Doctor of Education in Curriculum and Instruction

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Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of North Florida University Submitting Proposal	Spring 2021 Proposed Implementation Term
Education and Human Services Name of College(s) or School(s)	Teaching, Learning and Curriculum Name of Department(s)/ Division(s)
Curriculum and Instruction Academic Specialty or Field	Doctor of Education Complete Name of Degree
13.0301 Proposed CIP Code	

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

11/6/20 Date Approved by the University Board of Trustees		David M. Szymanski President	12/12/19 Date
[signature] Signature of Chair, Board of Trustees	11/6/20 Date	J J Rhodes Vice President for Academic Affairs	12/12/19 Date

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

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	8	4
Year 2	20	15
Year 3	32	24
Year 4	44	29
Year 5	48	30

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
$30,483	$121,933	$0	$0	$121,933
$11,261	$337,836	$0	$0	$337,836

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, 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.

The University of North Florida (UNF), College of Education and Human Services (COEHS) is requesting to add a new Educational Doctorate (EdD) degree in Curriculum and Instruction (CIP Code 13.0301). The program will fill a need in the Northeast Florida region by preparing PK-12 administrators and teacher leaders with advanced curriculum and instruction knowledge, skills, and dispositions needed to work and lead in today's PK-12 school systems.

The proposed EdD program of study provides candidates with a deep understanding of Curriculum and Instruction through four curriculum strands: (1) core curriculum and instruction content, (2) research methods, (3) interdisciplinary educational foundations, and (4) a cognate or area of specialization.

The proposed program of study consists of 60 total graduate credits beyond the master's degree. This includes 12 credit hours in the core curriculum and instruction area, 18 credit hours of research coursework, 9 credit hours in foundations of education, and 9 approved specialization or cognate credit hours chosen by each student in an area of interest. The C&I program will offer a variety of cognates or areas of specialization under this degree. Each student selects cognate coursework with faculty input in an area of specialization such as Elementary Education, Secondary Education, Literacy Education, Science Technology Engineering and Math (STEM) Education (either elementary or secondary), Teaching English to Speakers of Other Languages (TESOL), Early Childhood Education, Special Education, Deaf Education, Educational Technology, and Educational Leadership. After completing coursework, each student will successfully complete 12 dissertation credit hours.

The Ed.D. in Curriculum and Instruction is designed to prepare scholarly practitioners who will become teacher and school curriculum and instructional leaders in their schools and districts. The program's design is based upon the guiding principles of the Carnegie Project on the Education Doctorate (CPED). They are:

Principle 1: Framed around questions of equity, ethic of care, and social justice to develop evolving strategies and approaches to complex problems of practice.

Principle 2: Preparing scholarly practitioners who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Principle 3: Providing opportunities for practitioners to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

Principle 4: Engaging practitioners in their context of practice in inquiry-based activities that use multiple perspectives to develop authentic, innovative, results-oriented solutions and/or outcomes.

Principle 5: Grounded in and designed to develop professional knowledge that integrates practitioner and research-based knowledge that links theory with systemic and systematic inquiry.

Principle 6: Preparing leaders to be scholarly practitioners and leaders in education who can generate, develop, apply, and transform knowledge and practice.

Professionals who earn the C&I doctorate will master the knowledge and skills outlined above and be prepared to work within the PK-12 system in a variety of roles. Graduates are qualified to work as district administrators, instructional coaches, and curriculum specialists within local school systems as well as

private schools. Some graduates with school administrator credentials may want to be a principal with a focus on instructional leadership. Graduates could also serve as curriculum designers and professional development providers for non-profit educational agencies, serve as consultants to other educational organizations, and/or work within companies that design curriculum materials.

B. Please provide the date when the pre=proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The pre-proposal was presented to the SUS Council of Academic Vice-Presidents (CAVP) on November 17, 2017. The review group unanimously supported the pre-proposal.

C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

Dr. Jill Perry conducted the external review of the C&I EdD program. Dr. Perry is the executive director of the CPED and is one of leading experts in EdD programs in the nation. Her report highlights the strengths and weaknesses of the C&I EdD in numerous areas including: (1) Need and demand for the program, (2) Projected benefit of the program for the University, Local Community and State, (3) institutional readiness, (4) curriculum design, (5) faculty participation, and (6) resources available. Specifically Dr. Perry highlighted the following strengths:

1. Strong partnership connections that indicate the need for the C&I EdD to assist in providing advanced curriculum and instruction expertise to the region,
2. The program's focus on social justice and equity to meet the growing demands of PK-12 schools,
3. Networking with CPED constituents to design an effective CPED program that includes innovations like authentic portfolio to track student outcomes regularly and an embedded dissertations model, and
4. Committed faculty that employed backward mapping to design and align the program with intended outcomes and objectives and are eager to lead the new C&I EdD

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).

The proposed program is fully aligned with the Strategic Planning Goals of the SUS and its mission, which includes providing high quality graduate and professional education that will prepare graduates to meet the challenges in their respective fields in the coming decades. Consistent with the guiding principles of the Carnegie Project on the Education Doctorate (CPED), the purpose of this program is to provide a terminal degree for practitioners who aspire to be teacher leaders in their schools and districts. The CPED model of an Ed.D. is modeled after the clinically-rich experiences in medicine. The Ed.D. in Curriculum and Instruction (C&I) will prepare teacher leaders who study their own practice. As a result of their scholarship, they steward the profession forward by sharing their strongly contextualized scholarly findings. Currently, there are approximately 180,000 K-12 teachers in Florida, but less than 100 of them have an Ed.D. in Curriculum and Instruction from a SUS-approved program, which would prepare them to be teacher leaders in their schools and districts.

SUS Goals	Excellence	Productivity	Strategic Priorities for a Knowledge Economy
Teaching and Learning	UNF will be the second institution in the state to offer a CPED-affiliated Ed.D. in C&I.	By the end of Year 5 the program will produce 24 doctorally-prepared teacher leaders (from	Education, Curriculum and Instruction is an area of strategic emphasis.

	The signature pedagogy employed in the program will bring recognition to the university.	the first two cohorts), including STEM teachers, who will impact schools in the region.	
Scholarship, Research, & Innovation	The program's focus on studying authentic problems of practice can result in innovative solutions to those problems.	Faculty who will teach in the program already demonstrate significant research productivity. Research partnerships with local school districts may increase the scope of current research.	Problems of practice often require collaborative efforts to solve them. The creation of the Ed.D. in C&I may increase external support for collaborative research with K-12 partners.
Community & Business Engagement	The UNF COEHS has well-established partnerships with local school districts. Professionals from those districts are enrolled in the Ed.D. in Educational Leadership.	With its focus on clinically rich, job-embedded research, the program will positively impact teaching and learning in our partner districts and schools.	The UNF Ed.D. in C&I will increase the number of teacher leaders in regional school districts by 12 per year.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
   - Education
   - Health
   - Gap Analysis
2. Economic Development:
   - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at the resource page for new program proposal.

This program falls within the Critical Workforce--Education category within the Programs of Strategic Emphasis. Section II discusses data related to the need and demand for the program. A recent review of 39 studies on the impact of teacher leaders on organizational learning and capacity to improve instruction (Wieczorek & Lear, 2018) underscores the potential benefits of the program within K-12 schools in Northeast Florida.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

Initially, coursework will be held on the UNF campus. We are continuing to nurture partnerships with local school leaders in Duval and Clay County School Districts. If recruiting efforts are fruitful, some courses may be offered on site in Clay County or Duval County district sites (i.e., schools or professional development centers) as needed.

II. Need and Demand

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

National Need: The PK-12 education system is changing and evolving. Current accountability frameworks situate school leadership as being essential to improving school performance and driving curricular innovation (Heck and Hallinger, 2009; Torrance and Humes, 2015). Teacher leadership is an emerging trend in the field designed to build the capacity needed to meet the growing administrative and accountability demands related to policy-driven initiatives (Sawchuk, 2015). "Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement" (York-Barr & Duke, 2004, p. 287). Teacher leaders hold many formal or informal roles in school or district leadership teams, as instructional specialists, mentors or coaches, curriculum leaders, in policy or advocacy, coordinating research, data coaches, catalysts for change, and lead learners (Killion and Harrison, 2006). Given the current teacher shortage, teacher leaders provide critical support for beginning teachers and struggling teachers. Teacher leaders may facilitate professional learning conversations among groups of teachers to unpack student data and foster a climate in which teachers can learn from each other.

Over the past decade, the shifting teacher population (alternative certification) has led to the need to develop teacher leaders for a variety of new teacher leadership roles (Killion, 2016). For example, according to the National Teacher and Principal Survey, 27 percent of public K□12 schools had a reading coach, 18 percent had a mathematics coach, and 24 percent had a general instructional coach during the 2015□16 school year. More importantly, research suggests that teacher leadership correlates with both overall school improvement and the total effectiveness of teachers themselves. It has been noted in numerous empirical research studies that teacher leadership is a viable approach for addressing the complex nature of schools, while engaging teachers more fully in applying their expertise to strengthen the profession and increase student success (Danielson, 2007; Darling-Hammond, 2016; Katzenmeyer & Moller, 2009; Wieczorek & Lear, 2018).

As a result of the demand to provide more instructional support, federal legislation such as ESSA (Every Student Succeeds Act) have encouraged school districts to invest in teacher leadership initiatives. Additionally, the National Commission on Teaching and America's Future and the Council for State School Officials recommended that teachers should be granted more leadership opportunities. Sharing responsibility requires schools to include multiple leaders who are supported and prepared to drive school improvement. To support the growth and advancement of teacher leaders so that they can meet the changing demands of schools, it is essential that universities design and implement graduate level teacher leadership programs (Conzemius & Morganti-Fisher, 2012). Currently, there is a lack of advanced graduate curriculum and instruction programs available in Florida and across the nation to prepare teacher leaders for these new roles and address this growing need.

Local Need: The University of North Florida is located in Duval County, Florida with 1.3 million people in the metropolitan area. Duval County Public Schools is the 20th largest urban school district in the nation and is responsible for the education of 130,000 PK-12 students. Northeast Florida continues to face significant student learning and graduation challenges which ultimately impact the local workforce. UNF is the primary producer of teachers for Duval County and plays an important role in the success of PK-12 education. Currently approximately 28% of Duval County teachers are UNF graduates and over 50% of the school leaders are graduates of UNF's College of Education and Human Services. The proposed Ed.D. in C&I is designed to serve the needs of the local Jacksonville market by

providing an advanced level of expertise needed to improve student learning.

The college has determined the local need for the C&I Ed.D. program as a result of several factors. First, when the Ed.D. program in Educational Leadership was fully revised the college worked closely with district stakeholders. Our conversations about the course content in the Educational Leadership degree led us to recognize that in order to turn the dial on student learning, districts also needed access to leaders who had strong conceptual knowledge of Curriculum and Instruction. Second, during the last few years, the college has redesigned the undergraduate and master's programs across the college. The process of program redesign with input from local teachers and school leaders also led us to articulate a vision for the Ed. D. in Curriculum and Instruction that would build upon the content in the undergraduate and master's degree programs and provide students with the advanced knowledge and skills required to be an effective teacher leader.

While relationships were formed to enhance the undergraduate, master's programs, and the Ed.D. in Educational Leadership, COEHS faculty fielded dozens of inquiries from teachers and administrators that pointed to the need for more advanced study in C&I. Some of the interest came from UNF doctoral students who are currently enrolled in the Ed.D. in Educational Leadership indicating that another degree was needed to fully meet the needs of our region. This anecdotal data demonstrates that the program holds promise for recruiting teacher leaders and administrators from the onset of the program.

To date, most of these inquiries have come from teachers, school, and district leaders working in Duval and Clay County Public Schools. Given the interest from Duval and Clay County, we surveyed teachers and leaders from other counties in our region and their responses indicated similar interest in an Ed.D. in C&I. It is important to note that Nassau and St. Johns County are experiencing significant growth which will increase their demand for new teachers and for those prepared to support new teacher success. Additionally, there has been a general increase in interest in a doctorate throughout the region. In 2019, the COEHS recruited an entire cohort of Ed.D. students from just Clay County. The growth throughout the region suggests that the market for both the Ed.D. in Educational Leadership and the proposed program in Curriculum and Instruction will remain strong.

Our region recognizes the importance of building this talent pipeline of teacher leader candidates to assume curriculum and instructional roles in local districts. We have worked with these regional partners to identify the knowledge and skills needed to be an effective and successful leader in curriculum and instruction. These knowledge and skills have been embedded into the proposed coursework for the program. Themes embedded within the program include curriculum development, instructional coaching, data-based decision-making, culturally responsive curriculum, social justice and equity, action research, and educational policy. The C&I Ed.D. program will recruit emerging instructional and curriculum leaders in our local districts to the C&I 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.

As indicated by our local need, since becoming a member of CPED in Spring 2017 and envisioning a C&I Ed.D. program, faculty have fielded increased calls from teachers and administrators about the new Educational Leadership program as well as the possibility of a Curriculum and Instruction Ed.D. As COEHS has increased our partnership and outreach efforts across northeast Florida to recruit and prepare teacher and administrative leaders, our Ed.D. in Educational Leadership has grown. The C&I Ed.D. will enable us to serve a wider variety of student interests and career goals.

A second point of evidence comes from some of our current students. Although enrolled in the Educational Leadership Program, several of our current Ed.D. students have career or research interests that are more closely aligned with a focus on curriculum and instruction. Moreover, an examination of completed dissertations from program graduates identify many that have research questions related to problems of practice in C&I rather than those dealing with educational leadership. Collectively, this serves as data that we are not fully meeting the needs of educators in our region.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

Only one other SUS University, the University of Florida (UF), currently offers a program similar to the proposed C&I Ed.D. program. Like the degree we propose, the University of Florida offers a professional practice doctoral degree under CIP Code 13.0301. UF admits students every two years and only accepts 20-25 students per cohort. Lastly, the UF C&I Ed.D. in Curriculum and Instruction is primarily an online program and serves students from across the nation. In contrast, the UNF C&I Ed.D. program will focus primarily on recruiting within the northeast Florida region.

Recognizing that UF cannot meet the demand, we have discussed the design and impact of our program with Dr. Nancy Dana, faculty in the UF C&I Ed.D. program. Our collaborative discussions began at the 10th Anniversary Carnegie Project on the Educational Doctorate (CPED) Convening held in Pittsburgh PA June 2017, and conversations have continued over the past two years. The high demand for the UF program does not allow UF to focus exclusively on developing the northeast Florida pipeline. As indicated, UF has been a resource to UNF since we started the pre-proposal process and helpful in our design phases.

As both UF and UNF are members of the Carnegie Project on the Educational Doctorate (CPED) and CPED's mission is to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation (https://www.cpedinitiative.org/about-us), we believe our ongoing collaboration with UF and CPED not only serves our program well but also allows UNF to provide exemplary programming to our specific region.

UF C&I Program website - https://education.ufl.edu/curriculum-teaching/edd/

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-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 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

Two major factors point to the demand for this C&I Ed.D. degree. First, Northeast Florida has numerous school districts and educational organizations that need to further develop curriculum and instruction expertise. Working with leaders in these counties, we identified a need to develop the next cadre of curriculum leaders prepared to serve these districts. Therefore, our recruiting efforts will target mid-career teachers working in the surrounding school districts in Duval, Clay, and St. Johns Counties. Additionally, since we have partnerships with rural districts such as Nassau, Putnam and Baker Counties we will collaborate with the Northeast Florida Educational Consortium (NEFEC) to identify potential students working in these rural counties. NEFEC is a regional, non-profit, educational service agency established to provide professional development services to rural member districts.

We will also work with our COEHS faculty colleagues to share the new program with recent graduates from our masters' degree programs who may be interested in pursuing a doctoral degree. This includes our master's in educational leadership that prepares future assistant principals and district staff as well as our master's programs in elementary education, early childhood educational leadership, special education, and secondary education.

Based on the discussion above, we are expecting to admit an initial cohort of 8 students in the first year, and each subsequent year our target is to enroll 12 students in the program. The new degree program

will mainly focus on mid-career teachers, district and school administrators interested in curriculum studies. We project the initial cohort to be admitted in Spring 2021 will be comprised of currently enrolled Educational Leadership Ed.D. students who will transfer to this new program as their career aspirations and interests are more in line with the goals and purposes of this new Ed.D. program. Growth rates in surrounding districts suggests that demand for both programs will remain strong.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.

There is no program comparable to the proposed C&I Ed.D. program at either FAMU or FIU. Several steps will be taken to maintain and sustain a diverse student body. Consistent with one of the CPED guiding principles, our philosophy is that "*the professional doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice*." (https://www.cpedinitiative.org/the-framework). Given that the greater Jacksonville Region has a large minority population (Duval County Public Schools have a majority-minority student population), it is imperative that the program recruit a diverse pool of candidates to serve regional educational organizations. We will need to implement broad-based, comprehensive marketing, outreach, and recruitment processes across the region to recruit a diverse pool of candidate to work in the region's PK-12 schools. Examples include reaching out to our regional partners to identify emerging educational leaders from diverse backgrounds within their organizations that could benefit from the C&I Ed.D. curriculum.

The UNF COEHS is also a member of the American Association of Colleges of Teacher Education (AACTE) Holmes Scholar Program. This program supports students from historically underrepresented groups who are pursuing careers in education at AACTE member institutions. Founded in 1991, the Holmes Program provides mentorship, peer support, and professional development opportunities for doctoral students. The purposes of the Holmes Scholar program is: (1) to promote the diversity of the professional community and to prepare educators who can serve diverse learners; (2) to incorporate the benefits of a national program in the local campus, such as the ability to recruit more effectively, connect students with a national peer network, and boost graduation rates, and (3) to join a growing national community of administrators, faculty, and students dedicated to diversifying the field of education. UNF Holmes Scholars will have the opportunity to participate in the AACTE Annual Meeting, including the Holmes Scholars pre-conference events or in the AACTE Holmes Scholars Summer Policy Institute in Washington, DC each summer. More information about this national program can be found at this website https://aacte.org/programs-and-services/holmes-program

III. Budget

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

The projected costs come from: faculty time and program director stipend. During the 2019-2020 academic year a professor line was allocated by the university to the COEHS for the purpose of facilitating the implementation of the C&I Ed.D. program (Position Number 339890). Further, endowed funding for the Dr. Bill Herrold Endowed Professorship has been secured to help offset the cost of recruiting for this position. Faculty assigned to teach in the C&I Ed.D. program will primarily come from

existing E&G funds. These graduate faculty have room in their assignment to teach in the program because of declining enrollment in COEHS undergraduate teacher preparation programs. Adjuncts (likely students enrolled in the C&I Ed.D. program may be used to fill instructional gaps if needed). The practice of having doctoral students teach undergraduate courses is a best practice for teacher education programs interested in more tightly coupling theory, research, and practice. These changes will result in no new recurring E&G dollars.

A graduate assistant will be assigned to assist the program director and faculty with program coordination and recruiting new students. We will request an additional graduate assistant from the Graduate School for support. Further, some funding (OPS) is allocated for administrative support for the C&I EdD program. An office assistant will be hired for the Department of Teaching, Learning and Curriculum and part of their time will be devoted to the C&I EdD program.

No funds are being requested for A&P positions, library resources, operating capital, or expenses.

B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

UNF will not be operating the program through continuing education, seeking approval for market tuition rate, or establishing differentiated graduate-level tuition.

C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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).

There will be minimal reallocation of some current and future faculty effort, and administrative staff resources to support the proposed C&I EdD Program from the existing E&G account. However as stated previously, faculty projected to be assigned to teach in C&I EdD program currently have room in their assignment to teach in the program due to declining enrollment in undergraduate teacher preparation programs. Therefore, it is anticipated that the C&I EdD program will not negatively impact current undergraduate programs. Lastly, it is projected that the C&I EdD program will lead to increased opportunities for faculty to engage in undergraduate curriculum revisions and research with our local partnership schools as most projected EdD students will be employed in local school districts.

D. 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).

There should be no other impacts on related programs or departments.

E. 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.

In the current funding climate, there is little possibility of securing external funding to support the operation of the Ed.D. in Curriculum and Instruction. However, COEHS faculty qualified to teach in the program have a strong record of success in securing funding from a variety of local and national sources.

- 2015-2016 total grant funding = $2,671,782
- 2016-2017 total grant funding = $2,350,500
- 2017-2018 total grant funding = $1,627,806

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

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

Based on the information from Table 1-B Graduate Enrollment and Table 2 Budget, the projected benefits of the C&I Ed.D. can be summarized as follows:

1. University: The C&I Ed.D. will provide more graduate students for UNF and the COEHS and will generate incremental resources for both UNF and COEHS. The C&I Ed.D. is a strategic area of emphasis.

2. Regional Education Community: Northeast Florida has many education related organizations, including public schools. The latter need teacher leaders, district staff, and school administrators with advanced curriculum and instruction knowledge to address many of the challenges facing schools today. The UNF Ed.D. in Educational Leadership Advisory Board members indicated a need for a C&I program to meet the needs of their teachers and administrators who cannot attend a traditional, full time doctoral program. Duval County Public Schools, the 20th largest school district in the nation, Clay County Public Schools, St. Johns County Public Schools, and Nassau County Public Schools all have met with COEHS faculty and administrators to discuss ways to address their teaching shortages and leadership needs. Therefore, the C&I Ed.D. program part time model of taking 6 credits a semester using hybrid instruction has the potential to significantly address this need.

3. State: The C&I Ed.D. program will benefit the state of Florida by producing more qualified teacher leaders and administrators with curriculum expertise. This advanced knowledge and skills are in increasing demand across Florida and the nation. What is particularly troubling is that approximately 50% of teachers and administrators will reach retirement age over the next decade. Efforts such as the development of the C&I Ed.D. are underway to not only address these staff issues but also develop teacher leader and administrator capacity and expertise. Data provided by the Florida Department of Education indicates that the state anticipates approximately 8,500 additional teachers will need to be hired over the next decade to fill teaching vacancies. Teacher leaders and administrators with curriculum expertise to work with these novice teachers will be imperative to the districts during this transition period.

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 separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on the resource page for new program proposal). 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 Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable

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

Not applicable

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).

"The University of North Florida's academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a

beautiful campus that provides an inspiring setting for our diverse community. Together we enhance the economic and cultural development of our growing metropolitan region."

The goals of the Ed.D. in C&I are aligned with UNF's mission statement. Consistent with the guiding principles of the Carnegie Project on the Education Doctorate (listed in section I.A above), the proposed program is designed to prepare scholarly practitioners who will become curriculum and instructional leaders in their schools and districts. The program's sequence of coursework is designed to provide students with the opportunity to engage in transformational learning experiences that will impact their communities and enhance the development of the region.

Graduates of the Ed.D. in C&I will be equipped to transform their own classroom practice and act as teacher leaders in their schools and districts to improve the quality of teaching throughout the school. They will gain the knowledge and skills necessary to engage in research designed to address authentic problems of practice. Professionals who graduate from this program will positively impact local school districts, including Duval County and Clay County Public Schools, our local urban partners as well as schools in neighboring districts. This program will strengthen UNF's COEHS partnerships with local school districts by preparing teacher leaders who can address problems of practice in their schools.

The proposed program also aligns with the Strategic Planning Goals of the SUS and its mission, which includes providing high quality graduate and professional education that will prepare graduates to meet the challenges in their respective fields in the coming decades. Consistent with the guiding principles of the Carnegie Project on the Education Doctorate (CPED), this program will provide a terminal degree for practitioners aspiring to be teacher leaders in their schools and districts. The CPED model of an Ed.D. is modeled after the clinically rich experiences in medicine. The Ed.D. in C&I will prepare teacher leaders who study their own practice. As a result of their scholarship, they will be able to advance the profession forward by sharing their strongly contextualized scholarly findings with others in their own districts and the broader educational community.

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.

The new program will capitalize on existing strengths of the current EdD in Educational Leadership that was recently redesigned. The strengths of the EdD in Educational Leadership are: (1) a clear program mission, vision and guiding principles using the CPED framework as a guide; (2) a cohort model that provides a learning community for students throughout the program; (3) a coherent program of study that employs an embedded dissertation design; (4) a strong core group of faculty to lead and teach in the program; (5) flexibility to accommodate students' diverse areas of interest; (6) a clear market niche in the region; and (7) UNF and COEHS administration support for ongoing program renewal efforts.

The two programs will share core foundational and research courses. Teacher educators from academic departments dealing with early childhood, elementary and secondary education, educational foundations, literacy, TESOL, exceptional, and deaf education, technology education, and leadership will teach courses in the program. This will greatly increase the number of faculty available to serve on and chair doctoral committees. The program will work closely with the COEHS Center for Urban Education and Policy (CUEP) to improve educational outcomes for socially and economically disadvantaged groups in Northeast Florida.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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.

