association of Former Students Distinguished Teaching Award for the College of Education, 1996; University of Georgia Student Affairs Administration Program Doctoral Alumni Award, 1995; Annuet Coeptis Senior Professional Award, ACPA, 1995; The National Distinguished Service Award from the Alpha Phi Omega National Service Fraternity (1990); the Outstanding New Faculty Award from the College of Education Development Council (1987); the Distinguished Faculty Award from the Texas A&M University's Society of Educational Administration Students (1986-87); and Dissertation of the Year

Award from the National Association of Student Personnel Administrators (NASPA, 1981).

Michael J. Cuyjet is a Professor Emeritus at the University of Louisville. Prior to his recent retirement, he served for 21 years in the Department of Educational and Counseling Psychology, Counseling, and College Student Personnel (ECPY) in the College of Education and Human Development at the University of Louisville (UofL) in Louisville, Kentucky, where he taught in the College Student Personnel program and mentored master's and doctoral students since 1993. Before joining the faculty at UofL, he served as a student affairs practitioner at Northern Illinois University and at the University of Maryland - College Park for more than twenty years, most of which were spent working in student activities. During his 21 years at UofL he also served as Interim Chair of his department, Associate Dean of the Graduate School, and Acting Associate Provost for Student Life and Development.

Dr. Cuyjet received a bachelor's degree in speech communications from Bradley University and a master's degree in counseling and a doctorate in counselor education from Northern Illinois University. Dr. Cuyjet is the editor and one of the authors of the 2006 book, *African American Men in College*, and a coauthor of the 2002 book, *How Minority Students Experience College*. In his most recent book, *Multiculturalism on Campus*, published in 2011, he served as lead editor and also authored or co-authored several chapters. Dr. Cuyjet has edited two other books, including the 1997 publication, *Helping African American Men Succeed in College*; published more than 25 other journal articles or book chapters; and has made more than 100 presentations at national and regional conferences. He currently serves on the editorial board of the College Student Affairs Journal, on the editorial board of the National Association of Student Affairs Professionals (NASAP) Journal, on the editorial board of the Journal of College and Character, and is a former associate editor of the Books and Media Board of the American College Personnel Association (ACPA).

Dr. Cuyjet has received the American College Personnel Association's "Annuit Coeptis" award as an exemplary student affairs professional twice, once as an emerging professional in 1981 and again as a senior professional in 1998, and has received the Bob E. Leach Award for Outstanding Service to Students from Region III of the National Association of Student Personnel Administrators (NASPA). In 2006 he was named a Diamond Honoree by the ACPA Educational Leadership Foundation and in spring 2007 the College Personnel Association of Kentucky (CPAK) named its annual award for outstanding graduate student of the year for him. In March 2009, he was named one of ACPA's Senior Scholars and in 2011 was named a Pillar of the Profession by the National Association of Student Personnel Administrators (NASPA).

Paige Haber-Curran, Ph.D. is an assistant professor for the Student Affairs in Higher Education master's program at Texas State University. She also serves as the Program Coordinator for the program. In 2014 she was selected for the Presidential Award for Excellence in Teaching, an honor awarded to one assistant professor annually at Texas State University.

Paige earned her Ph.D. in Leadership Studies from the University of San Diego, her master's degree in College Student Personnel from the University of Maryland, and undergraduate degrees in Business Management and German Studies from the University of Arizona.