Florida Board of Governors

Request to Offer a New Degree Program

__Florida Gulf Coast University__
University Submitting Proposal

__Summer 2011_____
Proposed Implementation Date

__College of Education__
Name of College or School

__Education_____
Academic Specialty or Field

__Doctor of Education (Ed.D.)___
Complete Name of Degree
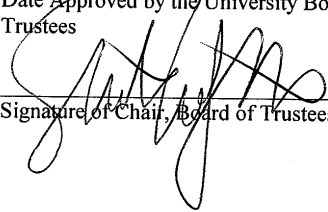(CIP Code: 13.0101)

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

June 19, 2007
_____
Date Approved by the University Board of Trustees

_____ 2-17-10
Signature of Chair, Board of Trustees   Date

_____ 2-15-10
President   Date

_____ 2-15-10
Vice President for Academic   Date
Affairs

Request to Offer a New Degree Program

EdD in Education

Table of Contents

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

Implementation Timeframe — EdD Projected Student Enrollment From Table 1-B

	HC	FTE
Year 1	20	11.25
Year 2	40	18.75
Year 3	28	16.31
Year 4	48	28.13
Year 5	38	21.94

EdD
Projected Program Costs
From Table 2

Timeframe	E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	$157,766		$14,024
Year 5	$246,478		$11,234

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

<u>INTRODUCTION</u>

I.   Program Description and Relationship to System Level Goals

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

This proposal is for the following degree, majors, and concentrations:

Degree: Doctor of Education (EdD)
Major: Education
Concentrations: Curriculum and Instruction; Educational Leadership
Total Credit Hours: 81

The EdD degree to be offered by Florida Gulf Coast University's College of Education will be an 81-credit-hour doctoral program in Education. It will offer concentrations in *Curriculum & Instruction* and *Educational Leadership*. These two concentrations have been chosen because they most closely address need and demand within the S.W. Florida region and align well with strengths of the College of Education. The concentration in Curriculum and Instruction will meet the need of educators in areas such as staff development, program coordination, and curriculum development and graduates will hold job titles such as Curricular Specialist, Director of Elementary Programs, Director of Secondary Programs and Reading Specialist, to name a few. The concentration in Educational Leadership is intended to prepare those educators who aspire to become agents of change and management within school districts as leaders among the ranks of principals or superintendents. Graduates of the EdD program (both concentrations) will also be prepared for careers in academe and within the management of professional organizations that value the organizational skills acquired through the program.

The program emphasizes the growth and transformation of educational professionals as they focus on organizational management, organizational effectiveness issues, and the development, implementation, and evaluation of curricula. Graduates of the program will be able to apply research to facilitate institutional effectiveness and will possess the capacity to provide leadership necessary to meet ever-changing educational and organizational goals.

The EdD is designed to provide leaders, policy makers, and researchers with the knowledge, skills, and dispositions needed to design and implement strategies that improve practice and outcomes in organizations, especially schools. They will have

the ability to conduct original applied research and translate those results into strategies for continuous improvement and they will serve as faculty within area colleges and universities serving regional needs for the next generation of educators.

B. Describe how the proposed is consistent with the current State University System (SUS) Strategic Planning Goals (see SUS Strategic Plan at http://www.fldcu.org/StrategicPlan/). Identify which goals the program will directly support and which goals the program will indirectly support.

The proposed program is consistent with the BOG's strategic plan for the State University System along several key dimensions. First it will provide *access* to the only EdD program offered in an innovative delivery model setting by a public university in the five-county (Charlotte, Collier, Glades, Hendry, and Lee) area serving one million plus people that constitutes S.W. Florida. Currently, students seeking an EdD either have to enroll at a private university from outside the region's local extension site or through a distance learning program. This limits student choice and the higher cost associated with such programs can discourage initial enrollment or lead to student attrition once enrolled in the program. The efficacy of such programs can also be questioned. The FGCU program will offer face to face classes, and some online or hybrid classes, at a variety of times and locations convenient to the busy schedules of local working professionals.

Second, the program will *meet professional and workforce needs regionally.* While enrollment growth in schools statewide may show signs of slowing, regionally enrollments in S.W. Florida will continue to expand for the next twenty years albeit at a slower pace than projected in the past. This will increase the pressure for more schools and the qualified administrators needed to staff them. The teaching shortage remains a long-term issue with teacher attrition a persistent problem despite the temporary hiring issues associated with the recent recession. Florida has an additional mechanism that contributes to the teacher shortage, the class size amendment. By 2010-2011 the limit must be met in individual classes, not with school averages. An example of what this means was shared at a meeting by the Superintendent of Schools, Collier County. He estimated they will need to hire an additional 45 prekindergarten through third grade teachers; 22 fourth and fifth grade teachers; 43 middle school teachers; and 74 high school teachers to meet the needs of using class average instead of school averages. The demand for people to administer education programs will increase as education and training become progressively more important issues to everyone. Employment projections through 2012 show the market for education administrators growing faster than the average for all other types of employment. This projection, in combination with significant proportions of current education administrators who are likely to retire within the next decade, creates a favorable job environment for upcoming education administrators. (Career and Job Search Resources, 2009, ¶20).Employment for education administrators is also affected by the number of young children attending school. Projections done by the U.S. Department of Education estimates a 5 to 7 percent enrollment increase of elementary and secondary school students over the next ten years. (Career and Job

Search Resources, 2009, ¶22). Fink and Brayman (2006) confirm that there is a shortage of educational administrators, which they attribute to the aging baby boom generation. They also find that in addition to the shortage, there is a qualitative component to the succession in administrative positions. That is, there needs to be highly qualified individuals with good academic and experiential backgrounds and a process for leadership succession. This includes leadership succession that plans for sustainable reform. Providing career pathways for teachers will encourage them to stay in the profession and eventually assume leadership positions to further guide the transformation of schools. The EdD program will provide the opportunity for educators to realize their professional aspirations.

Third, the proposed program will *meet community needs and fulfill unique institutional responsibilities* by providing the only classroom-based EdD program available to local residents at a public university in S.W. Florida. FGCU recognizes its unique responsibility to the region it serves to provide the programs needed at an affordable price. Until 2006, through an agreement with FGCU, UCF offered an onsite advanced EdD graduate Educational Leadership and Curriculum & Instruction program to S.W. Florida residents. When UCF decided it was no longer feasible to offer the program at a distance, FGCU's College of Education (some of whose faculty provided instruction in the UCF program for years) offered to provide the instruction for an EdS in Curriculum & Instruction under UCF's auspices as a service to S.W. Florida residents until such time as it could mount a program of its own. Some students from S.W. Florida who earned an Education Specialist degree from UCF at FGCU are anxious to apply for admission to an FGCU EdD program when it is offered in summer 2011. FGCU started an EdS program in Fall 2008 with 18 students and these students will have completed their EdS in the spring, 2011 and be ready for admission to the EdD program in summer 2011.

Finally, the program will help indirectly to *build the research capacity* of the SUS. FGCU has been phenomenally successful as a young growing institution at securing and conducting sponsored research, excelling in applied programs. In just 12 years of existence, it has been awarded nearly $125M. The College of Education has been a major contributor to this success and the proposed program will provide further opportunities for faculty and students to engage in applied research to enhance the state's pK-12 system.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II.   **Need and Demand**

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

  Both nationally and in the state of Florida there will be a need for many school

administrators over the next decade due to retirements (National Association of Elementary School Principals, 2005). Incumbent school principals and assistant principals are nearing retirement age, and the number of vacancies for these positions had been projected to increase 10-20% through 2008. In 2003, 40% of Florida school principals had entered the State's Deferred Retirement Option Program (DROP) or were terminating their employment. In 2004, 3000 Florida administrators were enrolled in the DROP program. The current work force must grow to fill the needed new positions. According to the Chief Academic Officers (Spring 2006) in the school districts surrounding FGCU, it is more effective to "grow their own" educational leaders than to recruit from out of state or other areas in Florida. Further, the Chief Academic Officers indicated that local access to an EdD would enhance this approach. During fall semester 2009, FGCU received letters of support from the five school districts surrounding us. The Superintendents confirmed the need for a public university locally to offer advanced degree programs.

The need for administrators was acknowledged in a presentation to the Florida House Committee on Postsecondary Education on February 6, 2007 during a program entitled "Providing World Class Professional Development for Florida's School Leaders." The presentation was developed under the umbrella of the Florida Department of Education's William Cecil Golden School Leadership Development Program. The following information was shared:

- Due to retirements and a slowing of individuals entering the principalship, Florida has a looming shortage of school principals and assistant principals.
- In 2004-05, 68% of Florida principals were over 55 years of age
- 14% of administrators left their positions in 2004-05; 55% due to retirement and 30% due to resignations
- 9% left positions in 2003-04

U.S. Secretary Duncan shared the following statistics on October 9, 2009 at the Roundunda at the University of Virginia.

"We currently have about 3.2 million teachers who work in some 95,000 schools. But more than half of those teachers and principals are Baby Boomers. And during the next four years we could lose a third of our veteran teachers and school leaders to retirement and attrition. By 2014, just five short years from now, the U.S. Department of Education projects that up to one million new teaching positions will be filled by new teachers.

These demographics mean that teaching is going to be a booming profession in the years ahead – the department anticipates that school districts nationwide will make anywhere from 100,000 to 150,000 new, first-time hires a year during the next three years, and in good economic times about 200,000 new teachers will be hired annually."

Additional educational needs that may be met by the graduates of the EdD are related to growing issues in several areas. One such area is national legislation. No Child Left Behind (NCLB) and The Individual Disabilities Education Act (IDEA) provide challenges for the education work force. It is critical that educational leaders understand the law and provide clear, well thought-out policies and strategies. Personnel with advanced degrees will have the background and larger view for leading and participating in such decision-making (Arundel, K. 2004).

Other impending issues requiring advanced understandings of learning and pedagogy include, but are not limited to, changing technologies, needs of diverse populations, and English Speakers of Other Languages mandates. Another specific need for educational staff with advanced knowledge is the area of induction and support for the teaching force (Billingsley, Carlson, & Klein, 2004). Hess (2004, p. 15) suggests that the "teaching force is not up to the challenge" of the current century indicating the need for reform in several areas. The graduates of FGCU's EdD will meet those challenges with informed decisions from a state-of-the-art program.

In the spring of 2006, the Dean of the College of Education met with the Chief Academic Officers (CAO's) from the five-county area surrounding FGCU. There was unanimous agreement that offering an EdD would be an excellent retention tool as well as a recruitment tool. According to the CAO's, convenient access to higher education is something teachers ask for when interviewing. All districts award educators additional salary for degrees earned, so access to post graduate work is needed. There was also consensus that there is a critical need for well trained school leaders. Thus, having the programs at FGCU, would assist them to "grow their own" leaders.

Between 2004 and 2009 the College of Education has administered surveys (Appendix B) to glean information on need and demand for a Doctorate in Education. The results from the surveys have remained consistent. Educators in Southwest Florida remain very interested in the opportunity to pursue a Doctorate from Florida Gulf Coast University. The majority have indicated that this opportunity would help keep them in the education field. Also of significant importance to us is the overwhelming response that the opportunity to obtain the doctorate from a public university close to their home is paramount.

In 2006 and 2009 respondents stated that offering the Doctorate in Education degree is a critical need in Southwest Florida, and that both areas of specialization are needed. Forty six percent of the respondents from the 2006 survey stated there are current challenges recruiting individuals with advanced degrees due to the high cost of living here, the cost of relocation and adjustment to our culture. Three of five human resource departments stated they would prefer not to recruit out of the state. In the October 2009 survey, 81% of the respondents stated that having a Doctorate in Education degree program available to them would help keep them in their profession and in southwest Florida. Additionally, 89% indicated that having such a program

from a Public State University close to home was important.

The Superintendents from the five surrounding school districts have sent letters of support for the EdD program at FGCU (Appendix A). The letters all stress the importance of having advanced degree programs offered locally.

There are two private universities, Nova Southeastern University and Barry University, offering a doctoral program in education locally. However, FGCU is the only public university within approximately 120 miles to meet the high demand of the College's constituents for advanced degree programs in education. Additionally, according to the 2009 survey, 68% of the respondents indicated they preferred a hybrid approach to course delivery over an entirely online degree program.

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

When FGCU first opened its doors in 1997, it received repeated requests from local school administrators for a local EdD program. To meet this demand, in 1998 FGCU invited the University of Central Florida to offer its educational leadership and curriculum and instruction doctorate of education (EdD) degree programs on FGCU's campus. Since that time, this program attracted sufficient numbers of well-qualified and committed applicants to form five successive cohorts of approximately twenty to twenty-five students each.

To complement demand based on the UCF program experience in Southwest Florida, FGCU sought additional evidence of continuing demand for a locally offered program. Online surveys of K-12 public school employees, including teachers, principals, curriculum specialists, directors and counselors in Southwest Florida have been conducted in 2006 and 2009 to gauge demand. (see Appendix B). Literally hundreds of individuals responded to the surveys. Those surveyed have been asked about their current positions, their ambitions, what advanced studies they would like to pursue, how they would like to pursue such studies (e.g., online, weekends, face to face, location, etc.) and when they would be interested in applying for admission. The data consistently indicates that the respondents want the opportunity to obtain a Doctorate in Education at a local, public university.

In 2006, 31% of the respondents expressed interest in the Ed D Degree and in 2009 81% expressed interest. Additionally, the 2009 survey data indicated that having access to a Doctorate in Education degree would keep 81% of the respondents in their profession and in this region. It is also very important to the respondents (89%) that the program be from a public state university close to home.

It is clear from these data that there is strong demand for a Doctorate of Education degree program in our area. The demand is so strong that private universities such as

Nova Southeastern University and Barry University have been offering programs, though targeted at a somewhat different market than UCF and FGCU's programs.

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

Barry University offers a Doctor of Education in Leadership with specializations in Human Resources, Higher Education and Special Education. According to the Assistant Dean, Dr. Bell, FGCU's proposed programs are not at all alike, and we will not impact their program. Since Barry University does not offer concentrations in Curriculum and Instruction or School Leadership, there is no opportunity for collaboration.

Nova Southeastern University offers a Doctor of Education in Leadership with seven specializations, including Educational Leadership and Instructional Leadership. Nova's largest programs are Educational Leadership and the related areas such as Instructional Leadership. Nova offers 70% of the total program as on-line courses based upon availability of a qualified professor in distance learning. According to Nova's Field Associate for Southwest Florida, Dr. Kuckel, Nova accepts one cohort between 12-15 students per year. Collaboration was discussed but Nova's high tuition is a road block (Nova: $2,430 per three credit course; FGCU: $902.67 per three credit course). Also, students enrolled in the doctoral program at Nova take a large portion of coursework together regardless of specialization. Students in the FGCU program will take courses designed for their specializations. Please see section B above for demand.

In addition to Barry University and Nova Southeastern University, the University of South Florida, University of Central Florida, and Florida International University all offer Doctor of Education degrees but the distance to travel to the closest university is 120 miles and this creates a barrier for residents in Southwest Florida.

D. **Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 42 credit hours per year and graduate FTE will be calculated as 30 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Table 1B displays the enrollment projections for the EdD program. Enrollment projections are based on an analysis of the UCF (S.W. Florida) program offered, surveys of prospective students, and the resources to be dedicated to the program. Based on this combination of sources, FGCU plans on establishing a new cohort of

students every two years.

The EdD program will comprise approximately three years of coursework followed by a culminating dissertation. The EdD program part-time headcount in Year 1 will be 20 students. Based on the cohort approach of one cohort every other year and accounting for student attrition, dissertations, and degree completion, the Year Five enrollment will be approximately 38 students.

E. Indicate what steps will be taken to achieve a diverse student body in this program and identify any minority groups that will be favorably or unfavorably impacted. <u>The university's Director of Institutional Equity and Compliance should read this section, then sign and date in the area below.</u>

FGCU intends to attract a diverse student body that is reflective of the local population of individuals in the field of education throughout FGCU's five-county service area (Charlotte, Collier, Glades, Hendry, and Lee Counties). The demographic breakdown of the target population of regional educators according to statistics collected directly from the school districts is:
White – 89%
Minority – 11% of which 4% is Black, 7% is Hispanic, and less than 1% is Asian and American Indian.
Males comprise 23% of the regional education population while Females represent 77%.
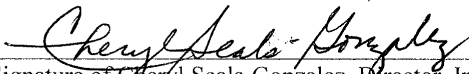
In addition to our goal of hiring a diverse faculty and staff, our plans to attract a diverse student body include:
- To establish graduate assistantships specifically to enhance diversity and inclusion;
- To advertise the program directly to schools with a higher percentages of minority teachers and other professional staff;
- To sensitize our university's recruitment staff to the needs of our program in attracting a diverse group of students.
- To establish a cooperative relationship with a number of community agencies working on the behalf of minority populations, such as The Quality Life Center, Nations Associations, The Ella Piper Center, Hispanic Chamber of Commerce, National Migrant Education Agency. These agencies could not only help in recruiting minority students, but some could serve as practicum or research sites for our graduate students. Also, having these relationships will make FGCU more attractive to minority candidates.
- To use our contacts with the Hispanic community through outlets such as the Migrant Education Grant that is affiliated with our College of Education, and

College of Education faculty who work with the Hispanic communities.
- To establish contact with the District of Columbia that subsidizes students who attend graduate schools out of the District.
- To encourage our Dissertation Fellows to help recruit minority candidates from their home states. (Note: FGCU is currently developing a Dissertation Fellows program through which ABD faculty teaching at FGCU will assist with developing a more diverse student body at their respective home institutions. The Fellows will be encouraged to recruit students with diverse backgrounds from their home states to attend FGCU.)

Signature of Cheryl Seals-Gonzalez, Director, Institutional Equity and Compliance
Date: 2–16–2010

III. Budget

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

The proposed program will utilize both existing resources within the College of Education and the addition of new resources. Total costs of the proposed programs will amount to approximately $157,766 in Year One rising to $246,478 in Year Five. The new costs include library resources. The funds for these new resources will be derived from internal reallocation within the College of Education of existing vacant faculty lines, support from Academic Affairs, and from enrollment growth funding.

A total of three new faculty members will be hired to support the College of Education in its endeavor to offer an EdD degree. All three new faculty will teach in undergraduate and graduate programs. They will also assist with dissertation supervision as well as service and scholarship. All new lines come with computers and resources to cover expenses such as phone, copying, office supplies, and professional development. The three new faculty positions have been allotted to the college from the Provost's office. New faculty members include one in Educational Leadership and two in Curriculum & Instruction (C&I). All three positions will be filled at the Associate or Full Professor rank, and sufficient money has been allocated at these ranks. New faculty will be recruited who have experience working in doctoral programs, where they have served as chairs or members of dissertation committees. In addition, they will be required to have teaching, service, and scholarly records at sufficiently high levels, so they will be eligible for Graduate Faculty status immediately upon appointment.

B. **If other programs will be negatively impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting edge research, improved labs and library resources).**

Because the new resources for the proposed EdD program will come mainly from enrollment growth, no negative impact on existing programs is anticipated and all existing teaching responsibilities across current undergraduate and graduate programs within the College of Education will continue to be met. There is existing capacity in current programs to support additional enrollment growth without diverting faculty resources for the establishment of the EdD program. The College's Educator Preparation Institute and the Teacher Immersion Program will not be impacted financially by the proposed EdD program.

There are considerable positive benefits to be realized by the new program. First, the addition of more applied research resident faculty who will also teach undergraduate and master's level courses will contribute to the quality of existing programs. Second, the presence of advanced graduate students will enrich the experiences of undergraduate students and master's level students who will come into contact with them through activities such as shared research projects, student internship supervision and mentoring. Finally, the new faculty will expand the breadth of knowledge and expertise across the College's faculty and programs, bringing with them fresh perspectives and a spirit of innovation to new and existing curricula.

1. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

    Not applicable.

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

The College of Education has taken several steps to address needed resources outside the University. First, the College has an excellent track record of securing outside funding. It has asked current principal investigators to consider adding research and teaching assistants to grant renewal projects. Faculty seeking grants have also been encouraged to develop activities and budgets to support research assistants. The

College of Education will support, through use of research return dollars received from facilities and administrative costs during each fiscal year, research and travel for students in the EdD program.

Second, the surrounding school districts offer tuition reimbursement opportunities for teachers taking courses and/or completing advanced degree programs. Preliminary discussions have taken place to investigate the possibility of other incentives, such as monetary support for books and paid internships.

Finally, Florida Gulf Coast University is working closely with the five surrounding school districts to develop appropriate internship opportunities.

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

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

Allowing Florida Gulf Coast University to add a practitioner's Doctor of Education is critical to the strengthening of the public school system in Southwest Florida. This statement is based on the results from four separate surveys administered between 2004 and 2009 to ascertain the need for advanced degrees in leadership.

According to the Superintendents and Chief Academic Officers in the five county service area, the opportunity for employees to obtain advanced graduate degrees is an excellent tool for retention and recruitment. Surrounding districts will reimburse employees for courses taken and often have built cohorts so various programs of study would be tailored to their unique needs. All agreed that there is better retention when teacher leaders and administrators are "home grown." With the projected long-term growth for Southwest Florida, it is imperative schools have access to a high quality workforce. In addition, all five counties agreed that the applicant pools would be enriched if there was access to advanced graduate degrees in education.

Florida Gulf Coast University is committed to meeting the professional and workforce needs of our community. The advanced degree provides a career ladder for educators and supports their professional development. It is part of FGCU's mission to provide highly skilled and qualified professionals to address employment needs in the critical shortage areas of educational administration and teacher leadership. The closest public university is 120 miles away. A local program would reduce the expense and burden of travel as well as the cost of private tuition. Also, the preparation of educational leaders with advanced skill knowledge in applied research will be of great benefit to the school districts. It is expected that these graduates will possess the skills to design and implement studies and then analyze the

results to determine program effectiveness, best practices, institutional effectiveness and the impact of various reforms.

In addition, the programs will meet regional professional and workforce needs. Providing opportunities for career pathways in education will encourage teachers to stay in the profession and eventually assume leadership positions. Although the programs will directly impact Southwest Florida, it is probable that some graduates will relocate within Florida to fill openings for principals, superintendents and other various positions within districts and school administrations.

Since many classes will be offered virtually, it is hoped FGCU can assist other students enrolled in advanced programs who may need courses to fulfill graduation requirements. Other individuals interested in improving skills or in gaining knowledge in a specific area, such as assessment, curriculum and leadership, for example, will have access to such content through the distance learning courses.

V.   Access and Articulation – Bachelor's Degrees Only

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

   Not applicable.

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

   If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree

program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

C. **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the limited access status. NOTE: The policy and criteria for limited access are identified in BOG Regulation 6C-6.001 (11) (e) and (f). Submit the Limited Access Program Request form along with this document.**

Not applicable.

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

Not applicable.

VI. INSTITUTIONAL READINESS

Related Institutional Mission and Strength

A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**
The EdD degree program is based on meeting the SUS Strategic Plan as follows:

1) Meet the regional and state workforce needs for highly educated school administrators and leaders.

2) Provide opportunities for pK-12 educators to pursue advanced study in a local environment at a comprehensive public university.

3) Educate experienced professionals to be agents of change in local school systems.

4) Equip graduates with the knowledge and skills needed to lead Florida schools for the next generation of students and teachers by mastering concepts of leadership, educational sustainability, and diversity and global perspectives to improve institutional performance.

5) Prepare individuals for management/leadership roles in organizations that value the organizational skills acquired through the program.

6) Contribute to the creation and dissemination of knowledge and ideas of contemporary value to the field of Education.

Connection to FGCU Vision, Mission & Guiding Principles
The Vision Statement of Florida Gulf Coast University:
Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

The Mission Statement of Florida Gulf Coast University:
Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.
. . . . .
Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

As noted in the primary FGCU mission statement, the chief aim of the university is *"to fulfill the academic, cultural, social, and career expectations of its constituents."* In addition, one of FGCU's Guiding Principles is *"The success of our students is at the center of our endeavors, with their needs determining our academic planning."* The proposed EdD program based on the expressed wishes of regional educators and the demonstrated need for advanced instruction, will satisfy career aspirations of citizens of S.W. Florida and provide leadership for the transformation of the region's school systems in an increasingly diverse environment.

FGCU is proposing a doctoral degree program with rigor that *"pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose."*

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

and centers.

A broad foundation across the field of education and regional visibility

FGCU's College of Education has a stellar reputation in Southwest Florida for preparing teachers, counselors and school administrators. At the undergraduate level the College prepares teachers in elementary education, special education, early childhood education and secondary education. At the graduate level there are programs in educational leadership, counselor education, curriculum and instruction, reading, elementary education and special education. Two strengths of the College are being responsive to local workforce needs and forging strong partnerships. Adding an Education doctoral degree builds on these strengths. In addition, as previously stated, the request for the degree program came from the educators in the five surrounding school districts.

A history of student success

FGCU undergraduates in teacher preparation programs have an exemplary hiring record. On average 95% – 100% (depending upon the year) of those wishing to be employed, are employed upon graduation. Each year an employer satisfaction survey is conducted and the results indicate an average of 95% satisfaction with FGCU's students. The addition of the proposed program will also be a valuable retention tool in Southwest Florida According to the Superintendents and Chief Academic Officers in the five county areas surrounding Florida Gulf Coast University, teachers want and need access to professional development that leads to career advancement.

A solid track record of securing external support in service to the community

In 2003, the College of Education received a Teach in Florida grant to train individuals with non-education degrees to become teachers through the successful model, Teacher Immersion Program. In August 2006 the College of Education received approval to offer an Educator Preparation Institute (EPI), and the College was awarded a $300,000 Project Succeed grant to support the EPI.

In July 2006, the College of Education was awarded a $2 million "Transition to Teaching" grant to address the critical shortage of teachers in SW Florida. Florida Gulf Coast University was one of 20 projects funded nationally in 2006 and the award was the largest funded transition project in Florida. FGCU has partnered with one of the local school districts, Lee County, to implement the grant. A total of 200 individuals with non-education degrees will be trained to become teachers between 2006-2011. To date 95 have been trained. Students in the proposed EdD program will be involved in this initiative through research/evaluation projects such as analyzing outcomes, tracking teacher and employer satisfaction and teacher retention, studying components of program

development, and engaging in other evaluation activities. Students enrolled in the proposed program will be given opportunities to serve as instructors for on-line and face-to-face courses and act as mentors for beginning teachers in our undergraduate teacher preparation programs and the Teacher Immersion Program.

Although Florida Gulf Coast University is a relatively new university, the College of Education has built a solid track record in securing grants and sponsored research. For several years the College has been among the University leaders in securing external funding. Two grant proposals are currently under review by the Institute of Educational Services. One is a 5-year, $3.5 million dollar grant to evaluate best practices in Response to Intervention (RTI). The second is a three-year grant for over $.5M to develop and implement RTI training. Both grants were written with our school partners in Collier County.

The College also offers a program including tuition support to assist paraprofessionals with an AA degree to become teachers. This program has been very popular and has definitely assisted the two rural school districts in our service area to "grow their own" teachers.

Opportunities for applied research and study

The College of Education has several grants that support local school improvement initiatives, recruitment of students into teaching and the retention of teachers. These grant initiatives offer excellent areas for potential research, practicums, internships and assignments in the EdD program. For example, all students will be required to complete an internship course. A student may do the internship with the Florida Inclusion Network as a trainer and facilitator or perhaps do an internship with the EPI or with the Teacher Immersion Program. Another example involves the Diversity and Global Studies in Education course that requires a practicum in a diverse setting. The practicum may be done with the Professional Development Partnership which addresses the needs of students receiving exceptional student services.

Another excellent opportunity that will provide many collaborative opportunities for research and service among faculty and students is the Whitaker Center for Science, Math, and Technology Education which is a formal collaboration between the College of Education and the College of Arts and Sciences. This comprehensive Center exists to support quality Science, Technology, Engineering, and Mathematics (STEM) Education across the K-16 continuum. To this end, the Whitaker Center sponsors programs and initiatives in the following areas: faculty professional development; educational research in university and K-12 STEM classes; professional development for K-12 educators; programs for university and K-12 students; community outreach; and evaluation of STEM education programs. Students in the EdD program will have ample

opportunity to participate in existing Center programs; conduct research in the STEM education areas at all levels, and serve as teaching and research assistants.

An experienced and engaged faculty

Other current strengths include:
- Five faculty have taught classes in the UCF EdD program, and 13 of COE faculty have graduate faculty status with UCF.
- Strength of faculty publications with books in the areas of educational leadership and curriculum and instruction: Mayberry, Valesky, Wilkerson, Wilder, and Schmidt.
- Ten faculty have taught courses in our EdS program.

Faculty are currently involved in research projects within the areas of alternative certification, teacher retention, cultural awareness, and technology issues that will provide opportunities for future investigations within the proposed program. Faculty currently hire graduate assistants and are provided professional development money to present research findings at professional conferences. Funding is available so graduate assistants and other students involved with the research can attend such conferences.

FGCU believes that the addition of a new doctoral program will allow the College of Education to continue to build and extend its stellar reputation of serving the community, addressing workforce needs, and forging new partnerships.

Please see section IX.C. of this proposal for a current roster of COE faculty who will be involved in the EdD program. This roster itemizes some of their scholarly products and involvement with student research projects at the post-master's level.

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

Date	Participants	Planning Activity
1995-96	The school superintendents from Lee, Collier and Hendry counties contacted Dr. Terry Wimberley, the FGCU founding Dean of the College of Professional Studies, with a request. Dr. Wimberley then	Discussions took place about the possibility of offering a doctorate in education before FGCU even broke ground. UCF was interested in offering a partnership to provide doctoral

Date	Participants	Planning Activity
	approached the Colleges of Education at USF and UCF to determine if they had an interest in offering a collaborative doctoral program on our campus. Representatives from both UCF and FGCU met in Avon Park to determine if such a program could be possible.	programming to Southwest Florida. A collaborative arrangement was made and subsequent formal agreements were signed by the Presidents of both universities (see Appendix D). It was agreed by all parties that this would be a temporary arrangement until FGCU could develop its own doctoral program.
1996-2004	College of Education	A Doctoral Program in Education Leadership was included and approved, annually in the strategic plans, of the College of Education.
2003, Fall	The Dean of the College of Education appointed a committee to begin developing a proposal for the doctoral program. Faculty members from Educational Leadership, Research and Evaluation, Secondary Education, Elementary Education, and Counselor Education comprised the committee, with two faculty members from the program in Educational Leadership serving as co-chairs.	This committee met throughout the academic year and provided minutes and opportunities for input to the entire college faculty and staff.
2003, Late Fall to 2004, Spring	College of Education Post-Master's Program Proposal Committee	The College of Education committee developed a survey to send to educators in our five county area (Lee, Collier, Charlotte, Glades, and Henry). The data were analyzed and presented to the faculty and subsequently used to develop the specialist and doctoral programs. The survey results are discussed in this proposal.
2004, March	College of Education Post-Master's Program Proposal Committee	The committee discussed the proposed programs with the entire COE faculty. Faculty comments and concerns were noted in the minutes and then follow-up meetings of the committee addressed each of the concerns raised. At that time, the primary concerns raised were adding technology and foundations of education to the curriculum. Both of these concerns were addressed through integrating foundations into the College core courses and integrating technology into the courses for each concentration.
2004, April	Provost Brad Bartel	Provost approved continued planning for the programs.