The proposal for this program is an outgrowth of UNFs current Ed. D. in Educational Leadership, which admitted its first cohort of students in 1990. Beginning in 2014, doctoral program faculty in Educational Leadership worked to revamp the program to improve coherence, embed research opportunities earlier

in the program, and strengthen the program's focus on the preparation of scholarly practitioners. As part of that process, the COEHS applied to and was admitted as a member of the Carnegie Project for the Education Doctorate (CPED) in 2017. As part of those discussions, faculty recognized the need for a new Ed.D. program in Curriculum and Instruction that would meet the needs of those interested in becoming teacher leaders within their K-12 schools and districts and who were more interested in a degree in Curriculum and Instruction than one in Educational Leadership. Conversations regarding the development of an Ed.D. in Curriculum and Instruction began during the 2016-2017 academic year, and the pre-proposal was approved by Interim Provost, Pamela Chally in October 2017.

Faculty agreed upon guiding principles for the COEHS Ed.D. programs (including C&I) based on CPED and identified outcomes for the foundations and research cores during the 2017-2018 academic year. All changes to the Ed.D. in Educational Leadership went through the faculty governance process and were approved in Spring 2019. These included changes to courses in the foundations and research cores, which will be part of the Ed.D. in C&I. Faculty specifically interested in the Ed.D. in Curriculum and Instruction met on April 25, 2019 to determine core competencies for the C&I core. Faculty in the Department of Teaching, Learning, and Curriculum approved the course titles and descriptions for courses in the C&I core on August 15, 2019.

Planning Process

Date	Participants	Planning Activity
2016-2017	doctoral teaching faculty	Pre-proposal developed
2017-2018	doctoral teaching faculty	establish guiding principles for EdD programs (including C&I) based on CPED, identify EdD program outcomes, including those associated with foundations and research cores
2/2/2018	current and potential doctoral teaching faculty	orientation meeting for faculty specifically interested in C&I doctorate, focus on CPED
4/25/2019	doctoral teaching faculty	determine C&I core competencies

Events Leading to Implementation

Date	Implementation Activity
October 4, 2017	Pre-proposal approved by Interim Provost Pamela Chally
November 17, 2017	SUS Council of Academic Vice-Presidents (CAVP) met via conference call and expressed unanimous support for the EdD in C&I
August 15, 2019	faculty approval of course titles and descriptions of courses in the C&I core
August 29,2019	Proposal Reviewed by External Consultant and formal written review included in the RTO as an appendix
September 2019	Request to Offer (RTO) submission
September 2019	Reviewed by Academic Affairs
September 2019	Reviewed by Council of Deans
September 2019	RTO APC submitted to COEHS curriculum committee for approval
October 2019	RTO APC submitted to FA APC for approval
November 2019	RTO APC submitted to Faculty Association for approval
January 2020	Seek Board of Trustee Approval
February 2020	Submit Proposal to Board of Governors for consideration
June 2020	Seek Board of Governors Approval
August 2020	Curriculum APC submitted to COEHS curriculum committee for approval
September 2020	Curriculum APC submitted to FA APC for approval
October 2020	Curriculum APC submitted to Faculty Association for approval

VII. Program Quality Indicators - Reviews and Accreditation

A. 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.

UNF COEHS and the C&I EdD program is a member of the Carnegie Project on the Education Doctorate (CPED). Each CPED member agrees to commit to the pursuit of excellence in doctoral education, focusing on the professional practice doctorate and what it means for the success of advanced professional practitioners in PK-12 schools and other educational organizations. CPED leadership in collaboration with CPED members have established an overarching framework, program design principles, defined design-concepts, and a definition of the Education Doctorate to guide the consortium's work. Specifically, each CPED institution is charged with using the CPED framework to help their program redesign and implement their professional practice doctorate program.

Below we provide some context on how the COEHS faculty and administration decided to apply for membership in CPED in Spring 2017. Faculty began by looking over CPED requirements and framework as they began to discuss revising the EdD In Educational Leadership. In 2014, an external review of the program was completed. Faculty looked over the external evaluation and also reviewed data from the UNF graduate academic learning compact (GALC) reports to assist faculty with developing the CPED application. The intent of these efforts were formative in nature and helped faculty identify program strengths as well as areas in need of improvement. During these discussions faculty saw the numerous benefits of applying for CPED membership including being part of a professional community focused on revitalizing doctoral education. First and foremost was the opportunity to work with a network of programs, gather information about other EdD programs, and gain knowledge and expertise about how to engage in program redesign. The CPED consortium represents a unique approach to program change, that engages in continuous improvement through interaction with peer faculty and colleagues across a network of colleges of education. Members meet at "convenings" where dialogue and collaborative learning activities challenge traditional doctoral preparation ideas and offer new ways to design program content with the needs of professional practitioners front and center. This was extremely attractive to COEHS faculty that was not only interested in revising the EdD in Educational leadership but also wanted to develop a new program in Curriculum and Instruction. After being accepted as a member in 2017, the first task was for COEHS faculty to engage in collaborative top to bottom redesign of the EdD Educational leadership program. During this two-year process, faculty also submitted the pre-proposal to plan the EdD in C&I.

One requirement of CPED membership is writing an annual report for CPED leadership. This report data including faculty size, doctoral cohort size, time to degree, attrition rates, degree program structure and requirements, teaching and advising load for faculty, career plans and placement of graduates, as well as more in-depth data about, and description of, the redesign process and its utilization of the CPED Framework. Programs and colleges are responsible for collecting and submitting this data to CPED leadership. Program leaders also may need to answer questions that may be necessary to clarify the data and their comparability across member programs and education schools.

In addition to reforming the Education Doctorate, member programs and their education schools commit to empirically investigating their reform efforts and to: (1) transparently share what they have learned with the consortium, (2) invite and use critical review, and (3) expect others to build on what they have learned. In sum, the program will use these data and ongoing research efforts to monitor and evaluate the new C&I EdD program.

VIII. Curriculum

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

The first learning outcome of the C&I Ed.D. focuses on the development of expertise as a curriculum leader. The remaining six learning outcomes are based upon the guiding principles of the Carnegie

Project on the Education Doctorate (CPED). Learning outcomes will be assessed by a portfolio. Artifacts will be submitted by students and evaluated by program faculty each semester, continuing through graduation. Learning outcomes associated with each area of competency are listed below:

1. **Curriculum and Instruction Expertise and Leadership -** The student articulates a philosophy/vision for curriculum and instruction that embeds theory, practice, and strategies needed to enhance the effectiveness of educational organizations.
2. **Equity, Ethics, and Social Justice -** The student demonstrates competence around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
3. **Construct and Apply Knowledge to Make a Positive Difference -** The student constructs and applies knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
4. **Collaboration and Communication -** The student develops and demonstrates collaboration and communication skills to work with diverse communities and to build partnerships.
5. **Problems of Practice -** The student analyzes problems of practice and uses multiple frames to develop meaningful solutions.
6. **Professional Knowledge Base -** The student develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
7. **Generation, Transformation, and Use of Professional Knowledge and Practice -** The student models and leads through the generation, transformation, and use of professional knowledge and practice.

Two artifacts will be selected by the student and submitted for the portfolio for each of the six CPED sections (# 2-7 above). These artifacts are selected by the student to demonstrate what the student learned in the program and to illustrate how the student meets the criteria for mastery of the six principles outlined by CPED. In addition to selecting and submitting the artifacts, students will write a brief reflective essay to accompany each artifact that justifies how the artifact illustrates meets the CPED program principle for which the artifact was submitted. For the Curriculum and Instruction Expertise and Leadership Section, students will submit a one-page, single- spaced Educational Philosophy/Vision Statement. The Educational Philosophy/Vision Statement will be updated annually. They also will provide one artifact each year that displays their expertise in their area of specialization. These artifacts will highlight subject area expertise, knowledge of effective professional development techniques, and/or leadership in curriculum and instruction. Students will also submit an updated vita or resume each year.

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

In order to be admitted to the C&I Ed.D. program applicants must:

- have at least three (3) years of successful teaching experience or related work in training and development;
- earned a master's degree from a regionally accredited institution or an equivalent international university;
- submit three (3) letters of recommendation that address the applicant's academic and professional work;
- provide a sample of professional writing, such as a published article from a professional journal, or a 6- to 8-page paper from a graduate course;
- submit a letter of intent that specifies the personal and professional goals applicants hope to achieve by earning a doctorate in Curriculum and Instruction;
- and successfully complete an interview.

Graduation requires successful completion of all established coursework, the portfolio, and completion of a dissertation supervised by the student's 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, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The program will consist of a total of 60 semester hours. Students will complete nine hours in an educational foundations core, 18 hours in a research methods core, and 12 hours in a C&I core. Students will choose 9 credits of cognate courses in an area of specialization. These include: Elementary Education, Secondary Education, Literacy Education, Science Technology Engineering and Math (STEM) Education (either elementary or secondary), Teaching English to Speakers of Other Languages (TESOL), Early Childhood Education, Special Education, Deaf Education, Educational Technology, or Educational Leadership. Students must complete a minimum of 12 hours of dissertation credits. The program of study will consist of the following:

Educational Foundations Core (9 Credits)
EDF7545 Philosophy of Education (3 Credits)
EDF7635 Cultural and Social Foundations of Education (3 Credits)
EDF7215 Learning and Instruction (3 Credits)

Research Core (18 Credits)

EDA 7420 Foundations of Educational Research (3 Credits)
EDA 7426 Academic Writing in Education: Framing Problems of Practice (3 credits)
EDA 7400 Research in Education: Quantitative Method (3 Credits)
EDA 7410 Research Education: Qualitative Method (3 Credits)
EDA7979 Research Design Seminar 1: Advanced Methods (3 Credits)
EDA 7421 Research Design Seminar 2: Proposal Development (3 Credits)

Curriculum and Instruction Core (12 Credits)

EDA 7XXX Advanced Perspectives on Curriculum (3 Credits)
EDA 7XXX Advanced Seminar in Instruction and Assessment (3 Credits)
EDA 7XXX Professional Learning and the Teacher Leader (3 Credits)
EDA 7XXX Educational Policy and the Role of the Teacher Leader (3 Credits)

Cognate (9 Credits)

Nine hours of 6000-7000 level courses may be used for the cognate. Courses must be within the same discipline. NOTE: Courses used in a previous degree will not apply.

Dissertation (12 Credits)
EDA7980 Doctoral Dissertation Research (1-6 Credits)

A minimum of 12 hours of dissertation is required.

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

Semester 1: Fall
- EDF 7545 Philosophy of Education
- EDA 7420 Foundations of Educational Research

Semester 2: Spring
- EDF 7635 Cultural and Social Foundations of Education

- EDG 7XXX Advanced Perspectives on Curriculum

Semester 3: Summer
- EDA 7426 Academic Writing in Education: Framing Problems of Practice
- EDF 7215 Learning and Instruction throughout the Lifespan

Semester 4: Fall
- EDA 7400 Research in Educational Leadership: Quantitative Method
- EDG 7XXX Advanced Seminar in Instruction and Assessment

Semester 5: Spring
- EDA 7410 Research in Educational Leadership: Qualitative Method
- COGNATE COURSE (Students may take a cognate course in any semester.)

Semester 6: Summer
- EDG 7XXX Professional Learning and the Teacher Leader
- EDG 7XXX Educational Policy and the Role of the Teacher Leader

Semester 7: Fall--Finalize committee chair/committees to assist with developing pilot study/pre-proposal
- EDA 7979 Research Design Seminar I: Advanced Methods
- COGNATE COURSE--(Students may take a cognate course in any semester.)

Semester 8: Spring--IRB and finalize proposals
- EDA 7421 Research Design Seminar 2: Proposal Development
- COGNATE COURSE--(Students may take a cognate course in any semester.)

Semester 9: Summer--Focus is on data collection/analysis
- EDA 7980 Doctoral Dissertation Research (1-6 hours)--Students register for up to 6 dissertation credits with guidance from their committee chair and the program director.

Semester 10:Fall--Focus is on data analysis and final dissertation preparation
- EDA 7980 Doctoral Dissertation Research (1-6 hours)--Students register for up to 3 dissertation credits with guidance from their committee chair.

Semester 11: Spring and beyond
- EDA 7980 Doctoral Dissertation Research (1-3 hours)--Students register for up to 6 dissertation credits with guidance from their committee chair.

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

EDF 7545 Philosophy of Education (3 cr.): This course explores the epistemological, ethical, and value dimensions of education to address problems of practice related to pedagogy, education policy, curriculum, teaching, and learning.

EDF 7635 Cultural and Social Foundations of Education (3 cr.): This course examines the social, political, economic, and cultural forces affecting education with a focus on social justice, oppression, and leadership. Students will explore the relationships among education and social policies, multicultural curricula, achievement, racial and ethnic identity, and culturally diverse lifestyles.

EDF 7215 Learning and Instruction throughout the Lifespan (3 cr.): This course includes an overview and comparison of empirically supported learning and instructional theories and strategies in multiple academic domains.

EDG 7XXX Advanced Perspectives on Curriculum (3 cr.): This course introduces students to social and psychological foundations of curriculum and examines theories, issues, and trends in curriculum from the perspective of social justice and equity.

EDG 7XXX Advanced Seminar in Instruction and Assessment (3 cr.): This course focuses on the relationship among instructional theory, models of teaching, and assessment of learning.

EDG 7XXX Professional Learning and the Teacher Leader (3 cr.): This course introduces students to current theories and practices in professional learning and examines the role of the teacher leader in school-based professional learning.

EDG 7XXX Educational Policy and the Role of the Teacher Leader (3 cr.): This course examines education policy and reform from the perspective of teachers. The role of teacher leaders in school reform is emphasized.

EDA 7426 Academic Writing in Education: Framing Problems of Practice (3 cr.): This course introduces students to the elements of academic writing. Students will learn how to develop a research question that addresses a problem of practice, critically synthesize existing literature in light of an appropriate theoretical framework, and construct an academic argument.
EDA 7400 Research in Education: Quantitative Method (3 cr.): This course provides an introduction to basic research design as well as quantitative methods for analyzing and interpreting the results of correlational and experimental studies in education and related disciplines.

EDA 7410 Research in Education: Qualitative Method (3 cr.): This course will help students develop the skills both to critically read qualitative studies in education and design their own research studies. Students will learn about the nature of qualitative inquiry, the types of questions addressed, and qualitative research designs used to answer them.

EDA 7420 Foundations of Research in Education (3cr.): This course prepares students to become informed consumers and novice producers of educational research. Topics include issues relative to effective design and interpretation of research studies in education.

EDA 7421 Research Design Seminar 2: Proposal Development: This course is designed to assist doctoral students with the process of developing an effective dissertation proposal. Topics include defining research questions, developing a theoretical/conceptual framework, synthesizing relevant literature, IRB protocols, peer-review, and other theoretical and methodological topics relevant to proposal writing.

EDA 7979 Research Design Seminar 1: Advanced Methods: This course provides an opportunity for students to design a pilot research project. The course focuses on the design, utilization, and reporting of commonly used quantitative and qualitative techniques and methods in educational research.

Cognate: 9 cr.

Nine hours of 6000-7000 level courses may be used for a cognate. All courses must be within the same discipline. Courses used for previous degrees will not apply to the cognate.

EDA 7980 Doctoral Dissertation Research (1-6 cr.): This course is designed for students who are collecting and analyzing data and writing their dissertation. Students must register for a minimum of 12 hours of dissertation credit before completion of the program and a minimum of 3 hours each semester once admitted to candidacy.

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

Not applicable

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.

As stated previously UNF COEHS is a member of the Carnegie Project on the Education Doctorate (CPED). While CPED does not ask doctoral programs to participate in a formal accreditation process, member programs and their colleges provide CPED with evidence that the institution has met the milestones established by the CPED Framework in order to create a record from which others can learn. Evidence of deliberations and resulting research can take a variety of forms (e.g., survey studies, cases, improvement efforts, self-studies, action research). This evidence should flow naturally from change efforts and further the work of the member programs and their education schools. The CPED leadership team provides guidelines to assist member programs and their education schools to easily provide requested evidence in the annual report. Data including number of graduates, time to degree, cohort size, attrition rates, program structure and requirements, faculty teaching and advising loads, career plans and placement of graduates should also be included in the annual report.

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?

Not applicable

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 in Appendix A. 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.

The new program will be a hybrid model. At least 50%, but not more than 79% of instruction will be delivered using some sort of technology.

The feasibility of collaborating with other universities is low. No specific queries were made of the SUS universities with similar programs regarding terms of possible collaboration since each serves a separate market. Shared courses, distance/distributed learning technologies, and/or joint-use facilities do not make sense from an economic or faculty resource perspective unless there is overlap in the markets served by universities.

IX. Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated full-time (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).

All C&I EdD courses will be fully staffed using existing faculty and an anticipated additional faculty hire in Year 1, which is an endowed chair. There will be minimal reallocation of some current and future faculty effort to support the proposed C&I EdD Program. However as stated previously, faculty projected to be assigned to teach in C&I EdD program currently have room in their assignment to teach in the program due to declining enrollment in undergraduate teacher preparation programs. Additional faculty

requests will be commensurate with student enrollment in the program in the future. Other faculty whose CVs appear in the appendix will be available to teach cognate courses and serve on doctoral committees, as needed. There are currently over 25 faculty members in the Departments of Teaching, Learning, and Curriculum and Exceptional, Deaf, and Interpreter Education who qualified to serve on and chair doctoral committees and teach cognate courses for the C& I Ed.D. program. Thus, we do not anticipate the new program will have a negative impact on faculty load.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). 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 Ed.D. in C&I will be staffed by existing faculty, who have room in their schedules due to declining enrollments. We will hire one new faculty member, who will occupy the Dr. Bill Herrold Endowed Chair position. Current E&G funds will be utilized to support faculty participation in the program. We do not anticipate the need to hire visiting faculty at this time. There may be a periodic need for adjuncts. We believe we will be able to draw from the C&I Ed.D. pool to assist if adjuncts are needed. This is a best staffing practice for university teacher education programs as it strongly links theory, research, and practice. The program will be supported through reallocated and new recurring E&G funds.

C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

CVs for faculty in Teaching, Learning, and Curriculum; Exceptional Education, Deaf Education, and Technology Education are in Appendix C Included are CVs from faculty members who will teach core courses in the program, along with those who may teach cognate courses and/or serve on doctoral 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.

Faculty qualified to teach in the program have demonstrated significant scholarly productivity and the ability to secure grant funding to support research and programs. Collectively, they have received a total of $6,650,088 in local and national grants from 2015-2018.

Scholarship	2015-2016	2016-2017	2017-2018
Books	12	8	5
Book Chapters	23	19	70
Peer-reviewed Journal Articles	48	68	64
Other Publications	12	10	11
Contracts/Grants	26	21	24
Conference Proceedings	9	10	15

Scholarly Presentations	207	272	124
Honors/Awards	8	5	7

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. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The Thomas G. Carpenter Library http://www.unf.edu/library/ has extensive electronic journal and e-book holdings. We will include library staff in our orientation for incoming students to familiarize doctoral students about the intricacies of searching the extensive electronic holdings. Librarians will also participate in the first research course *EDA 7420 – Foundations of Research* by facilitating a 2-hour introductory class on library services. Topics covered in this session include databases introduction, reference/citation software, detailed search strategies, etc. An overview of the library website will also be provided. Additional services available to students will be reviewed at this session and doctoral students will be walked through how to schedule an individual appointment with members of the library staff to develop refined search strategies for their doctoral projects. Interlibrary loan, laptop check out, and group study rooms are some of the other services available to students on the library Student Services website. http://www.unf.edu/library/students/

Using the library's OneSearch system the following resources were identified that could support the C&I EdD program.

Keyword	Books	E-Books	Academic Journals
Curriculum and Instruction	789	72,764	729,171
Teaching and Learning	4,306	171,706	2,295,941
Instructional Coaching	722	10,476	45,005
Curriculum Development	22,187	84,149	1,172,982
Educational Research	71,659	168,000	4,466266
Educational Policy	40,028	153,074	2,080,172
Teacher Leadership	17,192	117,676	534,771

In addition, UNF library provides access to 26 databases for education. They have full text access to a

wide array of scholarly education journals including the following, all of which are on the list of the top 50 journals related to Education and Educational Research, gathered from InCites Journal Citation Reports Database:

- Review of Educational Research
- Educational Psychologist
- Computers & Education
- Educational Research Review
- Learning and Instruction
- Journal of the Learning Sciences
- Educational Researcher
- Journal of Teacher Education
- Studies in Science Education
- American Educational Research Journal
- Sociology of Education
- Journal of Research in Science Teaching
- Educational Evaluation and Policy Analysis
- Journal for Research in Mathematics Education
- Journal of Experimental Education
- Science Education
- Early Childhood Research Quarterly
- TESOL Quarterly
- Reading Research Quarterly
- Journal of Education Policy
- Teaching and Teacher Education
- Journal of Research on Educational Effectiveness

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

No additional library resources are needed to support the C&I EdD program.

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 COEHS has sufficient classroom space to accommodate the new program. Additionally, some courses may be offered on site in Clay County or Duval County district sites (i.e., schools or professional development centers) as needed.

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

Additional space will not be required. The COEHS contains sufficient classrooms, offices, and other spaces necessary to implement and maintain the program through Year 5.

E. 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 in Appendix A 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.

No new capital expenditures for instructional or research space are required.

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

No specialized equipment is needed to implement the program.

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

No new specialized equipment is needed to implement and sustain the program.

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

No additional special category resources are needed for the program at this time.

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

One .50 FTE graduate assistant will be allocated to assist the director in coordinating the program.

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

Not applicable as the program does not include an internship or practicum experience.

References

Conzemius, A.E. & Morganti-Fisher, T. (2011). *More than a SMART goal: Staying focused on student learning*. Bloomington, IN: Solution Tree.

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Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal, 46*(3), 659–689.

Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, Calif: Corwin Press.

Killion, J. (2016). When teachers learn to use technology, students benefit. lessons from research. *Journal of Staff Development, 37*(4), 64–67.

Killion, J., & Harrison, C (2006) *Taking the lead: New roles for teachers and school-based coaches*. Oxford, Ohio: National Staff Development Council.

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York-Barr, & Duke. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74*(3), 255.

Wieczorek, D., & Lear, J. (2018). Building the "bridge": Teacher leadership for learning and distributed organizational capacity for instructional improvement. *International Journal of Teacher Leadership*, *9*(2), 22–47.

APPENDIX A

Table 1-A Projected Headcount from Potential Sources

Table 2 Budget

Table 3 Anticipated Reallocation of Education & General Funds

Table 4 Anticipated Faculty Participation

APPENDIX A

TABLE 1-B

PROJECTED HEADCOUNT FROM POTENTIAL SOURCES

(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0.00	8	9.00	16	15.00	28	19.00	32	20.00
Students who transfer from other graduate programs within the university**	8	4.00	8	3.00	8	3.00	4	2.00	2	0.50
Individuals who have recently graduated from preceding degree programs at this university	0	0.00	4	3.00	8	6.00	12	8.00	14	9.50
Individuals who graduated from preceding degree programs at other Florida public universities										
Individuals who graduated from preceding degree programs at non-public Florida institutions										
Additional in-state residents***										
Additional out-of-state residents***										
Additional foreign residents***										
Other (Explain)***										
Totals	**8**	**4**	**20**	**15**	**32**	**24**	**44**	**29**	**48**	**30**

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

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

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

APPENDIX A

TABLE 2

PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1 Funding Source								Year 5 Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	**Subtotal coulumns 1+…+7**	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	**Subtotal coulumns 9+…+ 14**
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Faculty Salaries and Benefits	55,998	0	35,935	0	0	0	0	**$91,933**	307,836	0	0	0	0	0	**$307,836**
A & P Salaries and Benefits	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
USPS Salaries and Benefits	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
Other Personal Services	20,000	0	0	0	0	0	0	**$20,000**	20,000	0	0	0	0	0	**$20,000**
Assistantships & Fellowships	0	0	10,000	0	0	0	0	**$10,000**	0	0	10,000	0	0	0	**$10,000**
Library	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
Expenses	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
Operating Capital Outlay	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
Special Categories	0	0	0	0	0	0	0	**$0**	0	0	0	0	0	0	**$0**
Total Costs	**$75,998**	**$0**	**$45,935**	**$0**	**$0**	**$0**	**$0**	**$121,933**	**$327,836**	**$0**	**$10,000**	**$0**	**$0**	**$0**	**$337,836**

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	0.59	1.44
A & P (FTE)	0	0
USPS (FTE)	0	0

$ Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$121,933	$337,836
Annual Student FTE	4	30
E&G Cost per FTE	$30,483	$11,261

Table 2 Column Explanations		
Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.
Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal coulumns 1+…+7	8	Subtotal of values included in columns 1 through 7.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal coulumns 9+…+14	15	Subtotal of values included in columns 9 through 14.

APPENDIX A

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	Amount to be reallocated	Base after reallocation
Salaries and Wages - reflective of two departments where the faculty are assigned, including the undergraduate and graduate programs. Funds will remain in the same E&G index they currently reside.	1,778,142	55,998	**$1,722,144**
OE/OPS - including Adjunct Faculty	25,844	20,000	**$5,844**
	0	0	**$0**
	0	0	
	0	0	
	0	0	
Totals	$1,803,986	$75,998	**$1,727,988**

*** If not reallocating funds, please submit a zeroed Table 3**

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

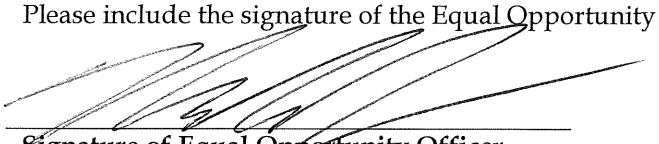
Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Paul Parkison, EdD Curriculum and Instruction	Assoc Professor	Tenure	Spring 2021	12	1.00	0.125	0.125	12	1.00	0.125	0.125
A	Dilek Kayaalp, PhD Educational Policy Studies	Asst Professor	Tenure-Earning	Spring 2021	9	0.75	0.125	0.094	9	0.75	0.125	0.094
A	Jeff Cornett, PhD Curriculum and Instruction	Professor	Tenure	Spring 2022	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Kim Cheek, PhD Education	Assoc Professor	Tenure	Summer 2021	9	0.75	0.125	0.094	9	0.75	0.125	0.094
A	Dan Dinsmore, PhD Human Development Education	Assoc Professor	Tenure	Summer 2021	9	0.75	0.125	0.094	9	0.75	0.125	0.094
A	Hope Wilson, PhD Educational Psychology	Assoc Professor	Tenure	Fall 2021	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Christine Weber, PhD Curriculum and Instruction	Professor	Tenure	Fall 2022	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Katrina Hall, PhD Curriculum and Instruction	Assoc Professor	Tenure	Fall 2022	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	John White, PhD Curriculum and Instruction	Assoc Professor	Tenure	Summer 2021	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Christian Winterbottom, PhD Early Childhood Education	Assoc Professor	Tenure	Fall 2021	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Soonhyang Kim, PhD English as a Second Language	Asst Professor	Tenure-Earning	Spring 2022	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Brian Zoellner, PhD Curriculum and Instruction	Assoc Professor	Tenure	Spring 2023	9	0.75	0.000	0.000	9	0.75	0.125	0.094
A	Lunetta Williams, PhD Curriculum and Instruction	Professor	Tenure	Spring 2023	9	0.75	0.000	0.000	9	0.75	0.125	0.094
C	New Endowed Chair TBD		Tenure	Spring 2021	9	0.75	0.250	0.188	9	0.75	0.250	0.188
	Total Person-Years (PY)							**0.594**				**1.438**

Faculty Code		Source of Funding	PY Workload by Budget Classsification Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.41	1.25
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.19	0.19
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00

APPENDIX B

APPENDIX B

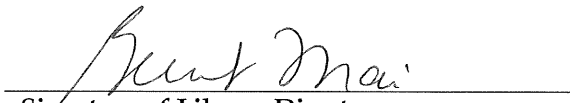
Please include the signature of the Equal Opportunity Officer and the Library Director.



Signature of Equal Opportunity Officer

8-29-19

Date



Signature of Library Director

30 Aug 19

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX C

Appendix C
Faculty CVs

KIM A. CHEEK
Associate Professor
Department of Childhood Education, Literacy, and TESOL
University of North Florida
College of Education and Human Services
904.620.2794
k.cheek@unf.edu

EDUCATION:
Ph.D., Durham University, UK, Education (science), 2010
M.S., Mississippi State University, Geosciences, 2006
M.Ed., Towson University, Elementary Education, 1983
B.A., Goucher College, Elementary and Special Education, 1979

PROFESSIONAL EXPERIENCE

2016-present Associate Professor, Department of Childhood Education, Literacy, & TESOL, University of North Florida, Jacksonville, FL

2012-2016 Assistant Professor, Department of Childhood Education, Literacy, & TESOL, University of North Florida, Jacksonville, FL

Additional Duties:

- Chair, Nongongoma Majova's doctoral committee, 2016-
- Chair, Paula Nixon's doctoral committee, degree conferred, August 3, 2018
- Co-chair, Thomas Keller's doctoral committee, degree conferred August 5, 2016
- Elementary Education Program Area Leader, 2017-present

Doctoral course taught at the University of North Florida:

- EDA 7990 Academic Writing for Doctoral Students

Other courses taught at the University of North Florida:

- SCE 3310 Science Methods for Elementary Teachers
- EEC 4210 Teaching Mathematics and Science in Early Childhood Settings (formerly Integrated Math, Science, & Social Studies for Primary Children)
- EEC 4323 Teaching Science in Early Childhood Settings through Grade 3
- SCE 6117 Science Methods for Elementary Teachers
- EDG 3302 Introduction to Teaching in the Elementary Classroom
- EDG 3324 Methods of Conceptual Teaching
- MAE 3312 Mathematics Methods for Elementary Teachers

SCHOLARSHIP

RECENT PEER-REVIEWED ARTICLES

Cheek, K.A. & Gagnon, S. (accepted). Follow the clues: Three-dimensional learning about Earth's history. *Science and Children.*

Cheek, K.A., LaDue, N., & Shipley, T. (2017). Learning about spatial and temporal scale: Current research, psychological processes, and classroom implications. *Journal of Geoscience Education,* 65, 445-472, doi: http://10.5408/16-213.1.

Cheek, K. (2017). Do Indonesian children's experiences with large currency units facilitate magnitude estimation of long temporal periods? *Research in Science Education.* 47(4), 889-911.

Lukes, L.A., LaDue, N.D., **Cheek, K.A.,** Ryker, K., & St. John, K. (2015). Creating a community of practice around geoscience education research: NAGT-GER. *Journal of Geoscience Education,* 63(1), 1-6.

Cheek, K. (2013). How geoscience novices reason about temporal duration: The role of spatial thinking and large numbers. *Journal of Geoscience Education.* 61, 334-348.

Cheek, K.A. (April/May 2013). Washed away! *Science and Children.* 50(8), 52-56.

Cheek, K.A. (2013). Exploring the relationship between students' understanding of conventional time and geologic time. *International Journal of Science Education.* 35(11), 1925-1945. doi: 10.1080/09500693.2011.587032.

RECENT BOOK CHAPTERS

Cheek, D.W. & **Cheek, K.A.** (in press). Business students meet the real world: Creative problem-solving via a complex role-playing simulation in Hokanson, E. (ed.). *A new focus for learning: Educational technology beyond content.* New York: Springer.

Cheek, K.A. (in press). Professional Learning in Science for Teachers of the Gifted: A Focus on Science and Engineering Practices and Crosscutting Concepts in Weber, C.L. & Novak, A., *Best Practices in Professional Learning and Teacher Preparation* (Vol. 3).

Cheek, K.A. (in press). Mathematics in Winterbottom, C., Hall, K.W., and Cheek, K.A. *FTCE PK/Primary Pk-3 Book + Online (FTCE Teacher Certification Test Prep).* Piscataway, NJ: Research and Education Association, Inc.

Cheek, K.A. (in press). Science in Winterbottom, C., Hall, K.W., and Cheek, K.A. *FTCE PK/Primary Pk-3 Book + Online (FTCE Teacher Certification Test Prep).* Piscataway, NJ: Research and Education Association, Inc.

Petcovic, H., Cervenec, J., **Cheek, K.,** Dahl, R., & Price, N. (2018). Research on elementary, middle, and secondary earth science teacher education (working with teachers and future teachers in all settings). Chapter in *Community Framework for Geoscience Education Research,* funded by the National Science Foundation (DUE-1513519) Shaping the Future of Geoscience Education Research: Synthesizing Results and Articulating Future Directions.

Cheek, K.A. (2017). Chapter 14: Processes shaping the Earth in Rillero, P. & Eddis, S. (eds.). *Mastering the science content of the NES general science exam.* Anthem, AZ: Independent Variable.

RELEVANT PROFESSIONAL SERVICE

National/International:

Manuscript reviewer: *Journal of Research in Science Teaching, Journal of Geoscience Education, Geosphere, Physical Review Physics Education, National Science Teachers Association Press, Science and Children*

Long Range Planning Committee, Awards Committee, and Treasurer, Geoscience Education Research Division (GER) of the *National Association of Geoscience Teachers*

Chair, UNF Academic Programs Committee, 2017-2019

PROFESSIONAL MEMBERSHIPS

Geological Society of America, National Association of Geoscience Teachers, National Association for Research in Science Teaching, National Science Teachers Association, Spatial Intelligence and Learning Center Spatial Network

HONORS

Finalist Outstanding Undergraduate Teaching Award, University of North Florida (2014 and 2016)

Abbreviated Curriculum Vitae, Jeffrey W. Cornett, Ph.D., Professor
Department of Foundations and Secondary Education
College of Education and Human Services, University of North Florida

Research expertise in the following areas: Teacher and Administrator Theorizing and Decision-Making; International and National Civic Education and Law-Related Education; Curriculum and Instruction; Social Studies Education; Qualitative Research and Evaluation; and, Supervisory Theory. This range of research has been presented in a variety of international forums including Bosnia-Herzegovina, Croatia, Hungary, Jordan, and Russia.

Currently serving as a professor of curriculum and instruction teaching at the doctoral, masters, and undergraduate levels. Forty-five years of experience as an educator. This includes thirty-two years as a university faculty member and twenty years of that time as a college administrator. Ten years as a high school and middle school social studies and English teacher in both public and private schools and coach of basketball, cross-country, and track for both girls and boys teams.

Education

The Ohio State University, Ph.D. (1987), Curriculum and Instruction; Social Studies Education; Qualitative Research; and, Supervision; **The University of Toledo, M. S. Ed. (1979)**; **Bowling Green State University, B. S. Ed. (1974).**

Professional Experience

Professor, 2008 to present, Department of Foundations and Secondary Education; Chair and Professor, 2008-2018, Department of Foundations and Secondary Education, University of North Florida, July 1, 2008.

Dean, College of Education, University of Northern Iowa, 2003-2007. Supervision of twelve administrators (two associate deans, four directors, and six department heads), more than 180 faculty members and a total of more than 230 faculty and adjuncts.

Chair, Department of Educational Research, Technology and Leadership, College of Education, University of Central Florida, 2001- 2003; Chair, Department of Instructional Programs and Educational Leadership, College of Education, University of Central Florida, 1999 -2001, Supervision of fifty-two faculty, twelve associate graduate faculty, thirty-five adjuncts, four graduate assistants, and five staff members. Co-Founder and Co-Director, Consortium for Social Responsibility and Character in Education, 1999-2003. National Research Advisory Board Member, 2003-2005.

Professor, Department of Foundations and Secondary Education, University of North Florida, 2008 to present; Department of Curriculum and Instruction, University of Northern Iowa, 2003 to 2008.
Department of Educational Research, Technology and Leadership, University of Central Florida 2002-2003.

Sample Publications. (approximately 860 citations in Google Scholar; over forty publications and eighty-five international/national/regional/state presentations)

Cornett, J. W., Joyner, J., & Johnson, J. (2015). *Understanding superintendent decision-making: Results of an analysis of leader theorizing in a high performing school district*. National Council of Professors of Educational Administration (NCPEA).

Pitts, A. B., Dziuban, C., and Cornett, J. W. (2011). The People Unite: Learning meaningful civics online. *Social Education*, *75*(3), 160-163.

Dziuban, C. D., Cornett, J. W., Pitts, A. B., Setenyi, J., Gal, T., and Eich, L. (2007). Developing the European Citizen: Investing in Europe's democratic future. *International Journal of Social Studies Education*, *21*(2), 177-195.

Ammer, J., Platt, J., & Cornett, J. W. (2004). Course Planning: Knowing yourself and your students to guide learning. In K. Lenz (Ed.), *Teaching content for all: Evidence-based inclusive practices in middle and secondary schools* (pp. 138-161). Boston: Allyn and Bacon.

Cornett, J. W., et al. (2002). Civic education project in Hungary: A CIVITAS partnership with Florida, Texas, and Mississippi. *International Journal of Social Studies Education*, *17*(2), 69-86.

Sweeney, A. E., Bula, O. A., & Cornett, J. W. (2001). The role of personal practice theories in the professional development of a beginning high school chemistry teacher. *Journal of Research in Science Teaching*, *38*(4), 408-441.

Cornett, J. W. (1995). The importance of systematic reflection: Implications of a naturalistic model of research. *Anthropology & Education Quarterly*, *26*(1), 123-129.

Ross, E. W., Cornett, J. W., & McCutcheon, G. (Eds.), (1992). *Teacher personal theorizing: Connecting curriculum practice, theory and research*. Albany, NY: SUNY Press.

Cornett, J. W., Yeotis, C., & Terwilliger, L. (1990). Teacher personal practical theories and their influence upon teacher curricular and instructional actions: A case study of a secondary science teacher. *Science Education*, *74*(5), 517-529.

Cornett, J. W. (1990). Teacher thinking about curriculum and instruction: A case study of a secondary social studies teacher. *Theory and Research in Social Education*, *XVIII*(3), 248-273.

Cornett, J. W. (1990). Utilizing action research in graduate curriculum courses. *Theory Into Practice*, *XXIX*(3), 185-195.

Doctoral level teaching

EDA 7980 Doctoral Dissertation Research; EDF 7475 Philosophy of Education;
EDG 7221 Advanced Curriculum Theory; EDF 7475 Qualitative Inquiry

Doctoral Dissertation Committee Member (60 completed, 13 as chair or co-chair), Curriculum and Instruction and Educational Leadership doctoral programs.

Select Professional Service

International Delegate and Evaluator

Co-Evaluator of CIVITAS International project in Romania, 2006-2007, 2011. CIVITAS International is a worldwide non-governmental organization for civic education that strengthens education for informed and responsible citizenship in new and established democracies around the world. Co-Evaluator of CIVITAS project in Hungary, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2011.

National Offices Held

Re-elected as Secretary of the College and University Faculty Assembly, National Council for the Social Studies. Term 1992-1993. CUFA is the university/college division of the NCSS, a 25,000-member organization. Elected Secretary of the College and University Faculty Assembly, National Council for the Social Studies, November 1991. Term 1991-1992.

Presidential Appointment, American Bar Association, Member of the Public Education Advisory Commission, 2005-2008.

Chair, Ad Hoc Committee on Ethics in Research, National Council for the Social Studies, November 1989-1993.

National Journal Editorship and Editorial Boards

Journal of Social Studies Research, 2005-2008, Co-Editor; *Theory and Research in Social Education*, 1996-2001, Board Member.

Select University Service

Member, Provost Search Committee, 2013-2015, University of North Florida.

Member, Faculty Affairs Committee, 2009-2011, University of North Florida.

Secretary of the University Faculty Senate, University of Central Florida, 1992-1993 (re-elected); Secretary of the University Faculty Senate, University of Central Florida, 1991-1992.

ABBREVIATED VITA – DOCTORAL-RELATED
DANIEL L. DINSMORE

June 2019

EDUCATION

Degree	Conferred	Institution	Area
Ph.D.	August 2011	University of Maryland	Human Development with a specialization in Educational Psychology Dissertation title: *A multidimensional investigation of deep and surface processing* Advisor: Patricia A. Alexander Defense date: June 15, 2011
M.A.	December 2011	University of Maryland	Educational Measurement and Statistics Project title: *Modeling the growth trajectory of learning from rereading* Advisor: Gregory Hancock
B.S.	May 2001	Pennsylvania State University/ Schreyer Honors College	Music Education Honors project title: *Selecting repertoire for brass quintets* Advisor: Joanne Rutkowski

RELEVANT PROFESSIONAL EXPERIENCES

Date	***Institution/Company***	***Position***
January 2018-Present	Northeast Florida Center for STEM Education (NEFSTEM), University of North Florida	Research Director
Fall 2015-Present	University of North Florida	Associate Professor of Educational Psychology
Fall 2011-Summer 2015	University of North Florida	Assistant Professor of Educational Psychology Graduate Faculty Status granted September 2011

DOCTORAL COURSES TAUGHT

Psycho-social Processes of Learning and Development (doctoral level)
Quantitative Research Methods (doctoral level)

RELEVANT HONORS, AWARDS, and RECOGNITIONS

University of North Florida Presidential Faculty Leadership Award for Teaching and Scholarship, 2018-2020

University of North Florida Outstanding Graduate Teaching Award, 2018-2019

University of North Florida Outstanding Faculty Scholarship Award, 2018-2019

RELEVANT EDITORIAL EXPERIENCE

Journal Editorships and Boards

Associate Editor, *Contemporary Educational Psychology* (Elsevier; 2017-present)
Editorial responsibility for approximately 35 manuscripts per year

Associate Editor, *Higher Education Pedagogies* (Taylor & Francis; 2019-present)
Editorial responsibility for approximately 10 manuscripts per year

RELEVANT PUBLICATIONS (ORCID ID 0000-0001-5456-0482; GoogleScholar Citations: 1329)

Relevant Books

Dinsmore, D. L., Fryer, L. K., & Parkinson, M. M. (Eds.) (under contract). *Handbook of strategies and strategic processing.* New York: Routledge (expected Fall 2019).

Fives, H., & Dinsmore, D. L. (Eds.) (2018). *The Model of Domain Learning: Understanding the development of expertise*. New York: Routledge. ISBN: 978-1138208933

Dinsmore, D. L. (2018). *Strategic processing in education.* New York: Routledge. ISBN: 978-1138201774

Relevant Recent Chapters in Edited Volumes

Dinsmore, D. L., Grossnickle, E. M., & Dumas, D. (2017). Learning to study strategically. In R. E. Mayer and P. A. Alexander (Eds.), *Handbook of research on learning and teaching: Second edition* (pp. 207-232). New York: Routledge.

Dinsmore, D. L., & Wilson, H. E. (2016). Student participation in assessment: Does it influence self-regulation? In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of human and social factors in assessment* (pp. 145-168). New York: Routledge.

Fox, E., & Dinsmore, D. L. (2016). Teacher influences on the development of students' personal interest in academic domains. In K. Wentzel and G. Ramani (Eds.), *Social influences on social-emotional, motivation, and cognitive outcomes in school contexts* (pp. 143-157). New York: Routledge.

Relevant Invited Journal Articles

Dinsmore, D. L., & Fryer, L. K. (in press). Developing learners' cognitive strategies and the motivation to use them: Rethinking education policy. *Policy Insights from the Behavioral and Brain Sciences*.

Dinsmore, D. L., & Fryer, L. K. (2018). The intersection between depth and the regulation of strategy use. *British Journal of Educational Psychology, 88*, 1-8. doi:10.1111/bjep.12209

Relevant Recent Refereed Journal Articles

Hattan, C., & Dinsmore, D. L. (accepted). Examining elementary students' purposeful and ancillary prior knowledge activation when reading grade level texts. *Reading Horizons*.

Persky, A., & Dinsmore, D. L. (2019). Metacognitive changes and sources of confidence judgements in health professions classroom learning. *Currents in Pharmacy Teaching and Learning*. https://doi.org/10.1016/j.cptl.2019.01.005

Dinsmore, D. L., Fox, E., Parkinson, M. M., & Bilgili, D. (2018). Using reader profiles to investigate students' reading performance. *Journal of Experimental Education.* doi: 10.1080/00220973.2017.1421519

Dinsmore, D. L., & Zoellner, B. P. (2018). The relation between cognitive and metacognitive strategic processing during science simulations. *British Journal of Educational Psychology, 88*, 95-117. doi: 10.1111/bjep.12177

Parkinson, M. M., & Dinsmore, D. L. (2018). Investigating the relations between high school students' depth of processing and metacognitive strategy use. *British Journal of Educational Psychology, 88*, 42-62. doi: 10.1111/bjep.12176

Dinsmore, D. L. (2017). Examining the ontological and epistemic assumptions of research on metacognition, self-regulation, and self-regulated learning. *Educational Psychology, 37,* 1125-1153. doi: 10.1080/01443410.2017.1333575

Dinsmore, D. L. (2017). Towards a dynamic, multidimensional model of strategic processing. *Educational Psychology Review, 29,* 235-268. doi: 10.1007/s10648-017-9407-5

RECENT SELECTED DOCTORAL ADVISORSHIPS (DISSERTATION CHAIR)

LaRosa, N. (2019). *Effect of case presentation on physical therapy students' clinical reasoning*. Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

Osborne, D. R. (2019). *Educating for engagement: The influence of physical therapist education on lifelong learning and professional engagement*. Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

Keagy, A. H. (2019). *The impact of undergraduate research experiences on the development of biology students' domain knowledge, domain interest, and career aspirations*. Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

Duffney, K. (2019). *Effects of online ABA training on stress levels of parents with a child with autism.* Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

Friswold-Atwood, S. (2018). *Living-learning communities' effect on students' self-efficacy of their successful social and academic transition to college*. Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

Greene, R. A. (2018). *The effect of accelerated courses and modality on student retention and achievement in developmental mathematics course MAT0028*. Unpublished doctoral dissertation. Jacksonville, FL: University of North Florida, College of Education and Human Services.

RELEVANT PROFESSIONAL SERVICE

Chair, *AERA Division C Graduate Student Seminar*, 2018

Co-chair, *AERA Division C Graduate Student Seminar*, 2017

Co-chair, *American Educational Research Association,* Graduate Student Research Award Selection Committee, 2012

Curriculum Vita

PAUL T. PARKISON, ED.D.
1421 Holmesdale Road
Jacksonville, FL 3207
paulparkison@gmail.com

I. Academic Degrees

Ed.D.; Doctor of Education in Curriculum and Instruction; University of Memphis, 2004.
"Attribution and the Pygmalion Effect's Relationship to Student Outcome Assessments," Directed by Dr. Amy Dietrich.

M.A.; Master's of Arts in Political Science; Vanderbilt University, 1992.
"Authentic Potentiality in the Political Sphere," Directed by Dr. Jean Bethke Elshtain.

B.A.; Bachelor of Arts in History and Political Science; Wabash College, 1989.
"Hannah Arendt: Political Theorist or Feminist," Directed by Dr. Melissa Butler.

II. Licenses and Certifications

Teacher Certification; Secondary Social Studies; Belmont University, 1993

III. Academic Positions

A. Teaching Position

- Associate Professor of Education: Department of Childhood Education, Literacy, and TESL, University of North Florida, Jacksonville, FL, July 2016 to present.

B. Administrative Positions

- Chair, Department of Teaching, Learning, and Curriculum, University of North Florida, Jacksonville, FL, July 2019 to present.

IV. Scholarship

A. BOOK CHAPTERS

1. Parkison, P. (In-press 2019). Nomadic Teacher Educator: The Teacher Educator's New Role. In D. Yendol-Hoppey, D. Hoppey, & N. Fichtman Dana (Eds.) *Advances in Teacher Education: Preparing the Next Generation of Teacher Educators for Clinically Intensive Teacher Preparation*.
2. Parkison, P. & Thomas, T. (2018). Using Web 2.0 Tools to Engage Content, Increase Students' Self-efficacy, and Implications for Intentional Student Learning. In R. Sharma (Ed.), Innovative Applications of Online Pedagogy and Course Design. Hershey, PA: IGI Global.
3. Parkison, P. (2015). Rubrics reframed: Re-appropriating rubrics for assessment. In J. Flynn & M. Tenam-Zemach (Eds.), Rubric Nation: Critical Inquiries on the Impact of Rubrics in Education. Charlotte, NC: Information Age Publishing, Inc..

B. JOURNAL ARTICLES

1. Parkison, P. (In-press 2019). The Incompleteness of Standards and the Potential for Deliberative Discourse. *Journal of Curriculum Theorizing*.
2. Parkison, P. (2018). Assessment as Dialogue: Reframing Assessment. *Curriculum and Teaching Dialogue*, 20(1), 89-101.
3. Knoester, M. & P. Parkison (2017). Seeing like a state: How education policy misreads what is important in schools. *Education Studies*, 53(3), 247-262.
4. Parkison, P. (2016). Teacher as commodity: Controlling the supply chain. *The Educational Forum*, 80 (1), 107-123.
5. Knoester, M. & P. Parkison (2015). Where is citizenship education in the age of Common Core State Standards? *Critical Education,* 6(22).

6. Parkison, P. (2015). Catharsis in education: Rationalizing and reconciling. *Curriculum and Teaching Dialogue,* (17).

C. PAPERS PRESENTED AT PROFESSIONAL MEETINGS

1. Thomas, J., Hicks, J., & Parkison, P. (2019, April). Supporting and Developing Mentor Teachers. 100Kin10 National Summit, San Diego, CA.
2. Parkison, P. (2019) ATE 2019 Annual Conference, "The Nomadic Teacher Educator," Atlanta, GA, February 2019.
3. Parkison, P. (2018) American Association for Teaching and Curriculum, 25th Annual Conference, "Midlevel Faculty Panel," Dallas, TX, October 2018.
4. Parkison, P. (2018) American Association for Teaching and Curriculum, 25th Annual Conference, "Captured by Competition," Dallas, TX, October 2018.
5. Parkison, P. (2018) Fourth Quadrennial Race & Pedagogy National Conference, "Occupying an Authentic Position – Being Present for Justice and Liberation", University of Puget Sound, Tacoma, WA. September 27-29.
6. Parkison, P. (2018) Fourth Quadrennial Race & Pedagogy National Conference, "Nomadic Activism – Finding Belonging in the Radical Re-imagining of the Justice Project", University of Puget Sound, Tacoma, WA. September 27-29.
7. Parkison, P. (2018) National Association of Professional Development Schools 2018 Conference, "Next Gen Questions: Changing Role of the Teacher Educator," Jacksonville, FL, March 2018.
8. Parkison, P. (2017) American Association for Teaching and Curriculum, 24th Annual Conference, "Assessment as Dialogue," Denver, CO, October 2017.
9. Parkison, P. (2017) American Association for Teaching and Curriculum, 24th Annual Conference, "Entering the Competition's Locker Room," Denver, CO, October 2017.
10. Parkison, P. (2016) American Association for Teaching and Curriculum, 23rd Annual Conference, "Challenging the 'Safe' Space of the Classroom," Grand Rapids, MI, October 2016.
11. Parkison, P. (2016) American Association for Teaching and Curriculum, 23rd Annual Conference, "The Tin Woodman: Analogy for Heartless Teacher Preparation," Grand Rapids, MI, October 2016.
12. Parkison, P. (2016) American Association for Teaching and Curriculum, 23rd Annual Conference, "The Incompleteness of Standards and the Potential of/for Deliberative Discourse," Grand Rapids, MI, October 2016.
13. Parkison, P. (2015) American Association for Teaching and Curriculum, 22nd Annual Conference, "Understanding Heroes and Villains in Education Policy Discussion," Portland, ME, October 2015.
14. Parkison, P. (2015) American Association for Teaching and Curriculum, 22nd Annual Conference, "Educational folktales," Portland, ME, October 2015.