Date	Participants	Planning Activity
2004, May	Community Advisory Committee for the program in Educational Leadership	The Community Advisory Committee for the program in Educational Leadership was apprised of the plans for the programs in the College of Education. At this meeting they were asked to comment on the existing plans and structure of the program. The Advisory Committee was very enthusiastic about the prospect of having a doctoral program in both Educational Leadership and Curriculum & Instruction at FGCU. They provided some helpful comments that were included in the agendas of subsequent meetings of the Post-Master's Program Committee.
2004, Summer	College of Education Post-Master's Program Proposal Committee. College of Education faculty and staff.	The committee held five seminars to which all COE faculty and staff were invited to discuss the programs, courses and the concerns raised earlier. Each of these seminars resulted in a detailed discussions of courses and program content. Minutes from each of the seminars were distributed to all College of Education personnel for review and comment.
2004, Fall	College of Education Post-Master's Program Proposal Committee. Provost Bonnie Yegidis.	The new provost provided funding support to the College of Education for the development of coursework for the programs.
2004, Fall	Dean of the College of Education at FGCU and UCF	Due to the expense of offering such a program at a great distance, the Dean of the College of Education at UCF informed FGCU's Dean of Education that UCF would close the doctoral program on the FGCU campus, and that the candidates admitted in the spring of 2004 would, most likely, be the final cohort to complete the UCF program. This information was also reported by the UCF program director housed on the FGCU campus.
2004, Fall-2005, Spring	College of Education faculty	A total of 17 faculty from the College of Education, or approximately half of all faculty, were involved in developing coursework for the EdD program. This included faculty who work in both divisions in the college. The Post-Master's Committee developed a standard syllabus format and then reviewed each of the courses

Date	Participants	Planning Activity
		proposed. Revisions were made as needed and then were brought back to the committee for final approval. The specialist and doctoral programs were on the agendas of some of the College of Education all-college meetings and on all of the Division of Graduate Studies meetings.
2005, February	College of Education Division of Graduate Studies faculty	Initially presented to the faculty in the Division of Graduate Studies in November 2004, the Division Faculty voted in favor of a Faculty Workload proposal for culminating experiences. The workload proposal was then used to finalize the determination of the number of faculty that would be needed to teach courses and to chair or serve on student dissertation or culminating project committees.
2005, January-February	Dr. Kermit Buckner	An outside consultant was contracted to work with the Post-Master's Committee. Dr. Kermit Buckner, professor and chair from East Carolina University was selected because of his extensive work with national accreditation of Educational Leadership master's programs through the Educational Leadership Constituent Council and his experience in working with doctoral programs. In addition, as past Director of Professional Development and Assessment for the National Association of Secondary School Principals, and as Director of the North Carolina Assessment Center, his qualifications were outstanding.
2005, March	Dr. Kermit Buckner	Dr. Buckner's draft report was received in time to make some changes in the proposals prior to sending them to the University Graduate Curriculum Committee. The consultant's report was very positive overall. He made minor recommendations to strengthen the rationale for various sections of the proposals. His report indicated that he was impressed with our curricular emphasis and that our plans for hiring new faculty were on target and appropriate.
2005, March 16	College of Education's Graduate Curriculum Committee	The College of Education's Graduate Curriculum Committee reviewed the specialist and doctoral proposals, the

Date	Participants	Planning Activity
		course syllabi, the Graduate Course Add Forms, and the Graduate Catalog descriptions of the programs. They approved the programs and syllabi and provided suggestions, editing changes, and formatting suggestions to strengthen the presentation of the proposals to the University Graduate Curriculum Committee.
2005, August	Office of Graduate Studies	The FGCU Office of Graduate Studies was established prior to the start of the Fall 2005 semester. Dr. Michael Savarese was hired as Director of the Office of Graduate Studies at that time. He has been active with the administrative committee for the program since he came on board after the proposal was already well underway. The recently organized Office of Graduate Studies is available to facilitate new program development at its inception: helping define program needs and building faculty consensus.
2005, November	Dr. Carl Backman	Dr. Carl Backman was engaged as a consultant in the fall of 2005 to review the documents prepared by the Post-Master's Committee to present to the BOG on the recommendation of the Provost's Office. His report was received on December 16, 2005, followed by a visit to campus. Carl Backman is Professor Emeritus from the University of West Florida, who served for several years as Special Assistant to the Chancellor of the Board of Regents (now called Board of Governors).
2006, January	College of Education Post-Master's Program Proposal Committee	The committee reviewed recommendations from Dr. Backman's report. Based on his recommendations, it was decided to develop two degree programs in Education, (EdS and EdD) with two concentrations: Educational Leadership and Curriculum and Instruction. The Committee met weekly in the spring semester to revise and strengthen the program proposal.
2006, January	College of Education faculty	The faculty voted to pursue one specialist and one doctoral program after hearing the committee's plans for meeting the recommendations of Dr. Backman.

Date	Participants	Planning Activity
2006, February	University EdS/EdD Leadership Committee **Marci Greene**, Chair of Committee, Dean of the College of Education **Cecil Carter**, co-chair of College EdD Committee and Associate Professor in Educational Leadership **Tom Valesky**, co-chair of College EdD Committee and Professor in Educational Leadership **Mike Savarese**, Director of the Office of Graduate Studies **Peg Gray-Vickery**, Assoc. VP, Curriculum. & Instruction **Joseph Ravelli**, Director of General Education **Cathy Duff**, Director, Program Development **Paul Snyder**, Associate Provost and Associate VP Planning & Institutional Performance	A new administrative committee at the university level for the specialist and doctoral program was formed. The new committee is known as the University EdS/EdD Leadership Committee. The purpose of the committee was to provide guidance and support for development work on the post-master's programs.
2006, February	FGCU community contacts	A new survey was developed to determine continuing program need since the first survey was done in 2004. The survey was sent out to the five school districts surrounding FGCU, some higher education institutions, and some local organizations.
2006, March	COE Graduate Curriculum Committee	The revised proposal was approved by the COE Graduate Curriculum Committee for review and approval.
2006, Summer, Fall	COE Post-Master's Program Committee	Revisions to proposal based on input from the University EdD Leadership Committee.
2007, April	COE Graduate Curriculum Committee	Approval of proposal.
2007, June	FGCU's Board of Trustees	Approval of proposal.
2007, August	FGCU Administration	Delays request for BOG approval due to state budgetary concerns.
2007, December	SACS	Approval of FGCU request to move to the doctoral level.
2009, March	SACS COC	Conducts on-site review of EdS program and offers no recommendations concerning the program.
2009, Fall	COE	Updates EdD program document.
2010, February	FGCU Administration	Requests BOG approval of EdD
2010, June	BOG	Anticipated approval of EdD
2010, July	FGCU Administration	Notification to SACS COC to implement EdD in Summer 2011

Date	Participants	Planning Activity
2011, summer	COE	Enrolls first cohort into the EdD

VII. Program Quality Indicators - Reviews and Accreditation

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

Education Specialist degree in Education Program – Southern Association of Colleges and Schools, Commission on Colleges Site Visit Committee Report, June 11, 2009

Commission on Colleges of the Southern Association of Colleges and Schools
On-site review of the EdS program in Education (and the Doctor of Physical Therapy program) that Occurred March 24-26, 2009.

Accreditation Action taken on December 7, 2009: The Commission on Colleges continued the accreditation of FGCU at Level V following review of the substantive change.

In fall 2008, the College of Education launched its Educational Specialist degree, a 48-credit hour post-master's program with its concentrations in Educational Leadership and Curriculum and Instruction. This course of study fulfills nearly all the didactic content of the proposed EdD program and is transferable toward fulfillment of EdD program requirements. In its three-day, on-site review, the COC team reviewed documents, toured facilities, and met with faculty, students, and staff of the EdS program (including institutional leadership).

The review covered standards and requirements with regard to institutional readiness to offer the program, faculty credentials, faculty scholarship, faculty adequacy, need and demand, academic support, student services/student support, and physical facilities to support the program. The team found all these areas in compliance with COC relevant requirements and standards. The entire report is included as Appendix C.

Specifically with regard to the faculty the report (page 9) stated:

"The number of full-time faculty in the EdS program is adequate to support the mission of the institution and to ensure the quality and integrity of the program. The narrative for the EdS program states that ten current faculty (30% of the College of Education faculty) will teach in the program. Those ten faculty members have experience working in post-master's degree programs and experience in working on dissertation or thesis committees. Additionally, they have strong scholarly records qualifying them to serve on post-master's student committees, and many have experience working in public schools.

Program roster indicates that most faculty members will teach one course per academic year (summer, fall, spring), and that no faculty member will be exclusively dedicated to this program.

All EdS faculty have experience in developing and delivering online courses. Further, all faculty have active research agendas. Evidence indicate three faculty have published books in the last three years; all have presented at one or more national conferences annually; several are PI's, co-investigators, or evaluators for grants. All have published in journals, and most have their research included in conference proceedings.

Faculty are active in grant projects that offer opportunities for faculty/student research."

And on page 21

"The Committee's review of the ten EdS didactic faculty curriculum vitae demonstrates those faculty are competent and qualified to accomplish the mission and goals of the institution. All didactic faculty hold earned doctorates in the field of their teaching assignment(s) and demonstrate excellence in the field. Review of faculty scholarship and service activities demonstrates exemplary commitment to the mission of the institution."

Florida DOE Approval of Educational Leadership

Evaluation of Educational Leadership Preparation Programs
Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

Institution: Florida Gulf Coast University
Program Status: Fully Approved until June 30, 2013
Date Reviewed: December 2008

These standards and associated criteria reflect statutory requirements of section 1012.986, Florida Statutes, and revisions to Chapter 6A-5.081, F.A.C., adopted by the Florida State Board of Education in May 2007. Additional information concerning the program approval process may be obtained through the Educator Preparation Program Approval Section of the Bureau of Educator Recruitment, Development and Retention, 850.245.0435.

Standard 1. Core Curriculum Content The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.				
1.1 The institution or district incorporates all required curriculum content and the needs of the state and school district(s) into required courses or professional development offerings.				
Criteria for Transitional Program Approval	**Required Elements**	**Acceptable**	**Needs Improvement**	**Unacceptable**
1.1.1 Course work	A. Program documentation	√		

				√		
	or professional development documentation indicates where all curriculum components are taught.	(matrix, curriculum map, other tool) reflects course work or planned professional development through which the candidate can practice and fully demonstrate each of the Florida Principal Leadership Standards. B. Program documentation (matrix, curriculum map, other tool) reflects course work or planned professional development through which the candidate can practice and fully demonstrate each of the *Competencies and Skills Required for Certification in Educational Leadership in Florida* (Most recent edition published). C. A plan is described for those candidates who have not met their ESOL/ELL requirement of sixty (60) hours of ESOL district inservice points or three (3) credit hours in a survey type ESOL course to demonstrate the mastery of the ESOL standards required of school administrators. All previous ESOL in-service training may be used to satisfy this requirement.				
1.1.2	The program courses or professional development reflect the needs identified by the school district(s) and the state.	A narrative is provided that articulates how the program courses or professional development are based on district and state needs. 1. Examples of local district needs may be based on critical principal shortage areas due to increased retirements, high need areas	√		

			√		
	based on student data and/or school grades, and/or changes in district student population or enrollment. 2. Examples of State needs may include critical principal shortages regional areas due to increased retirements, high need regional areas based on student data and/or school grades, policy changes, and/or changes in the state student population or enrollment.				
1.1.3	The overall course design places the greatest emphasis on the school leader's role in improving curriculum, instruction, and student achievement.	Program documentation (matrix, curriculum map, other tool) reflects multiple opportunities for the candidate to practice application of knowledge with the purpose of improving curriculum, instruction and student achievement.	√		

FINDINGS: Criteria 1.1
All parts of Criteria 1.1 were met in the previous review.

1.2	**The program includes field experiences designed to provide opportunities for candidates to apply program knowledge and demonstrate required leadership competencies in K-12 schools.**				
1.2.1	Field experiences are integrated within the overall program courses or an internship is provided.	Program documentation shows field experiences throughout the program which are linked directly to the ten Florida Principal Leadership Standards and *Competencies and Skills* for Educational Leaders. Placement of field experiences within the program may be shown on a matrix or curriculum map. An internship is provided for the candidate at the conclusion of the program **if** field experiences **are not**	√		

		incorporated throughout the curriculum of the program.			
1.2.2.	Field experience activities are designed to provide application, practice, and reflection on required standards and competencies focusing on school improvement and improving student achievement.	Appropriate field experience descriptions include activities specifically related to curriculum improvement and student achievement, and provide the candidate with the opportunity to demonstrate mastery of each required standard and competency.	√		
1.2.3.	There is a plan for candidates to receive feedback and coaching on their performance of essential competencies during their field experiences.	The field experience descriptions clearly describe processes and tools for monitoring the candidates' progress by providing timely feedback and guidance on their performance in specific activities and overall progress in demonstration of the principal leadership standards and competencies and skills.	√		

FINDINGS: Criteria 1.2
All parts of Criteria 1.2 were met in the previous review.

1.3.	**The program design incorporates appropriate elements of the William Cecil Golden Program for School Leaders (WCG) to ensure a statewide foundation for leadership development.**				
1.3.1	Program design incorporates tools and/or resources offered	Appropriate elements of the William Cecil Golden Program for School Leaders are incorporated into the program curriculum based on the institution's or district's program design. These	√		

through the WCG to enhance curriculum content or delivery.	may be noted on matrices/curriculum maps or within course descriptions.			
1.3.2. A plan is included for candidates to utilize the resources or tools available through the WCG website.	A plan is described on how the institution plans to train the candidate to use the WCG program and website -- https://www.floridaschoolleaders.org/ as a resourceful tool.	√		

FINDINGS: Criteria 1.3
All parts of Criteria 1.3 were met in the previous review.

1.4.	**Courses are taught and field experiences are supervised by qualified personnel.**			
1.4.1 Faculty/instructors have the appropriate education background and experience to deliver the courses and professional development required in the program.	Program documentation includes background information to verify qualifications for all faculty/instructors. Information should include: 1. administrative position(s) held in K-12 settings (examples: vice-principal, principal, director in an educational setting where supervision of teachers was a major responsibility of the position, etc.) 2. years of experience in each position included	√		
1.4.2.a. A plan is in place for university faculty to participate annually in	A plan that clearly describes the type of monitoring system that will be used to monitor the faculty's participation in annual activities or research within the K-12 school settings that is within the instructor's	√		

activities or research within K-12 school settings in the curriculum area(s) they teach.	scope of instruction.			
1.4.2.b. Field experiences are designed to be supervised by faculty/instructors who through their prior experiences have dealt successfully with the issues being addressed during the field experience.	A system of verification is described on how supervising faculty have demonstrated successful administrative experiences that can be shared with the candidate as he/she participates in field experiences throughout the program. This can be verified via faculty vitas or resumes for district employees	√		
1.4.3 The program documentation includes systematic procedures to obtain candidates' feedback on the quality of teaching and field experience supervision.	A systematic plan is articulated on how the candidate will receive feedback on the quality of his/her teaching and supervision of field experiences by faculty in the program. This plan will include the instrument(s) used to obtain the feedback.	√		
FINDINGS: Criteria 1.4 All parts of Criteria 1.4 were met in the previous review.				

	Acceptable	Needs Improvement	Unacceptable
OVERALL SCORE FOR STANDARD ONE	√		
COMMENTS All parts of Standard 1 were met in the previous review.			

Standard 2. Candidate Performance				
Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.				
2.1. Methods and procedures have been established to assess candidates' progress in meeting outcomes of the program competencies aligned with the required curriculum as candidates progress through the leadership preparation program.				
Criteria for Transitional Program Approval	**Required Elements**	**Acceptable**	**Needs Improvement**	**Unacceptable**
2.1.1 Assessments have been placed within the program design to collect data on candidates' progress in meeting outcomes of the required curriculum competencies.	A. Documentation is provided that articulates how the program will follow state-mandated admission, enrollment, and completion requirements through the collection and maintenance of the following data sets: 1. Number of candidates admitted into the program. 2. Number of candidates currently enrolled (maintaining status in the program by institution's or district's definition) in the school year. 3. Number of candidates that meet all requirements of the program and complete the program. B. Program documentation reflects instruments and/or methods for assessing candidate progress throughout the program in the following required curriculum components: 1. Each of the Florida Principal Leadership Standards 2. Competencies and Skills for	√		

	Certification in Educational Leadership 3. Field-experience demonstration of the principal leadership standards and competencies and skills as appropriate 4. Pre-determined WCG resources/tools used within the program *Notes:* Assessment and placement information may be shown on a matrix or curriculum map. Examples of assessments and methods include: rubric, portfolio, field experience observation instrument, test, etc.			
2.1.2 A systematic process is in place to provide candidates with feedback on their mastery of assessments given throughout the program and a remediation plan is developed if mastery is not achieved.	A systematic process is described that provides candidates with feedback on how well they are demonstrating the core curriculum components and their progress toward completing the program; and a systematic remediation plan is described if mastery is not achieved on one or more of these curriculum components.	√		
2.1.3 An assessment system is put in place by the University faculty and district staff to	A college-wide or district-wide assessment system is fully described that will be used to capture the candidates' progress on the outcomes of the program's standards and competencies. This	√		

review the candidates' adequate progress in meeting the outcomes of program competencies.	assessment system should include a detailed explanation of how the data will be collected on each candidate's progress by including who will record the student's progress and the process of how the progress of each candidate will be determined and tracked.			

FINDINGS: Criteria 2.1

All elements of Criteria 2.1 are met and acceptable. The explanation provided clearly describes a systematic process of
how the Leadership Competencies and Skills are used to track the candidate progression on them for the FELE.

The brief collaboration plan described shows the districts involvement in sharing the responsibility of how the candidate's
Adequately progress in meeting the outcomes of program competencies.

2.2	**A process is in place to determine and record whether candidates have successfully demonstrated mastery at the initial certification level of the competencies required in the curriculum.**			
2.2.1 The institution or district has developed an assessment system that can assess demonstration of the required competencies for each candidate through course work, field experiences and the Florida Educational Leadership Examination (FELE).	Process developed by the university or district that will be used for selecting/developing appropriate instruments and processes for assessing the candidates' mastery on the required standards and competencies, through the candidates' course work, field experiences, and the Florida Educational Leadership Examination (FELE) is described.	√		
2.2.2 The institution or district has developed a process to train	The institution or district describes how the faculty will be consistently trained and updated on the operations of the program's	√		

			√		
	and update faculty on the consistent use of the program's assessment system.	assessment system.			
2.2.3	The program publishes program completion requirements for a full program and a modified program as appropriate, including degree completion, competency demonstration, and passing scores on the FELE, and documents that only candidates who meet these requirements will receive an endorsement.	The institution or district describes how it will publish to the public the basic requirements of the educational leadership program and modified program as appropriate, and explain how a candidate who meets these requirements will receive an endorsement. The publications that can be included are university catalogs, university-wide publications, marketing materials, program guides, etc.	√		

FINDINGS: Criteria 2.2
All parts of Criteria 2.2 were met in the previous review.

2.3	**Methods and procedures are in place to assess program completers' and district employers' satisfaction with the completers' preparedness for serving in a school-based leadership position in the first year of such employment after completing the program.**				
2.3.1	A process has been established to determine program completers'	A collaborative process is articulated for how completer satisfaction will be assessed and determined. The narrative will need to describe or include the completer survey(s), as the results	√		

satisfaction with their level of preparedness for the first year of serving in a school leadership position.	will impact continuous program improvement.			
2.3.2 A process has been established to determine district employers' satisfaction with the level of preparedness of program completers for the first year of serving in a school leadership position, including rehire rates of program completers.	A narrative is provided that articulates how employer satisfaction data, including rehire rates of program completers, will be used for continuous improvement. The following must be provided: 1. Copy of the employer satisfaction survey is given to district employers one year after the candidates complete the program. 2. Rehire rate data	√		

FINDINGS: Criteria 2.3

All elements of 2.3 are met and acceptable. The resubmitted response clearly describes how the district is involved in the dissemination of the employer's and program completer's satisfaction survey process, which needed to be elaborate on.

2.4	**The institution and district will develop a collaborative plan to address the remediation of program completers' who do not meet district employers' satisfaction in their first two years in an educational leadership position.**			
2.4.1 A collaborative process has been developed to identify	A collaborative plan is provided by university faculty and district staff that articulates how additional support/and or remediation of	√		

		Acceptable	Needs Improvement	Unacceptable
program completers who have not met their employers' satisfaction.	program completers in their first two (2) years will be provided if completers have not met their employers' satisfaction, including documentation of results.			
2.4.2. A collaborative process is established by university faculty and district staff to determine the remedial action needed when program completers have not met their employers' satisfaction.	A descriptive and collaborative plan is provided on how the program will identify those program completers who have not met performance expectations as a school administrator within their first two (2) years after completing the program. This remediation plan is only required when the candidate is employed in a Florida district.	√		
2.4.3 A process is established for assessing the remediation.	A process is articulated for how the candidate will be assessed within the remediation process that has been established for the program. This process will include both university faculty and district staff and how additional support and/or professional development will be provided for their program completers in their first two (2) years of completing the program.	√		

FINDINGS: Criteria 2.4
All elements of Criteria 2.4 are met and acceptable. The resubmitted narrative is clear for right now, but as the remediation plan is refined within these districts, it will need to be described in the annual institutional program evaluation plan (IPEP).

	Acceptable	Needs Improvement	Unacceptable
OVERALL SCORE FOR STANDARD TWO	√		

COMMENTS
All parts of Standard 2 are met and acceptable.

Standard 3. Continuous Improvement				
The approved program implements processes to ensure continuous program improvement.				
3.1 **A formal partnership is established between the program and the district or institution for designing and implementing a leadership preparation program that is based on a shared vision of school leaders who have the essential knowledge and skills to improve schools and increase student achievement.**				
Criteria for Transitional Program Approval	**Required Elements**	**Acceptable**	**Needs Improvement**	**Unacceptable**
3.1.1 The partnership is designed to be formal, definitive and institutionalized.	The partnership between university and district is articulated and purposeful collaboration activities are clearly described.	√		
3.1.2 The program addresses state and school district needs.	A narrative is provided that articulates how the program will collection information that allows the program to continue to respond to school district and state needs. 1. Examples of local district needs may be based on critical principal shortage areas due to increased retirements, high need areas based on student data and/or school grades, and/or changes in district student population or enrollment. 2. Examples of State needs may include critical principal shortages regional areas due to increased retirements, high need regional areas based on student data and/or school grades, policy changes, and/or changes in the state student population or enrollment.	√		

3.1.3 Resources and conditions support the candidates' success and may include a joint system for candidate recruitment and selection.	The types of resources used in the program support the candidates' success, including a joint system for candidate recruitment and selection are described. This joint system can include a plan for those candidates who complete the educational leadership program and are selected into the district leadership program.	√		

FINDINGS: Criteria 3.1
All elements of Criteria 3.1 are met and acceptable. A clear description of how the candidate is recruited and
        selected with the
collaboration of the districts is described.

3.2	A formal process is in place for continually monitoring whether the program is being implemented as designed and the desired outcomes are being achieved.			
3.2.1 A process has been established for collecting and analyzing data from Standards 2 and 3 and candidate admission, enrollment, completion, and placement rates.	A formal process is articulated for collecting and analyzing data from Standards 2 and 3.1 – 3.3, including admission, enrollment, completion, and placement rate analyses. The following must be included in this process as required in Rule 6A-5.081 for continued approval purposes: 1. A narrative describing the annual evaluation process and dissemination of results noting strengths and weaknesses; including a timeline 2. Composition (positions of the members, e.g. Asst. Dean, program coordinator) of the team involved in the data analysis. 3. An action plan for using the	√		

			Acceptable	Needs Improvement	Unacceptable
		data for continuous improvement is outlined/provided.			
		4. A plan for stakeholder involvement is included.			
3.2.2	A plan is created for university/district faculty and advisory board members review and use the results of this process to refine the design and delivery of the program to meet quality standards and make continual improvements.	The continuous improvement process creates a decision-making mechanism for the routine analysis of data collected to support the three (3) Initial Approval Standards to continue to meet quality standards for continuous improvement purposes.	√		

FINDINGS: Criteria 3.2
All parts of Criteria 3.2 were met in the previous review.

	Acceptable	Needs Improvement	Unacceptable
OVERALL SCORE FOR STANDARD THREE	√		

COMMENTS
All parts of Standard 3 are met and acceptable.

	Acceptable	Needs Improvement	Unacceptable
OVERALL EVALUATION OF PROGRAM	√		
COMMENTS The overall resubmitted response clearly describes the areas that needed to be elaborated on further. Please make sure to indicate in the university's yearly institutional program evaluation plan (IPEP) when changes and updates to your educational leadership plans change or are refined. (e.g. Criteria 2.4 – Remediation plan)			

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The plan is vague, unrealistic, and/or missing required elements. Documentation is incomplete.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the plan are vague, unrealistic, and/or missing required elements. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. Plans are well articulated, realistic, and contain all required elements. Documentation is complete.

Program Approval Requirements

To earn **Full Approval**:
- No "unacceptable" rating in any criteria;
- No "needs improvement" rating in 1.1, 2.2, and 3.1; or
- No more than three "needs improvement" ratings across all three standards.

To earn **Conditional Approval**:
- No "unacceptable" rating in any criteria;
- No more than one "needs improvement" rating in 1.1, 2.2, and 3.1; or
- No more than four "needs improvement" across all three standards.

To earn **Unacceptable** (Denied):
- An "unacceptable" rating in any criteria;
- More than one "needs improvement" in 1.1, 2.2, and 3.1; or
- More than four "needs improvement" across all three standards

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University/College: <u>Florida Gulf Coast University</u>

Summary of Areas Needing Improvement

Standard 1. Core Curriculum Content
The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.

None

Standard 2. Candidate Performance
Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

None

Standard 3. Continuous Improvement
The approved program implements processes to ensure continuous program improvement.

None

General Comments
University/College: <u>Florida Gulf Coast University</u>
Level of Program Approval: ☑**Full Approval until: <u>June 30, 2013</u>** ☐**Conditional Approval until: _____** ☐   **Denial of Approval: _____**

Florida DOE Approval of Florida Initial Certification in Teacher Education

During 2000 the COE program in teacher education was reviewed and approved by the state. The program was found to be in compliance with the seventeen state standards, which included the Florida Educator Accomplished Practices. The master's degree in Counselor Education was also a part of this review. Another program approval visit was conducted in fall 2006. Again, the programs were approved by the state. The weaknesses and dispositions of these weaknesses are described below:

Initial Program Accreditation by Florida Department of Education 2000

Standard 5
<u>Weakness</u> - Emotionally Handicapped K-12: The curricular offerings in teaching students with emotional handicaps are not sufficient to assure competence in behavior management and behavioral interventions in addressing the severe behavioral needs of this population
<u>Disposition</u> – The State Department of Education collapsed the number of certification in Special Education to one. Therefore, this finding was no longer relevant.
Standard 12
<u>Weakness</u> – It was not evident that all full and part-time faculty for those programs with ESOL infusion have the educational background and prior experience for the roles they are assigned.
<u>Disposition</u> - The College of Education designed an extensive ESOL training program. The fall 2006 DOE site visit team reported the College "met" ESOL infusion requirements.
Standard 16

<u>Weaknesses</u> – 1) New formal decision-making mechanisms and procedures have not been codified. 2) New formal decision-making mechanism and procedures have not been fully implemented.

<u>Disposition</u> – The College of Education developed a formal decision mechanism and procedure. The fall 2006 DOE site visit team reported the College "met" the requirements.

Continuing Program Review Site Visit Review October 2006 – All Programs Approved With Weaknesses Noted Below

Standard 1

<u>Weaknesses for all Programs</u> – 1) No data regarding candidates' progress toward master of the FEAPs prior to Spring 2005 were presented in the Integrated Expeditionary Program. 2) Rubrics for the Benchmark Assignments are not uniformly linked to specific indicators for the FEAPs in the Integrated Expeditionary Program. 3) The Integrated Expeditionary Program system does not currently provide aggregation of data from across multiple sources.

<u>Weaknesses Specific to Guidance and Counseling</u> – 1) The Guidance and Counseling program has not clearly and consistently identified the behaviors to be assessed as part of each practice and incorporated these behaviors as indicators on evaluation forms and other documents. 2) No standard measure of assessment for tracking candidates' progress toward mastery of the Accomplished Practices throughout the Guidance and Counseling program was presented. 3) The Guidance and Counseling program assessment system does not currently provide aggregation of data from across multiple sources. 4) No evidence of multiple assessments used for decision-making about candidates with regard to levels of performance within the Guidance and Counseling program was available.

<u>Disposition</u> – The College of Education has appointed a faculty member as Assessment Coordinator. Her teaching load has been reduced to ensure she has time to do this new assignment. She has met with the Dean's Leadership Team to establish timetables for both the Undergraduate Integrated Expeditionary Program and for the Guidance and Counseling program. Two meetings have been held with faculty from both programs to share the timetable and assign tasks.

Standard 2

<u>Weaknesses</u> - None.

Standard 3

<u>Weaknesses for all Indicators</u> – 1) There is insufficient documentation that the competencies and skills needed for teacher certification are incorporated into the course content required in each major. 2) Preschool/PreK-Primary Ed/PreK Disabilities/ESOL 9Birth – Grade 3) does not include the required 12 semester hours in reading. 3) The Guidance and Counseling Program does not have sufficient documentation to support the inclusion of some of the required curriculum elements, such as, classroom management, school law, school safety, and knowledge of Sunshine State Standards, in the program.

<u>Disposition</u> - 1) Program Leaders, under the coordination of the Associate Deans, will work with faculty to ensure that the competencies and skills needed for teacher

certification are incorporated into the course content required in each major. 2) & 3) - The College addressed numbers 2 and 3 in a Rejoinder presented to the Program Review Board in January 2007. The Rejoinder included a summary of course syllabi to provide evidence that Standard 3 was met in these areas.

Standard 4

Weaknesses – There is currently no diversity of students in the Preschool/PreK-Primary/PreK-Disabilities/ESOL program.

Disposition – The College of Education will develop a targeted marketing plan to recruit minority students for the Preschool/PreK-Primary/PreK-Disabilities/ESOL program. The College is working with high school teaching academies in three counties and will recruit students for the program. We can offer tuition assistance to qualifying students. A brochure describing the benefits of being a preK/primary teacher will be developed and used for recruiting at community colleges, high schools and child care centers.

Standard 5

Weaknesses - None.

CACREP Accreditation 2006

The program in Counselor Education was reviewed and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) during 2006. As a result of the CACREP review, the Mental Health Counseling program and the School Counseling program received national accreditation.

The only condition was for Standard III.G.1, "Please submit copies of completed student logs documenting that practicum students have accumulated 40 hours of direct service." FGCU has complied with the request.

Florida DOE approval of Master's degree in Reading (grades K-12)

In May of 2009 the Florida Department of Education sent Notice of Teacher Education Program Approval that the Master's level program in Reading (grades K-12) at Florida Gulf Coast University is fully approved through June 20, 2012. The effective date of approval is July 1, 2008.

Florida Department of Education Teacher Education Program Approval Review

Standard 1

Met Previously

Standard 2

Met Previously

Standard 3

Not Applicable to Graduate Programs

Standard 4

Finding 4b. While FEAP's are mentioned in the course syllabi and objectives are aligned to FEAPs, it is not clear with assessments are aligned to the FEAPs.

To clarify where and how the FEAPs are assessed over the program of study, we are submitting a matrix that lists and describes specific assignments that assess all of the

FEAPs. See **Table 1. FEAPs & Course Assessment Matrix** found with this report. Graduate Teacher Education Candidates have numerous opportunities to demonstrate competency in all of the FEAPs in the program of study.

Finding 4d. It is difficult to determine which FEAPs are assessed in required assignments.

The matrix mentioned above provides more detail about the expectations for each assessment and how they are connected to the FEAPs.

Finding 4e. Response to this section indicates that this is not an initial certification program, so curricular offerings that are state-mandated are not addressed. Reading Education is considered an initial certification program by the state, so provisions for meeting curricular requirements must be addressed, either through candidates possessing a professional certificate in the state of Florida prior to admission to the program or by taking coursework. There is nothing to indicate that professional certification is a requirement for admission to the program.

We acknowledge that Reading Education is now considered an initial certification program by the state. To meet the curricular requirements, all candidates must hold a professional certification in an appropriate teaching field. The Associate Dean for Graduate Studies in the College of Education makes that determination based upon the graduate application of potential candidates. This requirement is listed in the catalog under admission requirements. Please see the **revised catalog page**.

Finding 4f. There is nothing that indicates how requirements in Florida Statute and State Board Rule are addressed.

As mentioned above, all candidates admitted to the M.Ed. in Reading Program must hold a professional teaching certificate. By meeting this requirement, candidates have met the requirements in Florida Statute and State Board Rule in the field in which they are certified along with passing all of the required FTCE exams that shows competency in the areas listed in the rule.

Further, candidates meet the requirements for Administrative Rule 6A-4.0291 as noted below.

Specialization Requirements for Certification in Reading (Grades K-12)--Academic Class.

(1)   Plan One. A master's or higher degree with a graduate major in reading, or

(2)   Plan Two. A bachelor's or higher degree with thirty (30) semester hours in reading to include the areas specified below:

Requirement	FGCU Courses
(a) Six (6) semester hours in foundations of reading instruction to include the elementary and secondary levels,	RED 6116 RED 6544
(b) Six (6) semester hours in diagnosis of reading disabilities and techniques	RED 6656

of corrective or remedial reading,	RED 6545 LAE 6337
(c) Three (3) semester hours in educational measurement,	EDF 6481
(d) Three (3) semester hours in literature for children or adolescent,	LAE 6415 or LAE 6465
(e) Three (3) semester hours in methods of teaching language arts at the elementary or secondary level,	LAE 6325
(f) Three (3) semester hours in administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically based reading research for the prevention and remediation of reading difficulties, and	RED 6540
(g) Three (3) semester hours in a supervised reading practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and intervention of reading difficulties.	RED 6846

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 231.02, 231.145, 231.15, 231.17 FS. History - New 7-1-90, Amended 7-30-2002.

Weakness 4a: Syllabi do not provide sufficient evidence that there are opportunities for students to demonstrate each of the Accomplished Practices.
To clarify where and how the FEAPs are assessed over the program of study, we are submitting a matrix that lists and describes specific assignments that assess all of the FEAPs. See **Table 1. FEAPs & Course Assessment Matrix** mentioned above. Graduate Teacher Education Candidates have numerous opportunities to demonstrate competency in all of the FEAPs in the program of study. The specific assignments listed in the matrix come from the descriptions in the syllabi curriculum course formats (CCFs) submitted with this reply report.

Weakness 4b. State mandated requirements are not sufficiently monitored.
All candidates accepted into the M.Ed. in Reading Program must hold a professional teaching certificate. This is stated in our catalog under admissions (see **Revised Catalog Page**). The Associate Dean for Graduate Studies in the College of Education reviews each application to ensure that this requirement is met. Requirements for certification in reading are met through coursework and beginning with Spring 2009 graduates, successful completion of FTCE Reading K – 12 exam will be a graduation requirement (see **Revised Catalog Page**).

Standard 5

Weakness 5a. The program submitted does not appear to provide sufficient opportunity to assure competency in teaching Reading based on *Competencies and*

Skills for Teacher Certification, 11th edition.