CURRICULUM VITAE

Christine Louise Weber
College of Education and Human Services
Department of Childhood Education, Literacy, and TESOL
University of North Florida
cweber@unf.edu

Date of appointment to rank of Professor, Department of Childhood Education, Literacy and TESOL at the University of North Florida: August 2017.

ACADEMIC DEGREES

Institution	Concentration	Degree/Date
Wright State University	Coursework for Superintendent's Certificate	1993
Texas A & M University	Curriculum and Instruction	Ph.D., 1989
Sam Houston University	Administration	1985
University of Southern Mississippi	Special Education/Gifted Education	M.A., 1984
St. Joseph's College	Elementary Education PreK-6	B.A., 1982

Doctoral Dissertation

Kazak (Weber), C. L. *Relationships of characteristics of teachers of the gifted and their students' perceptions of classroom climate*. Doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989).

PROFESSIONAL AWARDS

Office of Research and Sponsored Programs - recognized as a principal investigator who obtained cumulative funding of one million dollars or more in contract or grant awards over the past ten years.
UNF Full Pay Sabbatical, Fall 201UNF Distinguished Professor Award Finalist, 2012
UNF Distinguished Professor Award Finalist, 2011
UNF Outstanding Undergraduate Teaching Award – Recipient 2007-08
UNF Outstanding Undergraduate Teaching Award – Finalist 2005-06, 2006-07, 2016-17
Medaille Four Year Scholarship (1978). St. Joseph's College, Patchogue, NY

SCHOLARSHIP

Books

Weber, C.L., & Novak, A.M. (Eds.). (Forthcoming 2020). *Best practices in* p*rofessional learning and teacher preparation*: *Professional development for teachers of the gifted in the content areas* (Vol. 3)*.* Waco, TX: Prufrock Press.

Novak, A. M., & Weber, C.L. (Eds.). (In press). *Best practices in professional learning and teacher preparation: Special topics for gifted professional development* (Vol. 2). Waco, TX: Prufrock Press.

Novak, A. M., & Weber, C.L. (Eds.). (2018). *Best practices in professional learning and teacher preparation: Methods and strategies for gifted professional development* (Vol. 1). Waco, TX: Prufrock Press.

Weber, C. L., Behrens, W. A., & Boswell, C. (2016). *Differentiated instruction for gifted learners: A case studies approach*. Waco, TX: Prufrock Press co-published with the National Association for Gifted Children (NAGC). Received a 2016 Legacy Book Award nomination from the Texas Association for the Gifted & Talented (TAGT).

Weber, C. L., Boswell, C., & Behrens, W. A. (2014). *Exploring critical issues in gifted education: A case studies approach.* Waco, TX: Prufrock Press co-published with the National Association for Gifted Children (NAGC). Received a 2014 Legacy Book Award nomination from the Texas Association for the Gifted & Talented (TAGT).

Chapter in a Book

Weber C.L., & Mofield, E. (Forthcoming 2020). Supporting teachers' content pedigogical knowledge through professional learning. In **C.L. Weber** & A. M. Novak (Eds.), *Best practices in* p*rofessional learning and teacher preparation in gifted education*: *Professional development for teachers of the gifted in the content areas* (Vol. 3). Waco, TX: Prufrock Press.

Weber, C. L., Boswell, C., & Behrens, W. A. (2018). Providing quality professional learning opportunities using case studies. In A. Novak & **C.L. Weber** (Eds.), *Best practices in professional learning and teacher preparation: Methods and strategies for gifted professional development* (Vol. 1). Waco, TX: Prufrock Press co-published with the National Association for Gifted Children (NAGC).

Cavanaugh T. W., & **Weber, C. L**. (2015). Gifted students and advanced readers. In T. W. Cavanaugh *Ebooks for elementary school*. Santa Barbara, CA: ABC-CLIO.

Articles

International (Peer Reviewed)

Weber, C. L. (2015). Professional development for implementing differentiation in U.S. independent schools. *Journal Für Begabtenförderung* (*Journal for the Advancement of the Gifted*), 2015(1), 43-56. [Invited].

Eriksson, G., **Weber, C. L.,** & Kirsch, L. (2012). A comprehensive plan for differentiating the training of teachers of the gifted online at the state, district and university level in Florida, USA. *Gifted Education International. 28*(1), 41-57. [Invited].
doi: 10.1177/0261429411424385
Retrieved from http://gei.sagepub.com/content/28/1.toc

National (Peer Reviewed)

Novak, A., Lewis, K. D., & **Weber, C.L.** (2019). Developing culturally responsive professional learning: Seven guiding principles and benefits of case studies. Manuscript submitted for publication-under revision.

Lewis, K. D., Novak, A., & **Weber, C.L.** (2018). Where are gifted students of color? *The Learning Professional, 39*(4), 50-53, 58.

Weber, C. L., Johnson, L., & Tripp, S. (2013). Implementing differentiation: A school's journey. *Gifted Child Today. 36*(3), 179-186. doi: 10.1177/1076217513486646

Weber, C. L., & Stanley, L. (2012). Educating parents of gifted children: Designing effective workshops for changing parent perceptions. *Gifted Child Today*, *35*(2), 128-136. doi: 10.1177/1076217512437734

Weber, C. L., & Johnsen, S.K. (2012). Teacher professionalism. *Gifted Child Today*, *35*(1), 5. doi: 10.1177/1076217511429676

Berman, K.S., Schultz, R.A., & **Weber, C. L.** (2012). A lack of awareness and emphasis in pre-service teacher training experiences: Preconceived beliefs about the gifted and talented. *Gifted Child Today, 35*(1), 19-26. doi: 10.1177/1076217512437734

Grants and Contracts

Externally Funded

Weber, C. L. (2012 - 2019). *Camp Composition.* (Director). ($16,400 Total grant awarded from Deerwood Rotary).

Weber, C.L. (2010). *Working on gifted issues 2002-11.* (Principal Investigator). Florida Department of Education. (Total grant awarded $1,400,000).

JOHN WESLEY WHITE

College of Education and Human Services
University of North Florida
j.white@unf.edu
johnwesleywhite.net

Education

2004 Postdoctoral Fellowship, University of Colorado at Boulder
2003 Ph.D., University of Colorado at Boulder,
1996 **M.A., Southern Methodist University**, English Literature
1993 **B.A., University of North Carolina at Greensboro**, English Literature
1990 **B.A., Wake Forest University**, Political Science

Professional Teaching Certificate (FL), English Language Arts, Reading, and TESOL, 2012-
Professional Teaching Certificate (FL), Social Studies 6-12, 2016-

Academic Positions

2019- present **Assistant Chair, Department of Curriculum and Instruction**
2018- present **Founder and Director, Seven Bridges Writing Project** (a National Writing Project site)
2012 - present **Associate Professor**, English Education and Reading, University of North Florida
2008 - 2012 **Assistant Professor,** University of North Florida
2006 - 2008 **Assistant Professor, Graduate Teacher Education**, Regis University

Teaching Experience

2008 - 2017 **University of North Florida**
2006 - 2008 **Regis University, School for Professional Studies** - Teacher Education
2003 - 2005 **University of Colorado at Boulder**, School of Education (Adjunct Professor)
1995 - 1996 **Southern Methodist University** (Teaching Fellow, English Department)
2003 - 2006 **Language Arts Teacher**, Colorado Charter High School (Denver)
2003 - 2004 **Director, Books as Mentors (BAM) Literacy Program** (Spangler Elementary School,

Grants Awarded (grant awards total $2,357,500 as of July 2017)

2018 Grant from the Office of the Dean (College of Education and Human Services), ($20,000), Seven Bridges Writing Project. Funding used for tuition for practicing K-12 teachers in Summer Institute.

2017- UNF Foundation Grant ($30,000), cross-disciplinary middle school curriculum development and evaluation. Written and administered in cooperation with Dr. Katrina Hall.

2016 U.S. Department of Education Grant ($2,200,000). Primary Grant Writer & Co-PI, *ESOL Career Ladder and Student Success (ESOL CLASS)*. Grant Award Notification T365Z160339.

2011 Transformational Learning Opportunity Grant (UNF) to fund international student teacher exchange, Jacksonville-Belize ($16,000).

2010 Transformational Learning Opportunity Grant (UNF) to fund international teacher exchange program to London (graduate students) ($6500)

2009 University of North Florida Foundation Grant (Transformational Learning Opportunity) to fund international teacher exchange program (graduate students) ($5000)

1998 Technology Grant, Amoco Foundation ($45,000)

1999 Technology and Teacher Training Grant ($35,000) from the Hill

Foundation, Wells Fargo & Company, Denver.

Peer-Reviewed Journal Publications (visit johnwesleywhite.net for pdf full text of articles)

White, J.W., Aragon, S.R., and Blakewood-Pascale, A. (in print). Collegiate cultural capital and integration into the college community. *College Student Affairs Journal.*

Ali-Khan, C., & White, J.W. (in press). Between hope and despair: Teacher education in the Trump era. *Educational Philosophy and Theory Journal*.

White, J.W. (2018). Poems, Artifacts, Ambiguity: William Butler Yeats and Beer Goggles. *English Journal, 108*(2), 55-61.

Proffitt, J. & White, J.W. (2017, Winter). Preventing violence or promulgating fear? ALEC, the NRA, and guns on campus. *Thought & Action. 33*(1), 11-27.

White, J.W., Ali-Khan, C., & Zoellner, B. (2017). Deconstructing meritocracy in the college classroom. *College Teaching, 65*(2), 1-15.

White, J.W., & Chant, R.H. (2014). Challenging idealism: Pre-service teachers' core beliefs before, during, and after an extended field-based experience. *Teacher Education Quarterly, 41(2).*

White, J.W., & Hungerford-Kresser, H. (2014, May). Character journaling through social networks: Exemplifying tenets of the New Literacy Studies. *Journal of Adolescent and Adult Literacy, 57*(8), 642-654.

White, J.W., & Ali-Khan, C. (2013). The role of academic discourse in minority students' academic assimilation. *American Secondary Education, 42*(1), 24-42.

White, J.W. (2012). Can I Get an Amen? The Black Gospel Church as Discourse Community, Pedagogy, and Model of Code Meshing. *Journal of Languages and Cultures*, 3(6), 96-111.

White, J.W. (2012). Round peg, square Hole: Trying to bridge PDS models and nontraditional teacher education. *School University Partnerships, 5*(1), 40-56.

White, J.W. (2012). From textbooks to 'managed instructional systems': Corporate control of the English Language Arts. In H. Hickman and B. Porfilio (Eds.). *The new politics of the textbook: A project of critical examination and resistance* (pp. 193-212). Boston: Sense Publishers.

White, J.W. (2011). Resistance to classroom participation: Minority students, academic discourse, cultural conflicts, and issues of representation in whole class discussions. *Journal of Language, Identity, and Education 10*(4), 250-265.

White, J.W. (2011). De-centering English in the English classroom: Using texts to highlight the dynamic nature of the English language and to promote the teaching of code-switching. *English Journal 100*(4), 44-49.

Black, K.L.* & White, J.W. (2011). Deedle-deedle everyone: Creating a school-wide curriculum based upon a musical. *Teaching Theater, 21*(2), 12-20.

White, J.W., & Lowenthal, P.R. (2011). Minority college students and tacit "codes of power":

Developing academic discourses and identities. *The Review of Higher Education, 34*(2), 283-318.

Lowenthal, P. R., White, J.W., & Cooley, K. (2011). Remake / remodel: Using electronic portfolios and a system of gates to improve student assessment and program evaluation in a teacher education program. *International Journal of ePortfolio, 1*(1), 61-70.

White, J.W., & Lowenthal, P.R. (2009, Spring). The cyclical rhetoric of educational reform and the rationalization of a failed zeitgeist. *eJournal of Educational Policy*.

White, J.W. (2009). Reading "The Word and the World": The double-edged sword of teaching critical literacy. *Voices from the Middle*, 17(2), 55-57.

Lowenthal, P. R., & White, J.W. (2009). Enterprise model. In P. Rogers, G. Berg, J. Boettcher, C. Howard, L. Justice, & K. Schenk (Eds.), *Encyclopedia of distance and online learning* (2nd ed., pp. 932-936). Hershey, PA: IGI Global.

Lowenthal, P. R., & White, J.W. (2008, January). [Review of the book *The Cognitive style of PowerPoint: Pitching out corrupts within*]. *Education Review*.

White, J. (2007). Sociolinguistics and collegiate success: The discourse community of the college. In A. Seidman (Ed.), *Minority Student Retention: The Best of the Journal of College Student Retention: Research, Theory & Practice* (pp. 271-295). Amityville, NY: Baywood Publishing Company.

White, J.W. (2005). Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college. *Journal of College Student Retention: Research, Theory & Practice, 6* (4), 369-393.

McGinley, W., Conley, K., & White, J.W. (2000). Pedagogy for the few: Book club discussion guides and the modern book industry as literacy teacher. *Journal of Adolescent and Adult Literacy, 44*(3), 204-214.

White, J.W. & Ali-Khan, C. (revised and resubmitted, 2019). Confronting and addressing sex and sexuality in the Language Arts classroom. *English Education*.

White, J.W. (revise and resubmit). English teachers as guerrilla warriors. *English Journal.*

McGinley, W., Kamberelis, G., & White, J.W. (under review, 2019). Roles of affect and imagination in reading and responding to literature: Reclaiming the humanities in the English classroom. *Educational Philosophy and Theory Journal.*

Hungerford-Kresser, H., Vetter, A., H., & White, J.W. (under review, 2019). Beyond standards: Emphasizing college and career readiness in teacher preparation. *Teacher Education Quarterly.*

McGinley, W., Kamberelis, G., & White, J.W. (under review, 2019). Roles of affect and imagination in reading and responding to literature: Reclaiming the humanities in the English classroom. *Educational Philosophy and Theory Journal.*

Awards and Honors

2019	Recipient, Outstanding Undergraduate Teaching Award
2017	Democracy in Higher Education Award, National Education Association ($5,000)
2017	Recipient, Outstanding Faculty Service Award
2012	Recipient, Outstanding Undergraduate Teaching Award
2007-2008	Ignatian Scholar, Regis University
2007-2008	Colorado Political Leaders Fellowship
2002-2003	Education Scholarship, University of Colorado at Boulder
2002-2004	Teaching Fellowship, Southern Methodist University
1994-1996	Academic Scholarship in English, Southern Methodist University

Lunetta M. Williams

Education

University of Florida
Doctor of Philosophy-Curriculum and Instruction, emphasis in Reading Education
May 2005
Dissertation Topic: Book selections of economically disadvantaged Black students

University of South Florida
Master of Arts-Elementary Curriculum
July 1994

University of South Florida
Bachelor of Science in Elementary Education with Distinction
April 1993

Selected Refereed Journal Articles

Williams, L.M., Schramm-Possinger, M., & Scott, K. (2018). Putting reflection into action: Learning from preservice teachers' reflective practices during a summer literacy tutoring program. *The Reading Professor, 41*(1), 15-22. **International**

Schramm-Possinger, M., **Williams, L**., & Scott, K. (2018). Summer secret agents literacy program: Increasing pre-service teachers' self-efficacy and nonfiction reading attitudes while shaping the nonfiction reading attitudes of early readers. *Literacy Practice and Research, 43*(2), 30-39. **International**

Williams, L.M. (2017). Struggling readers' involvement during independent reading time. *Journal of Literacy Practice and Research, 42*(2), 39-45. **International**

Williams, L.M. (2017). Where are the Guys?: Increasing the number of male elementary educators. *Kappa Delta Pi Record*, *53*(1), 34-36. doi: 10.1080/00228958.2017.1264819 **International**

Williams, L.M., & McDaniel, L. (2017). Peer recommended books: Conduits to increase reading volume. *Kappa Delta Pi Record, 53*(2), 76-79. doi: 10.1080/00228958.2017.1299546 **International**

Williams, L.M. (2016). Gaining insight: Involving struggling male readers during independent reading. *The Reading Professor, 38*(1), 6-15. **International**

Scott, K., & **Williams, L.M**. (2016). Beyond biographies and research reports: Capitalizing on topics of interest to support boys reading nonfiction for fun. *Dragon Lode, 35*(1), *28—35.* **International**

Williams, L., Scott, K., & Boller, D. (2015). #Socialnetworks: Making nonfiction trend in your classroom. *The Reading Teacher, 69(*2), 181-188. **International**

Williams, L.M., Hall, K., Eastham, N., Hedrick, W., & Boller, D. (2015). Providing pre-service and inservice teachers with virtual field experiences using interactive videoconferencing. *The*

Reading Professor, *37(*1), 13-18. **International**

Williams, L.M., Hall, K., Hedrick, W., Lamkin, L., & Abendroth, J. (2013). Developing an observational instrument to support authentic independent reading time during school in a data-driven world. *Journal of Language and Literacy Education [Online] (9),* 2, 24-49. Retrieved from http://jolle.coe.uga.edu/wpcontent/uploads/2013/11/DevelopingAnObservationInstrument.pdf **International**

Thoermer, A., & **Williams, L.** (2011). Using digital texts to promote fluent reading. *The Reading Teacher, 65*(7), 441-445. **International**

Allington, R. L., McGill-Franzen, A., Camilli, G., **Williams, L.,** Graff, J., Zeig, J., Zmach, C., & Nowak, N. (2010). Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology, 31*(5), 411-427. **International**

Williams, L. M. (2008). Book selections of economically disadvantaged Black elementary students. *Journal of Educational Research, 102*(1), 51-63. **International**

Selected Book Chapters

Williams, L.M. (2018). Selecting books and activities to entice boys to read: Research-based strategies for summers. In R. Allington & A. McGill-Franzen (Eds.), *Summer reading: Closing the rich/poor reading achievement gap (2nd ed.).* NY: Teachers College Press.

Williams, L.M., & Scott, K.C. (2018). Biographies as bibliotherapy: Using nonfiction to help boys overcome bullying. In V. Yenika-Agbaw, R. McKoy Lowery, & P. Ricks (Eds.), *Using Nonfiction for Civic Engagement in Classrooms: Critical Approaches.* Lanham, MD: Rowman and Littlefield.

Williams, L. (2013). Book Selections: 0 Discovering what will entice struggling readers to say, "I want to read that one!" In A. McGill-Franzen & R. Allington (Eds.), *Summer reading: Closing the rich/poor reading achievement gap.* NY: Teachers College Press.

Selected Refereed International or National Conference Presentations

Scott, K., **Williams, L.M.,** & Schramm-Possinger, M. (2017). #Nonfiction: Making informational texts trend with boys in the elementary classroom. International Literacy Association, Orlando, Florida.

Schramm-Possinger, M., **Williams, L.M.,** & Kelly, S. (2017). Literacy reimagined during the summer: The effects of an engaging summer nonfiction reading program on elementary students' and preservice teachers' reading attitudes and self-efficacy. International Literacy Association, Orlando, Florida.

Williams, L. (2015). Going beyond choice: Keeping economically disadvantaged students engaged during independent reading time. Organization of Teacher Educators in Literacy (OTEL), International Reading Association, St. Louis, Missouri.

Williams, L., Hall, K., & Hedrick, W. (2014). Preservice teachers engage third graders in reading nonfiction text. Professors of Reading Teacher Educators, International Reading Association, New Orleans, Louisiana.

Invited Keynote Speaker

Williams, L. (2015). Book Matching and Conferencing Whisperers. Clay County Reading Council Meeting. Fleming Island, Florida.

Williams, L., Hall, K., & David, G. (2012). *ABC Literacy: Art, Books, and Community.* Duval County Reading Council Meeting, Jacksonville Florida.

Selected Scholarship and Teaching Awards

2018 Co-recipient of Organization of Teacher Educators in Literacy (OTEL) Research Award, a special interest group of International Literacy Association (ILA), given to a journal article published in the academic year in Journal of Literacy Practice and Research

2012 Co-recipient of International Reading Association (IRA) Albert J. Harris Award given to one journal article or monograph published in the academic year that makes an outstanding contribution to the understanding of prevention or assessment of reading or learning disabilities.

2012 Co-recipient of the University of North Florida's Community Based Transformational Learning Presidential Service Award given to an outstanding project that engaged UNF students in a community-based Transformational Learning Opportunity (TLO).

2011 Recipient of University of North Florida's Outstanding Undergraduate Teaching Award given to a select amount of faculty who perform meritoriously in undergraduate teaching during the past five academic years.

2009 Co-recipient of Mid-South Educational Research Association (MSERA) Conference for the James E. McLean Outstanding Distinguished Paper Award given to a paper presented at the annual MSERA conference and identified, through blind review, as the most outstanding of those submitted.

2009 Recipient of University of North Florida's Scholars Transforming Academic Research (STAR) First Award given to scholars who have engaged in a first year of mentoring mentored and researching with graduate students or undergraduate honors students within the university community.

2008 Recipient of University of Florida's Outstanding Young Alumni Award given to certain alumni graduating within the past 10 years and whose achievements positively reflect the University of Florida. Recipients are selected by their college and have made a significant impact on their professional accomplishments at the State, National, and/or International levels.

Curriculum Vitae

Hope Elisabeth (Bess) Wilson, Ph.D.

hope.e.wilson@unf.edu
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Education

University of Connecticut — Storrs, CT
Ph.D. in Education Psychology: Gifted Education — Spring 2009

Hardin-Simmons University — Abilene, TX
M.Ed. in Gifted Education — Spring 2005

Austin College — Sherman, TX
M.A.T. in Education, All-Level — Winter 2002
B.A. in Art, Emphasis in Painting — Spring 2001

Professional Experience

Associate Professor — Fall 2017- present
University of North Florida, Foundations and Secondary Education Department

Faculty Coordinator of Assessment and Accreditation — Spring 2017-present
University of North Florida, College of Education and Human Services

Assistant Professor — Fall 2012- Summer 2017
University of North Florida, Foundations and Secondary Education Department

Assistant Professor — Fall 2009- Summer 2012
Stephen F. Austin State University, Department of Elementary Education

Postsecondary Teaching Experience

Courses Taught

2012-present — University of North Florida
Undergraduate
EDF 4444: Assessment of Learning and Behavior** ***
EDF 1005: Introduction to the Teaching Profession** ***

EDF 3151: Educational Psychology
IDH 2935: Genius in the Big Bang Theory: How Popular Culture Shapes Our Conceptions of Brilliance (Honors College Elective Course)**
Graduate
EDF 6442: Assessment in the Curriculum**
Doctoral
EDA 7400: Quantitative Research Methods
EDA 7990: Writing for Scholarship *(Independent Study)*

2009-2012 Stephen F. Austin State University
Undergraduate:
ELE 351: Learners, Planning, and Instruction in the Classroom Environment**
ELE 303L: Teaching Mathematics Lab (Internship Supervisor)
RDG 314: Text-based Reading Techniques and Procedures

Graduate:
ELE 525: Assessment and Instruction** ***
ELE 584: Research and Analysis of Teaching** ***
ELE 523: Social Studies in Elementary School- Advanced** ***

2012 University of Louisiana, Lafayette
SPED 509: Instructional Strategies for Teaching the Gifted

2007-2008 University of Connecticut
EPSY 5740: Strategies for Differentiating Grade Level Curriculum
EPSY 5750: Creativity, Teaching Assistant

Supervision of Student Research

2018-present *The Relation between Art Discipline and Success on Advanced Placement Exams*
Terry Souder, Doctoral Dissertation [Proposal Stage], University of North Florida

2018-2019 *Factors Predictive of Self-Efficacy in First Year Teachers*
Jessica Hamelin, Independent Study, University of North Florida

2017-2019 *Effects of Online ABA Training on Stress Levels of Parents with a Child with Autism*
Kristen Duffney, Doctoral Dissertation, University of North Florida

2015-2016 *Voices of the First Women Leaders in the Federal Bureau of Investigation*
Ellen Glaser, Doctoral Dissertation, University of North Florida

2011-2013 *PreService Teachers' Perceptions of Quality in Online Education Courses: a Mixed Methods Examination*
Myrell Denice McCormick Myers, Doctoral Dissertation, Stephen F. Austin State University

2011-2012 *An Analysis of the Impact Music Participation Has on the Quality of Life of Active Duty Sailors*
Aaron James Tombrella, Masters' Thesis, Stephen F. Austin State University

2011-2012 *A Day at the Museum: The Relationship Between Interactive Learning and Standardized Test Scores*
Jesse K. Hanshaw, Masters' Thesis, Stephen F. Austin State University

Selected Publications

Wilson, H. E., Presley, L. (2018). Integrating the Arts and STEM for Gifted Learners. *Roeper Review, 40,* 108-120.