The specialist team report noted the confusion about the edition used to build the curriculum. Since the 12th edition is the most recent, we have revised all of the Syllabi Curriculum Course Formats (CCFs) to align with the *Competencies and Skills for Teacher Certification, 12th edition.* They can be seen in each CCF in relation to course objectives. The competencies and skills for reading are also summarized in **Table 2. Competencies and Skills for Teacher Certification in Reading and Courses Matrix** submitted with this report that links each reading competency to specific courses.

Weakness 5b. There is no evidence that the program provides experiences that can assure that candidates are prepared to implement the Florida Sunshine State Standards in a K – 12 setting.

The faculty members who teach in the M.Ed. in Reading Program recognize that the Sunshine State Standards are the basis of the reading and language arts curriculum in K – 12 settings. With all assignments related to creating unit and/or lesson plans and teacher-generated work for students, teacher candidates are required to include references to Florida Sunshine Standards that are addressed in their work. Therefore, candidates have numerous opportunities to discuss, implement, and plan to teach the Florida Sunshine State Standards across the program of study. We have included specific statements in the CCFs about the Sunshine State Standards and have summarized assignments that address the Sunshine State Standards in **Table 3. Sunshine State Standards** below.

Table 3. Sunshine State Standards

Course	Activities to Prepare Candidates to Implement the Florida Sunshine State Standards in K-12 Settings
RED 6116 Foundations of Reading Instruction	Students complete observations and analysis of early literacy characteristics and make application related to the Sunshine State Standards. Using the Sunshine State Standards students address best practices related to phonemic awareness, phonics, fluency, vocabulary and comprehension.
RED 6540 Assessment in Literacy	Sunshine State Standards are assessed in the case study and candidate developed instruction plans include the Sunshine State Standards.
RED 6544 Comprehension and Cognition	Students apply the Sunshine State Standards in demonstrating interdisciplinary teaching strategies.
RED 6545 Issues in Vocabulary and Word Study	Students complete vocabulary and word study strategy projects to meet sunshine state standards related to vocabulary instruction in K-12 classrooms.
RED 6656 Instruction for Struggling Readers	Students complete implementation projects with struggling readers to meet sunshine state standards related to phonics, fluency, vocabulary, and comprehension.
LAE 6337 Reading and Writing in the Content Area	Candidates complete a strategies project that will assist readers in using background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
LAE 6415 Literature and the Learner	Candidates plan ways to use literature in the school curriculum. When planning ways to include literature they discuss specific books, how the books support the curriculum, and which Sunshine State Standards are

Course	Description
	addressed in their instructional plans.
LAE 6465 **Adolescent** **Literature**	In creating their book talk reading aloud lists students apply the Sunshine State Standards to their reading strategies for future students.
LAE 6315 **Teaching** **Writers and** **Writing**	Candidates engage in writing activities in order to instruct their students in the Writing Process Prewriting: student uses prewriting strategies to generate ideas and formulate a plan. Drafting: student writes a draft appropriate to the topic, audience, and purpose. Revising: student revises and refines the draft for clarity and effectiveness. Editing: student edits and corrects the draft for standard language conventions. Publishing: student creates a final product for the intended audience
LAE 6325 **Language Arts** **Methods:** **Grades 6 - 12**	In creating unit plans students use the Sunshine State Standards as a foundation for articulating performance objectives. Students Wiki and Blog teaching sites address the Sunshine State Standards.
LAE 5295 **Writing** **Workshop I** **National** **Writing Project**	Although this is an elective course and taught in the summer, participants explore personal writing and how it impacts classroom instruction. Discussions include ways to incorporate the writing methodology into classroom practice the enhance Sunshine State Standards and writing curricula.
RED 5147L **Developmental** **Reading** **FOR-PD**	Students complete Action Plans incorporating sunshine state standards in planning reading curriculum and instruction specifically targeting their grade level and student proficiency.
RED 6846 **Reading** **Practicum**	Students plan lesson plans and curriculum utilizing sunshine state standards in a reading clinical setting.
EDF 6481 **Foundations of** **Research**	**N/A**
EDF 6939 **Seminar in** **Action** **Research**	Students plan and implement a teacher action research project in their classroom regarding reading instruction. Sunshine State Standards in language arts are addressed in the project as candidates research student achievement and pedagogy in the classroom in regards to the curriculum.

Standard 6
Finding 6b. There is very little evidence presented of field applications, which this program should be designed for field practitioners.

Our college and reading education faculty members acknowledge the importance of field applications in the courses included in this M.Ed. reading program. Each syllabus (CCF) has been updated to include specific descriptions of field related assignments and experiences. These field applications are summarized in **Table 4. Clinical and Field Experiences** below. We believe that the table shows a variety of field-based experiences for these graduate teacher education candidates.

Table 4. Clinical and Field Experiences

Course	Descriptions of Field Experiences in K-12 Settings
RED 6116 **Foundations of** **Reading** **Instruction**	**Using the guidelines provided online, graduate students observe and work with a young child (ages 3-4 years) analyzing and applying knowledge regarding emergent literacy. Graduate students will write an analysis, reflecting on the child's responses, answering the questions in the guide provided, and connect observations and activities to course readings**

	language acquisition and literacy development.
RED 6540 Assessment in Literacy	Graduate teacher education candidates are required to administer, score, and analyze a number of reading assessments while working with a reader in a K-12 classroom. Candidates develop a case study on one child based on both the formal and informal work with him/her. The candidate is required to obtain parental permission for the child to participate in the assessments and interactive work. Components of the case study include interest inventory and informal interview, written evaluation of interest inventory and interview, spelling inventory administered and scored, IRI administered and scored, analysis of assessment data from spelling inventory and IRI, instructional recommendations based upon the data gathered.
RED 6544 Issues in Comprehension and Cognition	Graduate Students demonstrate best practices in establishing rich literate environments and enhancing understanding for diverse learners. Student present best practices in promoting and supporting readers in the classroom to audience of peers. Topics include: teacher modeling, building classroom libraries, helping student select texts, providing reading time, sharing book i.e. book talks and read alouds, reading beyond textbooks, genres, locating reading resources, reading the internet, and author studies. Veteran teacher apply new practices in their classroom and those not currently teaching volunteer for 3 hours in field experience setting to apply new practices.
RED 6545 Issues in Vocabulary and Word Study	Students complete a vocabulary and word study project in which they compile vocabulary strategies from the field and describe them for fellow educators to implement in cooperative groups.
RED 6656 Instruction for Struggling Readers	Candidates interview 3 or more struggling/striving readers regarding their perceptions of reading, comprehension, strategy use, and text features. In addition, candidates plan and deliver 10 strategy lessons to small groups of struggling readers in K – 12 classrooms. Lessons address one of the components of reading, applicable Sunshine State Standards, rationale for choosing the strategy, description of how the strategy was implemented, and impact on student learning.
RED 6846 Reading Practicum	On-site, field experience in a Reading clinic/ camp setting. Partnership with Hendry County schools to provide tutoring for diverse students (K-12) in order to assess and provide interventions in reading. Full-time reading faculty member will monitor all camp activities and be on-site for all tutoring sessions.
LAE 6337 Reading and Writing in the Content Areas	Candidates complete a strategies project that will assist readers in using background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
LAE 6415 Literature and the Learner	Candidates plan a school-based Young Author's Conference and host the event. Activities include opportunities for children to read "books" they have published, participate in read alouds, readers' workshop, writers' workshop, and possibly interact with an author. Parent activities are also included in the event. The conference lasts approximately 3 hours.
LAE 6465 Adolescent Literature	Graduate students create a list of 20 read-alouds and/or book talks to use with current or future classes. **Graduate students demonstrate their ability to match text with reader.** Students select a thematic topic, write an introduction explaining the context of their list and how the book might be used as read alouds, book talks or to be included in a classroom library. Students who are teaching in setting where it is possible implement their plans, and those who are not currently teaching volunteer for 2 hrs field experiences apply their approaches to reading alouds and book talks.
LAE 6315 Teaching Writers and Writing	**ANALYSIS OF STUDENT WRITER** Candidates spend roughly four hours (not consecutively, but as a total) with a student writer. This writer may be a student in their classroom, or they may get permission from a school to observe and interact with a student writer. The candidate will observe

	the writer writing, interview the writer for interest, goals, and accomplishments, analyze pieces of the writer's writing, make a summer plan for the writer, and write a summary of his or her insights about this writer.
LAE 6325 Language Arts Methods: Grades 6 - 12	Graduate students create an innovation for teaching language arts including adding it to their wiki or blog pages. Innovations include: WebQuests, CyberGuides, Classroom Libraries Overviews, Newsletters for Students and/or Parents, Literacy Events such as Family Literacy Night, establishing ways to Publish Students' Works – booklets, blogs, wikis, others. Veteran teachers apply in their classroom situations and those not yet teaching implement their plan in a veteran's classroom.
LAE 5295 Writing Workshop Institute: National Writing Project	This is a summer elective that explores teacher writing. There is no field experience that allows the candidates to work with students.
RED 5147L Developmental Reading: FOR-PD	Students complete an action plan for a field-based literacy project they implement in their school. The project is designed to promote positive change in the literacy environment in their field setting whether classroom or school-wide in nature.
EDF 6481 Foundations of Research	**N/A**
EDF 6939 Seminar in Action Research	The core requirement for this course is the application of a systematic investigation process to a classroom environment. The field activities for this assignment involve data gathering in the school setting, which could include taking field notes, making observations, interacting with students and colleagues, and performing assessment activities.

Finding 6f. There is no indication that the majority of the courses have prerequisites including the culminating practicum course.

The **suggested sequence of courses** included with these materials, outlines the order in which the reading faculty members believe students should complete the program of study. For instance, RED 6116, Foundations of Reading Instruction, should be taken either the first or second semester in the program. EDF 6480, Foundations of Research, is to be taken before EDF 6939, Seminar in Action Research. EDF 6939 and RED 6846, Practicum, should be taken within the last two semesters prior to graduation.

Several of our graduate student candidates begin their graduate course work as non-degree seeking students taking courses to meet the reading endorsement. In that case, the reading practicum falls mid-way through their coursework, rather than at the end of the program. Those students who take practicum at the mid-point have another opportunity to review and reflect on the whole program as they complete their exit essay requirement and preparation for the Reading K-12 FTCE exam with students taking practicum at the end of their program.

The **reflective exit essay directions and guidelines** are included with these materials. These guidelines were revised in fall 2007.

Weakness 6a. Due to a lack of evidence, it is difficult to determine if there is a well-planned sequence of experiences.

The reading faculty members believe the documentation submitted in this response supports a well-planned sequence of experiences. The **revised program planning form**

included with this response indicates the semesters that our courses are offered so that faculty advisors can help graduate teacher education candidates in the Reading M.Ed. program progress in the manner described above in Finding 6f. It is the responsibility of the faculty member to advise the candidates to closely follow the suggested sequence of courses included in this report. The faculty members further believe that the expanded descriptions of field experiences support the practitioner needs of this program of study.

Standard 7

Finding 7c. There is little evidence provided to indicate how field experiences are monitored and who is responsible for monitoring the experience. There is no evidence of use of on-site visits or personnel who would provide this guidance.

Table 4. Clinical and Field Experiences discussed under Standard 6, includes descriptions of field-based experiences throughout the course of study. In most cases, students complete assignments in schools independently, submit reports and artifacts to the professor of record, and the professor evaluates the materials submitted using a rubric. Some professors require candidates to present their field work in class, show examples of student work, and discuss success and areas to improve within the lesson, project, or assessment. Throughout this process, the professor is always available to help individual students with advice, support, and guidance to complete the field-based projects.

The Reading Practicum has been completely revised and beginning in the Summer of 2009 will be a partnership reading camp in Hendry county. The professor of record will be on site every day for the entire 4 hours to provide feedback after observation of the tutoring sessions, provide support for future lessons, and work with candidates and summer school teachers to review student progress.

Finding 7d. In the folio, it states that students who are full-time teachers are required to complete assignments in their own classroom. Those students who are not teaching are responsible for contacting schools in order to complete required assignments. There is not a clear system in place to ensure that students are meeting all state-mandates requirements for diversity of field experiences.

In some cases full-time teachers are not able to complete field experiences in their own classrooms. For instance, a pre-K teacher will work with older students to administer an IRI or teach lessons on fluency and comprehension. These candidates have completed these assignments during their planning time in other classrooms. Other teachers have completed implementation projects for RED 6656, Instruction for Struggling Readers, in another classroom because they have no struggling readers in their classroom or they want the experience of working with struggling readers at a different grade level. The reading faculty members encourage these kinds of field experiences while being mindful of the demands of full-time teachers to complete field experiences.

We believe the new summer reading practicum will meet this finding. We have developed a collaborative partnership with Hendry County Schools to provide tutoring for diverse students in the district from elementary to high school level. Candidates who currently teach elementary school would tutor middle or high school students and middle and high school teachers would tutor elementary age students. Hendry County

appreciates our support and we believe we are providing a service to this rural county (**Hendry County letter of support** is included with this report). Since our teacher education candidates will be working intensely with these students at a grade level different from the grade they currently teach, they will gain experiences with students culturally different from their employment site and at a different grade level.

Finding 7e. Field experiences in the practicum course (RED 6846) are not specific and there appears to be a lack of supervision.

The syllabus (CCF) for RED 6846 has been revised to reflect the summer reading camp to be held in Hendry County beginning the summer of 2009. The professor of record will be at the camp daily working with the graduate candidates, reviewing lessons, helping them to reflect on practice, and collaborating with the summer school teachers who will be working with these children during and after the camp. Please see discussion for Weakness 7b below.

Weakness 7a. As cited in the previous review, courses do not afford adequate opportunity for students to demonstrate competency acquisition.

Table 4. Clinical and Field Experiences found under Standard 6, shows the breadth and depth of the experiences over the program of study. **Table 1. FEAPs and Course Assessment Matrix** outlines the many ways candidates demonstrate competency acquisition over the program of study. Course professors monitor competency acquisition and students report the value of completing field experiences. For example, students enrolled in the spring 2008 section of RED 6656, Instruction for Struggling Readers, submitted the following observations:

"I feel like I have a much better understanding of how to help struggling readers due to the amount of information we not only learned but had to implement. The implementation was key because I've taken many courses where we've read the material, done a model as a group and then filed it away. By having us actually practice the different strategies with a group of students, I feel that I got a much better grasp on what works or what doesn't."

When we look specifically at the reading practicum, candidates will have ample opportunity to demonstrate competency. Candidates will tutor students during the summer for 2 hours per day for two weeks. Before and after the tutoring sessions, candidates will meet with the professor of record for the course to discuss meeting the needs of the students and plan appropriate lessons. Candidate contact hours with the school children will be 20 hours with an additional 10 hours of meeting with the professor. In addition, candidates will meet with summer school teachers in the district daily to discuss student progress which will amount to an additional 10 hours. Aside from showing competency in assessment and instruction, the candidates will have opportunities to collaborate with other professionals to meet the needs of the students served in the camp setting.

Weakness 7b. There is little evidence provided of the monitoring of field experiences for diversity of placement and assessment of competencies.

The revised practicum (RED 6846) addresses the findings listed above and this weakness. In addition, this is addressed in Weakness 7a above. Professors assess competencies in several courses where field experiences are required. The evidence to support meeting Standard 7 in the practicum is summarized in the chart below.

Course Description: This course is designed to be a culminating field experience for students in the Masters in Reading and Reading Endorsement programs. It will offer opportunities to apply knowledge of literacy theory and practice with students in a classroom setting through documentation of classroom practice in the planning and implementing of a classroom intervention project.

Several changes will be made to this course to address mandates from DOE:

Mandate	Changes
1. Provide diversity of field experience placements	Collaborative partnership with Hendry County Schools to provide tutoring for diverse students in the district from elementary to high school level. Candidates who currently teach elementary school will tutor middle or high school students and middle and high school teachers will tutor elementary age students.
2. Provide adequate opportunity for candidates to demonstrate competency acquisition	Candidates will tutor students during the summer for 2 hours per day for two weeks. Before and after the tutoring sessions, candidates will meet with the professor of record for the course to discuss meeting the needs of the students and plan appropriate lessons. Candidate contact hours with the school children will be 20 hours with an additional 10 hours of meeting with the professor. In addition, candidates will meet with summer school teachers in the district daily to discuss student progress which will amount to an additional 10 hours.
3. Document adequate time to assess candidate competency	As noted above candidates will meet with students for 20 hours, discuss and plan with the professor for 10 hours, and discuss student progress with summer school teachers for 10 hours.
4. Provide on-site supervision of the practicum	The professor of record will be on site every day for the entire 4 hours to provide feedback after observation of the tutoring sessions, provide support for future lessons, and work with candidates and summer school teachers to review student progress.

Standard 8
Finding 8a. It is reported that questionnaires are sent to program graduates. One example that is included consists of six questions that are rated on a Likert scale from 1 to 5. However, the text indicates that the survey is composed of 14 questions. The confusion about the questionnaire stems from revisions made to the instrument. Attached is the questionnaire sent via e-mail to all graduates completing the program during 2007-2008. It consists of six questions that are rated on a Likert scale from 1 to 5. These questions are based upon the goals of the M.Ed. in Reading program. Beginning in 2008-2009, a new questionnaire will be implemented. A copy of the new questionnaire

is included with this report. This new and expanded questionnaire was developed by program faculty members with input from a newly formed Reading Education Advisory Board. This new stakeholder group will be discussed in greater detail below.

Finding 8 b. It is indicated that the questionnaire is to be completed by students in the practicum course rather than program graduates.

At one time the questionnaire was completed by students in the practicum since most candidates took the practicum as their last class. However, many students now complete this course late in their program of study but not in the semester they plan to graduate. To assure that only program graduates complete the questionnaire, the Reading M.Ed. Program Leader e-mails all fall and spring graduates attaching the questionnaire. Graduates are requested to complete the questionnaire and either forward it back to the Program Leader or mail it to campus. To increase the response rate, several reminder e-mails are sent. Currently we have received 11 of 24 responses yielding a response rate of 46% for 2007-2008.

Finding 8c. Revisions for a questionnaire for school administrators have been cited; however, this questionnaire is not included in the folio.

Program faculty members developed a questionnaire for school administrators (**EMPLOYER SATISFACTION SURVEY**) with input from the Reading Teacher Education Advisory Board this spring. A copy of the survey is included with this report. The questionnaire will be piloted with a group of administrators who currently supervise Reading M.Ed. graduates. Aside from completing the survey, we will request their feedback on ease of completion and relevance to job performance. Feedback will be shared with the Reading Teacher Education Advisory Board in the fall so that the questionnaire can be revised if necessary.

We plan to send the questionnaire to administrators each spring to get feedback on graduates of the reading master's program.

Finding 8d. As a result of the limited stakeholder input, additions to the program have been implemented that include coaching and mentoring; however, where this occurs is unclear.

The coaching and mentoring piece has primarily been added to the Reading Practicum. Currently the faculty member assigned to teach the Practicum makes site visits, views teaching videos of the students and provides feedback, and helps candidates complete the Practicum case study. As noted earlier, the Reading Practicum will move to a summer reading camp in Hendry County with daily coaching and mentoring provided by the faculty member assigned to the course. However, coaching and mentoring occurs throughout candidates' course work by professors in which courses require field experiences.

Finding 8h. A process for review of how IPEP will be utilized in the unit is not included.

 Information gathered from the graduate questionnaire and employer questionnaire will be submitted to the Associate Dean for inclusion in the IPEP. The data will be reviewed by program faculty members and the Teacher Education Advisory Board annually to address any weaknesses in the program and to keep the program current regarding curriculum and state mandates.

Weakness 8a. As noted in the prior review, there does not appear to be a useful periodic review of the program in place.

Reading program faculty will meet monthly to discuss curriculum, stakeholder feedback, preparation of reports, suggestions to improve curriculum and delivery of content, and practicum and field-based experiences. These regular meetings will help the faculty to continue to build a unified curriculum and revise procedures when needed. The Program Leader appointed by the Dean of the College of Education will develop a schedule of meeting times for the academic year and submit the dates to the Dean before the beginning of the fall semester. The information gathered from the questionnaires and the program faculty meetings will be provided to the Reading Education Advisory Board for their feedback also. Suggestions for program improvement will be reported to the Dean, Associate Dean of Graduate Studies, and faculty at Division meetings of Graduate Studies.

Weakness 8b. Processes for review, evaluation and stakeholder feedback are unclear.

Review. Faculty members will review and summarize data gathered from graduate questionnaires and employer questionnaires in the fall of each academic year. Reading faculty members will also review feedback from current students gathered through informal surveys in courses, course evaluations, and faculty advisor meetings with graduate students.

Evaluation. Faculty members will discuss ways to improve the program based upon the questionnaires discussed above, current research in the field, best practices in adult education, and suggestions from other colleagues. Since the Reading Teacher Education Advisory Board meets twice a year, in September and February, we will routinely include the following topics on the agenda:

September: Review graduate and employer feedback; discuss curricular changes
February: Review curriculum updates and state mandates.

Stakeholder feedback. Questionnaire data, and faculty suggestions for program improvement will be shared with the Reading Teacher Education Advisory Board annually to secure their feedback and suggestions.

The Reading Teacher Education Advisory Board was formed in 2008. The purpose of this board is to assist FGCU College of Education in the following tasks:

- review of the M.Ed. in Reading program of study to determine the alignment of the content and field experiences with state and national standards
- review stakeholder feedback gathered from local school district administrators, graduates of the program, reading practitioners in the field, and current M.Ed. students
- discuss with the reading education faculty recommendations to improve and modify the M.Ed. in Reading program, based on stakeholder feedback.

Below is the invitation to serve letter sent to stakeholders. The stakeholder list was compiled with suggestions submitted from College of Education faculty members, administrators in the local school districts, and other local educators. Current members of the Advisory Board are also listed below. The minutes from the inaugural Advisory Board meeting in April 2008 (see **Advisory Board Minutes)** are included with this

report.
Standard 12
Met Previously

VIII. Curriculum

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

This proposal is for the degree of doctor of education (EdD). The degree major is titled Education, and students will choose concentrations based on their personal and career goals. The two concentrations to choose from will be: (a) Curriculum & Instruction, and (b) Educational Leadership. An important rationale for recommending two concentrations is that graduates will have identifiable knowledge and skill sets. In this way, prospective employers can determine the best match between their needs and the backgrounds of prospective employees. In other words, the College supports the notion that to meet the needs of our constituents and potential employers, degree options must include concentrations with appropriate coursework.

The EdD program emphasizes the growth and transformation of educational professionals as they focus on organizational management, effectiveness issues, and the development, implementation, and evaluation of curricula. The educational professional who completes this program will be a highly qualified individual who has been through a rigorous challenge that has prepared him or her to provide the leadership necessary to meet the ever-changing educational goals of the next several decades.

Florida Gulf Coast University's expectations of its advanced degree recipients are reflected in the following generic graduate student learning outcomes:

- o Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.
- o Demonstrate effective use of a variety of communication skills and modalities.
- o Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.
- o Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.
- o Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.

The above university learning outcomes for students of all advanced degrees are embedded in the following specific program outcomes for the degree in this proposal.

After completion of the EdD program, graduates will be able to:

1. Engage in applied scholarly research to enhance the knowledge base related to best practices, institutional effectiveness and reform.
2. Apply their knowledge of sustainability to effect educational change, design curriculum and provide leadership in their chosen professions.
3. Demonstrate sensitivity toward an understanding of the role of diversity as a catalyst for change in education, curriculum, and leadership to improve institutions that have educational goals.
4. Initiate and facilitate improvement in institutions that have educational goals by adding to the knowledge base, applying positive dispositions and enhancing skills in leadership and curriculum development.
5. Assume positions of leadership in pk-12 education or education-related careers.
6. Use their academic, teaching, and research skills to successfully assume academic positions in colleges and universities.

The specific student learning outcomes that will be assessed were derived from the program outcomes above after an analysis of state and national standards. The following standards provided the primary source for the identification of the specific student learning outcomes: the State of Florida's new standards for Educational Leadership; the State of Florida's Educator Accomplished Practices (FEAPs); the national Interstate School Leaders Licensure Consortium (ISLLC); the national Interstate New Teacher Assessment and Support Consortium (INTASC). Other standards from professional associations such as the National Board of Professional Teaching Standards, National Council of Teachers of Mathematics, National Science Teachers Association, International Reading Association, and the Council for Exceptional Children were also examined and those standards appropriate for our programs were judged to be subsumed within the specific learning outcomes listed below.

Specific Student Learning Outcomes that will be assessed are:

1. *Assessment:* Educational leaders use varied and multiple methods in a cyclical process to reach sustainable learning and organizational outcomes. Educational leaders assess and analyze progress in order to make data-based decisions to improve learning in order to support and to sustain continuous growth of students, staff, and the organization at all levels.

2. *Communication*: Educational leaders demonstrate positive interpersonal relationships as they effectively counsel, supervise, and lead diverse groups of students, staff, parents, and advocates verbally and nonverbally. Educational leaders communicate relevant and accurate information, respecting privacy and

confidentiality at all times to promote the sustainability and improvement of the organization.

3. *Continuous Improvement:* Educational leaders are instrumental in managing and influencing their professional environments by conferring and collaborating with colleagues and supervisors about the most current content knowledge and pedagogy. Educational leaders practice self-reflection and monitoring of their professional knowledge and dispositions while contributing to sustainable activities of professional associations.

4. *Critical Thinking:* Educational Leaders think critically about complex issues, use problem solving techniques, and make informed decisions about all issues that help to sustain and improve the organization and the community. In addition, they challenge students, staff, and colleagues to think critically through clarification and justification of their ideas.

5. *Diversity:* Educational leaders promote the sustainable success of all students, staff, colleagues, and the community through strategies of acceptance and promotion of all students and their families. Educational leaders collaborate with, and respond to, the diverse needs of the community, mobilize community resources, and exemplify inclusion in all aspects of educational, community, and personal actions.

6. *Ethics and Professional Behavior:* Educational leaders exemplify integrity, honesty, responsibility and equitable treatment, as they maintain confidentiality and protect all members of the organization from harm. Educational leaders work collaboratively with all stakeholders and serve as role models. Educational leaders embrace their role of upholding standards, being accountable, promoting sustainability, and supporting legal and ethical behaviors within the organization.

7. *Human Development:* Educational leaders develop learning objectives, recruit and retain personnel, and make organizational decisions based on knowledge of research and relevant theories of human developmental characteristics and learning styles, philosophies, and the multiple influences that impact learning.

8. *High Quality Instruction:* Educational leaders model and evaluate the delivery of effective and innovative instruction, aligned with theory, and ensuring that knowledge is accessible to all. Educational leaders build on prior knowledge, emphasize connections, and value high expectations for all.

9. *Learning Environment:* Educational leaders create, organize, and maintain a safe and effective learning environment, use differentiated methods to meet diverse needs, and provide opportunities for participation, experience, growth, productivity, and connectivity. Educational leaders support the organization's programs and personnel and implement sustainable policies and procedures fairly and consistently.

10. *Planning:* Educational leaders plan sustainable programs based on qualitative and quantitative data to improve student achievement and organizational outcomes. Educational leaders work collaboratively with stakeholders to monitor student, staff, and organizational success.

11. *Subject Matter Expertise*: Educational leaders are masters in their areas of specialization. Educational leaders use current research to achieve excellence and sustainability for personal and organizational professional learning.

12. *Technology:* Educational leaders model and promote the integration of technological and electronic tools in teaching, learning, management, research, and communication. Educational leaders continually use technology as a tool for sustainable improvement of the organization.

13. *Vision:* Educational leaders are committed to high standards and expectations of learning. Their personal vision guides the sustainable growth and future health of the organization. Educational leaders possess the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.

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

The program seeks to admit the best qualified applicants. An admissions committee will use its professional judgment based on the following required admissions criteria to determine admission to the programs:

1. Provide an official transcript showing receipt of a master's degree in an education or related field from a regionally accredited institution (or the equivalent from a foreign country that is accredited through the appropriate accrediting system of that country) with GPA of at least 3.5 on a 4.0 scale.
2. Letters of recommendation. A minimum of three letters from either university faculty or from previous supervisors who can write concerning the applicant's capability to succeed in a doctoral program, ability to communicate orally and in writing, professional abilities, ethics and values, interpersonal skills, and/or work ethic.
3. A résumé listing all previous educational degrees, professional positions, awards, publications and other pertinent information.
4. Oral interview with members of the Doctoral Admissions Committee.
5. Test scores. Applicants must submit scores from the GRE General Test including verbal reasoning, quantitative reasoning, and analytical writing. Minimum scores for admission include a total score of 1000 on the quantitative and verbal sections, with neither below 400. The analytical writing score will be used by the Admissions Committee as one criterion in the holistic decision to accept students. Students may also be admitted with an MAT score of 400; however, the GRE analytical writing score must still be

submitted.

6. Foreign nationals whose native language is not English must also present a minimum score of 550 (paper-based) or 213 (computer-based) on the TOEFL examination (Test of English as a Foreign Language)
7. Prerequisite coursework or the equivalents prior to or while enrolled in the EdD program courses. The prerequisites for taking related coursework for the EdD include:

EDF 6481 Foundations of Educational Research (3 credits)
Analysis of major types of educational research design, including experimental, Correlational, ex post facto, and case studies.
EDF 6432 Foundations of Measurement (3 credits)
Basic measurement concepts, role of education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.
EDG 6627 Foundations of Curriculum and Instruction (3 credits)
Introductory course in curriculum and instruction at the graduate level, basic to all specialized courses in the field. Emphasis on foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels. Open to all graduate students.
EDF 6215 Learning Principles Applied to Instruction (3 credits)
Focuses on theories of learning and their application to instruction.

Waivers: The Admissions Committee, based on a rationale provided by the student applicant, may permit Waivers of the above requirements. Applicants must provide evidence that they have successfully completed the prerequisite requirements. The Admissions Committee may also approve waivers based on a holistic evaluation of the applicant's information.

Appeals: Denied applicants who meet the minimum criteria for admission may write the Associate Dean within 30 days of the date of denial to request reconsideration. The request should present additional evidence of potential for academic success and contain reasons why reconsideration is warranted. The program director will evaluate the request and, if warranted, request that the Admissions Committee reconsider the applicant for admissions. Students who have an Educational Specialist degree from FGCU will be given credit for 42 hours of coursework if admitted to the Doctor of Education program at FGCU. Students with Educational Specialist degrees from other institutions will have their transcripts reviewed to identify courses for transfer.

Graduation Requirements for the EdD Degree:
1. Successful completion of each course in the plan of study with a grade of B or better.
2. Final GPA of 3.5 or better prior to taking qualifying exams; grades for the prospectus, proposal, and dissertation credits will be Pass/Fail only.

3. Successful completion of written qualifying examinations.
4. Successful completion of a dissertation proposal and oral defense of the proposal.
5. Successful completion of a dissertation and oral defense of the dissertation.
6. Successful completion of residency requirements for the EdD degree. The goal of a residency is the enculturation of students into the work of the "Academy". To enable them to assimilate some of the values and practices of university life, students must meet the following three criteria:
    a. Take the required coursework with the cohort during the course of one academic year, including successive fall, spring, and summer semesters (minimum 18 credit hours) prior to taking the qualifying examination.
    b. Submit a proposal to present at an international, national, or regional professional conference under the guidance of an advisor. (If possible, actual presentation of paper will be encouraged.)
    c. Accomplish one or more of the following during the program:
        i.   Co-teach a class at FGCU with a faculty member.
        ii. Supervise interns with the assistance of a faculty member.
        iii. Assist a faculty member in developing or redesigning a course.
        iv. Collaborate with a faculty member on a quantitative or qualitative research project, which could be part of a program evaluation.
        v.   Complete some other proposed project approved by the Doctoral Committee.

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

Doctor of Education (EdD)

Degree: Doctor of Education (EdD)
Major: Education
Concentrations: Curriculum and Instruction
              Educational Leadership
Total Credit Hours: 81

The EdD degree requires 81 credit hours beyond the master's degree. These 81 credits are composed of 57 credits in coursework, 3 credits for a dissertation prospectus and proposal, and 21 credits of dissertation. Each student's doctoral committee will work with the student to determine cognate courses and elective courses based on student background and academic goals.

Course requirements include:

- 21 credit hours in major courses,
- 9 credit hours in a concentration,
- 12 credit hours of research and evaluation courses,
- 9 credit hours in an approved cognate,
- 6 credit hours of electives guided by the student's committee selected from concentration, research & evaluation, and cognate courses.
- 3 credit hours of dissertation prospectus (1 hour) and proposal (2 hours) work,
- 21 credit hours (minimum) of dissertation credit.

The program will take approximately three years of coursework, followed by the dissertation. Students will be eligible to take written and oral qualifying exams after completion of 51 credit hours of coursework, which occurs in the spring of year three. Upon successful completion of the qualifying exams and with the approval by the doctoral committees, they will be admitted to candidacy to complete their dissertation. In addition to approving the written dissertation, the doctoral committees will approve students for graduation after the oral defense of their dissertation.

Prerequisite coursework required or the equivalents prior to taking related coursework at the post-master's level (may not be used to satisfy the elective requirement):
EDF 6481 Foundations of Educational Research (3)
EDF 6432 Foundations of Measurement (3)
EDG 6627 Foundations of Curriculum and Instruction (3)
EDF 6215 Learning Theory Applied to Instruction

Required Courses for Major in Education (21 hours):
EDA 7061 Organizational Leadership (3)
EDG 7708 Diversity and Global Studies in Education (3)
EDA 7193 Instructional Leadership (3)
EDG 7367 Advanced Learning Theory (3)
EDG 7253 Curriculum Theory (3)
EDG 7347 Multiple Pedagogies (3)
EDA 7940 Internship in Leadership or EDG 7940 Internship in Curriculum & Instruction (3) *(Select one based on concentration)*

Concentration Courses to be guided and approved by the student's committee (9 credit hours from a concentration):
Curriculum & Instruction Concentration Courses:
EDG 7280 Curriculum Design and Evaluation (3)
EDG 7367 Transformative Learning Through Narrative (3)
EDG 7368 The Historical Perspective and Impact of Critical Literacies (3)
EDG 7636 Curricular Perspectives on Exceptionalities (3)

Educational Leadership Concentration Courses:
EDA 7232Seminar in School Law (3)
EDA 7281 Education Policy Analysis (3)
EDA 7259 Economics and Finance of Education (3)
EDA 7424 Current Issues in Education and Leadership (3)
EDA 7425 Applied Program Evaluation in Educational Leadership (3)

Required Research/Evaluation Courses 12):
EDF 7416 Quantitative Analysis (3)
EDF 7493 Current Issues in Educational Assessment and Decision Making (3)
EDF 7475 Qualitative Research Design and Analysis (3)
EDF 7417 Advanced Quantitative Analysis (3)

(The following courses may be required by a student's disseration committee based on the focus and requirements of the dissertation. This requirement would count as elective courses.)
EDF 7468 Program Evaluation (3)

Cognate courses (9 hours):
Students will work with their EdD Advising Committee to determine the area of interest that meets their career goals. Students will take from 9 semester hour credit of approved coursework.

Elective Courses to be guided and approved by the student's committee (6 hours): Courses are selected from Concentration, Research/Evaluation, or Cognate areas based on student need.

Courses Required for Dissertation Prospectus and Proposal (3 hours):
EDX 8910: Dissertation Prospectus (1)
EDX 8911: Dissertation Proposal (2)

Courses Required for Dissertation (21 hours minimum):
EDG 8980: Dissertation (1-12)
(Students work with their Dissertation Committee to determine the number of credit hours in which to enroll per semester)

D. **Provide a sequenced course of study for all majors and concentrations within the proposed program.**

EdD Sample Sequenced Course of Study (Credit Hours)

YEAR 1	
Fall 2012	*Organizational Leadership* (3)
	Quantitative Analysis (3)

Spring 2013	*Diversity & Global Studies* (3)
	Instructional Leadership (3)
YEAR 2	
Summer 2013	*Current Issues in Educational Assessment* (3)
	Advanced Learning Theory (3)
Fall 2013	*Qualitative Research Design & Analysis* (3)
	Curriculum Theory (3)
Spring 2014	Concentration: Curriculum & Instruction - *Curriculum Design & Evaluation* (3).* Educational Leadership - *Seminar in School Law* (3)*
	Elective: Curriculum & Instruction - *Curricular Perspectives on Exceptionalities* (3).* Educational Leadership – *Program Evaluation* (3)*
Year 3	
Summer 2014	Concentration: Curriculum & Instruction - *Transformative Learning Through Narrative* (3).* Educational Leadership - *Education Policy Analysis* (3)*
	Advanced Quantitative Analysis (3)
Fall 2014	*Internship in Curriculum & Instruction* (3) *Internship in Leadership* (3)
	Elective: Curriculum & Instruction - *Economics of Education* (3)*. Educational Leadership - *Applied Program Evaluation in Educational Leadership* (3)*
Spring 2015	Concentration: Curriculum & Instruction - *Current Issues in Education & Leadership* (3).* Educational Leadership - *The Historical Perspective and Impact of Critical Literacies* (3)*
	Dissertation Prospectus (1)
	Multiple Pedagogies (3)
	Qualifying Examinations
YEAR 4	
Summer 2015	Cognate (3)
	Proposal (2)
	Cognate (3)
Fall 2015	Dissertation (3 to 9)
	Cognate (3)
Spring 2016	Dissertation (3 to 9)
Year 5	
Summer 2016	Dissertation (3 to 9)

*Specific concentration and elective courses offered will depend on the needs of each cohort. Other courses are presented in the catalog copy.

The EdD program will take three years of coursework, followed by the dissertation. Since the students in the cohort will work on developing their proposal in the fall semester of year three, it is possible for them to complete their degree in less than four years. Students will be eligible to take written and oral qualifying exams after completion of 48 hours of coursework. Upon successful completion of the qualifying exams and with the approval by the doctoral committees, they will be admitted to candidacy and complete their dissertation. In addition to approving the written dissertation, the doctoral committees will approve students for graduation after their oral defense.

Below is a sample course sequence for a student transitioning from the EdS to the EdD program. We will have a cohort of 20 transitioning in the summer of 2011 and a cohort of 10 in the summer of 2013.

EdS To EdD Sample Sequenced Course of Study (Credit Hours)

Year 1	
Summer 2011	Concentration: Curriculum & Instruction - *Transformative Learning Through Narrative* (3).* Educational Leadership - *Education Policy Analysis* (3)*
	Advanced Quantitative Analysis (3)
Fall 2011	*Internship in Curriculum & Instruction* (3) *Internship in Leadership* (3)
	Elective: Curriculum & Instruction - *Economics of Education* (3)*. Educational Leadership - *Applied Program Evaluation in Educational Leadership* (3)*
Spring 2012	Concentration: Curriculum & Instruction - *Current Issues in Education & Leadership* (3).* Educational Leadership - *The Historical Perspective and Impact of Critical Literacies* (3)*
	Dissertation Prospectus (1)
	Multiple Pedagogies (3)
	Qualifying Examinations
YEAR 2	
Summer 2012	Cognate (3)
	Proposal (2)
	Cognate (3)
Fall 2012	Dissertation (3 to 9)
	Cognate (3)

Spring 2013	Dissertation (3 to 9)

After the transition from the EdS into the EdD program the program will take two years to complete.

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

Courses for Major in Education (EdD students take all listed):

Organizational Leadership (3 credit hours): Advanced graduate level course in organizational leadership focusing on the major leadership theories and concepts as applied to organizations. Students will research, analyze, synthesize and evaluate theories and concepts related to leadership, culture/climate, communications, change, and ethics.

Diversity and Global Studies in Education (3 credit hours): This course provides an emphasis on cultural diversity in education and comparative international education. The course has a seminar format in addition to an on-site experiential component. This external cultural experience can take place in a diverse educational setting in the United States, or during a professional educational exchange trip to a foreign country.

Instructional Leadership (3 credit hours): In this course students apply theoretical models of instructional leadership to practice, including formative and summative evaluation, and use of technology in instruction.

Curriculum Theory (3 credit hours): This course is an in-depth study of major curriculum theories applied to school leadership of curriculum. Students develop their own theory of curriculum, and using primary sources examine the impact of curriculum theory applied in educational settings**.**

(following two items moved from Curriculum & Instruction section on the following page)
Advanced Learning Theory (3 credit hours): This course involves intensive exploration of prominent learning theories in the field of education with the purpose of understanding the role of theory in making institutional, program, and instructional decisions. This course is designed to provide educational professionals with in-depth understanding of theoretical paradigms and research related to how people learn. To this end, doctoral students will develop in-depth understanding of specific theories and use that understanding to construct a meaningful framework for developing and evaluating program and instructional practices

Multiple Pedagogies (3 credit hours): Multiple Pedagogies investigates traditional and visionary models of teaching, approaches for global interaction and developing visionary society. Pedagogy presented fosters intrinsic learning, organizational

growth and assessment.

Select one of the following courses based on concentration:

Internship in Leadership (3 credit hours): Students will participate in experiences that bridge the gap between theoretical studies and application. Internship sites and field supervisors will be selected and approved with the student's advisory committee to meet the educational and career goals of the student.

Internship in Curriculum & Instruction (3 credit hours): Students will participate in experiences that bridge the gap between theoretical studies and application. Internship sites and field supervisors will be selected and approved with the student's advisory committee to meet the educational and career goals of the student.

Research/Evaluation Courses (all students take 12 credit hours. Two pre-requisites must be met prior to taking the following courses):

Quantitative Analysis (3 credit hours): The purpose of this course is to provide students with knowledge of statistics including nonparametric tests, bi-variate correlational statistics chi-square, product-moment correlation, simple linear and, t-test, and analysis of variance.

Qualitative Research Design and Analysis (3 credit hours): The purpose of this course is to provide students with knowledge of the concepts and principles of qualitative research e.g., the nature of qualitative research, developing research questions, types of qualitative research, sampling, and data analysis and interpretation. Students will be able to complete a qualitative research study after completion of this course.

Current Issues in Educational Assessment and Decision Making (3 credit hours): The purpose of this course is to provide instruction in and linkages to issues related to educational measurement, assessment and evaluation concepts, which are integral to educational policy and decision making. Attention will be given to the technical considerations of assessment validity, reliability, and absence of bias as they relate to professional, legal and ethical responsibilities.

Advanced Quantitative Analysis (3 credit hours): This is a second-level course in quantitative analysis (statistics) for educational research. The course includes multivariate methods such as Analysis of Covariance, Multivariate Analysis of Variance and Covariance, Multiple Regression, Path Analysis, Factor Analysis, Discriminant Analysis, and Logistic Regression.

(The following course may be required by a student's disseration committee based on the focus and requirements of the dissertation. This requirement would count as an elective course.)

Program Evaluation (3 credit hours): This course is built around the purpose of using practical inquiry methods for the evaluation of programs, projects, teaching strategies, interventions, and/or organizational structures in schools and other organizations.

Curriculum and Instruction Concentration Courses (the EdD takes 9 credit hours as approved by the committee):

Curriculum Design, Development and Evaluation (3 credit hours): This course sets the stage for bridging theory into practice in curriculum design, development and evaluation. It facilitates acquisition and integration of knowledge and principles, specifically, on tools, processes, and issues involved in the planning, design, development, implementation and evaluation of effective curricular initiatives across learning contexts and formats (e.g., K-12, higher education, face-to-face, or virtual delivery). Finally, it provides structured learning experiences where learners apply their acquired knowledge and skills in developing a curriculum initiative as an inquiry-based project. This end of course experience will demonstrate students' knowledge, skills and dispositions as beginning scholar-practitioners.

Transformative Learning Through Narrative (3 credit hours): Through narrative inquiries students will encounter transformative learning theory with personal/professional insights into leadership and curriculum. Founded in adult study literature, students will utilize narrative inquiry research to explore educational change in a global society.

The Historical Perspective and Impact of Critical Literacies (3 credit hours): This course will examine the components of literacy as defined at different points in our history and the impact of the accepted view of "being literate" on the culture of school and the curriculum. The foundation of this historical perspective would lead to an examination of how we define "being literate" in the 21st century and the impact of that definition on schooling and curriculum.

Curricular Perspectives on Exceptionalities (3 credit hours): Critical issues in the field of special education will be the focus of this course. The course is developed as a seminar format with an in-depth assignment, which requires extensive school/agency based experiences. Students will examine theories and empirical research pertaining to special education. This course will cover the perpetual issues of legal requirements, placements, identification, and classification, which face the field of special education. Students will be challenged to offer their critical thinking on how to ensure that students with disabilities from an increasingly diverse student population have access to a free appropriate education in the least restrictive environment.

Educational Leadership Concentration Courses **(the EdD takes 9 credit hours as approved by their committee):**

Seminar in School Law (3 credit hours): This seminar course presents in-depth analysis of the foundations of legal systems used in the US, historical analysis of select areas of concern that affect today's legal problems, and in-depth analysis of current issues of importance.

Education Policy Analysis (3 credit hours): This course addresses traditional policy analysis theory and techniques as well as the use of data-driven decision making, and the use of technology to assist in models of data analysis.

Economics and Finance (3 credit hours): The course focuses on the study of various models of financing education used throughout the US and other countries; in-depth study of lawsuits related to funding schools; use of technology in developing budgets; economic forecast models for technology replacement and other capital expenses.

Current Issues in Education and Leadership (3 credit hours): This seminar course addresses major reform efforts and their impact on student achievement and other issues of accountability; particular emphasis addresses the impact of technology, whole-school reform and whole-district reform on schools.

Applied Program Evaluation in Educational Leadership(3 credits): This seminar prepares students as critical, reflective evaluators of educational programs. Students demonstrate their knowledge of evaluation methodology and design by completing metaevaluations, and they present their metaevaluations for critical analysis and assessment.

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

Does not apply

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

The National Council for Accreditation of Teacher Education (NCATE) provides professional standards for all education programs, including those at the advanced level. FGCU will seek NCATE accreditation in spring 2012. See Section VIII-H. for additional information.

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

The National Council for Accreditation of Teacher Education (NCATE) provides professional standards for all education programs, including those at the advanced level. The Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the Florida Education Accomplished Practices (FEAP), along with the National Board for Professional Teaching Standards (NBPTS) principles also served as the baseline on which the faculty program planners built program goals and student learning outcomes.

Faculty program planners also reviewed the standards of the associations listed below to ensure that the proposed goals and outcomes would be consistent with NCATE accreditation standards.

- American School Counselor Association (ASCA)
- Council for Advancement of Standards in Higher Education (CASHE)
- Council of Exceptional Children (CEC)
- Florida Educational Leadership Standards (FELS)
- Florida Principal Competencies (FPC)
- International Reading Association (IRA)
- Interstate School Leaders Licensure Consortium (ISLLC)
- National Board Professional Teacher Standards (NBPTS)
- National Council of Teachers of Mathematics (NCTM)
- National Staff Development Council (NSDC)
- National Science Teachers Association (NSTA)
- Standards for Advanced Programs in Educational Leadership (NAPEL)

The COE is not currently accredited by NCATE but has made a commitment to seek NCATE accreditation in spring 2012. FGCU is a decade young University. The College of Education gave priority to first meeting the accreditation standards for the Florida Department of Education. Now that the College has established a solid track record with the Florida Department of Education, energies will be devoted to gaining NCATE accreditation for all programs in the College.

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

Program delivery will involve an innovative mix of face-to-face and online courses that are offered during the week, on weekends, and in intensive summer sessions.

This is consistent with responses from three surveys (2004, 2006 and 2009) to constituents in our five-county area. Respondents indicated that this type of innovative delivery method was desirable. Survey results on prospective students' desire for some online classes, some face-to-face classes, and some intensive summer classes indicated greatest interest in on-line accessibility. Some courses will be offered completely online, while others will be web-enhanced. FGCU converted in the fall of 2004 from supporting WebCT as a delivery system to ANGEL, a delivery system that provides, for students and faculty, additional advantages over WebCT. Using an online delivery system for either entire courses or enhancing face-to-face courses, provides flexibility to meet the needs of students who otherwise would commute a large distance. The technology and facilities at FGCU have sufficient capability to meet anticipated needs and extend the classroom and learning beyond the university walls. These types of non-traditional delivery methods are designed so that students can complete the course of study while maintaining full-time employment commitments, and so they will not have to undergo major work disruption or encounter financial limitations that are common for traditional full-time doctoral students.

Students will be enrolled in cohorts, in which students progress through the program together. Students admitted to the doctoral program will take the same Core and Research courses, and then they will divide into smaller cohort groupings for their concentration courses and cognate courses. Cohorts are more effective in helping students complete programs on time and helping students from a developmental perspective, such as forming close bonds with other cohort members and encouraging peer support for learning and research. In addition, cohorts utilize university resources more efficiently by establishing predictable courses schedules to insure adequate enrollment (Scribner & Donaldson, 2001). New cohorts will be admitted every other year.

All courses will be delivered from the main campus at this time. There will be no other universities in our area offering equivalent coursework for which we can collaborate in delivery. In addition, due to the innovative delivery design and core coursework that align with the FGCU and college vision and mission, collaboration with other universities in the delivery of this program will not be possible.

IX.   Faculty Participation

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

In addition to the new hires for the College, current faculty will teach in the new programs. Tentatively, approximately ten current faculty (about 25% of the College of Education Faculty) will also participate in the new degree programs. The College of Education faculty members with experience working in post-master's degree programs were identified. The College has identified those current faculty members with experience working in post-master's degree programs and with experience in working on dissertation or thesis committees. These faculty members are included in Table 4, and they are also listed below in Section C.

Other faculty in the college would qualify to teach courses in our proposed programs based on the Graduate Faculty Criteria adopted by the University Faculty Senate and College of Education in August 2004; however, they are not included here as they do not have experience chairing dissertation committees. In addition, a mentoring program for faculty who have not had experience chairing doctoral committees will be developed.

B. **Use Table 3 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The proposed program will utilize both existing resources within the College of Education and the addition of new resources. Total costs of the proposed programs will amount to approximately $157,766 in Year One rising to $246,478 in Year Five. New costs will include library ($32,181), and salary and benefits for one new staff person ($40,500) in Year One. The funds for these new resources will be derived from internal reallocation within the College of Education of existing vacant faculty lines, state enrollment growth funding, and support from Academic Affairs.

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

Three new faculty will be hired to support the College of Education, current faculty will teach in this program and the proposed EdD program. Tentatively, ten current faculty (about 25% of the College of Education Faculty) will participate in the new degree programs. We have identified those current faculty members with either: (a) experience working in post-master's degree programs or with experience in working on dissertation or thesis committees, or (b) those with strong scholarly records that qualify them to serve on post-master's student committees. These faculty members credentials are described in the table below and they are also included.

Faculty Name	Master's Theses Directed and Committee Memberships	Doctoral Dissertations Directed and Committee	Number and Type of Professional Publications

		Memberships	
Bogan, Margaret, Associate Professor	35 Committee Memberships		11 refereed publications; 4 Non-refereed publications; 2 book chapters; 4 books; 9 conference proceedings; 51 national conference presentations; 8 external grant awards (1993-04).
Greene, Marcia, Professor		4 Committee Memberships	16 Refereed Publications; 3 Conference Proceeding; Over 25 funded external grants (1996-06); 38 referred national/ International Conferences.
Giambo, Debra, Associate Professor		1 Committee Membership	6 referred publications; 4 non-referred publications; 1 book chapter; 8 program evaluations and technical reports.
Ray, Linda, Professor		1 Committee Membership	10 refereed publications; 4 non-refereed publications; 3 book chapters; 1 external grant; 24 refereed national presentations; 4 refereed regional presentations; 14 refereed state presentations.
Schmidt, Diane, Associate Professor	2 Committee Memberships	1 Committee Membership	2 books; 1 book chapter; 6 refereed publications; 10 grants; 20 refereed national/international publications; 9 invited national/international presentations
Triscari, Robert, Assistant Professor		6 Dissertation Committees (I left Virginia Commonwealth University before they finished).	3 refereed publications; 21 program evaluations; 23 technical reports; 11 conference presentations/papers; 7 external grants (1993-present).
Valesky, Thomas, Professor		17 Dissertations Chaired;	5 books; 6 book chapters;

		Approx. 20 Committee memberships.	19 refereed publications; 21 program evaluations; 48 refereed conference papers; 12 non-refereed publications; 8 external grants (1980-present).
Vazquez-Montilla, Elia, Professor	1 Committee Membership	1 Committee membership	21 refereed publications; 1 book chapter; 2 children's story books; 21 national/international refereed paper presentations; 7 program evaluations; 13 technical reports; 1 Conference Proceeding; 2 External Grants (1991-02).
Wilder, Lynn, Associate Professor	8 Thesis chaired 15Committee Memberships	4 Committee Memberships	27 refereed publications 5books & monographs 3 published proceedings 9 book chapters 26 grants (1999-present).
Wilkerson, Judy, Associate Professor		1 committee membership	7 refereed publications; 34 refereed presentations and papers; 29 invited presentations and papers; 2 books in press; 2 book sections in press; 4 book sections published; 13 external grants; 6 book reviews; 20 other publications/reports.

The COE will emphasize during recruiting the importance of new faculty who have experience serving on committees and directing specialist projects and/or dissertations.

As discussed above, current faculty members qualified to teach in the program that have experience working in post-master's degree programs and with experience in working on dissertation or thesis committees

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

The College of Education has in its brief history accomplished a great deal. With its antecedents in the College of Professional Studies, the College of Education was

established as the fifth of five free-standing units of the university in 1999. The College has during this period initiated and developed over 12 degree programs. At the time of its inception as a discrete College, it enrolled 535 students, a number that has since more than doubled to an unduplicated headcount of 1,095 for the fall 2009 semester. Over this short time frame, the College has awarded over 1,000 degrees at the baccalaureate level and 800 degrees at the master's level. Additionally, the College has been at the forefront of the alternate route to certification through its innovative Teacher Immersion Program and most recently its Educator Preparation Institute together producing several hundred program completers.

Faculty within the College of Education have been the pace-setters for the university's tremendous success in securing sponsored research and contracts. The University has been awarded over $125 million since its opening in 1997 and the College of Education has been responsible for more than 25% of the total leading all other Colleges within the university until 2008. More than 15% of our education majors are minority students and as a result of our partnership with the Florida Fund for Minority Teachers, 94 of them have received $188,000 in tuition assistance.

The College's faculty have established partnerships in every one of the five counties in its service area. Service activities encompass a wide range of subjects including literacy initiatives, ESOL, special needs students, personnel development, autism, and migrant students to name but a few.

The College of Education also has a state approved Educator Preparation Institute (EPI), which has trained approximately 95 teachers to date. In fall 2006, the College of Education received approval for a state-approved Professional Training Option (PTO) which focuses on a minor for individuals majoring in areas outside of education. There are over 135 students enrolled in the education minor. Florida Gulf Coast University and the College of Education are committed to addressing the critical teacher shortage in Southwest Florida. This is and will continue to be the primary goal of the College.

The College has also developed a Professional Development School Partnership with two elementary schools and one middle school in Collier County. This relationship will provide unique opportunities for internships, professional development and action research.

College of Education Awards

College of Education Awards bar chart showing awards by fiscal year from FY97-98 through FY08-09.
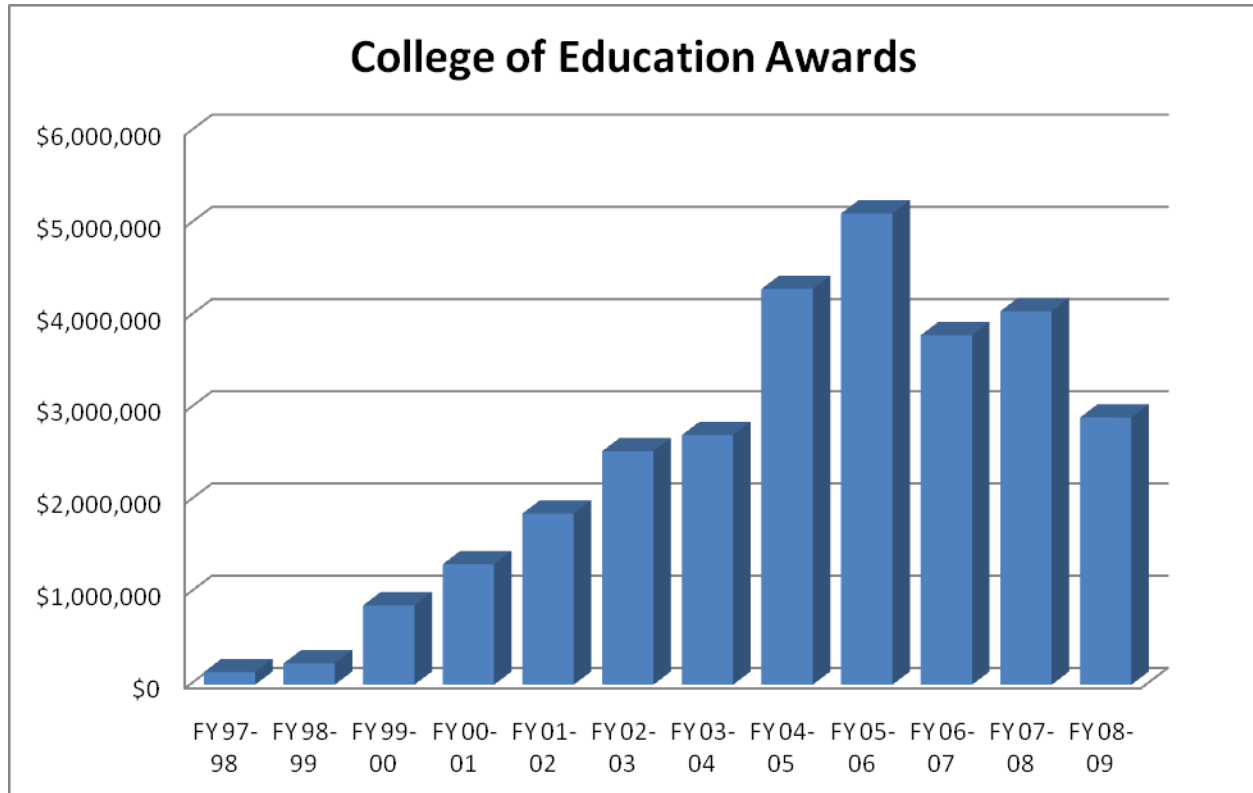
X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students.

The FGCU Library satisfactorily supports the undergraduate curriculum, a variety of tracks at the Masters degree-level and a post graduate Education Specialist degree for the College of Education but additional resources will be needed to adequately support a doctoral program in Education on an annual basis. Access to materials in this area is further enhanced by our electronic databases, indexes and full text offerings. The following chart gives a current snapshot of FGCU's holdings by topic area and format.

Chart 1   FGCU Library's Education Collection by Subject Areas and Format

Educational Areas by Format	Totals	Books	Serials	E-Books	Visual Materials
Early Childhood, Preschool, Kindergarten & Primary	2172	2036	27	76	33
Education & Training of Teachers	888	813	24	34	17
General Education	218	128	87	2	1
Higher Education	1493	1318	57	109	9
History of Education	1033	964	29	27	13
Individual Institutions - America, except U.S.	4	4	0	0	0
Individual Institutions - Asia, Africa, Oceania	3	1	0	2	0
Individual Institutions - Europe	13	13	0	0	0
Individual Institutions - United States	153	132	11	10	0
School Administration & Organization	3024	2766	54	134	70
Secondary & Middle School Education	342	324	5	11	2
Special Aspects of Education	4611	4222	68	243	78
Student Fraternities & Societies, United States	6	3	2	0	1
Textbooks	7	7	0	0	0
Theory & Practice of Education	4094	3706	80	227	81
Education TOTALS	**18061**	**16437**	**444**	**875**	**305**

Library Volumes

The *OCLC's Worldcat Analysis* software indicates that the library's current collection contains 16,437 print monograph items related to Education. In addition, the Library has 875 e-books related to education (report generated 10/23/09). Our current annual budget for monographs is $20,620.

Library Serials

The Library's present collection contains 444 print education journal titles and 1309 electronic education titles. Please note there is some duplication of titles between print and electronic and that all of our electronic titles are <u>not</u> included in the above table. If journals are available in full text in our online databases, we have cancelled numerous journal print subscriptions. *Serials Solutions*, our electronic management system, classifies our online serial titles according to the following areas:

Chart 2 Online Education Full text Journals (October 2009)

Education Electronic Serials	Total Number of Titles
College & School Publication	47
Education – General	331
Education, Special Topics	220
History of Education	77
Student Fraternities & Societies – U.S.	8
Theory & Practice of Education	626
TOTAL	1309

A review of Education journals in three standard sources as well as a recent article that highlights major Education journals, shows that the Library does have most of the <u>core</u> Education journals either in print or online. *Magazines for Libraries* was chosen as a primary source because it is a collection tool used by librarians that evaluates major journals and magazines by discipline. *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods* and *Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration* both include journal lists by topic area appropriate for the proposed Ed.D. program. Please see Appendix C, Attachments A, B, C, and D, FGCU Library Impact Statement, for a listing of titles available at FGCU. Chart 3 gives a summary of titles held by FGCU that were identified from the above sources. FGCU Library has all 34 of the major Education titles listed in a recent article by Nancy O'Brien, "Journals of the Century in Education" (O'Brien & Stankus, 2001). Of the 210 Curriculum Studies titles in *Cabell's Directory of Publishing Opportunities in*

Educational Curriculum and Methods, **the Library has about 76 % of the 210 titles either in print or online. In** *Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration***, the Library has 78% of the 165 titles listed for Education Management/ Administration. In** *Magazines for Libraries* **the Library has 100% of the 19 core Education journals. With regards to those listed for General Education in** *Magazines for Libraries***, the Library has either online or in print 95% of the 62 titles. In the area of Comparative Education, the Library has in print or online 96% of the titles but four of these journals had one year or 18 month embargos by the publishers.**

Chart 3. Summary of Education Journal Titles Identified in Review Source

Source	Titles at FGCU
Journals of the Century in Education 34 titles	**100%**
Cabell's Directory Of Publishing Opportunities in Educational Psychology and Administration – **Education Management/ Administration**	**78%**
Cabell's Directory Of Publishing Opportunities in Educational Curriculum and Methods -- **Curriculum Studies**	**76%**
Magazines for Libraries -- **General Education Titles**	**95%**
Magazines for Libraries -- **Comparative & International Education**	**96%**

Major Education Journals Available at the FGCU Library

The article in *Serials Librarian* entitled "Journals of the Century in Education" recommends the following journals**.** Florida Gulf Coast University has all of the following journal titles either in print or online.

General Education
American Journal of Education
Education
The Harvard Educational Review
Peabody Journal of Education
Phi Delta Kappan
Teachers College Record
Sociology of Education

Higher and Adult Education
Adult Education Quarterly: A Journal of Research and Theory in Adult Education
Academe: Bulletin of the American Association of University Professors
Chronicle of Higher Education
Journal of Higher Education
Review of Higher Education

Comparative and Multicultural Education
Comparative Education Review

Journal of Negro Education
Language Learning: A Journal of Research in Language Studies
TESOL Quarterly

Curriculum, Instruction, and Technology
Educational Technology Research and Development
Elementary School Journal
English Journal
Journal of Adolescent & Adult Literacy
Language Arts
Reading Teacher
Science Education

Educational History and Philosophy
Educational Theory
Paedagogica Historica: International Journal of the History of Education

Educational Psychology, Research and Measurement
American Educational Research Journal
Review of Educational Research
Journal of Educational Research
The Journal of Experimental Education
Journal of Educational Psychology
Educational and Psychological Measurement

Special Education
American Journal of Mental Retardation
Exceptional Children
Gifted Child Quarterly

Electronic Resources

Currently the Library subscribes to over 325 databases which index journals, monographs, conference proceedings, newspapers and much more. Many of these databases contain links to full text resources or offer complete citations for locating materials. The Library already provides access to the major databases in the discipline (*ERIC*, *Education Full-text, Educational Administration Abstracts and Proquest Education Journals)* as well as important related databases including *Proquest Dissertations and Theses* and *PsycInfo.* For a description of these related Education online resources, please see Attachment E, Appendix I FGCU Library Impact Statement

Existing Education Online Resources

Major Databases

Education Full Text
Educational Administration Abstracts
ERIC
ProQuest Education Journals

Multidisciplinary and Related Databases

Academic OneFile
Academic Search Complete (EbscoHost)
Articles First via FirstSearch
ASSIA: Applied Social Sciences Index and Abstracts
Gale Virtual Reference Library
Health & Psychosocial Instruments

LexisNexis Academic Universe
Mental Measurements Yearbook
Netlibrary (e-book collection)
Proquest Dissertations and Theses
ProQuest Psychology Journals
ProQuest Research
PsycARTICLES
PsycINFO

REHABDATA
Sage Premier
Science Direct
SocINDEX with Full Text
Sociological Abstracts
Social Sciences Full Text
Tests in Print (TIP)
Westlaw Campus Research
Wilson Omni File
WorldCat
Worldcat Dissertations and Theses

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

To add an EdD program, the library would require startup costs of approximately $9,799 in new journal subscriptions and $6,000 for monographs. A majority of the recommended journals for this program pertain to the Educational Leadership program. Journal prices for institutional subscribers typically increase between 10-12% annually. For a listing of recommended journal titles, please see appendix I, FGCU Library Impact Statement, attachment F. except for those journal titles indicated as needed resources. The current journal collection includes the major disciplinary journals in education.

Three databases, Social Sciences Citation Index, Jstor Collection IV, and Education Index Retrospective are highly recommended to supplement doctoral research in education. Descriptions of those resources and current prices are listed in appendix I, FGCU Library Impact Statement, attachment G. Database price increases but are difficult too tabulate because they are often based on FTE enrollment. Most of the major databases needed for this program are available.