Wilson, H. E., & Zoellner, B. (2016). Effectiveness of a Constructivist-based science camp for gifted secondary students. *Journal of Research in Education, 26,*76-108.

Wilson, H. E. (2015). Patterns of play behaviors and learning center choices between high ability and typical children. *Journal of Advanced Academics, 26,* 143-164.

Wilson, H. E. (2015). Social and emotional characteristics and early childhood mathematical and literacy giftedness: Observations from parents and childcare providers using the ECLS-B. *Journal for the Education of the Gifted, 38*, 377-404.

Wilson, H. E., Siegle, D. S., McCoach, D. B., Little, C. A., & Reis, S. M. (2014). A model of academic self-concept: Perceived difficulty and social comparison among academically accelerated secondary school students. *Gifted Child Quarterly, 58*, 111-126.

Siegle, D., Wilson, H. E., & Little, C. A. (2013). A sample of gifted and talented educators' attitudes about academic acceleration. *Journal of Advanced Academics*, *24*(1), 27-51.

Wilson, H. E., & Adelson, J. L. (2012). College choices of academically talented secondary students. *Journal of Advanced Academics, 23,* 32-52.

Nihalani, P. K., Wilson, H. E., Thomas, G., & Robinson, D. H. (2010). What determines high- and low-performing groups? The superstar effect. *Journal of Advanced Academics, 21*, 500-524.

Siegle, D., Moore, M., Mann, R. L., & Wilson, H. E. (2010). Factors that influence inservice and preservice teachers' nominations of students for gifted and talented programs. *Journal for the Education of the Gifted, 33*, 337-360.

Adelson, J. L., & Wilson, H. E. (2009). *Letting go of perfect: Overcoming perfectionism in kids*. Waco, TX: Prufrock Press.

Wilson, H. E., & Adelson, J. L. (2019, in press). Perfectionism: Helping Gifted Children Learn Healthy Strategies and Create Realistic Expectation. In T. F. Inman, J. F. Smutny, & K. Nilles (Eds.). *Success Strategies for Parenting Gifted Kids: Expert Advice from the National Association for Gifted Children* (pp. XX). Waco, TX: Prufrock Press.

Dinsmore, D. L., & Wilson, H. E. (2016). Student participation in assessment: Does it influence self-regulation?. In G. T. Brown & L. Harris (Eds.), *Handbook of human and social factors in assessment* (pp. 145-168). New York, NY: Routledge.

Wilson, H. E. (2011, 2017). Adapting the arts curricula for high-ability learners. In J. vanTassel-Baska & C. A. Little (Eds.), *Content-based curriculum for high-ability learners* (2nd ed., pp. 303-320). Waco, TX: Prufrock Press.

Katrina Willard Hall, Ph.D
Associate Professor
University of North Florida
904-620-1761 office; 904-536-3414 cell
khall@unf.edu

Education

Ph.D. University of Florida, Gainesville, FL August 2004
Curriculum and Instruction Major: Literacy

Selected Refereed Journal Articles

Guardino, C., **Hall, K.W.**, Largo-Wight, E.,& Hubbach, C. (April, 2019). Teacher and student perceptions of an outdoor classroom. *Journal of Outdoor and Environmental Education (online)* doi.org/10.1007/s4322-019-0033-7

Largo-Wight, E., Guardino, C., Wludyka, P.S., **Hall, K.W.**, Wight, J.T., & Merten, J.W. (2018). Nature contact at school: The impact of an outdoor classroom on children's wellbeing. *International Journal of Environmental Health Research*. DOI: 10.1080/09603123.2018.1502415

Largo-Wight, E., **Hall, K.W**, & Guardino, C. (2018). Interdisciplinary academic and community partnerships to promote child well-being at school: The Outdoor Classroom Intervention. *Florida Public Health Review*, 15, 36-40.

Williams, L., **Hall, K.W.**, Eastham, N., Hedrick, W., & Boller, D. *(2015). Providing pre-service and inservice teachers with virtual field experiences using interactive videoconferencing. *The Reading Professor*, 37(1), 13-18.

Hall, K.W., & Williams, L. (2015). Science trade books and buddies: Involving third graders in informational texts. *Childhood Education,* 91(2), 123-134. Impact H5-12

Hall, K.W., Hedrick, W.B., & Williams, L. (2014). Everyday we're shufflin': Empowering students during in-school independent reading time. *Childhood Education*, 90(2), 91-97. Impact H5-12

Williams, L., **Hall, K.W.**, Hedrick, W., Lamkin, L. & Abendroth, J.* (2013). Developing an observational instrument to support authentic independent reading time during school in a data-driven world. *Journal of Language and Literacy Education* (online) 9 (2), 24-49. Retrieved from http://jolle.coe.uga.edu/wpcontent/uploads/2013/11/DevelopingAnObservationInstru ment.pdf

Book Chapters

Cheek, K., & **Hall, K.W**. (2019 under review) *Research and Education Association's Florida Teacher Competency Exam (FTCE) Prekindergarten/Primary PK-3 Book and Online Prep*. Chapter 4 Language Arts and Reading

Hall, K.W. (2019). *Community-Based Transformational Learning: An interdisciplinary inquiry into its benefits and challenges*. Bloomsbury Publishers.

Hall, K.W. & David, G. (2014). Picture books to support academic learning. In T. Cavenaugh's *Digital Reader*

External Grants

Hall, K. W.(2018-2020). *Seaside Charter K-8 Charter Start-up Grant*. Florida Department of Education Program Title: Public Charter School Program $550,000.

Hall, K.W.(2013-2014) *Seaside Community Charter School* Start-up Grant. Florida Department of Education Project Number 160-2892-3C008. Program Title: Public Charter School Program 2013-2016 TAPS 13C106 $350,000.

Hall, K. W. (2016). *Beyond gnomes: Public Waldorf Education.* Alliance for Public Waldorf Education 2018 Conference. $1,200.

Hall, K.W., Possinger, M., Rose, M.L. (2015). *Literacy in project -based learning and literacy in urban afterschool settings: Implications for teacher development.* Spencer Foundation $47,847. Unfunded

Hall, K.W., Possinger, M., Rose, M.L., Helm,D.L.+ (2014). *Literacy in Project-based learning during extended day in an urban school*. National Afterschool Matters Initiative, National Out of School Time. $25,000 Unfunded (Kids Hope Alliance formerly Jacksonville Children's Commission)

Selected Internal Grants

Hall, K.W. (2018) Creating a study abroad/Montessori Collaboration in Italy. UNF International Center. $1,200.

Hall, K.W., & Jones, J. (2017). STEAAM (science, technology, environmental education, advocacy and action and mathematics) in an Urban Professional Development School: Supporting teachers' proficiency in environmental education and developing interdisciplinary units of study that include science, technology, environmental education, student advocacy and action and mathematics. University of North Florida College of Education and Human Services Faculty Research Grant, $5,000.

Hall, K., & White, J. & Parkison, P. (2017). *It's a big world: Creating and implementing an interdisciplinary thematic middle school public school curriculum.* COEHS Dean's Council Faculty Initiative Grant. Unfunded.

White, J., **Hall, K**., & Ari, M. (2017). *Preparing students for a global society: Creating and implementing an interdisciplinary thematic secondary public school curriculum.* UNF Faculty Association Development Grant. $20,000.

Hall, K. (2015). *To play or not to play: A quasi-experimental study of children's learning during play time in a public charter kindergarten.* UNF Faculty Development Scholarship Grant. $7,500.

Largo-Wight,E. Guardino, C., & **Hall, K.W**. (2014) *Cultivating healthy school environments: An outdoor classroom pilot study.* UNF Environmental Center Seed Grant program. $4,000.

Largo-Wight, E., **Hall, K.W.**, & Guardino, C. (2013). *The impact of an outdoor classroom on student health and learning outcomes.* UNF Faculty Development Grant. $30,000. Unfunded

Salmon, O., & **Hall, K**. (2012). UNF book buddies: A hands-on introduction to diversity.$500 COEHS Faculty Support

Hall, K., Williams, L., Hedrick, W. (2012). *Earth Matters: 3rd grade and UNF student book club.* Environmental Center. $3,090.00

Hall, K. (2011). *Developing a digital library for literacy courses.* UNF Academic Affairs Faculty Development Teaching Grant. $7,500

Selected Peer Reviewed Presentations *Graduate or Undergraduate Student

Hall, K.W. & Sanders, S.P. (2019) Building a Public Charter Professional Development School Inspired by Principles of Public Waldorf Education: The first in the Southeast. *2019 National Association for Professional Development Schools Annual Conference.*

Hall, K.W., & Sanders, S.P. +(2018). Pie with a fork: Etiquette and code switching. *2018 National Association for Professional Development Schools Annual Conference.* Jacksonville, FL.

Hall, K.W., & Sanders, S.P.+ (2018). Reaching all children: Envisioning the Public Waldorf School as an amalgam. *Alliance for Public Waldorf Education 2018 National Conference.* Sacramento, CA.

Hall, K.W. (2017) Literacy Learning and assessment and the whole child: Paper or computer? Roundtable. *Literacy Research Association 2017 Annual Conference*. Tampa, FL.

Hall, K.W., & Sanders, S.P. +(2017). When academics are just one piece: Social justice and learning in a public school inspired by Principles of Public Waldorf. *2017 Professional Development Schools National Conference*, Myrtle Beach, SC.

Largo-Wight, E., Guardino, C., **Hall, K**., Wludyka, P.S., Thomas, E.* & Ottenstein, C.* (2016). Cultivating healthy school environments: Teachers' and students' perceptions of learning in an outdoor classroom. *16th Annual American Academy of Health Behavior*. Ponte Vedra, FL.
Largo-Wight, E., Guardino, C., **Hall, K.**, Thomas, E.*, & Ottenstein, C.* (2015). Cultivating healthy schools: The feasibility of an outdoor classroom in a public elementary school. 28th Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health. Tampa, FL.
Largo-Wight, E., Guardino, C., Wludkyka, P.S., **Hall, K.**, Ottenstein, C.*, & Thomas, E.* (2015) Kindergartners' behavior, attention, and wellbeing in an outdoor classroom versus the indoor classroom. 28th Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health. Tampa, FL.
Largo-Wight, E., Guardino, C., **Hall, K.**, Howard, M.M., Thomas, E.*, & Ottenstein, C.* (2015). Health and behavior intervention among kindergartners: academic-community lessons learned from CPR project in a public elementary school. *28th Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health*. Tampa,FL
Largo-Wight, E., Guardino, C., **Hall,K.**, Howard, M.M., Thomas, E.*, & Ottenstein, C.* (2015). Health and behavior intervention among kindergarteners: academic-community partnerships. *28th Annual Children's Mental Health Research and Policy Conference*. Tampa, FL.
Largo-Wight, E., Guardino, C., Wludyka, P.S., **Hall, K.**, Ottenstein, C.*, & Thomas, E.* (2015). Kindergartners' behavior, attention, and wellbeing in an outdoor classroom versus the indoor classroom. *28th Annual Mental Health Research and Policy Conference.* Poster. Tampa, FL.
Largo-Wight, E., Guardino, C., **Hall, K.**, Thomas, E.*, & Ottenstein, C.* (2015). Cultivating healthy schools: The feasibility of an outdoor classroom in a public elementary school.*28th Annual Mental Health Research and Policy Conference*. Poster. Tampa, FL.
Williams, L., **Hall, K.** & Hedrick, W. (2014). Preservice teachers engage third graders in reading nonfiction texts. Professors of Reading Teacher Educators, *International Reading Association Annual Conference*. New Orleans, LA.
Hall, K., Possinger, M., Rose, Mary. (2014). *Literacy in project-based learning during extended day in an Urban Center school*. $1,200.
Hall, K., Williams, L., & Hedrick, W. (2014). Science book club: Engaging students in reading nonfiction texts. Organization of Teachers of Reading Education, *International Reading Association Annual Conference*. New Orleans, LA.
Hall, K.W., Williams, L.M., & Hedrick, W.B. (2014). Science book club: Engaging students in reading nonfiction texts. *Organization of Teacher Educators of Reading, International Reading Association Annual Conference*. New Orleans, LA.
Hall, K.W. (2013). Seaside Community Charter School: A grassroots innovation. *Beyond Schools Hours XVI Foundations, Inc. Annual Conference*. Jacksonville, FL
Hall, K., Williams, L., Hedrick, W., & Boller, D.* (2012).Earth Matters Book Club: Engaging students in reading nonfiction texts. *Florida Reading Association Annual Conference*. Orlando, FL.
Williams, L.M., **Hall, K.W.,** & Hedrick, W.B. (2011). Expanding access, knowledge, and participation during in school independent reading time. *Literacy Research Association Annual Conference*. Jacksonville, FL.
David, G.M., **Hall, K.W.**, & Williams, L. (2011) ABC Literacy: Art, books, and Community-Empowering families to engage in interactive read alouds and arts-infused activities with their children. *National Association for the Education of Young Children Annual National Conference*. Orlando, FL.

Hall, K., Ryan, T., & Peacock-Preston, G.+ (2011). Nurturing knowledge from coach to the teacher of birth-five children: A professional development model. *National Association for the Education of Young Children Annual National Conference.* Orlando, FL.
Fullerton, E., David, G.M., **Hall, K.W.**, & Bell, P.+ (2011). Intentional Partnerships: Preparing the early childhood teacher (birth through age 8) to be a community leader. With teacher candidates Julie Glass and Megan Decubellis. *National Association for the Education of Young Children Annual Conference*. Orlando, FL.
Fullerton, E., David, G.M., **Hall, K.W**., & Bell, P.+ (2011). Intentional Partnerships: Preparing the early childhood teacher to be a community leader. 2011 International Institute for Partnerships. Poster. Portland, OR.
Syverud, S., & **Hall, K.W**. (2011). Preparing candidates to teach reading in an urban professional development school: The impact of a tertiary prevention for first graders at-risk for failure. National Association for Professional Development Schools Annual National Conference. New Orleans, LA.
Hedrick, W., Williams, L., & **Hall, K**. (2011). Development of an observational instrument to measure reading engagement during independent reading. International Reading Association Annual Conference, Organization of Teacher Educators in Reading (OTER). Orlando, FL.
Hedrick, W., Williams, L., **Hall, K.** (2011). Are they really reading? Development of a reading engagement instrument. Paper. American Educational Research Association (AERA) Annual Conference. New Orleans, LA.

Soonhyang Kim, Ph.D.
Assistant Professor
Coordinator, English for Speakers of Other Languages (ESOL) Education
Coordinator, Master of Education: Major in Elementary Education
[Concentration: Teaching English for Speakers of Other Languages (TESOL)]
Graduate Program Director, Graduate Certificate in TESOL (Online)
Founding Graduate Program Director, Master of Education in TESOL Under development
Department of Teaching, Learning, and Curriculum
College of Education and Human Services
University of North Florida
1 UNF Drive, Building 57/2220
Jacksonville, Florida 32224, USA
E-mail: S.Kim@unf.edu

EDUCATION

Ph. D. in Foreign, Second, and Multilingual Education, College of Education and Human Ecology, The Ohio State University, Columbus, OH, USA, June 2007.

- Concentration: Teaching English to Speakers of Other Languages (TESOL)
- Cognate Areas:
  - Second Language Literacy
  - Research Methodology in Education
- Dissertation: "Active Verbal Participation in U.S. University Classrooms: Perceptions of East Asian International Graduate Students"

M.A. in TESOL, Murray State University, Murray, KY, USA, May 2000.

B.A. in English, Seoul National University of Science and Technology, Seoul, Korea, February 1995.

PROFESSIONAL EXPERIENCES

- Assistant Professor, ESOL/TESOL Education, Department of Teaching, Learning, and Curriculum, College of Education and Human Services, University of North Florida, Jacksonville, FL, August 2015-present.
- Assistant Professor, TESOL & Bilingual Education, College of Education, Pace University, Pleasantville, NY, September 2012-July 2015.
- Assistant Professor, Master of Science in Education in TESOL leading to NYS TESOL Teaching Certification, D'Youville College, Buffalo, NY, April 2008-August 2012.
- Assistant Professor of Korean, Defense Language Institute Foreign Language Center, Monterey, CA, April 2007-March 2008.
- Lecturer, Foreign, Second, and Multilingual Education, The Ohio State University, Columbus, OH, Winter 2006-Spring 2007.

SCHOLARSHIP

Research Interest

Applied Linguistics: Second, Foreign, Multilingual Language Learning and Pedagogy

- Second Language (L2) language and literacy development
- L2 oral classroom discourse
- Non-verbal classroom discourse
- Heritage language learners and language development

ESOL Teacher Education

- Teacher professional dispositions
- Cultural narratives in teacher education
- Online learning and teaching
- TESOL program evaluation and assessment
- Teacher personal and professional development
- Non-native, English-speaking teacher (NNEST) preparation and professional development

Publication

- Durham, L. & **Kim, S.** (2019). Training dilemmas and recommendations with volunteer instructors in small, faith-based adult ESL programs. *TESOL Journal,* 2019; 10:e374. https://doi.org/10.1002/tesj.374.
- Kim, S. (Ed.). (2018). *ESOL education: Current issues and evidence-based teaching practice,* Niagara Falls, NY: Untested Ideas Research Center.
- Park, H.-R., Sroda, M., & **Kim, S.** (2018). Significant lessons learned from developing and managing a graduate TESOL program. *Sunshine TESOL Journal*, *12*(1), 64-71.
- Velazquez, S., Miller, L., & Kim, S. (2018). Book review: Fairbairn, S., & Jones-Vo, S. (2010). Differentiating instruction and assessment for English language learners: A guide for K/12 teachers. Philadelphia, PA: Caslon Publishing. *Sunshine TESOL Journal*, *12*(1), 105-106.
- Ardito, G., Evans, B., & **Kim, S** (2018). STEM-D and ELLs: Creating "Stickiness" through experiential learning in middle school science classrooms. In S. Kim. (Ed.). *ESOL education: Current issues and evidence-based teaching practice*, Niagara Falls, NY: Untested Ideas Research Center. (Original article appears in *International Journal of TESOL and Learning*, invited to reprint. Modified for the textbook chapter from the original journal article.)
- Park, H., **Kim, S.**, Mukherjee, K., & Ates, B. (2018). What teachers need to know about teaching online classes: Common online class components and guidelines. In S. Kim. (Ed.). *ESOL education: Current issues and evidence-based teaching practice,* Niagara Falls, NY: Untested Ideas Research Center. (Original article appears in *Leadership and Policy Quarterly*, invited to reprint. Updated, expanded, and modified for the textbook chapter from the original journal article.)
- Plotka, R., **Kim, S.**, Busch-Rossnagel, N., & Grigsby, Y. (2018). Working with Dual Language learners in early childhood settings: Research and application. In S. Kim. (Ed.). *ESOL education: Current issues and evidence-based teaching practice,* Niagara Falls, NY: Untested Ideas Research Center. (Original article appears in *New York Academy of Public Education Professional Journal Learning,* invited to reprint. Updated, expanded, and modified for the textbook chapter from the original joural article.)
- **Kim, S.**, Miller, K., Spinella, K., Acevedo, H., Liontas, J., Monnin, & Mukherjee, K. (2018). Putting into practice: Digital storytelling as an integrated approach to second language learning and

teaching. In S. Kim. (Ed.). *ESOL education: Current issues and evidence-based teaching practice,* Niagara Falls, NY: Untested Ideas Research Center. (Original article appears in *Language and Culture Quarterly,* invited to reprint. Updated, expanded, and modified for the textbook chapter from the original journal article.)

- **Kim, S.,** Rubino, M., Falk-Ross, F. & Pankowski, J. (2017). Engaging students in learning: Interpreting emotions through their drawings, *New York Academy of Public Education Professional Journal*, *5,* 1-4.
- Park, H.-R., **Kim, S.**, Mukherjee, K., & Ates, B. (2018). What teachers need to know about teaching online classes: Common online class components for faculty leadership and educational policies. *Leadership and Policy Quarterly, 7*(1-2), 20-34.
- **Kim, S.**, Ates, B., Grigsby, Y., Kraker, S., & Micek, T. (2016). Ways to promote the classroom participation of international students by understanding the silence of Japanese university students. *Journal of International Students, 6*(2). 431-450.
- **Kim, S.** & Plotka. R (2016). Myths and facts regarding second language acquisition in early childhood: Recommendations for policymakers, administrators, and teachers. *Dimensions of Early Childhood. 44*(1*). 18-24.*
- 1.1. **Kim, S.** & Plotka. R (2016b). Mitos y Hechos en cuanto a la Adquisición de una Segundo Idioma en la Edad Temprana: Recomendaciones para Legisladores, Administradores y Maestros. *Dimensions of Early Childhood. 44*(1). *25-31. (**Kim & Plotka (2016a): Invited to be published in Spanish. translated in Spanish by the publisher.)
- **Kim, S.** & Grigsby, Y. (2016). Preparing for 21st century classroom: The racially informed and culturally engaged (RICE) educator, *New York Academy of Public Education Professional Journal*, *5,* 1-4.
- Ates, B., **Kim, S.**, & Grigsby, Y. (2015). Cultural narratives in TESOL classrooms: A collaborative reflective team analysis. *Reflective Practice*, *16*(3), 297-311, doi: 10.1080/14623943.2015.1023277.
- Miller-Kim & **Kim, S.** (2015). Digital Storytelling as an integrated approach to second language learning and teaching. *Language and Communication Quarterly*, *4*(3/4), 41-55.
- Plotka, R., Busch-Rossnagel, N. & **Kim, S.** (2015). Working with English language learners in early childhood settings: Research-based recommendations for teachers. *New York Academy of Public Education Professional Journal,* 4*,* 14-22.
- Ardito, G., Evans, B, & **Kim, S.** (2015). STEM-D and ELLs: Creating "Stickiness" through experiential learning in middle school science classrooms. *International Journal of TESOL and Learning*. *4*(2). 87-100. *reviewed and accepted prior to my journal editorship.
- Ates, B., **Kim, S.**, & Grigsby, Y. (2015). Understanding English language learners: Incorporating our own cultural narratives in TESOL education. *Journal of Praxis in Multicultural Education, 9*(1), 1-14. doi: 10.9741/2161-2978.1074
- More between 2006-2014

BRIAN P. ZOELLNER
University of North Florida
Department of Foundations and Secondary Education

Academic Appointments

2017-Present Associate Professor, University of North Florida
2010-2017 Assistant Professor, University of North Florida

Research Interests

Educational policy as it affects teacher practice and school contexts, teacher education through university/school partnerships, science teacher education, and inquiry-based science curriculum development and implementation.

Education

2010 PhD Curriculum and Instruction. University of Wisconsin-Madison Secondary Science major, Educational Policy Studies minor.

2001 M.S. Curriculum and Instruction. University of Wisconsin-Madison Secondary Science major.

1995 B.S. Secondary Science Education. University of Wisconsin-Madison. Biology major, Environmental Science Certificate. Wisconsin 9-12 Biology Teaching License

Courses Taught

University Level.

Undergraduate Courses Taught:

Introduction to the Profession of Education, The Learning Process, Classroom Management and Communication, Student Teaching Internship, Individual Study and Research, Special Methods: Middle Grades Science, Special Methods: Secondary Science

Graduate Courses Taught:

Individual Study and Research, Doctoral Dissertation Research, Teacher Thinking and Decision-making, Instructional Strategies in the Curriculum, Individual Study and Research, Action Research in Education, Curriculum Studies, Professional Internship/Portfolio, Special Methods: Teaching Science

Public K-12.

High School Science Teacher (1996-2001).

Courses Taught:

Advanced Biology, Alternative High School Science, Biology, Chemistry, Ninth Grade Integrated Science

Selected Research and Scholarship Activity

Zoellner, B.P., & Cavanaugh, T. (2017). Enhancing pre-service science teachers' use of text through ereaders. *Contemporary Issues in Technology and Teacher Education, 17*(4).

Dinsmore, D.L., & Zoellner, B.P. (2017). The relation between cognitive and metacognitive strategic processing during science simulations. *British Journal of Educational Psychology.* DOI: http://dx.doi.org/10.1111/bjep.12177

Zoellner, B.P., Chant, R.H., & Lee, K. (2017). Do we do Dewey? Using a dispositional framework to examine reflection within student teaching professional development plans. *The Teacher Educator, 52(3)*, 203-221. DOI: http://dx.doi.org/10.1080/08878730.2017.1316623

Dinsmore, D.L., Zoellner, B.P., Parkinson, M.M., Rossi, A.M., Monk, M.J., & Vinnachi, J. (2017). The effects of different types of text and individual differences on view complexity about genetically modified organisms. *International Journal of Science Education, 39(7)*, pp. 491-813.