Worksheet 3 Projected Library Costs for Ed.D. program
NOTE: The following inflation rates were used
- Monographs & Reference books (5 % inflation). In 2008-2009, according to a study by Blackwell, a Library book vendor, the average cost of a book for Education was around $77.
- New Journal Subscriptions (10-12% inflation)
- Costs of Online Resources vary and are affected by inflation as well as FTE but were given a 5% inflation rate

Chart 4 Projected Library Costs for Ed.D. Program

Description	Start Up Costs	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Circulating books, including standard works:	$5,000	$3,000	$3,150	$3,308	$3,473
Reference books: See Attachment G for a listing of recommended books.	1,000	1,050	1,103	1,158	1,216
Journal subscriptions (7) See Attachment A	9,799	10,779	11,857	13,042	14,347
Binding Costs (5 % inflation)		105	110	116	122
Electronic resources: JSTOR Collection IV	7,300	2,310	2,426	2,547	2,674

Social Sciences Citation Index	6,679	7,013	7,364	7,732	8,118
Education Index Retrospective 1929-1983	2,403	2,523	2,649	2,782	2,921
Projected inflation 5 % except Journals 10%					
Total:	$32,181	$26,780	$28,659	$30,685	$32,871

The chart below compares the Education holdings of Florida Gulf Coast University, University of Central Florida, University of North Florida and University of West Florida using *Worldcat Collection Analysis* software (October 23, 2009). FGCU is only 12 years old and our collection is obviously smaller. However, with regards to book publications with publication dates after 1990 and visual materials published after 1990 we rank third among the above Florida university libraries and second with regards to visual materials. Note: E-journals or electronic serials are not included in this table because FGCU's holdings are not always indicated in *Worldcat* and are available through our online serials management system.

Chart 5. Comparison of Education Resources at Florida Libraries

Library	Totals	Totals 1990 – Present	Books	Books 1950-Present	Serials	Serials 1990-Present	E-Books	E-Books 1990-Present	Visual Materials	Visual Materials 1990-Present
FGCU	18061	14436	16437	12154	444	168	875	872	305	242
UCF	42181	25842	38516	24140	1054	285	1740	1707	875	710
UNF	31098	17496	28111	15315	797	180	1846	1824	344	177
UWF	21737	11723	18795	9572	888	178	1752	1740	362	233

Signature of Kathleen Miller, Dean of Library Services

Date: 2-15-10

References

Cabell's directory of publishing opportunities in educational curriculum and methods (2009). Retrieved

from http://www.cabells.com/dir.aspx

Cabell's directory of publishing opportunities in educational psychology & administration (2009).

Retrieved from http://www.cabells.com/dir.aspx

Laguardia, C. & Katz, W. A. (2008). *Magazines for libraries* (17th ed.). New Providence, N.J: ProQuest.

O'Brien, N. P. & Stankus, T. (2001). Journals of the century in education. *Serials Librarian, 39*(3), 95-102.

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

The College of Education faculty and staff currently occupy 8,471 square feet of space in one building on the FGCU campus. Every full-time faculty member in the College has an office equipped with a desktop computer and digital telephone operating under Internet Protocol. Space to administer sponsored research and contract awards is adequate as is classroom and teaching laboratory space. It should be noted that the College has access to all available classrooms and teaching laboratory facilities throughout the main campus (see part D. below). In the past two years the University has opened three new buildings, Engineering, Business and Resort & Hospitality Management. A new science building opened in January 2010 and a groundbreaking ceremony was held in Fall 2009 for a music building. Groundbreaking for a building for College of Health Professions is anticipated for 2010.

The new construction will free up existing space to accommodate the further growth of the College of Education. In 2007, a 125,000 square foot addition to the library was completed that includes additional space for collections, carrels, computing labs, and meeting rooms.

The College of Education also installed 2 flat screen TV's for webinars and conferencing purposes during fall 2009. In 2007 a cart with 20 laptops was purchased for College of Education faculty use and last year one classroom was equipped with a SmartBoard and a mobile SmartBoard was purchased.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5.

Include any projected Instruction & Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X(J) below.

Current facilities and future expansion plans are adequate for these new programs (see above). The library will accommodate information needs of the proposed program.

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

No additional equipment or software will be needed to support the new programs based on currently available technology support and ongoing replacement plans. Technology resources for teaching, learning, and educational research at Florida Gulf Coast University are ubiquitous and technologically current.

Each faculty member is assigned a desktop or laptop computer that is loaded with the most current Microsoft office suite and any software tools that are necessary to perform his or her work. This software is also available to faculty to place on their home computers. In addition, the disbursement of the revenue collected annually from the newly instituted *Student Technology Fee* is prioritized by the University's *Information Resource Committee* and submitted to the *FGCU Planning & Budget Committee* for review. With final approval made by the President's Executive Cabinet, the student technology fee - mandated to be used to "enhance instructional technology resources for students and faculty" - ensures the timely and methodical replacement of obsolete instructional equipment and software as well as the installation of new technologies as needed.

One hundred percent of FGCU's 114 classrooms are equipped with electronic, networked podium systems that integrate a variety of digital media hardware and software, including personal computers, video/data projectors, TV/VCR's, DVD players and document cameras. Twenty three percent of these classrooms provide dedicated student workstations seating between five and thirty students at each location.

Three open computing labs located in academic buildings, and one-120-seat area in the library, are available 72 hours per week and monitored by technicians. The labs' workstations are configured with all standard software as well as programs that are unique to specific disciplines such as SPSS, Adobe Creativity Suite, AutoCad and MatLab. In addition, a specialized "multimedia lab" that provides PC and MAC-based systems for video digitizing, image scanning and video editing is open to all faculty and students. The library area also allows access to specialized bibliographic databases. Most of the databases also can be accessed through the Web with the use of a personal pin number.

The office of Faculty and Course Development provides assistance in developing academic, research, and service solutions that utilize the full potential of the FGCU web. These efforts include course planning and assessment, course website design and production, faculty development and support, new faculty orientation, course management training, and assessment and incorporation of technology-based tools for instruction. Staff members are available to partner with faculty on instructional and educational research projects.

Faculty and students have access to ANGEL (an Internet-based, cross platform application for course delivery).   Professional staff are available to assist faculty in using ANGEL to develop and deliver all or parts of their courses through the Internet. Staff also assist students in using ANGEL and faculty in maintaining their Internet-based course resources.

Web, Multimedia, and Publications Development provides interactive media and publication services to the University. Interactive solutions are provided for the classroom, special events, web, CD, and DVD. This office also assists faculty in developing web, video, audio, CD, and DVD-based applications for Web-based and traditional courses and research projects. CDs consolidate course materials to enhance student review of course content, and are also used to deliver interactive simulations and videos that may be too large to access or download via a dial-up connection. DVD technology is available to deliver full-screen, interactive, high-quality video from the classroom podiums, computer labs, or properly equipped student computers.

An inventory of computer and multi-media equipment is available for "loan" to faculty for classroom use, research projects and special events. Academic & Event Technology (AET) technicians are available to assist faculty with all technology needs- including the delivery and set up of multimedia equipment that may be required for special events.

FGCU operates a network backbone with gigabit connections providing 100-megabit network connections for all desktop, classroom, and resident housing ports. A storage Area Network (SAN) provides 1.4 terabytes of data storage. The SAN provides increased reliability and redundancy for data storage on campus. A tape back-up system for university data includes multiple tape/multiple drive units capable of backing up all campus data.

An administrative help desk provides support to faculty and staff reporting office computer problems M-TH 8:00 a.m. - 7:00 p.m. and F 8:00 a.m. - 5:00 p.m., with web help access 24 hours a day, seven days a week. An additional AET Helpline supports faculty with classroom technology problems and provides "immediate response" onsite assistance Mon-Fri 7:30am-11pm and Sat 8am-5pm.

Enhanced wireless computing is supported through several wireless access points allowing students and faculty to connect to the university's network in common areas of the Student Union, the Library, honors residence halls, and several other strategic points, with plans to include wireless connections as new buildings are built.

A faculty and staff web interface allows access to email from any Internet connection worldwide. The interface for web registration, checking grades, viewing student records and applying for financial aid is now run on two web servers, which share the load of student activity and automatically forward to each other if one is not responding.

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

None are anticipated at this time.

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

None are anticipated at this time.

H. **Describe fellowships, scholarships, and graduate assistantships to be allocated through Year 5. Include the projected costs in Table 2.**
The College of Education provides a number of graduate tuition waivers and Graduate Assistantships. Instructions for applying for the waivers are published on the Graduate Studies website under the heading: Financing Graduate Studies, and then under: Graduate Tuition Waivers and Assistantships. After the application period closes, the tuition waiver applications are forwarded to the Graduate Program in the College of Education. Here they are reviewed for eligibility. The applications are entered in a data base, and then are sent to either the Post Master's Admissions and Policy Committee, or the Master's Tuition Waiver Committee. The committees meet each semester to evaluate the applications based on need and academic success. In the spring semester, each college is notified about the amount of tuition waiver funds that are available by the Graduate Office. For 2008-2009 and 2009-2010, the total amount was $86,731 for tuition waivers and $15,000 for graduate assistants for each year. One third of the tuition waiver funds and all of the graduate assistants funds will be allocated for the post masters students. The College of Education will also provide $5,000 annually for additional graduate assistants in the areas of teaching and research. A total of $20,000 in graduate assistantship funds will be dedicated to the program as reflected in Table 2.

The university provides ten out-of-state tuition waivers across all graduate programs within the colleges. It is expected that the EdD program will receive at least two of those beginning in the 2011-2012 academic year. It is anticipated that in the initial years of the program, our students will be from the local geographic area, but the

out-of-state tuition waivers would allow the COE faculty to recruit doctoral candidates from outside the state to attract high caliber students from diverse backgrounds.

Initially, the College anticipates offering at least 2 graduate assistantships for each doctoral cohort, which will follow the students throughout the program if they continue to meet the requirements of the assistantship. During year 5, a minimum of 8 students could have assistantships. Twenty-five percent (25%) of assistantships will be used to attract a diverse student body. Graduate and teaching assistantships will develop and expand as the program grows and as the university provides further support to graduate education at FGCU.

The Offices of Research and Sponsored Programs and Graduate Studies offers a graduate student support initiative that awards funds to support graduate student research assistantships. Graduate faculty members may apply for research assistantship awards (not to exceed $10,000 for one academic year period) to be offered to new, highly qualified graduate students. Five awards of $5000 each will be provided through a peer-review proposal competition. Colleges are required to provide a 1:1 match, bringing the total of each award to $10,000 ($50,000 total of all 5 awards).   Each $10,000 award is to support a graduate student research assistantship through a stipend for a 9 – 12 month period. Funds can only be used to support student salaries. This would provide graduate programs and graduate faculty with resources to improve quality through the recruitment of stronger students. The COE plans to request two such positions for the 2011-2012 academic year. By Year 5, ORSP will commit $50,000 to support research assistants in advanced graduate degree programs.

The out-of-state tuition waivers, combined with the new graduate research assistantships will provide an effective recruitment incentive for the doctoral program in Education at FGCU.

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

An internship will be required in the EdD program, where supervision will be provided by the internship site and by a university internship supervisor who is assigned an internship class. There are several collaborative relationships established by the university to provide internship sites for students at FGCU. Currently, the College's undergraduate and master's degree programs have working relationships with the local school districts for internship and practicum sites that are required in those programs. These collaborative relationships are with the local school districts for placement of teacher education candidates, school counselor candidates, and educational leadership students. Educational leadership students have opportunities in elementary, middle, and secondary schools, as well as the central offices where students may rotate their experiences through a variety of departments. Internships

in higher education will also be available.

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

Not applicable.

Acronyms and Glossary

Academic Rank*: A state-wide categorization of faculty positions. Categories include Professor, Associate Professor, Assistant Professor, and Instructor.

Academic Year*: The time period containing the academic sessions held during consecutive Summer, Fall, and Spring semesters.

Contacts and Grants*: A budget entity which contains activities in support of research, public service, and training. These activities are funded with awards from federal, state, local and private sources.

Education and General (E&G)*: A budget entity that contains resources that provide educational opportunities to the citizens of Florida through instructional programs leading to formal degrees at the baccalaureate, masters, and doctoral levels; research directed toward solving technical, social and economic problems facing the state and nation; and public service programs which apply the expertise of university personnel in solving public problems.

Instruction and Research (I&R)*: A program component which contains the objective of transmitting knowledge, skills and competencies which allow eligible individuals to become practicing professionals or to pursue further academic endeavors, and to enhance the store of knowledge and technology. This program component when viewed in the legislative budget includes those activities previously referred to as Institutes and Research Centers which provides for organized programs of research, public service, library support and development which enhance the acquisition and dissemination of knowledge and technology in all disciplines and are known as Type I Centers.

Full-time Equivalency (FTE) Student*: Undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year.

Full-time Equivalency (FTE) Faculty*: A budgetary term that represents one full-time faculty position. (Note that two people each serving in half-time faculty positions would together equal one FTE faculty.)

Full-time Student*: Not applicable. FGCU program is designed for part-time students.

Other Personnel Services (OPS)*: An expenditure category which includes the compensation for services rendered by a person who is not a regular of full-time employee filling an established position. This definition includes, but is not limited to, services or temporary employees, student or graduate assistants, persons on fellowships, part-time academic employees, board members, and consultants and other services specifically budgeted by each agency, or by the judicial branch, in this category.

Part-time Student*: A graduate student enrolled for less than 9 semester credit hours in a term, or an undergraduate student enrolled for less than 12 semester credit hours in a term.

Person-year*: A budgeting term calculated and based on a position budgeted in twelve months of activity and full-time portion of effort (1.0 FTE.)

*See BOG/SUS Acronyms and Glossary at http://www.fldcu.org/personnel/glossary.asp

TABLE 1-B

TABLE 1-B
PROJECTED STUDENT ENROLLMENT
(Graduate Degree Program)

EdD Degree

		*SCH generated by the typical student					Annual	
		Summer	Fall	Spring	SCH per student	FTE** per	HC	FTE
Year 1	PT	0	0	0	0	0	0.00	0.00
2011-2012	PT	20	20	20	18	0.5625	20.00	11.25
Totals		20	20	20	18		**20.00**	**11.25**

		Summer	Fall	Spring	SCH per student	FTE per	HC	FTE
Year 2	PT	20	20	20	18	0.56	20.00	11.25
2012-2013	PT	20	20	20	12	0.38	20.00	7.50
Totals		40	40	40			**40.00**	**18.75**

		Summer	Fall	Spring	SCH per student	FTE per	HC	FTE
Year 3	PT	0	0	0	0	0.00	0.00	0.00
2013-2014	PT	18	18	18	19	0.59	18.00	10.69
	PT	10	10	10	18	0.56	10.00	5.63
Totals		28	28	28			**28.00**	**16.31**

		Summer	Fall	Spring	SCH per student	Annual FTE per student	HC	FTE
Year 4	PT	10	10	10	18	0.56	10.00	5.63
2014-2015	PT	18	18	18	20	0.63	18.00	11.25
	PT	20	20	20	18	0.56	20.00	11.25
Totals		48	48	48			**48.00**	**28.13**

		Summer	Fall	Spring	SCH per student	FTE per	HC	FTE
Year 5	PT	0	0	0	0	0.00	0.00	0.00
2015-2016	PT	18	18	18	19	0.59	18.00	10.69
	PT	20	20	20	18	0.56	20.00	11.25
Totals		38	38	38			**38.00**	**21.94**

*Student credit hours (SCH) that result from students (majors) enrolling in courses that are part of the

**Full-time Equivalency (FTE). One Student FTE equals 40 undergraduate SCH (annual basis).

<table>
<tr><td colspan="6">TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)</td></tr>
<tr><td colspan="6">EdD Degree</td></tr>
<tr><td>Source of Students
(Non-duplicated headcount in any given year)</td><td>2011-12</td><td>2012-13</td><td>2013-14</td><td>2014-15</td><td>2015-16</td></tr>
<tr><td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td><td>0</td><td>7</td><td>6</td><td>13</td><td>13</td></tr>
<tr><td>Students who transfer from other graduate programs within the university*</td><td>20</td><td>20</td><td>10</td><td>10</td><td>0</td></tr>
<tr><td>Individuals who have recently graduated from preceding degree programs at this university**</td><td>0</td><td>10</td><td>9</td><td>19</td><td>19</td></tr>
<tr><td>Individuals who have graduated from preceeding degree programs at other Florida public universities</td><td>0</td><td>3</td><td>3</td><td>6</td><td>6</td></tr>
<tr><td>Individuals who have graduated from preceding degree programs at non-public Florida universities</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Additional in-state residents**</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Additional out-of-state residents**</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Additional foreign residents**</td><td>0</td><td>0</td><td>0</td><td></td><td></td></tr>
<tr><td>Other (Explain)**</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Total Headcount****</td><td>20</td><td>40</td><td>28</td><td>48</td><td>38</td></tr>
</table>

List projected annual headcount of students (majors) who enroll (not admissions to the program).

Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

Headcount totals should correspond with annual headcount totals from Worksheet 1.

*If numbers appear in this category, they should go DOWN in later years.

Additional Foreign Residents--Other (explain):

Through our collaborative relationships with universities and schools in Hungary, Bolivia, and Switzerland, it is anticipated that we will attract several students from those countries into the EdD program.

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries & Benefits	85,085	0	0	0	0	$85,085	134,207	59,400	0	0	$193,607
A & P Salaries & Benefits	0	0	0	0	0	$0	0	0	0	0	$0
USPS Salaries & Benefits	0	40,500	0	0	0	$40,500	0	0	0	0	$0
Other Personnel Services	0	0	0	0	0	$0	0	0	0	0	$0
Library Materials/ Personnel	0	32,181	0	0	0	$32,181	32,871	0	0	0	$32,871
Expenses	0	0	0	0	0	$0	0	0	20,000	0	$20,000
Operating Capital Outlay	0	0	0	0	0	$0	0	0	0	0	$0
Special Categories	0	0	0	0	0	$0	0	0	0	0	$0
Total Costs	**$85,085**	**$72,681**	**$0**	**$0**	**$0**	**$157,766**	**$167,078**	**$59,400**	**$20,000**	**$0**	**$246,478**

*Identify reallocation sources in Table Three.

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

***Graduate Assistantship funding

Total Positions (person-years)	Year 1	Year 5				Year 1	Year 5
Total Positions (person-years)	Year 1	Year 5			Total E&G Funding	$157,766	$246,478
Faculty	0.6	1.2			Annual Student FTE	11.25	21.94
A & P	0	0			E&G Cost per FTE	$14,024	$11,234
USPS	1	1.2					

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Less amount to be reallocated	Base after reallocation
College of Education			
Fund: 10001, ORG 502500, Index 502500	2,118,598	85,085	$2,033,513
Totals	$2,118,598	$85,085	**$2,033,513**

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code for Courses	Code	Faculty Name or "New Hire" / Academic Discipline or Speciality	Rank	Contract Status	Initial Date	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
1	A	Carter, Cecil Educational Leadership	Assoc Prof	MYA*	Fa 12	12	1.00	0.00	0.00	12	1.00	0.10	0.10
2	A	Giambo, Debra Diversity Education/ C&I	Assoc Prof	MYA	Fa 12	9	0.75	0.00	0.00	9	0.75	0.13	0.10
4	A	Schmidt, Diane Cuuriculum & Instruction	Professor	MYA	Sp 12	9	0.75	0.00	0.00	9	0.75	0.13	0.10
5	A	Ray, Linda Curriculum and Instruction	Professor	MYA	Sp 16	9	0.75	0.00	0.00	9	0.75	0.13	0.10
6	A	Valesky, Thomas Educational Leadership	Professor	Tenure	Su 11	9	0.75	0.13	0.10	9	0.75	0.13	0.10
7	A	Vazquez-Montilla, Elia Diversity Education/C&I	Professor	MYA	Fa 11	9	0.75	0.13	0.10	9	0.00	0.00	0.00
8	A	Wilder, Lynn Special Education	Assoc Prof	MYA	Fa 12	9	0.75	0.00	0.00	9	0.75	0.13	0.10
9	A	Wilkerson, Judy Research and Evaluation	Assoc Prof	MYA	Su 12	9	0.75	0.00	0.00	9	0.00	0.00	0.00
10	A	Miranda, Helena Research and Evaluation	Asst. Prof.	MYA	Su 11	9	0.75	0.13	0.10	9	0.75	0.13	0.10
11	A	Triscari, Robert Research and Evaluation	Asst. Prof.	MYA	Sp 12	9	0.75	0.13	0.10	9	0.75	0.13	0.10
12	A	Rea, Dorothy Educational Leadership	Asst. Prof.	MYA	Fa 11	9	0.75	0.13	0.10	9	0.75	0.13	0.10
13	C	New Hire Educational Leadership	Assoc Prof	MYA	Fa 13	9	0.75	0.13	0.10	9	0.75	0.13	0.10
14	C	New Hire Curriculum and Instruction	Assoc Prof	MYA	Fa 14	9	0.00	0.00	0.00	9	0.75	0.13	0.10
15	C	New Hire Curriculum and Instruction	Assoc Prof	MYA	Fa 15	9	0.00	0.00	0.00	9	0.75	0.13	0.10
		Total Person-Years (PY)							**0.60**				**1.20**

	Code		Proposed Source of Funding for Faculty		PY Workload by Budget Classsification					
					Year 1			Year 5		
	A	Current General Revenue	Existing Faculty on a Regular Line		0.60			1.10		
	B	Current General Revenue	New Faulty to be Hired on Existing Vacant Line		0.00			0.00		
	C	New General Revenue	New Faculty to be Hired on a New Line		0.00			0.10		
	D	Contracts/Grants/Foundation	Existing Faculty Hired on Contracts/Grants/Foundation		0.00			0.00		
	E	Contracts/Grants/Foundation	New Faculty to be Hired on Contracts/Grants/Foundation		0.00			0.00		
							Overall 5th Year	1.20		

*** MYA = Multi-Year Appointment Contract**

Person-Years (PY) Estimates: Estimate of faculty workload in personyears (a calculated budgeting term where a position budgeted for 12 months of

Appendix A Letters of Support from Area Education and School District Representatives

David E. Gayler, Ph.D.
Superintendent

CHARLOTTE
COUNTY Public Schools
Our Vision - Student Success!
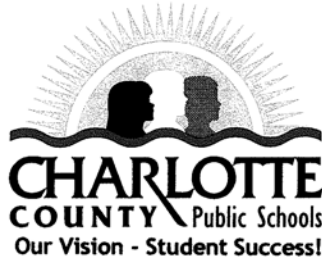
School Board

Barbara Rendell, *Chairman*
Alleen Miller, *Vice Chairman*
Andrea Messina
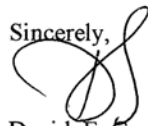Sue Sifrit
Lee Swift

October 12, 2009

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
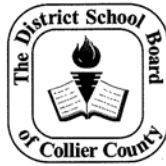Fort Myers, FL 33965-6565

Dear Dr. Greene:

I am pleased to support Florida Gulf Coast University in providing advanced educational degrees that will enable many of our current staff to pursue the education needed to become our organization's leaders.

Florida school districts are in need of trained, qualified leadership personnel. Your programs offer the opportunity for our local educators to train to become leaders by offering the coursework necessary to vie for those future leadership positions.

I encourage the funding of this grant and look forward to assisting you in any way I can.

Sincerely,

David. E. Gayler, Ph.D.
Superintendent

1445 Education Way, Port Charlotte, FL 33948 • (941) 255-0808 • fax (941) 255-7571 • www.yourcharlotteschools.net

OFFICE OF THE SUPERINTENDENT
5775 Osceola Trail
Naples, Florida 34109-0919
(239) 377-0212 • FAX (239) 377-0206

October 12, 2009

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Dear Dr. Greene:

The instructional staff of the Collier County Public School system continues to seek enrollment in graduate programs through various colleges and universities, both as degree-seeking students and to renew teacher certificates. On many occasions, we have found that our educators seek admission to certain graduate programs on the east coast, as these programs are not currently available in our area.

Because of the need for advanced degree offerings locally, I am pleased to hear the Florida Gulf Coast University (FGCU) is proposing the development of doctoral and specialist programs in the College of Education. Such programs will meet the needs of many of our educators who wish to pursue advanced educational degrees. They will also provide us the opportunity of offering leadership roles to our staff, who know the students and culture of Collier County.

I strongly support the addition of these advanced degrees at FGCU. The University has always worked to assist our teachers. If approved, these programs will provide great opportunities for the educators in Collier County as well as other surrounding counties.

Sincerely,

Dennis Thompson, Ed.D.
Superintendent

DT:dn

cc: Martha Hayes, Chief Instructional Officer
    Mary Ann Gemmill, Chief Administrative Officer
    Deborah Terry, Executive Director of Human Resources

COLLIER COUNTY CHARACTER EDUCATION TRAITS

| Citizenship | Cooperation | Honesty | Kindness | Patriotism | Perseverance |
| Respect | Responsibility | Self-Control | Tolerance |

THE COLLIER COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL ACCESS / EQUAL OPPORTUNITY INSTITUTION FOR EDUCATION AND EMPLOYMENT.

GL⁺DES COUNTY SCHOOL DISTRICT
Building Academic Excellence

October 12, 2009

Wayne Aldrich
Superintendent

•

Scott Bass
*Administrative
Services
Director*

•

Deborah Pressley
*Curriculum
Services
Director*

•

Susan Williams
Finance Director

•

Janice Foster
*Exceptional Student
Education Director*

•

School Board

• **Janet Storey**
District 1

• **Jenny Allen**
District 2

• **Jeri Wilson**
District 3

• **Mike Pressley**
District 4

• **Patricia Pearce**
District 5

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Dear Dr. Greene:

Glades County is the smallest and most rural school district in Southwest Florida and relies heavily on its own staff to fill leadership roles. It is most welcomed news that Florida Gulf Coast University is pursuing the offering of advanced and specialist degrees that will support our teachers' pursuit of advancement.

We know that to keep on our pathway to success, we must have highly qualified and effective leadership. The educators in Glades County appreciate the support offered by Florida Gulf Coast University and view these new opportunities as an additional demonstration of the University's interest in our goals. The geographic location and limited employment opportunities in Glades County increase the need for us to be able to tap our current staff for future leadership needs – growing our own leadership cadre that knows our students, families and area.

I fully support FGCU's efforts to provide advanced educational opportunities in response to our district's educational needs.

Yours truly,

Wayne Aldrich

Wayne Aldrich
Superintendent,
Glades County School District

Accredited

Box 459 • Moore Haven, FL 33471 • 863.946.2083 • Fax: 863.946.2709 • *www.glades-schools.org*

Hendry County School Board

Richard A. "Rick" Murphy

Superintendent

October 12, 2009

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Dear Dr. Greene:

Hendry County is caught between the substantial conversion of agricultural lands to residential development and the impact of the economic downturn. The school district must be both realistic and proactive in meeting the challenges presented. Additionally, additional human resources requirements will be seen, as the district must manage an aging educational workforce.

Florida Gulf Coast University's efforts to forge ahead with an advanced degree program culminating at the doctoral level are commendable. The need for advanced educational opportunities can only support our quest for quality education leaders. The research clearly supports that effective leadership is an integral part of successful organizations. The Hendry County School District currently has a thousand employees that require and deserve knowledgeable and effective leaders.

I fully support your efforts to provide advanced educational opportunities in response to local educational needs and to allow us to cultivate our own staff for leadership roles.

Yours truly,

Richard A. "Rick" Murphy
Superintendent

/t

THE SCHOOL DISTRICT OF LEE COUNTY

JANE E. KUCKEL, PH.D.
CHAIRMAN, DISTRICT 3

STEVEN K. TEUBER, J.D.
VICE CHAIRMAN, DISTRICT 4

ROBERT D. CHILMONIK
DISTRICT 1

JEANNE S. DOZIER
DISTRICT 2

ELINOR C. SCRICCA, PH.D.
DISTRICT 5

JAMES W. BROWDER, ED.D.
SUPERINTENDENT

KEITH B. MARTIN, ESQ.
BOARD ATTORNEY

October 12, 2009

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Dear Dr. Greene:

The School District of Lee County is pleased to offer endorsement of the proposal to offer advanced educational degrees from the College of Education at Florida Gulf Coast University.

With Lee County schools employing some 5,000 teachers, it is vitally important to be able to offer these outstanding programs as incentives for teachers seeking advanced degrees. We consider our own State University (FGCU) to be a unique resource for our teachers, providing local specialized studies that previously required extensive travel to enable participation.

Please be assured that these programs will be used by a great number of educators throughout Southwest Florida. We look forward to being able to offer our teachers a career pathway that also enables the school district to grow its own leaders. We appreciate the diligence you have shown in creating these programs and look forward to working closely with the faculty at FGCU as we strive to serve the educational needs of our teachers.

Sincerely,

James W. Browder, Ed.D.
Superintendent

JWB/mlc

EDISON STATE COLLEGE

October 12, 2009

Marci Greene, Ed.D.
Dean, College of Education
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Dear Dr. Greene:

On behalf of Edison State College, it is my privilege to offer this letter in support of Florida Gulf Coast University's plans to offer upper division and graduate coursework in Education.

Over the last five years, we have developed a strong working relationship and we welcome the opportunity to expand academic and student services to area residents.

Both of our institutions are committed to providing local residents opportunities to advance in their careers, especially in the area of education. In this economy, it is essential that our residents have such opportunities locally. It is also desirable for our educational organizations to grow their own leaders.

We at Edison State College look forward to continuing to partner with Florida Gulf Coast University and support your efforts to offer advanced educational degrees.

Sincerely,

Dr. Steve Atkins
Vice President, Academic and Student Affairs

2006
Frequencies – Combined Responses

Please select the choice that represents your interests.	Count	Percent
I am interested in the Ed.S. degree.	18	9%
I am interested in the Ed.D. degree.	60	31%
I am interested in both the Ed.S. and the Ed.D. degrees.	54	28%
I am not interested in either degree at this time, but may be interested in the future.	42	22%
I am not interested in either degree.	18	9%
Total Responses:	**192**	**100%**

Please check the concentration in which you would be interested.	Count	Percent
Educational Leadership	69	53%
Curriculum & Instruction	60	47%
Total Responses:	**129**	**100%**

Please indicate your career goal.	Count	Percent
PK-12 Central Office	20	15%
PK-12 Administrator	46	35%
PK-12 School Counselor	7	5%
Post-Secondary Faculty	37	28%
Post-Secondary Administrator	8	6%
Other (for example; Health Educator, HR Corporate Training Manager)	12	9%
Total Responses:	**130**	**100%**

Specialty area: PK-12 Education	Count	Percent
Elementary Education	25	20%
Early Childhood Education	6	5%
Secondary Education	40	33%
Special Education	16	13%
Other topics in education: (Examples include Educational Technology, Reading, Environmental Education)	36	29%
Total Responses:	**123**	**100%**

Specialty area: Higher Education	Count	Percent
Higher Education Administration	48	72%
Other Higher Education topic (Examples include Student Services, Athletics)	19	28%
Total Responses:	**67**	**100%**

Specialty area: Fields other than PK-12 or Post-Secondary

	Count	Percent
Business Administration	13	30%
Criminal Justice	6	14%
Health Education	10	23%
Public Administration	15	34%
Total Responses:	**44**	**100%**

Schedule Preferences

	Count	Percent
Saturday and Sunday (weekend) courses only.	25	19%
Monday through Friday (weekday) courses only.	9	7%
Weekday evening and some weekend courses.	96	74%
Total Responses:	**130**	**100%**

Course delivery preferences

	Count	Percent
I would like some courses online.	49	37%
I would like most courses online.	69	52%
I would not want any courses online.	14	11%
Total Responses:	**132**	**100%**

Intensive Summer Programs

	Count	Percent
I would participate in intensive summer programs that would require all day sessions from 4 to 6 weeks.	83	64%
I would not participate in intensive summer programs that would require all day sessions from 4 to 6 weeks.	46	36%
Total Responses:	**129**	**100%**

Course Locations

	Count	Percent
FGCU Main Campus	36	27%
Cape Coral	33	25%
Charlotte County	31	23%
Naples	1	1%
Hendry County	2	2%
Online (Distance Learning)	30	23%
Total Responses:	**133**	**100%**

Gender

	Count	Percent
Female	152	82%
Male	33	18%
Total Responses:	**185**	**100%**

What is your current position?

	Count	Percent
PK-12 Teacher	123	64%
PK-12 School Administrator	32	17%
PK-12 School Counselor	6	3%
Post-Secondary Faculty	7	4%
Post-Secondary Administrator	1	1%
Health Care Professional	4	2%
Mental Health Professional	3	2%
Public Administrator	3	2%
Criminal Justice Professional	0	%
Business Professional	1	1%
Other area not listed above	13	7%
Total Responses:	**193**	**100%**

Please indicate your level of commitment to enroll in one of the advanced degree programs.

	Count	Percent
I will definitely apply as soon as the applications become available.	63	33%
I will most likely apply after the fall of 2007.	78	41%
I am not likely to apply within the next 3 years.	48	25%
Total Responses:	**189**	**100%**

October 19, 2009 - Responses

Would you be interested in pursuing a Doctorate in Education from the College of Education at Florida Gulf Coast University?

	Count	Percent
Yes	154	81
No	36	19
Total Responses:	**190**	**100%**

Please indicate which area of study you would prefer for a concentration.

	Count	Percent
Curriculum & Instruction	82	51
Educational Leadership	79	49
Total Responses:	**161**	**100%**

In which year would you be interested in enrolling?

	Count	Percent
2011	112	71
2013	24	15
2015	22	14
Total Responses:	**158**	**100%**

Having a Doctorate in Education degree program available to me would help keep me in my profession and this region.

	Count	Percent
Yes	138	81
No	33	19
Total Responses:	**171**	**100%**

Having a Doctorate in Education program from a Public State University close to home is important to me.

	Count	Percent
Yes	152	89
No	19	11
Total Responses:	**171**	**100%**

What is your current position?

	Count	Percent
Teacher	119	68
Administrator	23	13
Other School Professional	34	19
Total Responses:	**176**	**100%**

Do you have a preference to meet with your professors and colleagues face-to-face vs. online?