White, J.W., Ali-Khan, C., & Zoellner, B.P. (2017). Deconstructing meritocracy: A critical approach to teaching

school funding and social mobility. *College Teaching*. DOI: http://dx.doi.org/10.1080/87567555.2016.1259609

Wilson, H.E., & Zoellner, B.P. (2016). Effectiveness of a constructivist-based science camp for gifted secondary students. *Eastern Educational Research Association Journal of Research in Education, 26*(1), pp. 76-108.

Zoellner, B.P., & Chant, R.H. (2016). Perspectives and possibilities: The building of a school-based/university Partnership. *Florida Association of Teacher Educators Journal, 1*(16), pp. 1-15.

Zoellner, B.P., & Chant, R.H. (2016). A multiple configuration partnership: The case of a university department and high school collaboration. In J. J. Slater, R. Ravid, and R.M. Reardon (Eds.), *Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations* (pp. 133-148). Charlotte, NC: Information Age Publishing.

Johnson, J.D., & Zoellner, B.P. (2015). School Funding and the Politics of Educational Opportunity in Rural Communities. In S. M. Williams and A. A. Grooms (Eds.), *The Politics of Educational Opportunity in Rural Contexts* (pp. 3-20). Charlotte, NC: Information Age Publishing.

Zoellner, B.P., & Chant, R.H. (2014). It's not smelly, dirty, or expensive [diesel, that is]: Cross-disciplinary instructional development in chemistry and social studies. *Journal of Chemical Education*, *91*(4), pp. 497-504.

Selected Grant/Contract Activities.

2019 Principal Investigator. *State of the Lower St. Johns River report*. City of Jacksonville Department of Environmental Protection Board. $11,796 awarded (individual portion).

2016-Present Science Education Specialist. *Jacksonville Teacher Residency Program*. National Science Foundation Noyce Grant. $1,389,373 awarded.

2018 Co-Principal Investigator. *NEFSTEM Mobile Makerspace*. University of North Florida Academic Technology Grant. $1650.00 awarded.

2012-2018 Education Consultant. *State of the Lower St. Johns River report*. City of Jacksonville Department of Environmental Protection Board. $168,012 awarded annually.

2014 Principal Investigator. *Florida Learns: STEM scholars summer challenge*. Northeast Florida Educational Consortium. $36,000 awarded.

Selected Conference Presentations.

Parkinson, M.M., Dinsmore, D.L., Zoellner, B.P., & Lacefield, K. (Accepted proposal). Using narrative storytelling to scaffold young children's cognitive and metacognitive processing during early robotic coding experiences. *18th Biennial European Association for Research on Learning and Instruction,* Aachen, Germany.

Zoellner, B.P., & Dinsmore, D.L. (2018). Developing students' use of quality scientific evidence and argumentation through a global climate change simulation. *Annual Meeting of the American Educational Research Association,* New York, NY.

Zoellner, B.P., Chant, R.H., & Willard, C. (2018). Fostering the development of future teacher educators through personal theorizing. *National Association of Professional Development Schools National Conference*. Jacksonville, FL.

Dinsmore, D.L., & Zoellner, B.P. (2017). The relations between metacognitive and strategic processing during science simulations. *17th Biennial European Association for Research on Learning and Instruction*, Tampere, Finland.

Chant, R.H., & Zoellner, B.P. (2017). Using personal theorizing to guide action research within graduate teacher education. *19th Annual International Education Conference Athens Institute for Education and Research*, Athens, Greece.

Zoellner, B.P., & Chant, R.H. (2016). Supporting Dewey's dispositions: Redesigning a student-teaching

professional development plan to increase open-mindedness. *68th Meeting of the Southeast Philosophy of Education Society (SEPES) and the 60th Meeting of the South Atlantic Philosophy of Education Society (SAPES),* Asheville, NC.

Dinsmore, D.L., Parkinson, M.M., Zoellner, B.P., Rossi, A.M., Monk, M.J., & Vinnachi, J. (2015). Using different types of text to change beliefs about environmental science and scientific evidence. *Annual Meeting of the American Educational Research Association,* Chicago, IL.

Wilson, H. E., & Zoellner, B. P. (2015). Effectiveness of a constructivist-based science camp for gifted secondary students. *Annual Meeting of the American Educational Research Association,* Chicago, IL.

Johnson, J. & Zoellner, B.P. (2015). School Funding and Rural Districts. *Annual Meeting of the American Educational Research Association,* Chicago, IL.

Dissertation Committees

Chair.

Tang, Y. (2016). *Comparative study of school and science teacher technology leaderships in high and middle schools in the United States and China.*

Committee Member.

LaRosa, N. (2019). *Effect of case presentation on student physical therapists clinical reasoning.*

Keagy, A. (2019). *Increasing retention in undergraduate STEM programs through undergraduate research opportunities*.

Keller, T. (2016). *Selected high school science teachers' perceptions regarding adaptations to their instructional practices due to the implementation of end of course exams in a mid-sized central Florida school district.*

Korr, A. (2013). *Use of web-based simulations to support inquiry-based high school science instruction.*

CURRICULUM VITAE

Christian Winterbottom

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Introduction - Biographical Information

Professional Preparation

Aug 2011, Florida State University, Early Childhood Education, Ph.D.
Dissertation: "Japanese Immigrant Parents' Views on Parental Participation in Early Childhood Education Settings in the United States"

Research Interests

- Service-learning
- Pre-service Teacher Preparation
- Character Education
- Working with Marginalized Populations

Published Works

Chapters in Edited Books

1. **Winterbottom, C.** (2019). "A Pedagogy of Inquiry: Preparing Teachers to Work with Immigrant Families." In *Immigrant Experiences: Expanding the School-Home-Community Dialogue.* Edited by R.L. Lowery, M.E. Oslick, & R. Pringle. Rowman and Littlefield, Lanham, MD, pp. XXX-XXX.
2. **Winterbottom, C.,** & Mazzocco, P. J. (2017) "Integrating Praxeology: Engaging Early Childhood Students in Service-Learning Pedagogy." In *Early Childhood Pedagogies: Creating spaces for young children to flourish*. Editor Jane Murray. Routledge, United Kingdom, pp. 198-213.
3. **Winterbottom, C.,** & Munday, M.F. (2016). "Redefining Early Childhood Epistemology: Exploring Service-learning Pedagogy in an Early Childhood context." In *Service Learning as Pedagogy in Early Childhood Education, Theory, Research, and Practice*. Edited by K. Heider. NY: Springer, 2016, pp. 15-31.
4. **Winterbottom, C.,** & Brunell, A.B. (2016). "Praxeological Education: What are the Teacher Perceptions of Service-Learning in Early Childhood Education in Ohio?" In *Praxeological Learning: Service-Learning in Teacher Education*. Edited by C. Winterbottom and V.E. Lake. NY: Nova Science Publishers, Inc., 2016, pp. 93-103.
5. **Winterbottom, C.,** & Lake, V.E. (2016). "Introduction" In *Praxeological Learning: Service-Learning in Teacher Education*. Edited by C. Winterbottom and V.E. Lake. NY: Nova Science Publishers, Inc., 2016.
6. Nemeth, E.A., & **Winterbottom, C.** (2015). "Communities of Practice: Youth and Social Justice Service-Learning." In *Service-Learning to Advance Social Justice in a Time of*

Radical Inequality. Edited by A. Tinkler, B. Tinkler, J.R. Strait & V.M. Jagla. Charlotte, NC: Information Age Publishing, pp. 297-317.

7. **Winterbottom, C.,** & Lake, V.E. (2013). "Teaching Teachers To Use The Outdoor Environment." In *International Perspectives on Forest School. Natural Places to Play and Learn*. Edited by S, Knight. London: Sage, 2013, pp. 146-158.
8. Lake, V. E. & **Winterbottom, C.** (2010). "Expanding the Classroom Curriculum: Integrating Academic and Service-learning Standards to Improve Students' Academic Knowledge and Increase Their Social Competency." In *Handbook of Curriculum Development*. Edited by L. K. Kattington. NY: Nova Science Publishers, Inc., 2010, pp. 279-302.

Journal Articles

1. Farley, K.F, Brock, M., & **Winterbottom, C.** (2018). Evidence-based practices: Providing guidance for early childhood educators. *The Journal of Research in Childhood Education*. *32*(1), 1-13.
2. Simpson, D., Loughran, S., Lumsden, E., Mazzocco, P., McDowall Clark, R., & **Winterbottom, C.** (2018). Talking heresy about 'quality' early childhood education and care for children in poverty. *Journal of Poverty and Social Justice*, *26*(1), 3-18.
3. Simpson, D., Loughran, S., Lumsden, E., Mazzocco, P., McDowall Clark, R., & **Winterbottom, C.** (2017). **'**Seen but not heard.' Practitioners work with poverty and the organising out of disadvantaged children's voices and participation in the early years. *European Early Childhood Education Research* Journal, *25*(2), 177-188.
4. **Winterbottom, C.,** & Winterbottom, S.S. (2016). Social justice: A case-study examining the influence of primary headteachers in two Manchester schools. *Early Childhood Education Journal*, *45*(6), 755-768. DOI: 10.1007/s10643-016-0823-9
5. **Winterbottom, C.,** & Mazzocco, P.J. (2016). Reconstructing Teacher Education: A Praxeological Approach to Pre-Service Teacher Education. *European Early Childhood Education Research Journal, 24(4), 495-507.* DOI:10.1080/1350293X.2014.975940
6. **Winterbottom, C.,** & Mazzocco, P. J. (2015). Empowerment through pedagogy: Positioning service-learning as an early childhood pedagogy for pre-service teachers. *Early Child Development and Care*, *185*(12), 1912-1927.
7. Lake, V.E., **Winterbottom, C.,** Ethridge, E., & Kelly, J.L. (2015). Reconceptualizing teacher education programs: Applying Dewey's theories to service-learning with early childhood preservice teachers. *Journal of Higher Education Outreach & Education*, *19*(2), 93-116.
8. **Winterbottom, C.,** & Piasta, S.B. (2015). Does accreditation matter? School readiness rates for accredited versus non-accredited childcare facilities in Florida's voluntary pre-kindergarten program. *Journal of Research in Childhood Education. 29(*1), 60-72.
9. **Winterbottom, C.,** Lake, V.E., Ethridge, E.A., Kelly, L., & Stubblefield, J.L. (2013). Fostering social justice through service-learning in early childhood teacher education. *International Journal of Education for Social Studies*. *2*(2) 33-53.
10. **Winterbottom, C,** & Leedy, A.K. (2013). Minority voices: A case study of minority children and parents in a Manchester primary school. *Early Childhood Education Journal*. *42*(5), 317-325.
11. **Winterbottom, C.,** & Jones, I. (2013). National accreditation and its role in early education: An analysis of Florida's gold seal quality child care program and licensing standards. *Journal of Early Childhood Research*. *12*(1), 64-76.
12. **Winterbottom, C.,** & Lake, V. E. (2013). Cultivating Leadership and Responsibility in Children." *Exchange*. Vol. May/June 2013, 36-39.

13. **Winterbottom, C.** (2012). Voices of the minority: Japanese immigrant mothers perceptions' of preschools in the United States. *Early Childhood Education Journal*, *41*(3), 219-225.

Books

1. **Winterbottom, C.,** & Lake, V.E. (2016). *Praxeological Learning: Service-Learning in Teacher Education.* NY: Nova Science Publishers, Inc., 2016.
2. **Winterbottom, C.,** Nicholson, J.S., Richard, F.D. (Under Contract). *Community-Based Transformational Learning: An Interdisciplinary Inquiry into its Benefits and Challenges.* (Submitted to Bloomsbury Publishing: London.)
3. Ethridge, E., Davis, J., **Winterbottom, C.** (Under Contract). *Advocacy in Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community*. NY: Nova Science Publishers, Inc., 2016.

Recent Scholarly Presentations

National/International

1. **Winterbottom, C.** (Apr 2018). "A Community of Learners: Using a Service-Learning Pedagogy in an Early Childhood Setting to Create a Learning Community." Accepted to the American Educational Research Association Conference, New York, New York, United States.
2. **Winterbottom, C.** (Apr 2017). "The Impact of Service-Learning in Teacher Education." Accepted to the American Educational Research Association Conference, San Antonio, Texas, United States. (Chair)
3. **Winterbottom, C.,** & Ohlson, M. (Apr 2017). "What are the Teacher Perceptions of Service-Learning in Early Childhood Education in Ohio?" Accepted to the American Educational Research Association Conference, San Antonio, Texas, United States.
4. Kocyigit, B., Jones, I., & **Winterbottom, C.** (Apr 2017). "An Exploration of Teacher-Child Relationships and Interactions in Elementary Science Lessons." Accepted to the American Educational Research Association Conference, San Antonio, Texas, United States.

DILEK KAYAALP

BACKGROUND

Academic Degrees

2015 Postdoc	**Simon Fraser University, Vancouver, Canada** Faculty of Education *The Young and the Stateless: Kurdish Refugee Youth in Canada*
2012 PhD	**University of British Columbia, Vancouver, Canada** Dept. of Educational Studies Thesis title: *Social, Cultural and Educational Inclusion/Exclusion of Turkish Immigrant Youth in Canada*
2002 MA	**Middle East Technical University, Ankara, Turkey** Dept. of Sociology Thesis title: *Educational Attainment of Working-Class Students: Evidence from Iskitler Industry and Vocational High School in Ankara, Turkey*
1993 BA	**Middle East Technical University, Ankara, Turkey** Dept. of Sociology (High Honour Graduate)

PART 1: SCHOLARSHIP

BOOK

Kayaalp, D. (2009). *Child labor and education: A sociological analysis of work, school and life experiences of male working-class students in Turkey*. Germany: VDM Verlag.

JOURNAL ARTICLES

Kayaalp, D. (2019). Towards culturally responsive education: A qualitative approach. *European Journal of Education, 2(2), 1-9.*

Kayaalp, D. (in revision). The young and the stateless: Kurdish youth in Canada after 9/11. *Race, Ethnicity and Education.*

Kayaalp, D. (2018). Hybrid and supra-hybrid: Complex and conflicting identities of immigrant youth in the Canadian nation-state. *Critical Education, 9*(2), 1-19.

Kayaalp, D. (2015). Living with an accent: A sociological analysis of linguistic strategies of immigrant youth in Canada. *Journal of Youth Studies, 19*(2), 133-148. DOI:10.1080/13676261.2015.1052050.

Kayaalp, D. (2013). Educational inclusion/exclusion of Turkish immigrant youth in Vancouver, Canada: A critical analysis. *International Journal of Inclusive Education*, *18*(7), 655-668.

BOOK CHAPTERS

Kayaalp, D. (accepted). Narrative of inter-raciality: Social and cultural encounters between Blacks, Whites and Aboriginals in the 19th century in British Columbia. In Vicki Chartrand and Josephine Savarese (Eds.), *Unsettling the Canadian Criminal Justice System: A Reader.* Canada: Athabasca University Press.

Kayaalp, D. (2006). A gender and class analysis of male working students in Ankara,Turkey. In Justyna Sempruch, Katharina Willems, & Laura Shook (Eds.), *Multiple marginalities: An intercultural dialogue on gender and education in Africa and Europe,* 60-69. Germany: Helmer Press.

Kayaalp, D. (2005). Educational profile of working-children. In Fuat Ercan & Yuksel Akkaya (Eds.), *Capitalism and Turkey II: Labour, political life and local development,* 235-245. Turkey: Dipnot Press. *[Calisan ogrencilerin egitim profili: Ankara İskitler Endüstri ve Meslek Lisesi'nden ornek bir calısma. Fuat Ercan & Yuksel Akkaya (Ed.) Kapitalizm ve Turkiye II: Emek, siyasal yasam ve bolgesel kalkinma. Turkiye: Dipnot Yayinlari]*.

CONFERENCE PROCEEDINGS

Kayaalp, D. (2019). Towards culturally responsive education: A qualitative approach. Proceedings of the *18th International Conference on Social Sciences*, Lisbon, Portugal.

Kayaalp, D. (2009). Social and educational inclusion/exclusion of Turkish immigrant youth in Canada. Proceedings of the *ESERA Congress*, Istanbul, Turkey.

Kayaalp, D. (2008). Quest for anti-racist research. Proceedings of the CASWE *Fostering Critical Dialogues in Gender Studies and Youth Studies in Education Conference*. Vancouver, Canada, University of British Columbia.

Kayaalp, D. (2004). Educational attainment of working students: Evidence from Iskitler Industry and Vocational High School. In Richard Ruzicka, Jeanne H. Ballantine, & Jose A. Ruiz San Romanin (Eds.), *Key context for education and democracy in globalizing societies,* 60-74. Czech Republic: Charles University.

Funded Research Projects

Principal Investigator: Dr. Dilek Kayaalp. Internal Funder: Academic Affairs Faculty Development Scholarship Grant, University of North Florida. Developing Cultural Competence in Teacher Education Programs, 2018. Funded- $7500

Principal Investigator: Dr. Dilek Kayaalp. Internal Funder: Commission on Diversity and Inclusion (CODI) Research Grant 2015-2016, University of North Florida. *Middle Eastern Refugee Youth in the United States, 2015-2016.* Funded- $4000

Principal Investigator: Dr. Dilek Kayaalp (with Supervisor: Dr. Ozlem Sensoy). External Funder: The Scientific and Technological Research Council of Turkey Grant. *The young and the stateless: Kurdish youth in Canada after 9/11, 2014-2015.* Funded-$30000

Research Grants

UNF Summer Publication Project	2018 ($1000)
UBC Graduate Entrance Scholarship	2005 ($5000)
UBC PhD Tuition Fee Award	2005-2009 ($28000)
TÜBA (The Turkish Academy of Sciences) Scholarship	2004 ($500)
Middle East Technical University (METU) High Honor and Honor University Awards during BA	1990-1993

Other Contributions

CONFERENCE PRESENTATIONS (Selected)

Kayaalp, D. (2019, May). *Towards culturally responsive education: A qualitative approach*. The 18th International Conference on Social Sciences (ICSS XVIII), Lisbon, Portugal.

Kayaalp, D. (2019, April). *Interracial Encounters Between Blacks, Whites and Aboriginals in the 19th Century in British Columbia*. Paper presented at the American Educational Research Association (AERA) Annual Conference, Toronto, Canada.

Kayaalp, D. (2018, April). *Kurdish refugee youth in Canada.* Paper presented at the American Educational Research Association (AERA) Annual Conference, New York, US.

Kayaalp, D. (2017, December). *Kurdish youth in Canada*. Paper presented at the Education Research Symposium at Oxford University, UK.

PART 2: TEACHING & RESEARCH

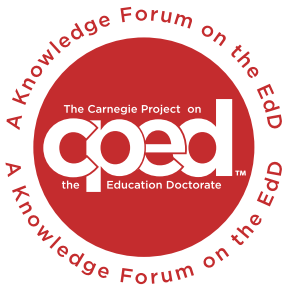
Courses taught in post-secondary institutions (Selected)

Teaching

2019	EDF 7635 Cultural and Social Foundations of Education *University of North Florida (UNF)*
2019	TSL 6525 Teaching for Cross-Cultural Communication and Knowledge *University of North Florida*
2018	Certified Online Instructor and Course Developer *University of North Florida (UNF*

2016-present	EDF 1005 Introduction to Teaching *University of North Florida*
2015-present	EDF 2085 Introduction to Diversity *University of North Florida*

APPENDIX D



August 29, 2019

Diane Yendol-Hoppey, Ph.D.
Professor & Dean
College of Education and Human Services
University of North Florida
1 UNF Drive Jacksonville, FL |32224

Dear Dr. Yendol-Hoppey,

Please accept the below report in response to your request to provide an external review of the University of North Florida's proposal to the Board of Governors, State University System of Florida to create a new Education Doctorate in Curriculum and Instruction (C&I EdD). I both appreciated and welcomed the opportunity to learn more about all of the professional doctorate offerings at the UNF COEHS.

Before getting to the task at hand, it is important to introduce myself and the relevance of my role as an external reviewer. As you know, I am the Executive Director of the Carnegie Project on the Education Doctorate (CPED). I began CPED with Dr. David Imig in 2007 under the direction of the Carnegie Foundation for the Advancement of Teaching. Since then, I have led the collaborative work of member institutions in the development of a Framework for program design, conducted several case studies on the impact of CPED on schools of education (including one $700,000 FIPSE funded study), and worked individually with institutions on the development of their EdD programs using the Framework. I have grown the consortium from 25 member institutions to 115 members. Additionally, I am a Professor of Practice in the University of Pittsburgh's School of Education. In this role, I work with the Pitt EdD Committee to improve the EdD design, I teach in the multidisciplinary EdD, and research and publish scholarly research on EdD programs, their faculty and their graduates. I believe this experience affords me a unique lens with which to view your proposal.

In the following, I will outline the recent history of the EdD as a professional degree and the role of CPED in that story. I will then address six areas of the proposal (*Need and Demand, Projected Benefit of the Program to the University, Local Community, and State, Institutional*

Readiness, Curriculum, Faculty Participation, and Resources) by providing strengths and weakness of each. I will end with overall commentary on the program as a whole based on what has been outlined in the proposal that I have been given.

EdD and CPED

Since its inception at Harvard University in 1920, the purpose of the EdD has been confused and, as a result, often treated as a "lesser" degree to its sister, the PhD. After 80 years of continued debate, but no real action, the Carnegie Foundation for the Advancement of Teaching (CFAT) called for change. At a time when the debate was at a culminating point -- national calls for terminating the degree (Levine, 2005), calls for reform (Shulman, Golde, Bueschel, & Garabedian, 2006), the National Research Council removing the EdD from its effort to create a taxonomy of degrees in education, and the Council of Graduate Schools (2005) redefining report on professional doctorates— Lee Shulman, then president of CFAT, offered funds for a small cadre of schools of education willing to collaborate over three years to distinguish the EdD from the PhD and develop a model that raised the stature and quality of the EdD for professional practice in education.

Starting with 25 schools of education in 2007, member faculty worked together to understand the needs of practitioners as they developed a model for professional preparation at the doctoral level. Members came to understand that reconceptualizing a doctorate into a degree that is meant to serve the needs of practitioners across the PK-20 field and beyond is not an easy task at any school of education and creating a one-sized fits all model would be impossible. In turn, these members created a flexible Framework (definition of the EdD, guiding principles and design concepts) that would serve multiple university contexts and the many needs and constraints that come with that context. Over the past twelve years, CPED has grown in membership, with its Framework being adopted by both members and non-members ensuring that the EdD become the highest quality of preparation for the profession of education. The University of North Florida is one of these member institutions. They have not only adopted and adapted this Framework to their institution, but also they have shared and contributed their learning about their program with the rest of the consortium, strengthening the mission of CPED and the EdD.

Review of UNF Proposal for a Curriculum and Instruction Education Doctorate

<u>Need and Demand</u>

Strengths of Proposal: Based on their existing partnerships and connections with area school districts and an assessment of other state doctoral programs the COEHS faculty and leadership have identified both a need for the C&I EdD and a potential demand among the PK-12 community. The proposed program aims to serve the need for PK-12 teacher leaders in the

Northeast Florida region for which they have identified increased demand as schools and populations grow in Duval County and surrounding areas. Additionally, the assessment of similar programs at other State institutions has determined a lack of similar preparation that will meet this growing need. Their assessment has been verified by their colleague, Dr. Nancy Dana, at the University of Florida, who has been supportive of their program development. Further, the program aims to start small and work to build its reputation among COEHS's many networks. Such deliberate recruitment and admissions of a small cohort will affirm need and demand and allow the program to manage growing pains.

Weakness of Proposal: I do not see any weaknesses with need or demand.

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

Strengths of Proposal: The proposal offers explanation for how the new program will benefit UNF, it's local community and the State as a whole. The program aims to serve the institutional mission "to engage students in transformational learning" and "to serve the economic and cultural development of the region" by providing a cohesive professional preparation program for PK-12 teachers leaders that will provide the skills to support the growing school districts and teachers in the surrounding area. Additionally, the programmatic focus on equity and justice will prepare these leaders to understand the needs of the diverse communities in the northeast Florida region which will enhance region's cultural development. At the State level, the proposal notes that the C&I EdD would be the second degree in the state. With the clear growth of schools in Florida and the diverse populations these schools serve, the growing number of new, young in-service teachers will require strong support and induction programs. Teacher leaders can serve in this role throughout the State.

Weakness of Proposal: In terms of benefitting these three stakeholders, the proposal does not have any weaknesses. It is clear that as a State institution, the goal of this program is to serve the mission of the University by serving local and regional needs and communities and to meet the Strategic Planning Goals of the SUS.

Institutional Readiness

Strengths of Proposal: Having an EdD in Educational Leadership and having been members of CPED for several years, the COEHS is ready to administer a new program. The faculty have redesigned their undergraduate and masters programs and as a result redesigned their EdD in Educational leadership—all to better serve practitioners and the practice of education. They have actively participated in CPED and have applied learning and innovative ideas to their program design particularly in the area of equity and justice (supported by the Center for Urban Education and Policy) as well as their milestone designs like the portfolio and embedded

dissertation design. Their faculty have strong backgrounds in C&I with many grant funded research projects and multiple publications both in peer review journals and credible publishers. The proposal also notes fiscal responsibility in the design of the new program by shifting faculty from an undergraduate program with declining enrolment to this new degree.

Weakness of Proposal: Besides the general pains that come with growing a program, I do not foresee any reason why the institution would not be ready for expanding their offerings.

Curriculum

Strengths of Proposal: The proposal outlines seven learning outcomes for the graduates of the C&I EdD noting that artifacts will be generated by students and evaluated by faculty each semester to determine if students are progressing towards these outcomes. I applaud such detailed accountability of the program curriculum and faculty to ensure that graduates receive the outcomes promised. I also note that the course descriptions outlined for the program align nicely with these outcomes suggesting a backwards mapping program design that ensures the outcomes are embedded in the curriculum of the program. In comparison to other CPED EdD programs the number of credits and inclusion of core, research, and cognate courses is on par with the national trend for EdD program designs. Enrolling students from both EdD cohorts in foundations and research courses will provide interdisciplinary opportunities and collaborations for students which may eventually have positive impacts on districts.

Weakness of Proposal: I do not see any major weakness in the curriculum but do suggest that faculty evaluate the courses after each semester to continually improve as both programs grow.

Faculty Participation

Strengths of Proposal: The proposal notes that given declining enrolments in undergraduate teacher preparation programs, faculty are available to teach in the new C&I EdD. The CVs of faculty in COEHS indicate that they are well prepared to teach in such a program. Given the participation of COEHS faculty in CPED and their support of the current EdD in Educational Leadership, I surmise that faculty members will be strongly engaged in the design and implementation of this new program. Within CPED, faculty load and responsibilities has been a major issue with embedding milestones in the program, a shorter timeframe to graduation, and increased numbers of students. The addition of C&I faculty to course offerings will increase human resources for advising and chairing dissertations.

Weakness of Proposal: I do not see any major weakness with faculty participation.

Resources

Strengths of Proposal: In terms of resources, the proposal suggests that additional financial and human resources are not necessary. Facilities and libraries are available to support additional classes and doctoral research needs. Librarians are also supportive of the program, participating in the first research course. The proposal seems to outline a resource-responsible program that will seek to redirect faculty who don't meet load, build on existing resources, and incrementally increase the program.

Weakness of Proposal: I do not see any weaknesses with resourcing this program.

Overall Comments

Upon completing my review of the proposal for an EdD in Curriculum and Instruction, at the College of Education and Human Services at the University of North Florida, it is evident that the faculty and leadership have fashioned a proposal based on demonstrated need. Overall, the design conforms to guidelines and standards of the professional community and is consistent with what other schools of education are designing and implementing. Hesitations or reason for pause come with the purpose/mission of the program and the incongruity of applying it to higher education faculty. An area to consider as the program moves forward and grows is faculty advising and chairing loads. I also recommend the consideration of combining the two programs if that serves the local context.

With best wishes for your new program, I submit this external review. If there are any questions about my review, please feel free to reach out to me at jillaperry@cpedintiative.org.

Regards,

Jill A. Perry, PhD

References

Council of Graduate Schools. (2007). *Task force report on the Professional Doctorate.*

Levine, A. (2005). *Educating school leaders*. New York, NY: The Education Schools Project.

Shulman, L. S., Golde, C.M., Bueschel, A.C., & Garabedian, K.J. (2006). Reclaiming education's doctorates: A critique and a proposal. *Educational Researcher, 35*(3), 25-32.

May 12, 2020

MEMORANDUM

To: Dr. Christy England

Vice Chancellor for Academic and Student Affairs

Via: Dr. Simon J. Rhodes
Provost and Vice President for Academic Affairs

From: Dr. Shawn W. Brayton
Director for Academic Programs and Accreditation Liaison

Subject: Ed.D. in Curriculum and Instruction (CIP 13.0301)

The University of North Florida offers the following clarifications for the Ed.D in Curriculum and Instruction (CIP 13.0301).

Substantive Issues:

Item 1: Pursuant to Section II.A., it is necessary to provide evidence to demonstrate sufficient workforce demand and the sources of information, including BLS and DEO data.

> **UNF Response:** Teacher leaders with advanced knowledge of curriculum theory and design, instructional processes and assessment, and practitioner inquiry can provide the school-based leadership necessary to positively impact student learning. One way they do that is by supporting and mentoring their peers, sometimes informally, but also as designated instructional coaches. As noted in UNF's Curriculum and Instruction Ed.D. proposal, the National Teacher and Principal Survey (IES, National Center for Education Statistics, 2019a) reported that 27 percent of public K-12 schools had a reading coach, 18 percent had a mathematics coach, and 24 percent had a general instructional coach during the 2015-16 school year. The proposed program has been designed to provide teacher leaders the knowledge base needed to engage in peer mentoring, both formally and informally. Even in the absence of formal coaching positions, the need for teacher leaders will continue to grow in Florida. The Florida Department of Economic Opportunity (DEO) projects that demand for elementary and secondary teachers will grow 7.7 percent between 2019 and 2027 across the state. New teachers who fill those positions will come from both traditional teacher education programs and alternative certification pathways. Teacher leaders with strong empirically based knowledge of curriculum and instruction can provide critical support for these beginning teachers.
>
> Educational services, in toto, is expected to be the third-fastest growing industry in Florida between 2019 and 2027 (FL Department of Economic Opportunity, 2018). Furthermore, elementary and secondary schools is not the only industry group within the *educational services* sector that develops curriculum or engages in instruction (U.S. Bureau of Labor Statistics, n.d.). Thus, practitioners in a wide variety of educational settings could benefit from the proposed program.

The proposed program will also fill a need among those who are already school administrators, district curriculum coordinators, or those who aspire to those positions. Jobs for elementary and secondary educational administrators are expected to grow 7.9 percent statewide between 2019 and 2027 (FL Department of Economic Opportunity, 2018). The National Center for Education Statistics reports that during the 2017-2018 school year, 61.8 percent of principals held a master's degree, and 10.5 percent had a terminal degree (IES NCES, 2019a). Due to the licensure requirements for educational administrators, many of those with master's degrees will likely have completed programs in educational administration. While the responsibilities of school administrators are wide-ranging, it is fair to allege that student achievement and instructional leadership are central to the work of school administrators (FL Department of Education, 2020). Thus, some administrators may be interested in a program such as this one which will provide them with a deeper knowledge of curriculum and instruction than they would have received in an educational administration master's program.

As of 2017–18, Duval County Public Schools reported:

- 7,067 FTE classroom teachers
- 117 instructional coordinators and supervisors
- 485 school administrators (IES NCES, 2019b).

Table 1 shows projected growth rates for all educational services, teachers, and administrators for Duval County for the period 2019-2027. They mirror those just described for the state, and in some cases exceed them. School-based administrators in the district are evaluated annually based upon performance in five categories, one of which is instructional leadership. Taken together, the data in Table 1 and that reported by the NCES underscore the need for the proposed program in Curriculum and Instruction that will enhance the knowledge and skills teacher leaders and administrators gained in their master's program.

Table 1. Projected Percent Growth in Duval County Jobs in Education Relevant to the Proposed Ed.D. in Curriculum and Instruction 2019-2027

NAICS or SOC Title	Projected Percent Growth
Educational Services	16.7
Education Administrators, Elementary and Secondary School	12.8
Elementary School Teachers, Except Special Education	12.7
Secondary School Teachers, Except Special and Career/Technical Education	12.6
Special Education Teachers, Preschool	14.1
Special Education Teachers, Middle School	13.8
Special Education Teachers, Secondary School	13.1

Source: Florida Department of Economic Opportunity. (2018). *Employment projections data.* http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections.

The College response to BOG Item 2 describes discussions at the Program Advisory Council meetings indicating local school districts' interest in a degree focused on curriculum and instruction.

References

Duval County Public Schools. (2020). *Certification and evaluations: administrative school-based personnel.* https://dcps.duvalschools.org/Page/18154

Florida Department of Economic Opportunity. (2018). *Employment projections data.* http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections.

Florida Department of Education. (2020). *The Florida principal leadership standards.* http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stards/

IES National Center for Education Statistics (2019a). *Characteristics of public and private elementary and secondary principals in the United States: Results from the 2017-2018 National Teacher and Principal Survey (NTPS).* https://nces.ed.gov/surveys/ntps/tables/ntps1718_2019082203_a12n.asp

IES National Center for Education Statistics (2019b). *Search for public school districts common core of data: District directory information.* https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=1200480

Item 2: Pursuant to Section II.B., include specific data, student surveys or other communications with prospective students to support the assumption that students will enroll in the program.

UNF Response: Below we highlight five data trends positively pointing to the C&I program having sufficient enrollment if approved.

1. Discussion at the Program Advisory Council meetings suggests that school districts in Northeast Florida see value in offering a degree focused on developing the knowledge, skills, and dispositions of teacher leaders. Most district leaders were enthusiastic about the need for such a program in the region and the opportunity to work with faculty to recruit teacher leaders to a C&I program.

2. Program surveys of current EdD in Educational Leadership students indicate that approximately 10 enrolled students are interested in transferring to the C&I program. Additionally, 7 current applicants for the Ed.D .in Educational Leadership are interested in possibly transferring to the EdD in C&I if they are accepted.

3. Exit survey data from recent graduates from the Ed.D. in Educational Leadership program indicates that some graduates would have preferred a degree in C&I if it had been offered previously. Couple this with anecdotal data from students currently at dissertation phase, which indicates that between 3 and 5 students would have preferred a degree in C&I over educational leadership, shows promise for meeting enrollment projections.

4. Our recruiting database data reveals that interest in the UNF C&I EdD program has steadily increased over the past semester. This data comes from emails, phone calls, and discussion at EdD recruiting information sessions. Faculty and school district leadership recommendations of prospective students interested in the EdD in C&I have also led to increased inquiries about the program.

5. Data from graduate and student surveys from the EdD in Educational Leadership program indicate they most students favored the cohort structure and preferred face-to-face interaction with faculty over a fully online program. This was one factor in the hybrid design of the program and is consistent with many of the recruiting

conversations program faculty have had over the past two years across the region with administrators and teachers interested in the C&I program.

Item 3: According to Section III. A, no new recurring E&G funding is needed. Yet, the budget table lists $45,935 in new recurring E&G funding. Please clarify and explain the discrepancy.

UNF Response: The statement in the proposal "These changes will result in no new recurring E&G dollars" was supposed to be replaced during the editing process with "The program will be supported through reallocated and recurring E&G funds." The revised statement was presented in the original version of the proposal in section IX.B.

Item 4: Pursuant to Section VI.B. (I think they meant VI.C), a more detailed description of the planning process is needed.

UNF Response: Below we updated the table to highlight specific meetings that were held over the past few years around the development of the C&I proposal. It is important to note that this work also involved stakeholders from school districts in the Jacksonville area (see details in table below).

In addition, multiple individual meetings occurred between various faculty who were leading the C&I program development at different points in time with a variety of stakeholders. (e.g., Drs. Katie Monnin led the effort during the 2016-17 and 2017-18 academic years, Dr. Jeff Cornett during the 2018-19 academic year, and Drs. Kim Cheek and David Hoppey during the 2019-2020 academic year). UNF Faculty who were involved in the revision process included (listed alphabetically): Drs. Carolyn Ali-Khan, Kim Cheek, Jeff Cornett, Daniel Dinsmore, Sophie Filibert, Elizabeth Gregg, Katrina Hall, David Hoppey, Christopher Janson, Jennifer Kane, Dilek Kayaalp, Soonyhang Kin, Katie Monnin, Paul Parkinson, Elinor Scheirer, Linda Skrla, Anne Swanson, Madalina Tanase, Christine Weber, Lunetta Williams, Hope Wilson, and Diane Yendol-Hoppey.

Planning Process Events Table

Academic Year	Date	Participants	Planning Events Description
2016-2017	1-26-17	COEHS Doctoral teaching faculty	CPED application presented. Discussion of developing a C&I program began. C&I section added to CPED membership application.
	2-3-17	COEHS administration and faculty	CPED membership application submitted. Included in the application was a section on the proposed Ed.D. Program in C&I. The pre-proposal process will engage faculty from programs across the COEHS including the Elementary Education, Early Childhood Education, Literacy, Math, Science, TESOL, Technology, and Special Education.
	3-14-17	COEHS Doctoral teaching faculty	Pre-proposal discussion and preparation
	4-20-17	COEHS Doctoral teaching faculty	Preparation for upcoming CPED college-wide meeting to plan for C&I degree development and EdD in Ed leadership revision process.
	4-27-17	COEHS College Faculty meeting	CPED Planning Meeting to recruit faculty to help design the Ed. D In C&I
2017-	8-15-17	COEHS	All day faculty CPED retreat focused on

2018		administration and faculty	developing Ed.D. programs guiding principles, program mission and vision.
	9-1-17	COEHS Doctoral teaching faculty	Pre-proposal finalized and submitted for approval.
	9-29-17	COEHS Doctoral teaching faculty	Finalize COEHS Ed.D. programs' guiding principles.
	10-4-17	Pamela Chally, UNF Interim Provost	Pre-proposal signed off on by Interim Provost Pamela Chally
	10-10-17	COEHS	A kickoff event was hosted by the UNF COEHS in recognition of being selected to a member of the CPED. At the kickoff event, a panel of educational experts and leaders from Northeast Florida came together to express ideas that would inform the redesign of the Ed.D. in Educational Leadership program and the creation of the C&I Ed.D. program under the CPED framework. Panelists included UNF's President John Delaney, Interim Provost Dr. Pamela Chally, Duval County Schools Interim Superintendent Dr. Patricia Willis, Clay County Superintendent Addison Davis, St. Johns County Superintendent Tom Forson, Nassau County Superintendent Dr. Kathy Burns, and Northeast Florida Educational Consortium (NEFEC) Executive Director Dr. Patrick Wnek. Data from this panel presentation was used in developing the key tenets for of the program.
	10-13-17	COEHS Doctoral teaching faculty	Discuss program core competencies using this question: *What are the knowledge, skills, and dispositions that professionals working in education should demonstrably have? How do we prepare them to have these knowledge, skills, and dispositions?*
	10-27-17	COEHS Doctoral teaching faculty	Discuss COEHS Ed.D. programs' mission and vision.
	11-17-17	SUS CAVPs	Pre-proposal presented and unanimously approved by the SUS CAVP.
	11-17-17	COEHS Doctoral teaching faculty	Finalize COEHS Ed.D. programs' mission and vision.
	2-2-18	COEHS Doctoral teaching faculty and potential doctoral teaching faculty	Orientation meeting for faculty specifically interested in working on developing the C&I doctorate.
	2-22-18	COEHS Doctoral External Advisory Council	First external advisory council meeting. Purpose is to advise the COEHS doctoral programs. Membership on the advisory council includes representatives from regional school districts including Duval County (Kelly Coker-Daniel, Assistant Superintendent; Paula Renfro, Executive Director Professional Development; Lauren Gibbs,

			Charter School Executive Director; and Mai Keilsing, teacher, Clay County (Katie Moller, Director of Professional Development and Jamie Iannone, Director of Professional Development, St. Johns County (Paula Steele, Director Professional Development) , NEFEC (Chris Pryor, Manager, Leadership Programs) and community members (Adrian Johnson, District Chief, City of Jacksonville; Maria Martelo, Community Mobilization Director, Jacksonville Public Education Fund). The first meeting focused on using data from the CPED kickoff event and doctoral teaching faculty meetings to discuss how to develop the C&I program as well as redesign the Ed.D. in Educational leadership.
	2-23-18	COEHS Doctoral teaching faculty	Review external advisory meeting outcomes and start to identify program outcomes, including those associated with foundations and research courses.
	5-4-18	COEHS Doctoral teaching faculty	Finalize Ed.D. program outcomes, including those associated with foundations and research cores
2018-2019	9-14-18	COEHS Doctoral teaching faculty	Change in leadership on C&I proposal due to faculty member leaving UNF. Revisit draft of proposal to date. Discuss potential core courses.
	9-18-18	COEHS Doctoral External Advisory Council	The advisory council meeting was dedicated to discussing the question "*What suggestions do you have about the content, knowledge, skills or experiences to incorporate into the C&I doctoral program?"* Brainstorming generated a list of key tenets to build the C&I core courses around.
	10-12-19	COEHS Doctoral teaching faculty	Discuss program core competencies using the advisory council data.
	1-23-19	COEHS Doctoral External Advisory Council	Update shared on progress of developing EdD including providing a draft list of core competencies organized by core course.
	3-8-19	COEHS Doctoral teaching faculty	Review and align C&I core courses and competencies.
	4-25-19	COEHS Doctoral teaching faculty	Change in leadership on C&I proposal due to illness. Develop course titles and course descriptions for C&I core. Discuss the competencies to be infused into C&I core courses.
	Summer 2019	Kim Cheek & David Hoppey	Finalize proposal for submission to UNF APC using data from planning meetings as well as input from COEHS Dean's office, UNF Academic Affairs, and UNF Graduate School.
2019-2020	8-15-19	Dept. of Teaching, Learning & Curriculum Faculty	Faculty approved the course titles and descriptions for courses in the C&I core
	8-22-19	COEHS Doctoral	Final program reviewed by advisory council.

		External Advisory Council	
	8-29-19	External Reviewer	Proposal reviewed by CPED Executive Director Jill Perry.
	9-11-19	Kim Cheek/ David Hoppey	Proposal submitted to UNF APC for approval

Item 5: In Section IX. of the proposal narrative, adjunct funding needs to be identified.

> **UNF Response:** The OPS category has $20,000 of which $15,000 is for administrative support and $5,000 is for adjunct support.

Item 6: The program is described as hybrid in one section of the proposal and as online in another. Please clarify program delivery.

> **UNF Response:** As described in section VIII.I of the proposal, the program will be hybrid. This is consistent with the delivery model used in our current Ed.D. in Educational Leadership. The proposed program will share a foundations and research core with the Educational Leadership program. Like that program, its target audience will be school-based practitioners for whom a hybrid model is appropriate.
>
> As noted in our response to BOG item #2, exit survey data from recent graduates in the Ed.D. in Educational Leadership program indicate that students were happy that the program was not delivered fully online. Recruiting conversations with regional teachers and administrators in the past two years also indicated a preference for hybrid over online delivery.
>
> When preparing this response, we did a word search of the proposal to ascertain where we might have inadvertently said the program would be delivered online. We found only one instance of the word "online" in the proposal in section II.C:
>
> > *Lastly, the UF C&I Ed.D. in Curriculum and Instruction is primarily an online program and serves students from across the nation. In contrast, the UNF C&I Ed.D. program will focus primarily on recruiting within the northeast Florida region.*
>
> We note in the second sentence that we intend to serve a regional rather than national audience. We did not include an additional statement indicating that a hybrid delivery model would be a second way in which our program would differ from the one offered at UF.

Item 7: In Section I.D. of the proposal, it is noted that "there are approximately 180,000 K-12 teachers in Florida, but less than 100 of them have an Ed.D. in Curriculum and Instruction from a SUS approved program." What is the source of these findings? All data listed in the proposal must be cited and verifiable by Board staff.

> **UNF Response:** The 180,000 total number of teachers in the state of Florida comes from Education Counts database as reported in Education Week. (see - https://www.edweek.org/topics/states/florida/index.html).
>
> However, we now recognize that our assertion that less than 100 teachers have earned an Ed.D. in Curriculum and Instruction from a SUS-approved program is problematic for a

few reasons. First, this assertion was part of the pre-proposal we submitted in 2017 and we have no way to confirm this data since the faculty member leading the effort at that time has left UNF. Our intent was to differentiate the professional and research doctoral degrees.

Second, when we visited the Florida Data Dashboard to confirm these numbers (see https://www.flbog.edu/resources/data-analytics/dashboards/) data revealed that zero students have been awarded a professional doctoral degree in C&I over the past 8 years from the entire SUS system. As noted in the full proposal on p. 7, UF is the only SUS Ed.D. that currently offers a professional doctorate in C&I as classified by the SUS Academic Program Inventory (see https://prod.flbog.net:4445/pls/apex/f?p=136:45:18372035082510::NO). When examining the SUS data more closely, it appears that all C&I EdD graduates at UF are counted as part of the research doctorate data so there is no way to differentiate the two degree classifications. For example, UF has awarded 167 students their research doctoral degrees in C&I between the 2013-2014 and 2017-2018 academic years but no professional doctoral degrees (see Table below).

ACADEMIC YEAR	NAME	DEGREES AWARDED
2013-2014	UF	29
2014-2015	UF	24
2015-2016	UF	49
2016-2017	UF	20
2017-2018	UF	45
Total	UF	167

Anecdotal data received from UF reveal that 67 students have graduated from the UF Ed.D. program in C&I since the Ed.D. professional doctorate program began in 2010. This data was confirmed on 5/7/20 by Dr. Nancy Dana program director of the UF Ed.D. Using these figures, we believe that our assertion that fewer than 100 teachers have earned an Ed.D. in C&I may be correct though we cannot confirm this data using the state database.

One key tenet of the UNF program is that the professional doctorate prepares scholarly practitioners to draw on applied educational theory and research as tools for change to address problems of practice currently facing education instead of a research doctorate that prepares doctoral students for positions in research-intensive universities (see https://www.cpedinitiative.org/the-framework for more details). Data from the SUS Academic Program Inventory confirm that the other doctoral programs in the SUS system except for the EdD programs at UF are classified as research doctorates (e.g., see SUS Academic Program Inventory for FAU, FIU, FSU, UF, USF, UWF). Our assertion was based on the fact that these research doctorates programs were not aligned with the purpose of our proposed Ed.D. program in C&I to prepare "scholarly practitioners who will become curriculum and instructional leaders in their schools and districts." (see p. 12

of the proposal) Therefore, we would like to amend our proposal to substitute the revised text below for the assertion brought into question.

Currently, there are approximately 180,000 K-12 teachers in Florida (see https://www.edweek.org/topics/states/florida/index.html) ***. Given that most SUS doctoral programs in C&I focus on preparing students for research careers, our program offers a needed option for preparing teacher leaders to be scholarly practitioners who can generate, develop, apply, and transform knowledge and practice to assist schools and districts wrestle with complex problems facing them.***

Technical Issues:

Technical Issue 1: Please provide a detailed breakdown of the tuition per credit hour, all required fees, and the total cost of the program to the student pursuant to Section III. B. of the proposal.

UNF Response: As noted in section III.B, UNF will not be operating the program through continuing education, seeking approval for market tuition rate, or establishing differentiated graduate-level tuition. UNF will be assessing students the standard tuition and fees for which UNF is authorized to assess for graduate-level courses. Further details can be found at UNF's Tuition & Fees-Graduate web page located at: https://www.unf.edu/controller/cashiers/Graduate_Tuition.aspx.

Tuition: $408.10/credit hour	Non-resident Tuition: $932.61/credit hour
Required fees: $85.43/credit hour	Non-resident: $111.66/credit hour
Total cost of the program: $29,611.80	Non-resident total cost: $62,656.20

Technical Issue 2: Appendix A, Table 3 needs to separate the two departments listed.

UNF Response: Table 3 of Appendix has been revised as requested and is attached to this response.

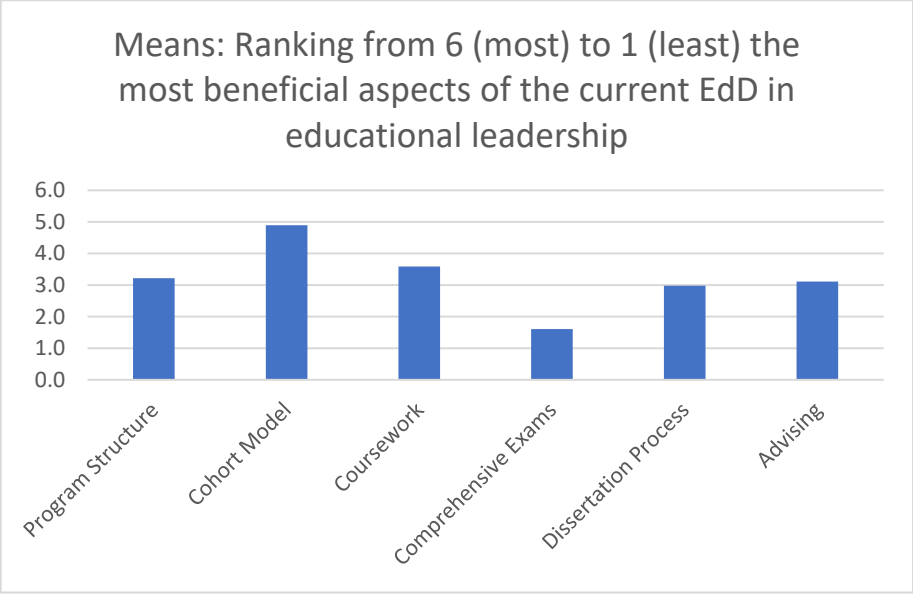
.c Dr. John Kantner
Mr. Chadwick Lockley

BOG Response – 6/4/20

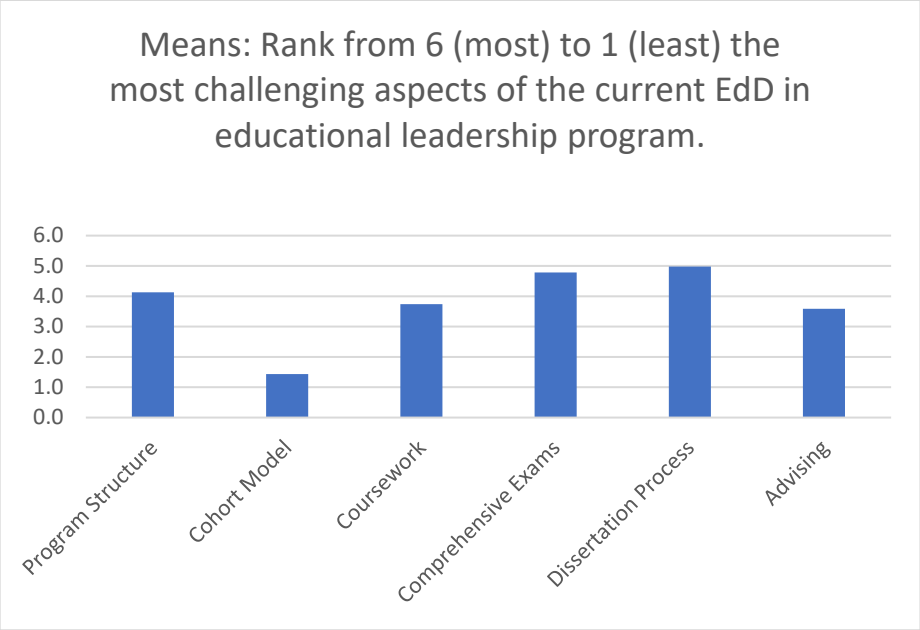
Item 2: Pursuant to Section II.B., include specific data, student surveys or other communications with prospective students to support the assumption that students will enroll in the program.