	Count	Percent
Face-to-Face	26	15
Online	40	24
Hybrid (a little of both)	103	61
Total Responses:	**169**	**100%**

In which county to you reside?

	Count	Percent
Lee	70	38
Hendry	47	26
Charlotte	46	25
Collier	10	5
Glades	3	2
Other	7	4
Sarasota – 3		
Highlands – 2		
Desoto – 1		
Charlotte - 1		
Total Responses:	**183**	**100%**

Please indicate your career goal or goals. You may check all that apply, and you may write in another career that is not listed.

	Count	Percent
University Administrator	25	15
Community College Administrator	21	13
Research/Evaluator	26	15
K-12 Superintendent	19	11
K-12 Central Office	27	16
K-12 Teacher	67	40
University Faculty	95	57
Community College Faculty	64	38
Write in another career that is not listed	30	18
K-12 Administrator		
Principal		
Director of Education for the National Endowment for the Arts		
Media/Tech Coordinator		
Special Education		
Counselor/Psychologist or Guidance		
Education Administrator in Kenya		

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

June 11, 2009

Dr. Wilson G. Bradshaw
President
Florida Gulf Coast University
10501 FGCU Boulevard, South
Fort Myers, FL 33965-6565

Dear Dr. Bradshaw:

I want to thank you again for the hospitality and helpfulness extended to the Committee during its recent visit to your institution. A copy of the report prepared by this committee is enclosed. I hope that the report will be helpful to you and to the institutional community.

The report includes analysis by, and judgments of, the visiting committee and is subject to review by the Commission's Committee on Compliance and Reports. Some parts of the report are directly related to the *Principles of Accreditation*, while others may represent advisory comments offered by the visiting committee in a spirit of helpfulness. A formal recommendation is included when a visiting committee believes there is some problem with the institution's compliance with a part of the *Principles*. All recommendations included in a visiting committee report have been adopted by the total committee.

The Commission on Colleges and its Committees on Compliance and Reports meet officially in June and in December. Final decisions on accreditation will be made at each meeting with public announcements regarding official actions continuing to be made at the Annual Meeting of the Commission. The report of the committee which visited **Florida Gulf Coast University** will be reviewed at the December 2009 meeting. For that meeting, you should prepare a written statement of your responses to the recommendations contained in the committee's report. **Guidelines for the response are enclosed and it is critical that they be followed when developing your institutional response.** Please submit **five copies** of your written response to my attention at the office of the Commission on Colleges on or before **September 18, 2009,** for consideration at the December 2009 meeting of the Commission.

An institution may release its visiting committee report; however, release of this report in its entirety or in part must be accompanied by the following statement: "The findings of this visiting committee represent a preliminary assessment of the institution at this time; final action on the report rests with the Commission on Colleges." If the institution releases part of its report, that part must contain a note stating that "a copy of the entire report can be obtained from the institution."

Please express my sincere appreciation to all members of your faculty and staff for their cooperation and assistance during the review process. Let me know whenever I can be of any assistance to you.

Cordially,

Dr. Cheryl D. Cardell
Vice President
Commission on Colleges

CDC:ch

Enclosures

REPORTS SUBMITTED FOR COMMITTEE OR COMMISSION REVIEW

- Policy Statement -

Institutions accredited by the Commission on Colleges are requested to submit various reports to an evaluation committee or to the Commission for review. Those reports include:

A Focused Report
Response Report to the Visiting Committee
Monitoring Report

When submitting a report, an institution should follow the directions below for each type, keeping in mind that the report will be reviewed by a number of readers, most of whom will be unfamiliar with the institution.

Information Pertaining to the Preparation of All Reports

Preparation of a Title Page

For any report requested, an institution should prepare a title page that includes the following:

1. Name of the institution
2. Address of the institution
3. Dates of the committee visit
4. The kind of report submitted
5. Name, title, and contact numbers of person(s) preparing the report

Presentation of Reports

For any report requested, an institution should

1. Copy all documents front and back, double-space the copy, and use no less than an 11 point font.

2. If the report requires binding beyond stapling, do not submit the report in a three-ring binder. Ring binders are bulky and must be removed before mailing to the readers.

3. Provide a clear, complete, and concise report. If documentation is required, ensure that it is appropriate to demonstrating fulfillment of the requirement. Specify actions that have been taken and, when possible, document their completion.

4. When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document. Provide definitive evidence, not documents that only address the process (e.g., do not include copies of letters or memos with directives).

1

5. Specify actions that have been taken and provide documentation that such actions have been completed. Avoid vague responses indicating that the institution plans to address a problem in the future. If any actions remain to be accomplished, the institution should present an action plan, a schedule for accomplishing the plan, and evidence of commitment of resources for accomplishing the plan.

6. When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.

7. Reread the report before submission and eliminate all narrative that is not relevant to the focus of the report.

The Focused Report

Definition: A Focused Report addresses the findings of the Off-Site Review Committee. It provides updated or additional documentation regarding the institution's compliance with the Core Requirements, Comprehensive Standards, or Federal Requirements identified by the Off-Site Committee. Although it is optional that an institution prepare such a report, the Commission strongly encourages its submission.

Audience: The Focused Report is reviewed by the On-Site Reaffirmation Review Committee and Commission staff.

Report Presentation: The narrative should focus on the areas identified by the Off-Site Review Committee. Repeat the findings of the Off-Site Committee, provide a narrative that leads the reader to a judgment of compliance, and provide documentation in support of the judgment. The report usually should not exceed three pages of narrative per citation, not including supporting documentation. Two print copies of the Focused Report should be submitted to Commission staff. Copies sent to the On-Site Review Committee may be print or electronic.

Due Date: The Focused Report is sent to the On-Site Review Committee and Commission office four to six weeks in advance of the Committee's visit to campus.

Number of Copies: One for each member of the On-Site Reaffirmation Review Committee and two for the Commission staff member.

Response to the Visiting Committee Report

Definition: A Response Report addresses the findings of a visiting committee. It provides updated or additional documentation regarding the institution's compliance with the *Principles of Accreditation*.

Audience: The Response Report, along with the Committee Report and other documents, is reviewed by the Commission on Colleges and is subject to the review procedures of the Commission's standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

Report Presentation: Structure the response so that it addresses committee recommendations in the order that they appear in the report. Tabs should separate each response to a recommendation.

2

For each recommendation, provide the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and state the recommendation exactly as it appears in the visiting committee report. Describe the committee's concerns that led to the recommendation by either summarizing the concerns or inserting verbatim the complete narrative in the report pertaining to the recommendation. Provide a response with documentation.

Due Date: The Response Report is due on the day indicated in the transmittal letter from Commission staff accompanying the visiting committee report.

Number of Copies: See the transmittal letter from Commission staff accompanying the visiting committee report.

Monitoring Report

Definition: A Monitoring Report addresses recommendations and continued concerns of compliance usually identified by the Committee on Compliance and Reports or the Executive Council. It usually follows the C & R Committee's review of an institution's response to a visiting committee report.

Audience: The Monitoring Report is reviewed by the Commission on Colleges and is subject to the review procedures of the Commission's standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

Report Presentation: Structure the response so that it addresses committee recommendations in the order that they appeared in the report. Tabs should separate each response to a recommendation.

For each recommendation, (1) restate the number of the Core Requirement, Comprehensive Standard, or Federal Requirement, the number of the recommendation, and the recommendation exactly as it appeared in the visiting committee report; (2) provide a brief history of responses to the recommendation if more than a first response (to include an accurate summary of the original concerns of the visiting committee, a summary of each previous institutional response and an explanation of what had been requested by the Commission); (3) cite verbatim the current request of the Commission that is related to the recommendation (reference notification letter from the President of the Commission); and (4) prepare a response to the recommendation.

Due Date: The Monitoring Report is due on the date specified in the Commission President's notification letter. Requests for extensions to the date must be made to the President of the Commission two weeks in advance of the original due date. (See Commission policy "Deadlines for Submitting Reports.")

Number of Copies: See the letter from the President of the Commission requesting the Monitoring Report.

Edited and Revised for the Principles of Accreditation: December 2003
Updated: January 2007
Edited: February 2009

3

Commission on Colleges
Southern Association of Colleges and Schools

REPORT OF THE SUBSTANTIVE CHANGE COMMITTEE
- Program Expansion -

For use with the following types of changes:

- Initiating programs at a more advanced degree levels
- Expanding programs at current degree levels (when the new program is a departure from current programs)
- Initiating programs at a lower degree level
- Expanding electronic delivery to include currently offered degrees

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Statement Regarding the Report

The Commission on Colleges will make its determination on the accreditation of an institution based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with the Commission on Colleges.

Name of the Institution: Florida Gulf Coast University

Date of the Review: March 24-26, 2009

COC Staff Member: Dr. Cheryl Cardell

Chair of the Committee: Dr. Susan S. Gunby

January 2008

Part I.   Overview

<u>*Historical Perspective for Florida Gulf Coast University*</u>:

The history of Florida Gulf Coast University (FGCU) contains evidence of the vision of a select group of people to provided higher education opportunities in Southwest Florida. Area citizens began the initiative to bring a state university to this part of Florida, and their early requests were quickly supported by elected officials at the local and state levels.

The Board of Regents formally recommended in January 1991 the development of Florida's tenth state university to be located in Southwest Florida; and, in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university. Southwest Florida's support for a university was never more evident than during the next year, when private landowners offered more than 20 gift sites for the university campus. In early 1992, the Board of Regents selected the site located just east of Interstate 75.

Plans for the first phase of campus construction were unveiled in February 1994; shortly thereafter, the Florida Legislature named the institution as Florida Gulf Coast University. The vision for the university was one which would address emerging higher education needs for the 21st century, including the use of technology in the learning/teaching process and multi-year contracts as an alternative to faculty tenure. The Board of Regents approved an agreement in May 1995 with the United Faculty of Florida allowing FGCU to offer a contract system for faculty.

Campus groundbreaking was held on November 28, 1995, with more than 600 people participating in the celebratory event for Southwest Florida. With aggressive academic program and campus development schedules slated to culminate in an opening day of August 25, 1997, the early staff and faculty were busy meeting deadlines every month. Inaugural degree programs were approved by the Board of Regents in March 1996.

As FGCU moves forward, student applications and admissions are dramatically increasing; campus construction of academic and support buildings remains aggressive; an athletics program and other new initiatives are being launched; new degree programs are being added; the Foundation's private fundraising continues to be successful; and the excitement level for FGCU's future is high.

<u>*Proposed Changes*</u>:

1. Level Change from III to V - D.P.T.
2. Level Change from III to IV - Ed.S

2

Doctor of Physical Therapy Program

Florida Gulf Coast University (FGCU) transitioned from the Master of Science in Physical Therapy (MSPT) degree program to the Doctor of Physical Therapy (DPT) degree program. The degree program is offered by the Department of Physical Therapy and Human Performance. The entire DPT program is offered at the University's main campus in Fort Myers, FL.

The DPT degree program was authorized by the FGCU Board of Trustees in June 2007. The Florida Board of Governors granted its approval at its December 6, 2007 meeting, and the Commission on Colleges of the Southern Association of Colleges and Schools provided its authorization of the change at its December 11, 2007 meeting.

The first cohort of 23 students was admitted in Fall 2008. This is an on-going program; a new cohort of students will be admitted each Fall semester reaching a total enrollment of approximately 70 students after three years of implementation.

Primary target for admission to this degree program is students holding a baccalaureate degree who desire to seek entry-level preparation to become practicing physical therapists.

The program is delivered in a traditional classroom setting and is complemented by clinical instruction and internships at a wide variety of clinical settings both locally and beyond. Students are required to have a computer with Internet access which permits them to utilize the extensive computer applications required in the courses.

A transitional DPT program for individuals who are currently practicing as physical therapist, have either a master's or bachelor's degree, and who wish to upgrade their credentials will be implemented in approximately two years when the program reaches its full complement of faculty. This transitional program will be delivered through distance learning.

The institution provided rationale for the addition of the DPT program. The DPT degree has become the degree of choice for the nation's entry-level physical therapy education programs. The first DPT degree was awarded in 1995. According to the cited facts from the Department of Accreditation of the American Physical Therapy Association, as of January 2009, approximately 92% of entry-level physical therapy education programs were enrolling students in DPT programs, with virtually all remaining master's level programs planning to transition to the DPT degree. The Commission on Accreditation of Physical Therapy Education, this rapid transition in upgrading the degree requirements occurred because an increased number of states permit direct access to patients and a greater degree of practice autonomy for physical therapists. The University developed the DPT degree program in response to the rapidly changing demands and expected professional standards in physical therapy that require educational programs to prepare students for independent practice and to function as critical thinkers who possess a broad knowledge and skills base.

3

Currently, physical therapists are in high demand and there are multiple employment opportunities. The Florida Agency for Workforce Innovation projected (in 2006) that positions for physical therapists would grow from 10,326 in 2006 to 13,088 by 2014. Nationally, the unemployment rate for physical therapists is 0.2%. In the five counties surrounding FGCU, there are approximately 50 unfilled physical therapy positions.

FGCU is the final physical education program in the Florida State University System to make this transition to the DPT degree. Physical therapy education programs offered by all three private institutions in Florida already offer the DPT degree.

The DPT degree program at FGCU replaces the existing entry-level MSPT degree program. The curriculum is specifically designed to address the ever-increasing breadth and depth of knowledge, skills, and problem-solving abilities required of an independent health care practitioner. Because of this increase in curricular content and because of the move to the doctoral level, students enroll in 115 credit hours during their 3 years (8 semesters) in the program. This represents a 51% increase in the credit hour generation per student from the current MSPT degree program.

Educational Specialist degree in Education Program

FGCU began the Educational Specialist degree in Education (EdS) during Fall Semester 2008. The degree program is offered by the College of Education and has two concentrations: Curriculum and Instruction and Educational Leadership. The program is offered in entirely on the University's main campus in Fort Myers, Florida.

The EdS degree program was authorized by the FGCU Board of Trustees in June 2007. The Florida Board of Governors acknowledged the action of the University Board of Trustees as sufficient to proceed with its implementation because the authority to implement the EdS degree had been devolved to the FGCU Board of Trustees by the Florida Board of Governors. In a letter dated December 19, 2007, the Commission on Colleges of the Southern Association of Colleges and Schools authorized the change.

Seventeen students comprised the first cohort in the EdS program, and they began course work in August 2008. Two students who could not begin Fall Semester 2008 decided to enter in Spring 2009 along with four newly admitted students, thus this cohort will potentially be comprised of 23 students. No further students will be added to this cohort. This is an ongoing program which will admit a new cohort of approximately 25 students every other fall semester reaching an desired total enrollment of approximately 50 students after three years of implementation.

The primary target for students will be individuals holding a master's degree who desire career advancement in the field of education. They will focus on organizational management, organizational effectiveness issues, and the development, implementation, and evaluation of curricula.

The EdS degree program will be delivered in a traditional classroom setting complemented by online and hybrid coursework using a cohort approach.

The two concentrations [Curriculum and Instruction and Educational Leadership] offered in the EdS program were selected because they closely address need and demand in the

4

southwestern region of Florida and, additionally, they align well with the strengths within the College of Education.

Graduates of the EdS program will be able to apply research to facilitate institutional effectiveness and will possess the capacity to provide leadership necessary to meet ever-changing educational and organizational goals. The program is designed to provide leaders, policy makers, and researchers with the knowledge, skills, and dispositions needed to design and implement strategies that improve practices and outcomes in organizations, especially schools. Graduates will have the ability to apply research and translate results into strategies for continuous improvement.

The EdS program provides access to the only advanced graduate program offered in a traditional classroom setting by a public university in a five-county area serving over one million individuals. Prior to implementation of this degree program, students seeking an EdS either had to enroll at a private institution outside the region through a local extension site or through a distance learning program.

Additionally, the EdS program will meet statewide, professional and workforce needs in two Board of Governors' defined critical-needs areas: Educational Leadership and Curriculum and Instruction at the advanced graduate level. The teaching shortage remains acute with teacher attrition a persistent problems. Providing career pathways for teachers will encourage them to stay in the profession and some will assume leadership positions to then guide the transformation of schools.

Finally, the EdS program will help indirectly to build the research capacity of the State University System. FGCU has been successful in securing and conducting sponsored research, especially in applied programs. In less than eleven years of existence, the institution has been awarded over $100 million. The College of Education has been a major contributor to this University success with awards of $4 million in 2007-2008 alone. The new program will provide opportunities for faculty and students to engage in applied research to enhance the states pK-12 system.

The institution provided ample evidence of the national and state needs for school administrators to meet the large number of anticipated retirements in the next decade.

Doctor of Physical Therapy Program and the Educational Specialist degree in Education Program

Institutional strengths that have facilitated the implementation of these two new degree programs include: (a) FCGU is the only comprehensive public university in the southwest Florida region; this region has over one million people; (b) the institution is committed to professional education and the success of its graduates; (c) the institution had invested approximately $370,000 in new resources to launch the DPT degree program; (d) the institution is experiencing dynamic growth as evidenced by increasing student enrollment and several building projects; (e) FCGU has an outstanding library and information technology support systems; and (f) FGCU has a strong and effective institutional effectiveness process that is integrated throughout the institution.

Part II.	Impact of the proposed expansion on selected requirements in

5

A. Assessment of Compliance with Section 1: The Principle of Integrity

1.1 The institution operates with integrity in all matters. **(Integrity)**

Comment: Evidence indicates Florida Gulf Coast University operates with integrity in all matters.

B. Assessment of Compliance with Section 2: The Core Requirements

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Comment: The University's published mission statement is clearly defined, specific to the institution, and consistent with practices of higher education. It conveys the spirit and direction in which the institution is moving. All elements of the higher educational environment are covered by the mission statement, including research, teaching, mentoring, and community service

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Comment: The institution has in place a system of ongoing, integrated, and institution-wide research which is linked to strategic planning on an annual cycle. The institution utilizes a unit-based, annual report system as a method to assess whether defined goals from the previous year have been met, and to provide a data-driven process for resource allocation and improvements.

Unique to FGCU is the Academic Learning Compact (ALC) and an Integrated Program Matrix (IPM) that relate university learning goals to program learning, assessment strategies, and intended use of results leading to improvements in student learning. For example, integrating the University goal of "Higher Quality Education," the School of Health and Rehabilitation and the Department of Physical Therapy and Human Performance prepared a proposal in collaboration with the Academic Affairs leadership to transition to the Doctor of Physical Therapy degree in Fall 2008. In this example, the institution evidenced how they specifically incorporated one part of the mission of the institution to "pursue academic excellence" in the goal-setting process, and developed specific outcomes.

6

Also unique to the institution is the emphasis upon meeting local needs, environmental sustainability, and commitment to community service. These areas of emphasis are well documented in documents, on banners around the campus, and verified in interviews with administration, faculty, and students. The Provost reported an institution-wide "close-the-loop mentality."

Current procedures, protocols, reviews, and level of compliance were documented in the documents provided and by interviews with administrators and faculty and indicate an institution-wide involvement in the assessment of institutional effectiveness. The institution evidenced they link the strategic plan, the budgeting process, and the planning cycle. Data from surveys, assessments, etc. are utilized in the next evaluation cycle.

All aspects of the institutional planning and evaluation system flow from the mission statement. Both the EdS and the DPT programs align with this mission and to institutional-wide planning and assessment focusing on the driving goals of providing access, meeting workforce needs, and building academic excellence and research capacity.

2.7.1   The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.   (Program Length)

Comment: A review of calendars in the *University Catalog* indicates this institution operates on a standard semester system. Academic credit is awarded using standard credit hours. The minimum number of credit hours required for all FGCU degrees meets or exceeds the number required by the Commission on Colleges for compliance.

The **DPT degree program** was developed with the intention to phase out the existing entry level Master of Science in Physical Therapy (MSPT) degree program. The last MSPT cohort entered the program in Fall 2007 and will graduate in 2010. The DPT program has been designed to address the depth of knowledge, skills, and problem solving abilities required of an independent health care practitioner. Students will enroll in 114 credit hours during the 8 semester program. The length of the program is comparable to other DPT programs within the United States.

The **EdS program** requires 48 semester credit hours of coursework beyond the master's degree. The length of this degree is consistent with other Educational Specialists degrees offered within the State University System of Florida.

7

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Comment:

DPT Program:
The DPT program of study is compatible with the mission of the University and is comparable to similar degree programs offered at other institutions of higher education in the US. The DPT's mission is aligned with FGCU's mission and has goals that are aligned with the university's strategic goals and institutional goals. Evidence indicates and numerous individuals articulated that the DPT program was developed in response to the changing career aspirations of the region's citizens for more advanced education in the field.

The DPT program's purpose, philosophy, and mission are interrelated and articulate the faculty's beliefs about education and learning, the nature of the people, and the role of the profession. These beliefs are consistent with the norms for preparation of physical therapists as outlined in the *Normative Model of Physical Therapist Professional Education: Version 2004 (ATPA)* and the description of the scope of physical therapy practice as outlined in the *Guide to Physical Therapist Practice*. The DPT faculty clearly articulated that the program was developed with best practices in mind.

The DPT curriculum consists of 115 credit hours distributed across 6 tracks of required core courses. There are no elective courses, and dissertation hours are not required. The program's course of study is compatible with FGCU's mission based on fields of study appropriate to higher education, and is outlined in the *2008/2009 Graduate Catalog* (p. 157).

EdS Program:
Review of course content and interviews with faculty and administrators confirm that the Educational Specialist degree (EdS) is compatible with the mission of the University. The degree program is comparable to similar degree programs offered at State Institutions in Florida and many other similar institutions in the United States.

The Educational Specialist degree consists of two concentrations: (1) Curriculum & Instruction, and (2) Educational Leadership. Candidates choose a concentration that is aligned with their career goals. These two concentrations provide a knowledge base based on skill sets that are needed by current or prospective employers. The program was developed in an effort to meet the specific state needs for educators with advanced preparation in Curriculum and Instruction and Educational Leadership. Additionally it will support students' career aspirations. Equally important it is based on NCATE standards.

Areas of focus include organizational management, effectiveness issues, and the development, implementation, and evaluation of curricula. These concentration areas will prepare students to be effective leaders at the school, district, state, or national levels.

8

The program includes core courses in education (18 credits), research and evaluation courses (6 credits), courses in the concentration (curriculum and instruction or educational leadership), 9 credits of course work in cognate areas, and a culminating project (6 credits).

The program of study aligns graduate student outcomes, program goals, student learning outcomes, and planned assessments.

2.8   The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

Comment:
DPT Program:
Evidence indicated the number of full time faculty in the DPT program is adequate to support the mission of the institution and to ensure the quality and integrity of the program. Currently, there are 8 full time physical therapy faculty delivering the DPT curriculum. One new position was added in Fall 2008 and two additional faculty lines are budgeted – 1 FTE in each of the next 2 years for an increase of 3.88 FTE faculty upon full implementation of the DPT program.

Each DPT faculty member is assigned 3 courses per semester which is consistent with faculty assignments across the university. All faculty appear to be committed to innovative teaching and learning experiences built upon the most current knowledge and scientific-based research. The Department of Physical Therapy and Human Performance is proud of its problem-based, learning format which incorporates a team teaching model.

It was noted that DPT faculty receive support for continuing education. Faculty have been extremely competitive in securing external support. They regularly attend and participate in local, state, regional, and national conferences. All faculty are members of the American Physical Therapy Association. Faculty work load assignments were clearly delineated in the *Core Faculty Workload Distribution Form.*

The COC Committee agrees that the number of full-time faculty in the DPT program is adequate to support the mission of the institution to ensure the quality and integrity of the program.

EdS Program:
The number of full-time faculty in the EdS program is adequate to support the mission of the institution and to ensure the quality and integrity of the program.
The narrative for the EdS program states that ten current faculty (30% of the College of Education faculty) will teach in the program. Those ten faculty members have experience working in post-master's degree programs and experience in working on dissertation or thesis committees. Additionally, they have strong scholarly records qualifying them to serve on post master's student committees, and many have experience working in public schools. Program roster indicates that most faculty members will teach one course per academic

9

year (summer, fall, spring), and that no faculty member will be exclusively dedicated to this program.

All EdS faculty have experience in developing and delivering online courses. Further, all faculty have active research agendas. Evidences indicates three faculty have published books in the last three years; all have presented at one or more national conferences annually; several are PIs, co-investigators, or evaluators for grants. All have published in journals, and most have their research included in conference proceedings.

Faculty are active in grant projects that offer opportunities for faculty/student research. Research is currently underway to determine the impact of professional development opportunities on home care providers and early childhood teachers in the area; to investigate reading comprehension at the middle and high school levels through an internally funded grant; to investigate teacher dispositions; to investigate aspects of diversity; and to investigate alternative paths for teacher preparation.

All faculty must keep office hours as part of their teaching assignments.

The College of Education made several changes to ensure adequate support for the EdS program including the hiring of four new faculty in Fall 2008 (an additional faculty member is budgeted for Fall 2009). The hiring of these four new faculty support current faculty who will teach one course in the EdS as part of their normal workload. Thus, existing programs will not be affected.

The reallocation of existing resources included the following actions: There was an initial review of current faculty to determine who was qualified to teach in the EdS program and then a plan was developed to allow them to teach without impacting other current programs. Three full professors retired in 07-08 and each line was reviewed in terms of current needs. The decision was made to hire two assistant professors in Research and Measurement to replace one full professor who retired from that discipline. The two new assistant professors began in Fall 2008. A senior faculty member in Foundations retired and provided an opportunity to add two new lines in Curriculum & Instruction for Fall 2008. Another faculty member retired from Counselor Education where there were five resident faculty. Based on enrollment in that program, the decision was made to use the line for a new position in Educational Leadership with a Fall 2009 start date. The new hire will teach partially in the EdS program.

Additionally, the College of Education has provided financial support for one full-time graduate assistant, who is assigned to teach six semester credit hours per semester in addition to service and research tasks. The graduate assistant's teaching assignments have also freed up time so that one professor can teach a course in the EdS program.

Given the above, full-time faculty teaching in the EdS program will not experience an increase in their faculty teaching loads. The standard instructional load will remain at three courses per Fall and Spring semester. The cohort driven program ensures that class sizes will be uniform and mirror the size of the cohort with the average cohort size being 20. Course releases for faculty will be made for project assignments such as serving on student committees, chairing committees, and other necessary responsibilities. The COC Committee agrees

10

that the number of full-time faculty in the EdS program is adequate to support the mission of the institution to ensure the quality and integrity of the program.

2.9   The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Comment: The library collections, both hard copy and electronic, are adequate to meet the educational and research needs of the DPT and EdS programs. Further, the presence of the National Library of Medicine's collection of databases (particularly MedlinePlus) in the library's collection of databases is a marked benefit to the general populace in the institution's service area.

Evidence exists of cooperative programs (such as interlibrary loan) that will augment the resources available to the students in the DPT and EdS programs. Library education and training modules are excellently crafted. With 92 hours of operation per week, access to the library is no problem. The presence of the library's 24x7 virtual collections of full text journals and monographs is a decided strength for both traditional users and distance users. The 24x7 "Ask a Librarian" service is also strength for both conventional and distance users. User guides are in place to support the DPT and EdS programs.

Physical therapy library resources of books and journals (both electronic and hard copy), a selection of PT-related databases, as well as excellent Interlibrary Loan (ILL) services are in place to provide adequate library support of the DPT program. Education library resources (both hard copy and electronic books and journals), a good selection of databases, combined with excellent ILL services indicate adequate library support for the Ed.S. program. The library's resources, services, and facilities are state of the art.

The institution has made substantial changes in the library collection. The assignment of a liaison from the library to the College of Health Professions and a liaison from the library to the College of Education [who: (a) are primarily responsible for collection development within the specific colleges, (b) are the DPT and EdS representatives to the Council of State University Libraries' collections Planning Committee, and (c) serve as members of the Online College Library Center (OCLC)] indicate the institution has made adequate provisions to provide services to the program and an array of learning resources. The required library orientation session during student orientation is an additional tool to equip the students with the skills to succeed in the program. The Ask-A-Librarian email and chat services provides additional services to support these two programs as well as the 24 hour virtual library and monographic allocation.

2.10   The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

11

126

Comment: Adequate student support programs, services, and activities, including academic advising, career services, professional mentoring, student clubs, recreation, disability services, counseling, wellness services, and community service activities are in place to augment the EdS and DPT programs. Students at distance have full access to student support programs, services, and activities.

The institution has made all student support services available to the students of the program incorporating mentoring for all the participants of the program. The education department has provided their own support service with the academic advising, career services, and practical training that the students receive. The faculty advisors are trained by the EdS coordinator and based on the surveys a video is being developed to support that training. The requirement that all students in the EdS program pursue an internship enhances the program's strength. The Graduate Student Organization (GSO) may consider a relationship with the Student Government Association to assist in financial support. Based on the 95% first time test-taker passing rate the EdS program is achieving its objectives.

In addition, the university has provided a vehicle to encourage civic responsibility in the Physical Therapy Student Association. It appears, even though there is no mention of the association on the Club organization webpage, this Association is a registered organization through the office of Student Activities, based on its support from the Student Government Association. The association's objective is in line with the university's mission to promote community partnerships, and to value public service.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.
The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.
(Financial Resources)

Comment: The institution is well funded and financially stable with the ability to support the growth proposed in these two new programs. Despite recent economic downturns in investment and endowment funds, the institution's financial status is very sound. Funding for these new programs is already in place. Budget and audit documents (dated February 2009) for the institution were found to be in order.

12

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Comment: The physical resources for the DPT and EdS programs are currently adequate. The office space is industry standard and provides enough space for faculty and staff to support the mission of the institution. The online, virtual tour provides graphic illustration of the facilities and indicates there is physical room to support the necessary services to the students. Faculty indicated the physical resources were adequate.

C.   Assessment of Compliance with Section 3: The Comprehensive Standards

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Qualified administrative/academic officers)**

Comment:

EdS Program:
All institutional officers and EdS faculty have impressive records of accomplishment that would indicate they are possess the leadership and educational expertise required by the institution. Official, original transcripts for all officers as well as for the academic leadership and course directors of the Ed.S. program were reviewed to verify terminal degrees.

All administrative and academic officers involved with the EdS program have demonstrated expertise in their fields and bring experience to the institution that is invaluable to the students. In addition to the obvious credentials, each administrator brings extracurricular skills that enhances her/his academic knowledge (such as the multifaceted educational experiences in different countries and the caring and nurturing ability to work with small children and use those skills to enhance future administrators and teachers as a major asset for the program). These types of achievements prepare individuals to lead and prepare top administrators.

DPT Program:
All Institutional officers and DPT faculty have impressive records of accomplishment. A review of all CV's and official transcripts of senior administrative officers, deans, and course directors was conducted. Proof of terminal degrees, in the form of official, original transcripts, was reviewed and verified for all the positions mentioned above.

Each member of the administrative and academic office involved with the DPT program has demonstrated expertise in her/his field, and brings experience to the institution that is invaluable to the students. In addition to the obvious credentials each administrator brings, extracurricular skills that enhance her/his academic knowledge (such as the tenacity of obtaining high achievements in martial arts, newspaper editing, or participation in the Boy Scouts of America organization, etc.) These types of achievements prepare individuals to lead and prepare leaders.

13

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (**Institutional Effectiveness**):

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate

Comment: All major administrative units are required to develop goals to improve programs and services offered. These goals related to the University strategic plan, provide criteria for assessing progress toward attainment of goals, describe expected outcomes, inform subsequent improvements, and are use to set budgetary priorities of the institution.

Baccalaureate programs within the University create an Academic Learning Compact (ALC), which is approved by the Undergraduate Curriculum Team of the Faculty Senate. All graduate programs create an Integrated Program Matrix (IPM). The ALC and IPM correlate university learning goals to program learning goals, assessment strategies, and intended use of outcomes or results in order to lead to improvements in student learning. These assessment strategies are utilized to assess the ongoing progress of program development and improvement.

Student learning outcomes and program changes that result from the assessment become integral parts of the institution's program review cycle. The State of Florida mandates an external peer review of all programs every seven years. As part of this external peer review, additional program resources needed to further improve program outcomes are identified in consultation with the provost, the college dean or deans, and other institutional leaders.

The seven-year cycle program review is conducted under the auspices of the Program Review Team of the University Faculty Senate and the Office of Planning and Institutional Performance. If assessment results indicate a need for resources before the scheduled program review, the needs may be accommodated through the University's annual planning and budgeting cycle or through discretionary resources available to the provost. The Substantive Change Committee found detailed evidence of this process of program review.

The Committee was impressed with the ample evidence provided in documentation form and in interviews of the multi-level commitment to a student learning outcomes assessment system. The institution clearly articulated the contributions of the educational programs, administrative support services, and educational support services in fostering the focus on student learning outcomes.

Florida Gulf Coast University described how it currently is monitoring and will continue in the future to monitor the quality of both the DPT and EdS programs in order to improve the expanded programs. These processes and measures apply

14

to both the traditional method of teaching as well as in electronic instruction in the DPT and EdS programs.

DPT students' learning outcomes were reviewed and revised as part of the CAPTE 2006 self-study process through the utilization of the CAPTE / DPT criteria, other benchmarks, and specific measurement and data-gathering tools. Descriptions were provided about the use of these measurement and data-gathering tools for future assessments. These are tied to the university's graduate student learning outcomes and are part of the Integrative Program Matrix. The next CAPTE peer review will occur following the graduation of the first DPT cohort in 2011; this will be used to fulfill the State of Florida's mandated seven-year peer review.

The College of Education provided extensive evidence of the assessment system it is currently redesigning in order to meet the increasing demands for competency-based assessment at the state, regional, and national levels. This assessment system is based on the use of course-embedded tasks (or assignments), as well as examinations (including comprehensive exams in some areas). These tasks are aligned with all relevant standards and outcomes to ensure the validity of decisions. All institutional periodic program review assessments are conducted in coordination with the NCATE peer review that will occur in 2010-2011.

The institution definitely identifies expected outcomes, assesses the extent to which the EdS and DPT programs achieve (or will achieve) these outcomes, and provides evidence of improvement based upon the analysis of results in its educational programs, administrative support services, educational support services, research within its educational mission, and community service within its educational mission.

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Comment: The planning process for the development and approval of the EdS degree program followed all appropriate divisional, college, and university procedures.

The planning process for the development and approval of the DPT followed all appropriate department, college, and university procedures.

On-site review of formal and informal documents clearly demonstrated that each program was approved by the faculty University-level Graduate Curriculum Committee and the following individuals: the Associate Provost of Planning and Institutional Performance; the Director of Curriculum and Instruction; the Associate Vice-President of Curriculum and Instruction, University Board of Trustees; and the Board of Governors.

15

3.4.3 The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**

Comment: FGCU's published admission policies are consistent with its mission and in accord with the Florida Statues and Rules. FGCU's is the public comprehensive university for Southwest Florida. The University's mission statement speaks to the University's efforts "to transform student's lives and the southwest Florida region . . . embraces diversity . . . cultivates habits of lifelong learning." The policies are consistent with the institution's mission to serve students by providing quality educational programs. The admissions Web page contains policies that reflect equity for all, and speak to students with non-traditional backgrounds, transfer students, readmission of former students, international students, and students with disabilities. Admissions policies provide opportunities to pursue graduate education and a second baccalaureate to foster the pursuit of lifelong learning.

Undergraduate and graduate admission policies and requirements are published annually in the *University Catalog.* Admission criteria are published online and Web pages provide detailed information to freshmen, transfer, graduate, and international and non-degree seeking applicants. Graduate admissions personnel work with the academic departments in an effort to recruit students whose academic credentials indicate academic success.

The University narrative indicates that the efficacy of these policies can be seen In the growing enrollment of the University, its increasing diversity, the age distribution of the student population, and the number of enrolled students from the southwest region of the state.

The Graduate Admissions Policy for the university has the following requirements: Minimum requirements for admission into a graduate program are an earned bachelor's degree from a regionally accredited institution and one of the following: (1) a 3.0 GPA (last 60 attempted semester hours of the baccalaureate degree) on a 4.0 scale; (2) 1000 on the combined verbal quantitative portions of the Graduate Record Exam (GRE) or an equivalent score based on the new GRE scoring scale or 400 on the Miller Analogies Test (MAT), or 500 on the Graduate Management Admission Test (GMAT); or (3) a previously awarded graduate degree from an accredited institution. Students seek admission into a graduate program must take a graduate entrance exam (GRE, MAT, GMAT) as required for each program, regardless of GPA. The TOEFL is required when an applicant is from a country where English is not the primary language. A TOEFL score of 550 (paper-based test), 213 (computer-based test), or a 79 (internet-based test) is required unless otherwise specified by the program. University minimum requirements do not satisfy entrance into a graduate program. Programs may impose more stringent admission requirements above the university minimum.

The admission criteria for the EdS conform to the above minimal institutional standards and require that additional criteria be met (as cited in the *FGCU 2008-2009 Catalog*). The criteria include providing an official transcript, three letters of recommendation, a resume, and GRE scores.

16

The DPT program conforms to minimal institutional admissions standards while also requiring that additional criteria be met (as cited in the *FGCU 2008-2009 Catalog*).

Applicants denied admission may appeal the decision by submitting a request for the reconsideration to the Associate Dean within 30 days of the date of denial. The request must present additional evidence of potential for academic success and contain reasons why reconsideration is warranted.

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. **(Acceptance of academic credit)**

Comment: FGC has defined and published policies for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that are consistent with the University's mission and guiding principles and ensure that course work and learning outcomes are clearly defined and published in the *FGCU 2008-2009 Catalog*.

General Graduate Transfer Policy and College of Health Professions DPT policies are in place and published in the *FGCU 2008-2009 Catalog*.

Policies for the evaluation of the undergraduate and graduate transfer course work are clearly defined and published in the university catalog. Students may transfer credit from a regionally accredited college or university into the graduate college/program at FGCU. Transfer of credit is contingent upon review of appropriate documentation from the student's prior courses, including transcripts and course syllabi. University guidelines include:

Unless otherwise specified in college/program policy, up to twelve graduate level credits may be transferred into the college/program and applied toward the Master's degree and up to 18 graduate-level credits for the EdS program. A grade of B (3.0 on a possible 4.0 scale) or higher is required. Courses must be applicable toward the graduate degree being sought at FGCU as determined by the college/program.

The College of Education will accept transfer students on a space-available basis. Decisions about coursework accepted as transfer credits are made on a case-by-case basis after a thorough review and evaluation of the originating program's coursework the FGCU EdS Faculty Admissions Committee. Transfer of graduate credit from regionally accredited schools is limited to a maximum of 18 graduate hours or 6 courses. All transfer credits must be approved by the college or program concerned, have been completed with a grade of "B" or better, transfer graduates must have been completed in the last 7 years prior to graduation from the EdS program. These credits should be evaluated and transferred prior to the date of enrollment as an admitted student by seeking the

17

advice of an assigned advisor. Students and their advisor initiate the transfer evaluation process which must be approved by the Division Chair. Decisions are made based on a review of course descriptions and syllabi. Advisors consult with faculty who teach the courses to be substituted, waived, or transferred. Courses completed with a B or higher using a common course number within the State University System of Florida are automatically accepted toward the degree but are limited to 18 hours or 6 courses. A maximum of 18 graduate hours may be substituted if appropriate for the requirements in the college major, concentration, research and evaluation, and cognate. Course substitutions are restricted by the following distribution which must be completed at FGCU as part of the EdS program of study:

1. At least 12 hours in the major
2. At least 6 hours in the concentration
3. At least 3 hours in research and evaluation
4. At least 3 hours in the cognate

At least 30 hours must be taken at FGCU. No substitutions are permitted for the specialist proposal, or culminating project. Courses used in substitution must be no more than 7 years old prior to graduation for the EdS program. Waivers may be granted by the EdS Advising Committee.

3.4.9 The institution provides appropriate academic support services. (**Academic support services**)

Comment: The institution's three main forms of support, library services, information technology and academic advisement provide a strong base for the increased success of the student. The library services provide adequate physical and online collections for the study needs of the student, as well as for the library's participation in the resource sharing program through the Council of State University Libraries. Other activities include participation in the Collections Planning Committee and the interlibrary loan program as a member of the Online College Library Center (OCLC). There are labs not only in the Library for student and faculty use, but also in the Ben Hill Griffin Building and the Academic Building 3. Wireless connections provide the user with additional access to the Angel Systems (Angel Learning Management System and Angel course management system). The IT department provides the user with FAQ's and assistance in student computer configuration. This department provides the student with assistance to purchase as well as to use the computers. The advising aspect of the program places students with experienced individuals who provide continued support throughout the program.

In addition to the support of the student's progress, the smallness of the cohorts allows for one-on-one instruction with the faculty in the event of a problem with class work, assignments, and/or grade discrepancy. In the event a problem arises with the cohort, the professors will bring in trainers {for example, librarians or IT personnel} to assist in addressing the particular area of concern.

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (**Technology use**)

18

Comment: Technology is employed effectively and seamlessly to assist in the delivery of education course material, educational support resources, grade recording, and assessment instruments for all students. Appropriate tutorials, training modules, and equipment loaner service are in place to assist the student to gain competency in the use of the technology. A help desk with extended evening hours is in place to assist users with technology problem solving. Technology, in the form of equipment loaner service, as well as help desk assistance are available to traditional and to students at distance.

The DPT and EdS faculty teach some hybrid courses in which online components are incorporated with face-to-face instruction. The Angel System, an online course management system, is introduced to students in the DPT and EdS programs. The use of chat rooms, Adobe connect, and discussion boards allows interaction between students and faculty. The extended help desk hours and the library services ongoing study on student technological literacy permit students to be equipped to use and access the institution's technology.

3.6.1   The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Comment: The rigor of the DPT degree program is consistent with similar programs offered within the State University System of Florida and nationally as well. The required 118 credit hours represent a 51% increase in credit hour generation per student from the current MSPT program. Specific areas of enhancement beyond the currently existing MSPT program include the areas of medical imaging, medical differential diagnosis, pharmacology, applied sciences, exercise physiology, evidence-based practice, health promotion, cultural competence, and enhanced clinical learning experiences. This is consistent with the changes made nationally to other PT programs as they move from the master's level to the DPT. Review of the curriculum and interviews with the faculty and students reflect an overall commitment to academic rigor.

The rigor of the EdS degree program is consistent with similar programs offered within the State University System of Florida and nationally as well. The EdS students experience a curriculum well advanced of master's level programs. Examination of course requirements and programmatic expected outcomes provided evidence to demonstrate that the rigor of the EdD Program is consistent with graduate level expectations, both in a global sense and specifically within the EdS scholarly community. Interviews with faculty and students confirm the commitment to the rigor of the 48 credit hours above the master's degree level.

3.6.2   The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

19

Comment: A review of the *FGCU 2008-2009 Catalog* reveals student learning outcomes that are expected for all graduate programs, including student demonstration of excellence in critical thinking, problem solving, analysis, strategic planning, communication skills and modalities, and professional and technical expertise consistent with the discipline area of its accrediting body. Additionally, students are prepared for leadership roles in communities in which they work, and they will demonstrate the capacity for continued learning in their fields of study.

In keeping with the above expectations, students in the EdS program are required to have knowledge of the literature and research in each of their courses. Faculty are required to develop syllabi which have a set of required readings that include current research literature. Additionally, students complete at least one course which requires a literature review. In addition to their course requirements, students are required to complete an Internship which occurs near the end of their program of study. Internships are collaborative efforts with employers (including school districts) and FGCU.

Review of the DPT course syllabi indicate the graduate curricula is based on knowledge of the literature of the discipline and ensures ongoing student engagement in research and appropriate professional practice and training experiences. Likewise, assignments, goals, and objectives foster strong discipline knowledge and opportunities for engagement in research and professional practices. As indicated in the narrative, the curriculum is consistently evaluated to ensure that it reflects contemporary, evidence-based practice.

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. **(Institutional credits for a degree)**

Comment:
EdS Program:
The Committee found evidence that a majority of the credits toward a graduate or post baccalaureate professional degree must be earned through FGCU. Up to 12 graduate level credits may be transferred into the college/program and applied toward the degree. The EdS program allows up to 18 credits or 6 courses. The University President has the authority to grant degrees, but the responsibility for certifying that all graduation requirements have been met rests with the Dean of each college. Worksheets document the process of comparing student transcripts with degree requirements in order to certify graduation. The college forwards completed worksheets and the approved Application to Graduate to the Registrar who is responsible for posting degree completions on the official university record. All of the 48 credits required for completion of the program will be offered by FGCU.

DPT Program:
As indicated in the narrative FGCU policy states that a majority of the credits toward a graduate or post-baccalaureate professional degree must be earned

20

through FGCU. Up to 30 graduate level credits may be transferred into the doctoral-level program with approval of the program committee. The president of the university is granted the authority to award degrees by Florida *Statutes* (Section 1001.75.) The dean or designee has the responsibility for certifying that all graduation requirements have been met. The college completes student degree worksheets and sends them with approved graduation forms to the Office of the Registrar which is responsible for posting degree completion to the official university record. All 115 credits required for completion of the DPT program will be offered by FGCU.

3.6.4   The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Comment: FGCU defines and publishes requirements for all its graduate and post-graduate programs. These requirements conform to commonly accepted standards and practices for graduate and post-graduate professional programs. University regulations in conformance with state regulations describe a process that ensures program requirements conform to commonly accepted standards and practices. Examination of published EdS and DPT information on program progression, retention, and outcome requirements in the *FGCU 2007-08 Catalog* and information on the program Web sites (www.fgcu.edu/chp/pt and www.coe.fgcu.edu) indicate program requirements and policies are consistent with graduate level and discipline-specific requirements.

3.7.1   The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Comment: The institution employs competent qualified faculty to accomplish its mission and goals. In 2004 FGCU instituted a faculty credentialing system to ensure all faculty were suitably qualified to teach their assigned courses. The system is updated each semester, and audits are done periodically to reinforce its integrity.

The Committee's review of the ten EdS didactic faculty curriculum vitae demonstrates those faculty are competent and qualified to accomplish the mission and goals of the institution. All didactic faculty hold earned doctorates in the field of their teaching assignments(s) and demonstrate excellence in the field. Review of faculty scholarship and service activities demonstrate exemplary commitment to the mission of the institution (refer to C.S. 2.8).

21

The Committee's review of the ten DPT didactic and clinical faculty curriculum vitas demonstrates those faculties are competent and qualified to accomplish the mission and goals of the institution. Five faculty possess doctoral degrees, 3 faculty are doctoral candidates and 2 faculty hold master's degrees. The collective clinical expertise, certification, and teaching skill of the Physical Therapy faculty have been consistently affirmed by the continuing success of FGCU graduates of the program on the national licensure examination (refer to C.S. 2.8).

3.13.1 The institution complies with the policies of the Commission on Colleges. (**Policy compliance**)

Comment: Evidence indicates the institution complies with the policies of the Commission on Colleges. Following its 2005 reaffirmation, the institution completed two monitoring reports which addressed compliance with standards. The second report was accepted by the COC in December 2007 with no further request for information.

FGCU followed the policies/procedures for notification of the COC about the two substantive changes being evaluated by this Substantive Change Committee.

The Committee noted the institution follows the distance education policy as outlined by the Commission on Colleges.

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (**Publication of accreditation status**)

Comment: Florida Gulf Coast University is accurate in reporting to the public (in the *University Catalog* and on its Web pages) its status with the Commission on Colleges, and these statements follow the proper form.

D.   **Assessment of Compliance with Section 4: Federal Requirements**

4.1   The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (**Student achievement**)

Comment: The institution has existing frameworks in professional programs such as its Master of Science in Physical Therapy (MSPT) and it nursing programs in which the results of national licensure examinations and feedback from graduates have been utilized to revise and enhance learning opportunities.

The most recent cohort of students to graduate from the current MSPT program had a 92.3% completion rate and the three-year cumulative on-time graduation rate at the current time is 84%.

22

The most recent national licensure examination results for the MSPT graduate show a first-time passing rate of 84% and a three-year cumulative eventual pass rate of 100%.

FGCU keeps similar statistics for graduates of the College of Education programs. Utilizing the requirements of the Higher Education Act, the institution annually compiles an institutional report card that is shared with the State of Florida and is available on the College of Education's Web site.

Graduates of the undergraduate programs in the College of Education and graduates of the MSPT degree program both have extremely high job placement rates. MSPT graduates who wish to be employed have a hiring record of 95 to 100% upon graduation. At the current time, 100% of the MSPT graduates who desire employment are hired after graduation.

4.3   The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Comment: The institution's Web site as well as the college/department Web sites provide the University community and other constituents with grading policies, academic calendars, and refund policies. These documents are also available in hard copy format. Students shared with the Committee that these policies are also distributed to them during orientation.

4.5   The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Student complaints)**

Comment: Due to an error from the COC office, the institution did not respond to this Federal Requirement in the materials submitted to the COC and the Substantive Change Committee members. However, the institution was notified shortly before the visit that it needed to obtain documentation that could be reviewed on-site. The institution was well-prepared to demonstrate it has adequate procedures for addressing written student complaints and that it follows those procedures when resolving student complaints. Information in the *Student Guidebook*, the *2008-2009 University Catalog,* and the *Non-Discrimination and Anti-Harassment Regulation and Complaint Policy and Procedure Guide* provided ample evidence of the procedures the institution should follow in resolving student complaints. The institution provided examples of actual situations that supported it follows procedures related to student grade appeals, student disciplinary process, and the grievance process.

4.6   Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Comment: Recruitment materials for the EdS and DPT programs were reviewed. These materials accurately represent the programs' admission requirements, degree requirements, testing policies, tuition, fees, and other practices and policies.

23

4.7 The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments.* **(Title IV program responsibilities)**

Comment: The institution publishes an *Office of Financial Aid Policy and Procedure Manual* This manual includes the established procedures for cost of attendance calculations, the methodology for awarding student aid, the determination of satisfactory progress, and other procedures required to comply with federal, state, and institutional financial aid awarding.

According to documents from the United States Department of Education (USDE), the institution was found to be in "noncompliance and significant deficiency" for two issues related to the Student Financial Assistance Cluster (SFA) - Federal Family Education Loans for the 2007-2008 award year.

The institution submitted two corrective action plans. The USDE notified the institution that the Department had received the responses and corrective action plans. One estimated action date was Fall 2008 term; the other is for the Spring 2009 term.

Due to the fact that the University does not have results from the United States Department of Education's audit (through the State of Florida's Auditor General's office), the Committee:

Recommends the institution demonstrate compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments.* (Recommendation #1)

Part III. Observations and Comments

The Committee wishes to express gratitude for the manner in which FGCU faculty, staff, and students responded to the entire process of peer-review of substantive changes. This Committee visit was an exemplar of professionalism and cooperation.

24

APPENDIX A

Roster of the Substantive Change Committee

Dr. Susan S. Gunby, CHAIR
Dean and Professor
Georgia Baptist College of Nursing
Mercer University
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Atlanta, GA 30341

Dr. Jeanne M. Gerlach
Associate Vice President, K-16 Education and Dean
College of Education
University of Texas at Arlington
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Dr. William P. Hytche
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Dr. Patricia A. Kraft
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Mr. Richard C. Wood
Executive Director of Libraries
Department Chair in Health Communications
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25

APPENDIX B

List of Recommendations Cited
in the Report of the Substantive Change Committee

FR 4.7, Recommendation 1:
The Committee recommends the institution demonstrate compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*.

26

Appendix D
Library Impact Statement for a New Program – Doctor of Education (Ed.D.)

LIBRARIANS' ASSESSMENT

Proposed Program: Doctorate (Ed.D.)   **College:** Education
Contact Faculty Member: Dr. Tom Valesky   **Date returned to Faculty:** 11/03/09 rev.
Subject Selector Completing Assessment:
        Carol Maksian, Education & Psychology Librarian

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Summary Statement: The FGCU Library satisfactorily supports the undergraduate curriculum, a variety of tracks at the Masters degree-level and a post graduate Education Specialist degree for the College of Education but additional resources will be needed to adequately support a doctoral program in Education on an annual basis. Seven journal titles are recommended to make the transition to a doctoral program, *British Educational Research Journal*, *British Educational Research Journal*, *Comparative Education: an International Journal of Comparative Studies*, *History of education*, *Journal of Moral Education*, *Scandinavian Journal of Educational Research*, *School Effectiveness and School Improvement* or approximately $9,799 in new journal subscriptions and $6,000 in monographs. Three databases: JSTOR IV Collection, Social Sciences Citation Index and Education Index Retrospective 1929-1983 are highly recommended to supplement research projects.   Funding needed to acquire these resources is $16,382 and recurring costs would be $11,282 annually depending on inflation. Journal prices for institutional subscribers typically increase between 10-12% annually. Database prices also increase but are difficult to tabulate because they are often based on FTE enrollment. Most of the major databases needed for this program are available. The current journal collection includes the major disciplinary journals in Education.

1. **Resources needed to launch the program and support it on a recurring annual basis.**

Description	Start Up Costs	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Circulating books, including standard works:	$5,000	$3,000	$3,150	$3,308	$3,473
Reference books*: See Attachment G.*	1,000	1,050	1,103	1,158	1,216
Journal subscriptions (7) *See Attachment F*	9,799	10,779	11,857	13,042	14,347
Binding Costs		105	110	116	122
Electronic resources: JSTOR Collection IV	7,300	2,310	2,426	2,547	2,674
Social Sciences Citation Index	6,679	7,013	7,364	7,732	8,118
Education Index Retrospective 1929-1983	2,403	2,523	2,649	2,782	2,921
Projected inflation 5 % except Journals 10%					
Total:	$32,181	$26,780	$28,659	$30,685	$32,871

2. **Amount of funding now allocated for the above program**. The 2009-2010 FY budget allocation for the entire College of Education is $20,620. Two years ago the budget was $29,390. This is dependent on the overall library budget and typically the monograph budget gets reduced

because of inflation and rising costs of serials and online resources.

3. **Will new equipment/hardware be required for these resources?** No.

4. **Will there be a need for additional library services?** Not at this time.

5**. Summary of existing library resources in relevant categories.** The FGCU Library satisfactorily supports the undergraduate curriculum, several graduate programs,   and a post graduate Education Specialist degree for the College of Education. Access to materials in this area is further enhanced by our electronic databases, indexes and full text offerings. The following table gives a current snapshot of FGCU's holdings by topic area and format.

Table 1   FGCU Library's Education Collection by Subject areas and Format

Educational Areas by Format	Totals	Books	Serials	E-Books	Visual Materials
Early Childhood, Preschool, Kindergarten & Primary	2172	2036	27	76	33
Education & Training of Teachers	888	813	24	34	17
General Education	218	128	87	2	1
Higher Education	1493	1318	57	109	9
History of Education	1033	964	29	27	13
Individual Institutions - America, except U.S.	4	4	0	0	0
Individual Institutions - Asia, Africa, Oceania	3	1	0	2	0
Individual Institutions - Europe	13	13	0	0	0
Individual Institutions - United States	153	132	11	10	0
School Administration & Organization	3024	2766	54	134	70
Secondary & Middle School Education	342	324	5	11	2
Special Aspects of Education	4611	4222	68	243	78
Student Fraternities & Societies, United States	6	3	2	0	1
Textbooks	7	7	0	0	0
Theory & Practice of Education	4094	3706	80	227	81
Education TOTALS	18061	16437	444	875	305

Library volumes

The *OCLC's WorldCat Analysis* software indicates that the library's current collection contains 16,437 print monograph items related to Education. In addition, the Library has 875 e-books related to education (report generated 10/23/09). Our current budget for monographs is $20,620.

Monographs

A comparison with peer institutions selected by the College of Education using OCLC's WorldCat, a union catalog of libraries throughout the world, shows FGCU ranks seventh out of the eight institutions selected when using the subject keyword, "curriculum" with limitations to books and library. FGCU ranks fourth when comparing monographs pertaining to "educational leadership".
Table 2 FGCU Monograph Count With COE Ed.D. Program Peers

University	Using Subject Keyword "Curriculum"	Using Subject Keyword "Educational Leadership" (Ranking in parentheses)
University of Central Florida	1679	(1) 693
University of North Carolina – Charlotte	1312	(5) 371
University of North Florida	1218	(2) 553
University of West Florida	932	(6) 290
California State University at Fresno	893	(7) 158
University of San Diego	813	(3) 498
Florida Gulf Coast University	707	(4) 466
University of Maryland—Eastern Shore	324	(8) 90

Table 3 compares institutional peers selected by the Office of Planning & Institutional Performance (OPIP) and shows a FGCU ranking at the top of its peers. Murray State University and California State University, San Marcos both offer joint doctoral programs in education with other institutions. Murray State University has a joint program with the University of Reading, England for a doctor of education and California State University, San Marcos has a joint program in Educational Leadership (Ed.D) with University of California, San Diego.
Table 3 FGCU Monograph Count With OPIP Peers Using WorldCat 11/2/09

University	Using Subject Keyword "Curriculum"	Using Subject Keyword "Educational Leadership"
FGCU	707	466
University of North Carolina – Wilmington	697	139
University of Wisconsin – LaCrosse	674	70
Winthrop University	518	68

Murray State University	513	140
Elon University	425	58
California State University at San Marcos	415	81
University of North Carolina – Asheville	334	46

The following table compares the Education holdings of Florida Gulf Coast University, University of Central Florida, University of North Florida and University of West Florida using *WorldCat Collection Analysis* software. FGCU is only 12 years old and our collection is obviously smaller. However, with regards to book publications with publication dates after 1990 and visual materials published after 1990 we rank third among the above Florida university libraries and second with regards to visual materials. Note: E-journals or electronic serials are not included in this table because FGCU's holdings are not always indicated in WorldCat and are available through our online serials management system.

Table 4 Comparison of Education Resources at Florida Libraries

Library	Totals	Totals 1990 - Present	Books	Books 1990-Present	Serials	Serials 1990-Present	E-Books	E-Books 1990-Present	Visual Materials	Visual Materials 1990-Present
FGCU	18061	14436	16437	13154	444	168	875	872	305	242
UCF	42181	25842	38516	23140	1054	285	1740	1707	871	710
UNF	31098	17496	28111	15315	797	180	1846	1824	344	177
UWF	21797	11723	18795	9572	888	178	1752	1740	362	233

As a caveat, it must be noted, that the various libraries' catalogs display information differently making strict comparisons and exact counts difficult. These raw data are, nevertheless, indicators of where FGCU stands in relation to its different peers.

Library Serials

The Library's present collection contains 444 print education journal titles and 1309 electronic education titles. Please note there is some duplication of titles between print and electronic and that all of our electronic titles are not included in the above table. If journals are available in full text in our online databases, we have cancelled numerous journal print subscriptions. *Serials Solutions*, our electronic management system, classifies our online serial titles according to the following areas:

Table 5 Online Education Full text Journals (October 2009)

Education Electronic Serials	Total Number of Titles
College & School Publication	47
Education – General	331
Education, Special Topics	220
History of Education	77
Student Fraternities & Societies – U.S.	8
Theory & Practice of Education	626
TOTAL	1309

A review of Education journals in three standard sources as well as a recent article that highlights major Education journals, shows that the Library does have most of the core Education journals either in print or online. *Magazines for Libraries* (Laguardia & Katz, 2008) was chosen as a primary source because it is a collection tool used by librarians that evaluates major journals and magazines by discipline. *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods* (2009) and *Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration* (2009) both include journal lists by topic area appropriate for the proposed Ed.D program. Please see Attachments A, B, C, and D for a listing of titles available at FGCU.

Table 6 gives a summary of titles held by FGCU that were identified from the above sources. FGCU Library has all 34 of the major Education titles listed in a recent article by Nancy O'Brien, "Journals of the Century in Education" (O'Brien & Stankus, 2001). Of the 210 Curriculum Studies titles in *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods,* the Library has about 76% either in print or online. In *Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration*, the Library has 78% of the 165 titles listed for Education Management/ Administration. In *Magazines for Libraries* the Library has 100% of the 19 core Education journals. With regards to those listed for General Education in *Magazines for Libraries*, the Library has either online or in print 95% of the 62 titles. In the area of Comparative Education, the Library has in print or online 96% of the titles but four of these journals had one year or 18 month embargos by the publishers.

Table 6 Summary of Education Journal Titles Identified in Review Sources

Source	Titles at FGCU
Journals of the Century in Education 34 titles	100%

Cabell's Directory Of Publishing Opportunities in Educational Psychology and Administration – **Education Management/ Administration**	**79%**
Cabell's Directory Of Publishing Opportunities in Educational Curriculum and Methods -- **Curriculum Studies**	**76%**
Magazines for Libraries -- **General Education Titles**	**95%**
Magazines for Libraries -- **Comparative & International Education**	**96%**

Electronic Resources

Currently the Library subscribes to over 325 databases which index journals, monographs, conference proceedings, newspapers and much more. Many of these databases contain links to full text resources or offer complete citations for locating materials. The Library already provides access to the major databases in the discipline (*ERIC*, *Education Full-text, Educational Administration Abstracts and Proquest Education Journals)* as well as important related databases including *Mental Measurements Yearbook and PsycInfo.* For a description of these related Education online resources, please see Attachment E.

Existing Education Online Resources

Major Databases

Education Full Text
Educational Administration Abstracts
ERIC
ProQuest Education Journals

Multidisciplinary and Related Databases

Academic OneFile
Academic Search Complete (EbscoHost)
Articles First via FirstSearch
ASSIA: Applied Social Sciences Index and Abstracts
Gale Virtual Reference Library
Health & Psychosocial Instruments

LexisNexis Academic Universe
Mental Measurements Yearbook
Netlibrary (e-book collection)
Proquest Dissertations and Theses
ProQuest Psychology Journals
ProQuest Research
PsycARTICLES
PsycINFO
REHABDATA

Sage Premier
Science Direct

SocINDEX with Full Text
Sociological Abstracts
Social Sciences Full Text
Tests in Print (TIP)
Westlaw Campus Research
Wilson Omni File
WorldCat
WorldCat Dissertations and Theses

References

Cabell's directory of publishing opportunities in educational curriculum and methods. 2009).

Retrieved from http://www.cabells.com/dir.aspx

Cabell's directory of publishing opportunities in educational psychology & administration. (2009).

Retrieved from http://www.cabells.com/dir.aspx

Laguardia, C. & Katz, W. A. (2008). *Magazines for libraries* (17th ed.). New Providence, N.J:

ProQuest.

O'Brien, N. P. & Stankus, T. (2001). Journals of the century in education. *Serials Librarian, 39*(3),

95-102.

Attachment A
Major Education Titles Available At FGCU Library

The following titles are considered some of the most influential and enduring education journal titles of the twentieth century as highlighted in a recent article, "Journals of the Century in Education".

General Education
American Journal of Education
Education
The Harvard Educational Review
Peabody Journal of Education
Phi Delta Kappan
Teachers College Record
Sociology of Education

Higher and Adult Education
Adult Education Quarterly: A Journal of Research and Theory in Adult Education
Academe: Bulletin of the American Association of University Professors
Chronicle of Higher Education
Journal of Higher Education
Review of Higher Education

Comparative and Multicultural Education
Comparative Education Review
Journal of Negro Education
Language Learning: A Journal of Research in Language Studies
TESOL Quarterly

Curriculum, Instruction, and Technology
Educational Technology Research and Development
Elementary School Journal
English Journal
Journal of Adolescent & Adult Literacy
Language Arts
Reading Teacher
Science Education

Educational History and Philosophy
Educational Theory
Paedagogica Historica: International Journal of the History of Education

Educational Psychology, Research and Measurement
American Educational Research Journal
Review of Educational Research
Journal of Educational Research
The Journal of Experimental Education
Journal of Educational Psychology
Educational and Psychological Measurement

Special Education
American Journal of Mental Retardation
Exceptional Children
Gifted Child Quarterly

Florida Gulf Coast University
Library Impact Statement For a New Program
Doctor of Education (Ed.D.)

Attachment B
Education Journals Highlighted in
***Magazines for Libraries* Available at FGCU Library**

NOTE: Titles that are italicized are not available or have embargoes before they are available online.

Core Education Periodicals
 (Have 100 %)

1.   The Elementary School Journal
2.   Middle School Journal
3.   The Reading Teacher
4.   School Arts
5.   Teaching K-8
6.   American Biology Teacher
7.   American Secondary Education
8.   English Journal
9.   The High School Journal
10.   History Teacher
11.   Change
12.   The Education Digest
13.   Phi Delta Kappan
14.   Academe
15.   American Journal of Education
16.   The Chronicle of Higher Education
17.   College English
18.   Harvard Educational Review
19.   Teachers College Record

GENERAL EDUCATION PERIODICALS
(HAVE 59 OF 62 OR 95%)

1. American Educational Research Journal
2. American Educator
3. American Journal of Education
4. American School Board Journal
5. American Secondary Education
6. Childhood Education
7. The Clearing House: a journal for middle
8. Curriculum Review
9. Early Childhood Education Journal
10. Education
11. *Education and Urban Society*
12. The Education Digest
13. *Education Finance and Policy*
14. Education Policy Analysis Archives
15. Education Week
16. Educational Administration Quarterly
17. *Educational Assessment, Evaluation and Accountability*

18. Educational Evaluation & Policy Analysis
19. Educational Forum
20. Educational Foundations
21. Educational Horizons
22. Educational Leadership
23. Educational Researcher
24. Educational Studies
25. Educational Theory
26. The Elementary School Journal
27. Harvard Educational Review
28. The High School Journal
29. History of Education Quarterly
30. Independent School
31. Instructor
32. Journal of Classroom Interaction
33. Journal of Curriculum and Supervision
34. Journal of Education
35. The Journal of Educational Research
36. Journal of Thought
37. Kappa Delta Pi Record
38. Middle School Journal
39. *Mind, Brain and Education*
40. Momentum
41. Multicultural Education
42. *Multicultural Perspectives – 1yr*
43. NASSP Bulletin
44. NASSP Leadership for Student Activities
45. NASSP Newsleader
46. Peabody Journal of Education
47. Phi Delta Kappan
48. Principal
49. Principal Leadership
50. Radical Teacher
51. Review of Educational Research
52. Roeper Review
53. School Administrator
54. Teacher Magazine
55. Teachers College Record
56. Teaching Prek-8
57. Theory Into Practice
58. Today's Catholic Teacher
59. Urban Education
60. Vitae Scholasticae: the journal of Educational Biography
61. Voices from the Middle
62. Young Children

Comparative Education Periodicals
(Have online or in print access to 96% of titles or 24 of 25 titles. NOTE: Four titles have one year or 18 month embargoes.)

1. **Adults Learning**
2. **Australian Journal of Education**
3. *British Educational Research Journal--18 mo. embargo*
4. **British Journal of Educational Studies**
5. *British Journal of Sociology of Education--18 mo embargo*
6. **Canadian Journal of Education**
7. *Child Education (Not Available)*
8. **Chinese Education and Society**
9. *Comparative Education—18 mo.*
10. **Comparative Education Review**
11. **Current Issues in Comparative Education**
12. **Curriculum Inquiry**
13. *Discourse: studies in the cultural politics of education--1 yr*
14. **Economics of Education Review**
15. **Educational Research**
16. **European Education**
17. **European Journal of Education**
18. **Higher Education**
19. **International Review of Education**
20. **Irish Journal of Education**
21. **JET: Journal of Educational Thought**
22. **Journal of Philosophy of Education**
23. **Prospects: quarterly review of comparative education**
24. **Times Educational Supplement**
25. **Times Higher Education Supplement**

Attachment C
Curriculum Studies Journals Highlighted in Cabell's Directory of Publishing
Opportunities for Educational Curriculum & Methods Available at FGCU Library

Note: Titles that are italicized are not available or have embargos before they are available online. While all of these journals are not necessary to support an Ed.D. program, this listing demonstrates the breadth of titles available for FGCU students and faculty..

1 **AABRI Journal of Case Studies in Accreditation and Assessment**	**49** *Education Review*
	50 **Educational Foundations**
2 *AABRI Journal of Instructional Pedagogues*	**51** **Educational Horizons**
3 **Academic Exchange Quarterly**	**52** **Educational Insights Canada**
4 **Academy of Educational Leadership Journal**	**53** **Educational Perspectives**
5 **Action in Teacher Education**	**54** **Educational Philosophy and Theory**
6 *ADE Bulletin*	**55** **Educational Research UK**
7 **Adolescence**	*56* *Educational Research and Evaluation: An Int'l Journal on Theory and Practice 1 yr.*
8 **Advances in Physiology Education**	
9 **American Annals of the Deaf**	**57** **Educational Researcher**
10 **American Journal of Education**	*58* *Educational Review UK 18 mo.*
11 **American Journal of Health Education**	**59** **Electronic Magazine of Multicultural Education**
12 *American Journal of Play*	
13 **American Secondary Education**	**60** **Elementary School Journal**
14 **Anthropology & Education Quarterly**	**61** **English Teaching: Practice and Critique**
15 **Art Education**	**62** **Equity and Excellence in Education**
16 **Arts Education Policy Review (Design for Arts in Education)**	**63** **Essays in Education**
	64 **Essential Teacher**
17 *Asia Pacific Journal of Education*	**65** **Eurasia Journal of Mathematics, Science and Technology Education**
18 **Australian Journal of Early Childhood**	
19 **Australian Journal of Outdoor Education**	*66* *European Journal of Engineering Education France 18 mo.*
20 *Bilingual Review Press*	
21 *British Educational Research Journal UK 18 mo.*	**67** **Focus on Learning Problems in Mathematics**
22 **British Journal of Music Education**	*68* *Health Education UK 1yr.*
23 *Business Education & Accreditation*	**69** **High School Journal**
24 *Business Education Forum*	*70* *History of Education 18 mo.*
25 *Business Research Yearbook*	**71** **History Teacher, The**
26 *CABE Journal*	*72* *ICHPER-SD Journal of Research*
27 **Canadian Journal of Education (Revue canadienne de l'Education)**	**73** **IDEA Journal / Applied Theatre Researcher**
28 **Canadian Modern Language Review**	*74* *Illinois Schools Journal*
29 **CEA Forum**	**75** **Independent School**
30 **Childhood Education**	**76** **Informing Science: The International Journal of an Emerging Transdiscipline**
31 **Classical World**	
32 **Clearing House, The: A Journal of Education Strategies, Issues, and Ideas**	**77** **International Education Journal**
	78 **International Electronic Journal of Mathematics Education Turkey**
33 *Communication Education 1 yr.*	
34 **Communication Studies**	**79** **International Journal of Art and Design Education, The London**
35 *Comparative Education UK 18 mo.*	
36 **Comparative Education Review**	**80** **International Journal of Bilingual Education and Bilingualism UK**
37 *Compare 18 mo.*	
38 *Compendium of Teaching Resources*	**81** **International Journal of Doctoral Studies**
39 **Contemporary Issues in Education Research**	**82** **International Journal of Education & the Arts**
40 *Critical Inquiry in Language Studies: An International Journal 1 yr.*	*83* *International Journal of Education Research*
	84 **International Journal of Educational Policy, Research and Practice**
41 *Critical Studies in Education*	
42 **Curriculum Inquiry Canada**	**85** **International Journal of Educational Research UK**
43 *Curriculum Journal UK 18 mo.*	
44 *E-Journal of Teaching and Learning in Diverse Settings*	*86* *International Journal of Inclusive Education Canada 18 mo.*
45 **Education**	*87* *International Journal of Learning*
46 *Education 3-13 UK*	**88** **International Journal of Progressive Education**
47 **Education and Culture**	
48 **Education Research and Perspectives Australia**	**89** **International Journal of Qualitative Studies in Education**

90	*International Journal of Scholarly Academic Intellectual Diversity*
91	**International Journal of Science and Mathematics Education**
92	*International Journal of Teaching and Case Studies GREECE*
93	**International Research in Geographical and Environmental Education Australia**
94	**International Review of Education**
95	**Issues in Educational Research Australia**
96	**Issues in Informing Science and Information Technology**
97	*Jazz Education Journal*
98	**Journal for Research in Mathematics Education**
99	**Journal of Adolescent & Adult Literacy**
100	**Journal of Aesthetic Education**
101	**Journal of Alcohol and Drug Education**
102	**Journal of American Indian Education**
103	**Journal of Career & Technical Education**
104	*Journal of Computer Science Education*
105	*Journal of Cooperative Education and Internships*
106	**Journal of Curriculum Studies**
107	**Journal of Curriculum Theorizing**
108	**Journal of Economics and Economic Education Research**
109	**Journal of Entrepreneurship Education**
110	**Journal of Environmental Education**
111	**Journal of Experiential Education Canada**
112	*Journal of Further and Higher Education UK*
113	*Journal of HIV/AIDS Prevention in Children & Youths 1 yr.*
114	*Journal of ICHPER-SD*
115	**Journal of Information Technology Education**
116	**Journal of Information, Information Technology and Organizations**
117	*Journal of Interdisciplinary Education, The*
118	*Journal of International Special Needs Education*
119	**Journal of Jewish Education**
120	*Journal of Moral Education UK 18 mo.*
121	**Journal of Negro Education, The**
122	*Journal of Pharmacy Teaching*
123	**Journal of Research in Childhood Education**
124	**Journal of Research in Education**
125	**Journal of Research in Music Education**
126	**Journal of Research in Special Educational Needs UK**
127	**Journal of Research on Technology in Education**
128	*Journal of School Choice*
129	**Journal of Science Education and Technology**
130	**Journal of Secondary Gifted Education**
131	**Journal of Social Studies Research**
132	**Journal of Studies in International Education The Netherlands**
133	*Journal of Teachers, Learners and Curriculum*
134	**Journal of Teaching in Social Work**
135	*Journal of Teaching Writing*
136	*Journal of the Academy of Business Education*
137	**Journal of Theory and Practice in Education**
138	**Journal of Thought: A Journal of Critical Reflection on Educational Issues**
139	*Journal of Urban Education: Focus on Enrichment*
140	**Knowledge Quest**
141	**Knowledge Tree e-Journal of Learning Innovation, The**
142	**Language and Education UK**
143	**Language and Intercultural Communication UK**
144	**Language and Literacy Canada**
145	**Language, Culture and Curriculum Ireland**
146	**Learning Disability Quarterly**
147	*Mathematical Thinking and Learning Australia 1yr.*
148	*Mentoring & Tutoring: Partnership in Learning 1yr.*
149	*Mid-Western Educational Researcher*
150	**Middle School Journal**
151	**Momentum**
152	*Mountain Rise*
153	**Multicultural Education**
154	**Multicultural Perspectives**
155	**Music Educators Journal**
156	*National Forum of Special Education Journal*
157	*National Forum of Teacher Education Journal*
158	*National Society of Experimental Education Quarterly*
159	*National Teaching & Learning Forum*
160	**New Horizons in Education**
161	*NSEE Quarterly*
162	*OASCD Journal*
163	*Our Children*
164	*Pacific Educational Research Journal*
165	*Paedagogica Historica Belgium 18 mo.*
166	**Peabody Journal of Education**
167	*Pedagogies: An International Journal Australia*
168	**Pharmacy Education UK**
169	**Phi Delta Kappan**
170	*Professional Studies Review*
171	*Quarterly Journal of Speech 1yr.*
172	*Quill and Scroll*
173	**Reading Improvement**
174	*Reading Professor, The*
175	*Reading Psychology: An International Quarterly 1yr.*
176	*Research in Drama Education UK*
177	*Research in Science & Technological Education UK 18 mo.*
178	**Research in the Schools**
179	**Research in the Teaching of English**
180	*Research Journal of the ooi Junior Academy, Transactions on...*
181	*Research Journal of the ooi Senior Academy, Transactions on...*
182	**Review of Educational Research**
183	**Roeper Review**
184	*Scandinavian Journal of Educational Research Norway 18 mo.*
185	**School Science and Mathematics**
186	**Science Education**
187	*Sex Education: Sexuality, Society and Learning UK 1yr.*
188	**Simile: Studies in Media & Information Literacy Education**
189	**Social Studies**
190	*Social Studies Journal*

191	*Sport, Education and Society UK 1 yr.*	*202*	*Teaching Journal of the ooi Senior Academy, Transactions on…*
192	**Studies in Art Education**		
193	*Studies in Science Education UK 1yr.*	**203**	**Teaching Music**
194	**Summer Academe**	**204**	**TESOL Quarterly**
195	**Taboo**	**205**	**Theories and Practice (Utah ASCD)**
196	**Teacher Education Quarterly**	**206**	**Theory Into Practice**
197	**Teacher Educator, The**	**207**	**Today's Catholic Teacher**
198	**Teachers College Record**	**208**	**Turkish Online Journal of Distance Education, The Turkey**
199	**Teaching & Learning**		
200	**Teaching History: A Journal of Methods**	**209**	**Urban Education**
201	*Teaching Journal of the ooi Junior Academy, Transactions on...*	**210**	**Urban Review, The**

Attachment D
Education Management/ Administration Journals Highlighted in Cabell's Directory of Publishing Opportunities in Educational Psychology & Administration

Note: Titles that are italicized are not available or have embargos before they are available online. While all of these journals are not necessary to support an Ed.D. program, this listing demonstrates the breadth of titles available for FGCU students and faculty.

1   **AABRI Research in Higher Education Journal**
2   **AASA Journal of Scholarship and Practice, The**
3   **Academy of Educational Leadership Journal**
4   **American Educational Research Journal: Social and Institutional Analysis**
5   **American School Board Journal**
6   *Athletics Administration*
7   **Bottom Line: Managing Library Finances, The**
8   *British Educational Research Journal UK 18mo.*
9   *British Journal of Sociology of Education UK 18mo.*
10 *Business Education & Accreditation*
11 *Business Education Forum*
12 *Business Research Yearbook*
13 **Catalyst, The**
14 **Change: The Magazine of Higher Learning**
15 *Child & Youth Services Canada 1 yr.*
16 *Christian Higher Education: An Int'l Journal of Applied Research & Practice 18 mo.*
17 **College Quarterly, The**
18 **College Student Affairs Journal**
19 **College Student Journal**
20 **College Teaching Methods & Styles Journal**
21 **Community College Enterprise: A Journal of Research and Practice, The**
22 *Community College Journal of Research and Practice   1yr.*
23 **Contemporary Issues in Education Research**
24 **Continuous Improvement Monitor**
25 **Council on Undergraduate Research Quarterly**
26 **Counselor Education and Supervision**
27 **Decision Sciences Journal of Innovative Education**
28 **e-Journal of Instructional Science and Technology**
29 **E-Journal of Organizational Learning and Leadership**
30 **Economics of Education Review**
31 *Education and the Law UK 18 mo.*
32 **Education and Urban Society**
33 *Education Economics UK 1 yr.*
34 *Education Leadership Review*
35 **Education Research and Perspectives Australia**
36 *Education Review*
37 *Education, Knowledge and Economy UK*
38 **Educational Administration Quarterly**
39 **Educational Evaluation & Policy Analysis**
40 **Educational Forum**
41 **Educational Leadership**
42 **Educational Perspectives**
43 **Educational Policy**
44 *Educational Psychology in Practice UK 1 yr.*
45 *Educational Research and Evaluation: An Int'l Journal on Theory and Practice 1yr.*
46 *Educational Review UK 18 mo.*
47 **Educause Quarterly**
48 **English Leadership Quarterly**
49 **ERS Spectrum**
50 **Essays in Education**
51 *Ethics and Education UK*
52 **Evaluation and Program Planning**
53 **Evaluation and Research in Education UK**
54 *FORUM: for promoting 3-19 comprehensive education   UK 18 mo.*
55 **Government Union Review**
56 **Harvard Educational Review**
57 *Higher Education in Europe Romania 18 mo.*
58 *Higher Education Management and Policy France 18 mo.*
59 **Higher Education Quarterly**
60 *History of Education 18 mo.*
61 **Improving Schools**
62 *Industry and Higher Education UK*
63 **Interactions: UCLA Journal of Education & Information Studies**

64 *Interactive Learning Environments 1 yr.*
65 *Intercultural Education 1 yr.*
66 **International Electronic Journal for Leadership in Learning Canada**
67 **International Journal of Education Policy and Leadership**
68 *International Journal of Educational Advancement   UK 1 yr.*
69 *International Journal of Educational Management, The   UK 1 yr.*
70 **International Journal of Leadership in Education**
71 *International Journal of Management in Education Slovenia*
72 **International Journal of Multiple Research Approaches   Australia**
73 *International Journal of Private Education*
74 **International Journal of Sustainability in Higher Education Germany**
75 **International Journal of Urban Educational Leadership**
76 **International Review of Education**
77 **Issues in Informing Science and Information Technology**
78 *Journal for the Advancement of Educational Research*
79 *Journal of Academic Administration in Higher Education, The*
80 **Journal of Adult Development**
81 *Journal of Agricultural Education   to 2006*
82 **Journal of American College Health**
83 **Journal of Applied Research in the Community College**
84 **Journal of Business Communication**
85 **Journal of Cases in Educational Leadership**
86 **Journal of Chiropractic Education**
87 *Journal of Collective Negotiations*
88 **Journal of College & University Student Housing**
89 **Journal of College and University Law**
90 *Journal of College Student Retention: Research, Theory, & Practice 1yr.*
91 **Journal of College Teaching & Learning**
92 *Journal of Continuing Education in the Health Professions 1yr.*
93 *Journal of Creative Behavior*
94 **Journal of Economics and Economic Education Research**
95 **Journal of Education Finance**
96 **Journal of Education for Business**
97 **Journal of Education for Teaching: International Research and Pedagogy UK**
98 *Journal of Education Policy UK 18 mo.*
99 *Journal of Educational Administration Australia 1yr*
100 *Journal of Educational and Psychological Consultation 1 yr.*
101 **Journal of Educational Change**
102 *Journal of Enterprise Systems Education*

103 **Journal of Entrepreneurship Education**
104 *Journal of Further and Higher Education UK 18 mo.*
105 *Journal of Gay & Lesbian Issues in Education*
106 **Journal of Higher Education**
107 *Journal of Higher Education Policy & Management   Australia 18 mo.*
108 **Journal of Instructional Psychology**
109 *Journal of Knowledge Globalization*
110 **Journal of Legal Studies Education**
111 *Journal of Marketing for Higher Education*
112 **Journal of MultiDisciplinary Evaluation**
113 **Journal of Personnel Evaluation in Education**
114 **Journal of Research Administration**
115 **Journal of Research for Educational Leaders, The**
116 *Journal of School Choice*
117 **Journal of School Leadership**
118 *Journal of School Public Relations*
119 *Journal of School Violence*
120 *Journal of Social Change*
121 **Journal of Social Work Education**
122 **Journal of Staff Development**
123 **Journal of Student Financial Aid**
124 *Journal of Teaching in Social Work   1 yr.*
125 **Journal of Thought: A Journal of Critical Reflection on Educational Issues**
126 *Leadership in Education / Vodenje v vzgoji in izobraz*
127 **Learning and Motivation   Canada**
128 **Learning Environments Research The Netherlands**
129 *Lifelong Learning in Europe   Finland*
130 *London Review of Education   UK 1yr.*
131 *Multicultural Education & Technology Journal 1 yr*
132 *NACADA Journal*
133 *NASAP Journal*
134 **NASPA Journal**
135 **NASSP Bulletin**
136 **National Forum of Educational Admin. and Supervision Journal**
137 *NCPEA Connexions*
138 *Nonpartisan Education Review*
139 **NOVAtions**
140 **On the Horizon**
141 *Perspectives: Policy and Practice in Higher Education   UK 1 yr.*
142 **Planning and Changing**
143 **Policy and Practice in Education   Canada**
144 **Practical Assessment, Research and Evaluation**
145 **Psychology in the Schools**
146 **Qualitative Report, The**
147 **Quality Assurance in Education   Australia**
148 *Quality in Higher Education   18 mo*
149 *Race, Ethnicity and Education UK 1 yr.*
150 *Research Journal of the ooi Junior Academy, Transactions on…*

151 *Research Journal of the ooi Senior Academy, Transactions on...*

152 *Research Papers in Education UK 1 yr*

153 *Review of Higher Education and Self-Learning*

154 School Administrator, The

155 *School Business Affairs*

156 *School Effectiveness and School Improvement The Netherlands 1 yr.*

157 *School Foodservice & Nutrition*

158 *School Leadership & Management UK 1 yr.*

159 Studies in Educational Evaluation Israel

160 *Studies in Higher Education UK 18 mo.*

161 Studies in Philosophy and Education The Netherlands

162 Teachers College Record

163 *Teaching Journal of the ooi Junior Academy, Transactions on...*

164 *Teaching Journal of the ooi Senior Academy, Transactions on...*

165 Techniques: Connecting Education and Careers

Florida Gulf Coast University
Library Impact Statement For a Doctor of Education (Ed.D.) Program

Attachment E
Existing Online Resources Supporting Education Programs

Major Databases

Education Full Text gives comprehensive coverage of an international range of English-language periodicals, monographs and yearbooks. Provides quality indexing from over 770 journals and many are in full text. Indexing begins in 1980. Full text begins in 1996.

Educational Administration Abstracts indexes important materials related to educational administration, including educational leadership, educational management, and educational research from 1966 to present.

ERIC is a national indexing and abstracting database sponsored by the U.S. Department of Education. It consists of citations to journal articles from journals in education along with citations to unpublished materials, books government documents, conference proceedings, and theses/dissertations. FGCU owns the complete ED collection in microfiche. Coverage begins in 1966. Many ERIC documents are now available in full text from 1993 to the present for free via the U.S. Department of Education-- http://www.eric.ed.gov/.

ProQuest Education Journals includes over 790 journals indexed and abstracted and 615 in full text standard and professional education journals. For some publications coverage begins in 1991.

Multidisciplinary and Related Databases

Academic OneFile indexes articles from approximately 13,000 titles of which 7300 are peer reviewed journals from the arts, humanities, social sciences, science, and technology and includes many full text articles. Coverage is from 1980 to present.

Academic Search Complete (EbscoHost) provides full text for nearly 7,100 journals, many peer-reviewed, covering the social sciences, humanities, general science, multi-cultural studies, and numerous education journals.

Articles First via FirstSearch contains bibliographic citations from more than 13,000 journals in science, technology, medicine, social science, business, the humanities, and popular culture.

ASSIA: Applied Social Sciences Index and Abstracts covers health, social services, psychology, sociology, economics, politics, race relations and education. ASSIA indexes over 500 journals in 16 different countries, including the UK and US. from 1987 to the present.

Gale Virtual Reference Library Includes *Encyclopedia of Education*, 2nd ed., 8v, 2003 as well as 66 additional reference works in various disciplines.

Health & Psychosocial Instruments gives bibliographic information on measurement instruments (i.e. questionnaires, interview schedules, checklists, index measures, coding schemes/manuals, rating scales, projective techniques, test) in the health fields, psychosocial sciences, organizational behavior, etc. HAPI "assists researchers to identify measures needed for research studies, grant proposals, client/patient assessment, class papers/projects, theses/dissertations, and program evaluation."

LexisNexis Academic Universe contains full-text documents from over 6,000 news, business, legal, medical, and reference publications.

Multidisciplinary and Related Databases (cont.)

Mental Measurements Yearbook, produced by the Buros Institute, contains full text information about and reviews of all English-language standardized tests covering educational skills, personality, vocational aptitude, psychology, and related areas as included in the printed "Mental Measurements Yearbooks.

Netlibrary offers reference, scholarly, and professional electronic books (e-books). FGCU currently has over 22,800 titles in all disciplines.

Proquest Dissertations and Theses covers every doctoral dissertation completed in the U.S. at accredited institutions for the last 150 years as well as some master's theses and foreign language dissertations. Dissertations published from 1980 forward include 350- word abstracts written by the author. Master's theses published from 1988 forward include 150- word abstracts.

ProQuest Psychology Journals provides abstracts and indexing for more than 650 titles, with over 540 titles available in full text. This resource also contains 4000 full text dissertations that were written between 2000 and 2006.

ProQuest Research covers many disciplines and offers full text or image of over 4,000 titles, from 1971-present.

PsycARTICLES contains the full text of journals published by the American Psychological Association, the APA's Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe & Huber. It contains all the material (with the exception of ads and editorial board lists) from over 63 top psychology publications, coverage is from 1894 to present. Full text articles from 1985 to the present.

PsycINFO is the major database of the APA and covers scholarly literature in the broad discipline of psychology. It includes original research and journal article citations, literature reviews, reports or surveys, case studies, theoretical discussions, bibliographies, and descriptions of tests and apparatus. Indexed materials are selected from more than 2,450 journals published in 50 countries and 28 languages. Coverage is from the early 1800s to date.

REHABDATA is the National Rehabilitation Information Center's database on disability and rehabilitation. Coverage is from 1956.

Sage Premier provides access to over 500 scholarly journals in the areas of Business, Humanities, Social Sciences, and Science, Technology and Medicine and includes 35 journal titles are related to Education**.**

Science Direct contains full text version of approximately 650 of Elsevier's traditional research journals which are primarily in the scientific, technical, and medical disciplines. This resource provides access to 48 journal titles related to education.

Social Sciences Full Text covers some 625 periodical titles in the fields of anthropology, economics, geography, law and criminology, political science, social work, sociology, and international relations. Abstracting coverage begins with periodicals published in January 1994. Full text coverage begins in January 1995.

SocINDEX with Full Text contains full text for 777 journals, some date back to 1908. This database also includes full text for 820 books and monographs, and full text for 13,947 conference papers.

Multidisciplinary and Related Databases (cont.)

Sociological Abstracts indexes 1800 publications in sociology and related disciplines from 1952.

Tests in Print (TIP) is a comprehensive bibliography to all known commercially available tests that are currently in print in the English language. TIP includes information about the test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

Westlaw Campus Research includes access to the complete laws and statutes of the federal government and all 50 states, federal regulations, precedent-setting court decisions, KeyCite, American Law Reports, American Jurisprudence, and current and archived articles from hundreds of leading law reviews and journals.

Wilson Omni File provides the complete content - indexing, abstracts, and full text - from six of Wilson's full-text databases, and full-text articles from five additional periodical databases available on WilsonWeb. Indexing begins in 1982, abstracts in 1984, and full-text coverage in 1994.

WorldCat Dissertations and Theses provides access to over 5 million records of dissertations and theses available in OCLC member libraries catalogs in WorldCat database. Some theses are available electronically, at no charge, directly from the publishing institution.

WorldCat is the most comprehensive library catalog in the world and contains 179 million books and other materials from libraries worldwide. Represents over 400 languages and covers information from 4,000 years of knowledge.

Florida Gulf Coast University
Library Impact Statement For a Doctor of Education (Ed.D.) Program

Attachment F
Recommended Journals for the Ed.D. program

The following journal subscriptions are recommended to support the Ed.D. degree. While our online databases currently provide access to many educational journals, the publisher sometimes puts a timeframe before they can be accessed in full text. Important journals that have a one-year to 18 month embargos are included in the list for new subscriptions.

British Educational Research Journal   **$2052 Print &Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   NA −18 mo. in Academic Search Complete
        Total $2067

British Journal of Sociology of Education   **$2266 plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   N/A—18 mo.   in SocIndex Full Text
        Total $2281

Comparative Education:
An International Journal of Comparative Studies   **$1721 Print/Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   NA--18 mo. in Academic Search Complete
        Total $1736

History of education   **$1641 Print/Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   NA—18 mo. in Academic Search Complete
        Total $1656

        Journal of Moral Education   **$442 Print/Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   NA --18 mo   Academic Search Complete
        Total $ 457

Scandinavian Journal of Educational Research   **$1085 Print & Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   N/A-18 mo. Academic Search Complete
        Total $1100

School Effectiveness and School Improvement   **$592 Print & Online plus 10% inflation/yr.**
+ binding costs $15
+ Three years of back issues on microfilm   N/A-1 year   Academic Search Complete
        Total $ 607

        Total Subscriptions to Journals   **$9,799**
        +Binding Costs   **105**

        TOTAL   **$9,904**

Florida Gulf Coast University
Library Impact Statement For a Doctor of Education (Ed.D.) Program

Attachment G
Database Recommendations for the Ed.D. program

Three major databases which the FGCU library does not own are highly recommended to support this program.

Social Sciences Citation Index is an important resource for advanced educational research. Faculty, researchers and students can search scholarly materials to identify important research and trends related to education and other social sciences. It is also a source that helps one discover key sources that experts are citing on a topic. We currently get Science Citation Index. The current quote for Social Sciences Citation Index is $6679.

JSTOR Collection IV is an online resource that contains runs of approximately 35 Education journals as well as 65 other journals related to public policy, law, and business. Coverage for the journals begins at the beginning year of publication and includes all but the most recent years (as required by the publisher). The following journals are included in this collection

American Educational Research Journal
American Journal of Education
Anthropology & Education Quarterly
Art Education
British Educational Research Journal
British Journal of Educational Studies
British Journal of Sociology of Education
Child Development
Cognition and Instruction
Comparative Education
Comparative Education Review
Curriculum Inquiry
Educational Evaluation and Policy Analysis
Educational Researcher
Educational Studies in Mathematics
The Elementary School Journal
The English Journal
European Journal of Education
Higher Education
International Review of Education /
    Internationale Zeitschrift für
    Erziehungswissenshaft / Revue Internationale de

    l'Education
Journal for Research in Mathematics Education
Journal of Aesthetic Education
Journal of Educational Measurement Education
The Journal of Economic Education
Journal of Educational and Behavioral Statistics
Journal of Research in Music Education
The Journal of the Learning Sciences
Learning Disability Quarterly
Monographs of the Society for Research in Child
    Development
Music Educators Journal
Oxford Review of Education
Peabody Journal of Education
Reading Research Quarterly
Review of Educational Research
Review of Research in Education
Studies in Art Education
Teaching Sociology
TESOL Quarterly
Theory into Practice

Florida Gulf Coast University
Library Impact Statement For a Doctor of Education (Ed.D.) Program

The current cost for Arts & Sciences IV Archive Capital Fee is $5,100 (one-time only) Annual Access Fee of $2,200.

Education Index Retrospective 1929-1983 offers indexing of English language education related journals, monographs and yearbooks and allows online searching of all of the *Education Index* print volumes from 1929-1983. An annual site license subscription is $2,403. It is also possible to do a one-time purchase with a reduced annual access fee.

Database	# of Simultaneous Users		
	1	2	Site License
Education Index Retrospective	$11,696	$13,028	$14,360
if purchased by 12/31/09	$10,396	$11,580	$12,764
Annual Access Fee after Year 1	$650	$724	$798

Attachment G
Recommended Monographs and Reference Sources to Support Ed. D. Program

Reference / Monograph Sources

In 2008-2009, according to a study by Blackwell, a Library book vendor, the average cost of a book for Education was around $77. Some electronic reference sets and books, while expensive, are recommended because they are convenient and available 24/7. Our comparison libraries provide over twice as many electronic books as FGCU. In addition to these recommended titles, potentially 40-50 additional resources could be purchased to support the Ed.D. program.

Given, L. M., Sage Publications, inc. & Sage eReference. (2008). *The Sage encyclopedia of qualitative research methods [electronic resource]*. Thousand Oaks, Calif.: Sage Publications.
$435

Provenzo, E. F. (2008). *Foundations of educational thought*. Thousand Oaks, Calif.: Sage.
$1050

Provenzo, E. F., Sage Publications, inc. & Sage eReference. (2009). *Encyclopedia of the social and cultural foundations of education. [electronic resource]*. Thousand Oaks: Sage Publications.
$530

Cousins, J. B., & Ryan, K. E. (2009). *The SAGE international handbook of educational evaluation*. Los Angeles: Sage Publications. $125

Appendix E: References Cited

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Career and Job Search Resources. (2009). *Education Administrator, director and principal careers, jobs and employment information*, paragraphs 20 & 22. Retrieved January 5, 2010 from http://www.careeroverview.com/education-administrator-careers.html

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April 28, 2010

Dr. Marcia Greene, Dean
Florida Gulf Coast University
College of Education
10501 FGCU Blvd. South
Ft. Myers, FL 33965-6565

Dear Dr. Greene:

In early March, 2010, I received for review the written proposal for the 81 credit hour Doctor of Education (Ed.D.) with concentrations in Curriculum & Instruction and Educational Leadership from Florida Gulf Coast University. I am familiar with the background planning for this degree, as I served as a committee member of the SACS site review team in 2009. Over the past two weeks, I have read and reviewed the proposal and have the following comments.

The major strength of the proposed degree is that it will fulfill the needs and demands for educators who are doctorally prepared in the S.W. Florida region. As stated in the proposal, the concentration in Curriculum & Instruction will prepare educators to work in jobs such as Curricular Specialist, Director of Elementary and/or Secondary Programs, and Reading Specialist. The concentration in Educational Leadership will prepare those who wish to become school district leaders and academic leaders within professional organizations. The degree which is aligned with the strengths of the College of Education was proposed after a thorough needs assessment including surveys, conversations with school leadership, and interested SW Florida citizens indicated that there was, indeed, a need for such a degree. Additionally, those who responded to the needs assessment indicated a willingness to support such a program. For example, Richard A. "Rick" Murphy, Superintendent of Hendry County Schools states, "Florida Gulf Coast University's efforts to forge ahead with an advanced degree program culminating at the doctoral level are commendable. " He indicates that the Hendry County School District current employees "require and deserve knowledgeable and effective leaders." The proposed EdD degree would prepare such leaders.

The goals and objectives of the proposed 81 credit hour doctoral program are consistent with commonly accepted goals, objectives, and practices of other doctoral granting institutions. Likewise, the courses are similar to those offered at other universities, and the course content is at the appropriate level for doctoral study. This degree program does not duplicate regional efforts as it will be the only Ed.D. program in a five county area to offer face to face classes and some online or hybrid classes at various times and locations in an effort to serve student needs. Thus, the degree will meet the regional professional and workforce needs. Finally, the degree will help to build the research capacity of FGCU, and the College of Education will continue to be a major contributor to that success.
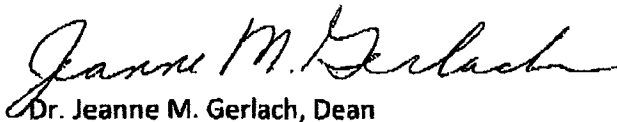
The College of Education currently has enough faculty to initiate the program, but new faculty will be added as the program grows and resources from enrollment growth are available to support the new faculty positions.

For example, the University has committed three new hires for the program in years 2013, 2014, and 2015; these lines demonstrate a high degree of support. These new hires coupled with eleven other faculty members with expertise in Educational Leadership, Curriculum & Instruction, Diversity Education, and Research and Evaluation will constitute an appropriate number of faculty for the program. It is also important to note here that the new faulty members will be hired at the advanced rank. Additionally, the faculty for this program are required to hold an earned Ph.D. or Ed.D. in fields specifically related to the courses being taught. All faculty will be actively engaged in scholarship and possess experience directing theses. Equally important all faculty, including new hires will teach at the undergraduate as well as graduate levels. Finally, support for the doctoral students appears to be adequate.

The Library currently houses a present collection of 444 print education journal titles and 1309 electronic education titles. The proposal indicates that "a review of Education journals in three standard sources as well as a recent article that highlights major Education journals shows that the Library holds most of the core Education journals either in print or on line". The institution should be commended for providing significant resources necessary for expanding the Library to accommodate the new degree.

Based on my experiences developing and implementing doctoral programs at several different institutions and my review of the FGCU's Ed.D. proposal, I find that the program includes all of the necessary elements of an acceptable Ed.D. program. The program is supported by the curriculum consistent with other doctoral programs throughout the country. The number of the faculty and their credentials are also appropriate. Finally, the library resources are currently adequate and resources have been dedicated to improving and increasing current holdings.

Respectfully submitted,

Dr. Jeanne M. Gerlach, Dean
College of Education and Health Professions