<u>Enrolled Student Data</u>
Program level data was collected from current students when developing the revised EdD in educational leadership program. In spring 2018 we surveyed current students about their perceptions of the program on the following questions. 51 students returned the survey. The questions we asked and data is summarized below.

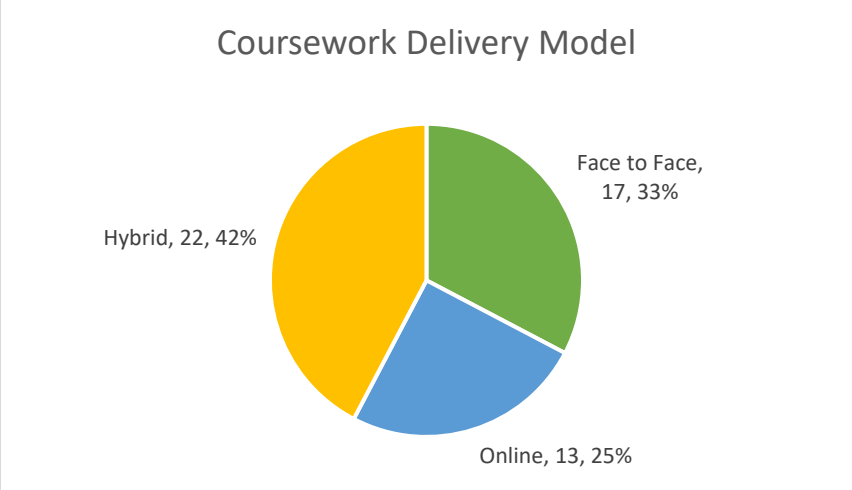
1. Rank from 6 (most) to 1 (least) the most beneficial aspects of the current EdD in educational leadership program below.
    a. Program Structure
    b. Cohort Structure
    c. Coursework
    d. Comprehensive Exams
    e. Dissertation Process
    f. Advising



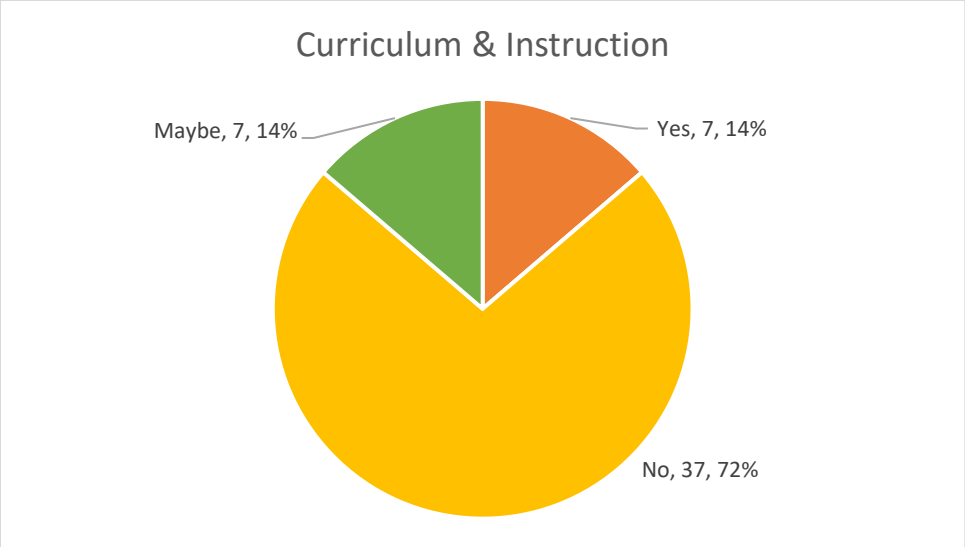
2. Rank from 6 (most) to 1 (least) the most challenging aspects of the current EdD in educational leadership program below
    a. Program Structure
    b. Cohort Structure
    c. Coursework
    d. Comprehensive Exams
    e. Dissertation Process
    f. Advising



3. What type of coursework structure do you prefer?
    a. Face-to face instruction
    b. Online instruction
    c. Hybrid model that blends face to face with online instruction



4. If UNF offered an EdD in Curriculum and Instruction program, would you transfer into that program if you could?
    a. Yes
    b. No
    c. Maybe

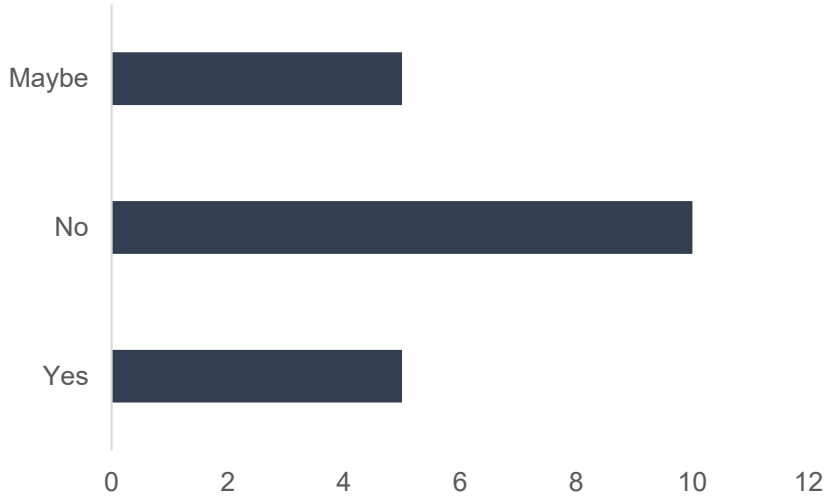


We also asked two open ended questions - *What would you change in the UNF EdD educational leadership program?* and *What is one thing that you would NOT change?* Themes related to program change focused on five overarching areas: (1) getting to know more faculty earlier in the program; (2) providing more financial support (e.g., scholarships, tuition reduction and/or graduate assistantships); (3) changing the comprehensive exams process and structure; (4) getting started earlier on research related to dissertations; and (5) developing more online courses or course content to reduce number of face-to-face class meetings.

Data on things they thought were beneficial to their growth centered in three themes: (1) the cohort model helped develop peer relationships that helped with ongoing support and networking; (2) face-to-face courses helped students to develop relationships with faculty and other students; and (3) ongoing advising provided throughout the program assist students when they had to make decisions (e.g. cognate courses, dissertation topics and committees).

<u>Graduate Data</u>
Exit survey data (see attached file for the entire survey) suggest that 5 of 20 recent graduates would have transferred into the C&I program. Additionally, 5 other recent graduates would have considered transferring as well.

Q: If UNF offered an EdD in Curriculum and Instruction program would you have preferred to enroll in that program over educational leadership?



Field	Count
Yes	5
No	10
Maybe	5
Total	20

Further, data also suggest that the graduates valued the cohort structure in the exit survey. See data below

Q: Since entering this program, how often have you felt that:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Isolated from other students in the program	1.00	2.00	1.37	0.48	0.23	19
Disengaged/disinterested in school	1.00	3.00	1.30	0.56	0.31	20
Supported by a network of students in the program	1.00	3.00	2.26	0.64	0.40	19
Interested and engaged in your educational program	1.00	3.00	2.55	0.67	0.45	20
Worried about your mental or physical health	1.00	3.00	1.68	0.57	0.32	19
That your program will help you meet your career goals	1.00	3.00	2.55	0.59	0.35	20

Field	Not at all	Occasionally	Frequently	Total
Isolated from other students in the program	12	7	0	19
Disengaged/disinterested in school	15	4	1	20
Supported by a network of students in the program	2	10	7	19
Interested and engaged in your educational program	2	5	13	20
Worried about your mental or physical health	7	11	1	19
That your program will help you meet your career goals	1	7	12	20

From: Brayton, Shawn
To: Taylor, Traki
Subject: RE: C & I accreditation
Date: Friday, May 29, 2020 3:57:37 PM

Good afternoon, Traki,

No additional accreditation will be sought.

---Shawn

Shawn W. Brayton, Ed.D.
Director of Academic Programs
SACSCOC Accreditation Liaison
University of North Florida
Office of the Provost | Academic Affairs
904.620.2712 ~ sbrayton@unf.edu

From: Taylor, Traki <Traki.Taylor@flbog.edu>
Sent: Friday, May 29, 2020 3:29 PM
To: Brayton, Shawn <sbrayton@unf.edu>
Subject: C & I accreditation
Importance: High

Good afternoon, Shawn,

Will the UNF C & I doctoral program see accreditation outside of CPED requirements?

Thanks in advance,
Traki

Traki L. Taylor, Ph.D.
Assistant Vice Chancellor
for Academic Affairs
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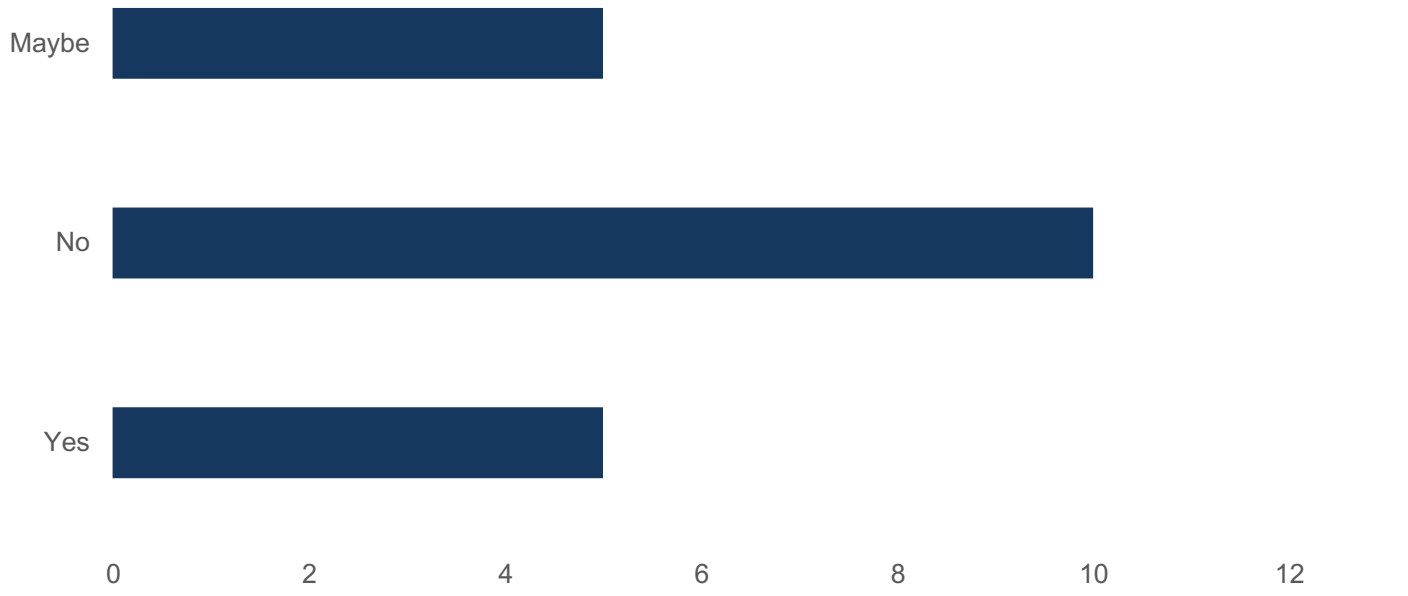
Graphic for Email

Graduate Student Survey Report 2016-2018

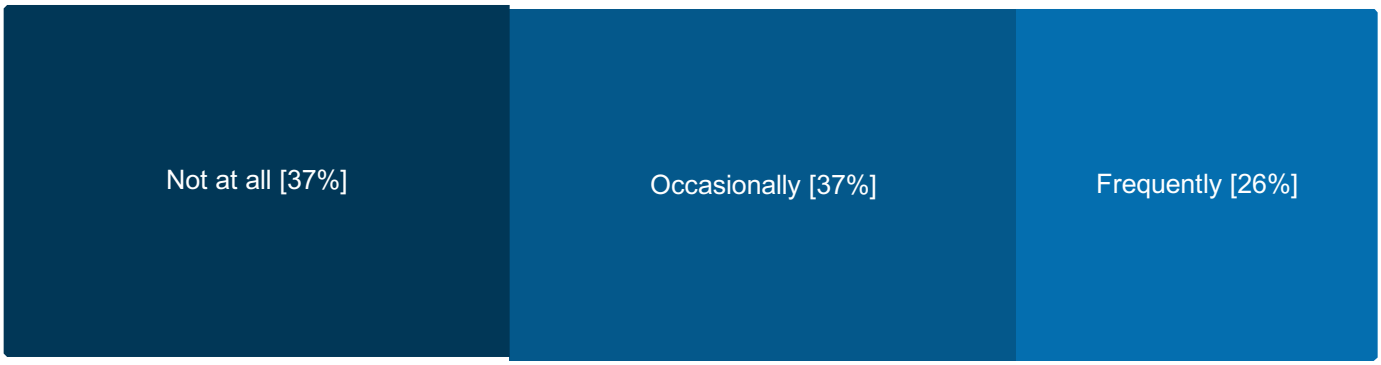
Program: Educational Leadership Doctorate

Q186 - If UNF offered an EdD in Curriculum and Instruction program would you have preferred to enroll in that program over educational leadership?



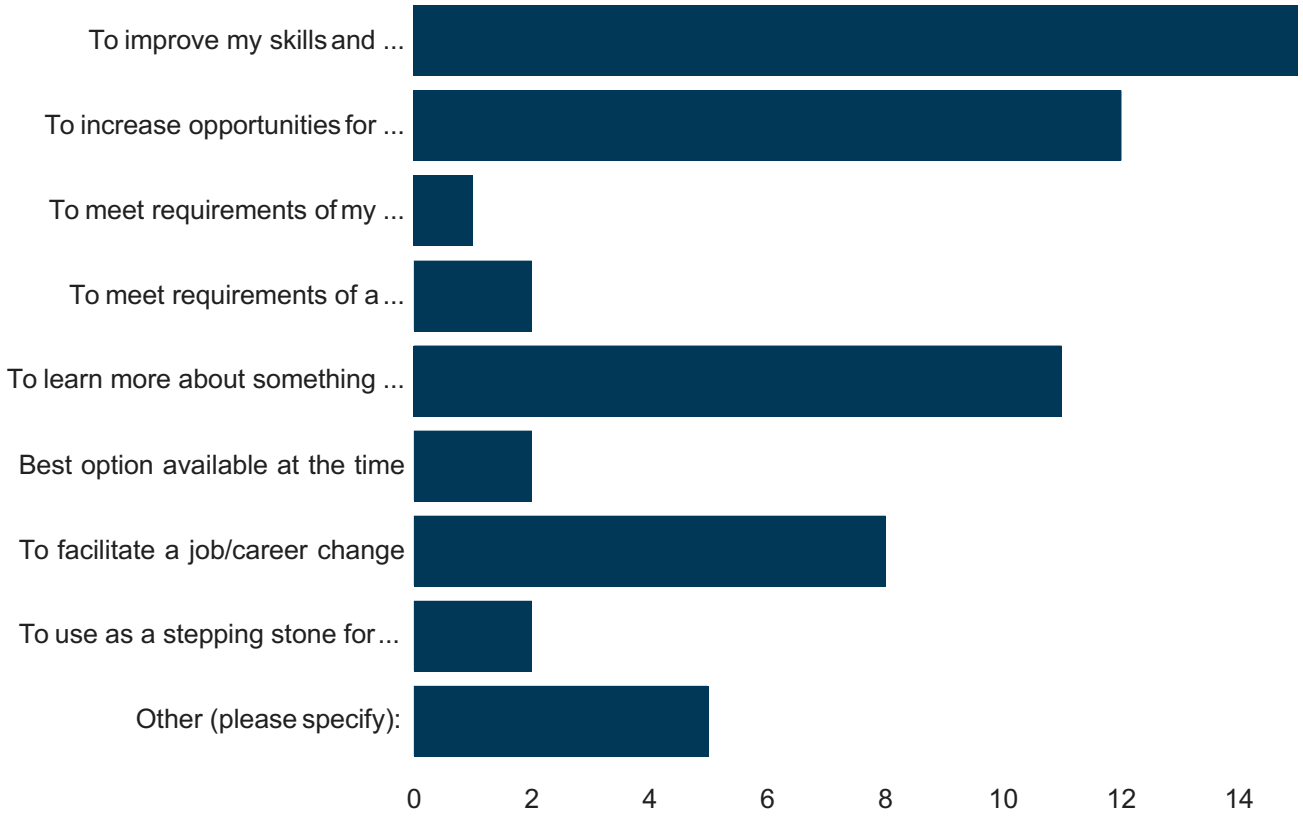
Field	Count
Yes	5
No	10
Maybe	5
Total	20

Q137 - Since entering this program, how often have you felt that:



Field	Not at all	Occasionally	Frequently	Total
Your job responsibilities interfered with school	7	7	5	19
Your family responsibilities interfered with school	5	10	5	20
Your employer supports your academic aspirations	1	6	11	18
You were treated unfairly at school because of your gender, race/ethnicity, sexual orientation, or religion	15	2	1	18
Your family fully supports your academic aspirations	0	2	18	20

Q122 - What were the THREE main reasons you enrolled in your doctoral program? (Check up to three responses.)

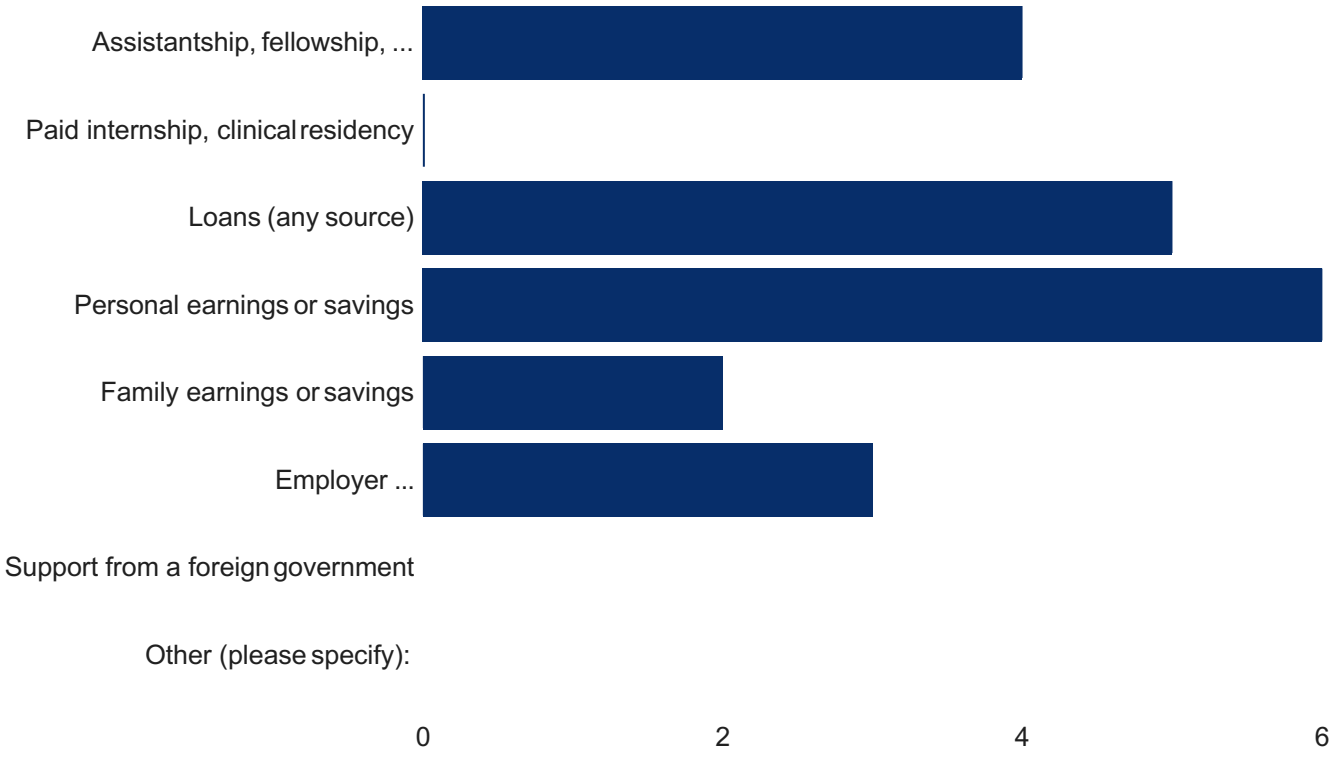


Field	Choice Count
To improve my skills and knowledge	15
To increase opportunities for promotion, advancement, and/or pay	12
To meet requirements of my current employer	1
To meet requirements of a prospective employer	2
To learn more about something in which I am particularly interested	11
Best option available at the time	2
To facilitate a job/career change	8
To use as a stepping stone for even more education (e.g., Ph.D.)	2

Other (please specify):	5
Total	58

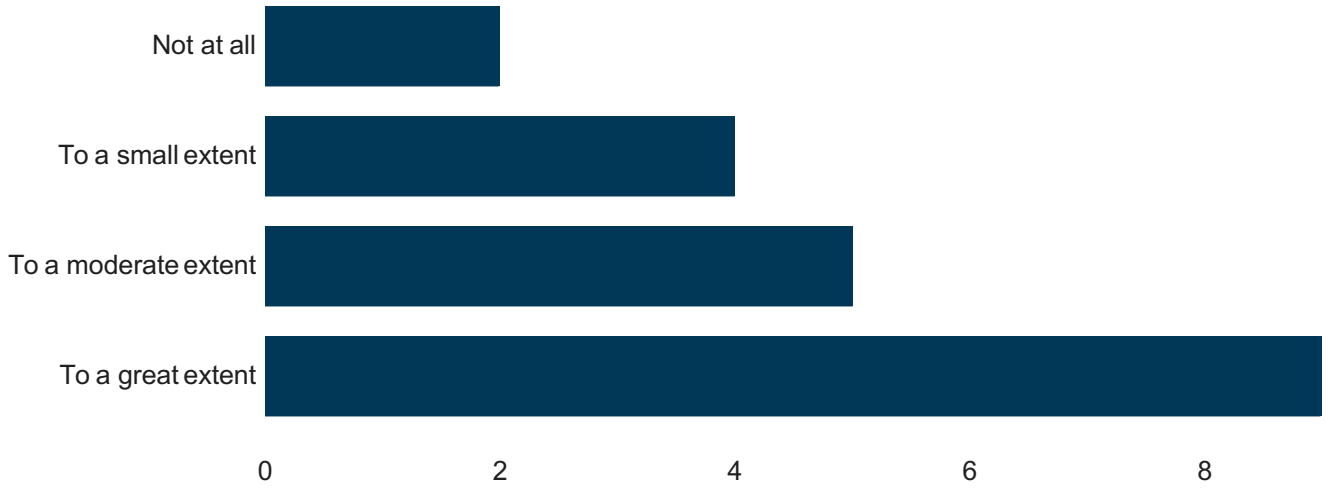
Other (please specify): - Text
To achieve a personal goal
To facilitate a career change
personal goal
wanted a terminal degree
N/A

Q123 - Indicate the LARGEST source of financial support for your doctoral program.



Field	Choice Count
Assistantship, fellowship, scholarship, grant, traineeship	4
Paid internship, clinical residency	0
Loans (any source)	5
Personal earnings or savings	6
Family earnings or savings	2
Employer reimbursement/assistance	3
Support from a foreign government	0
Other (please specify):	0
Total	20

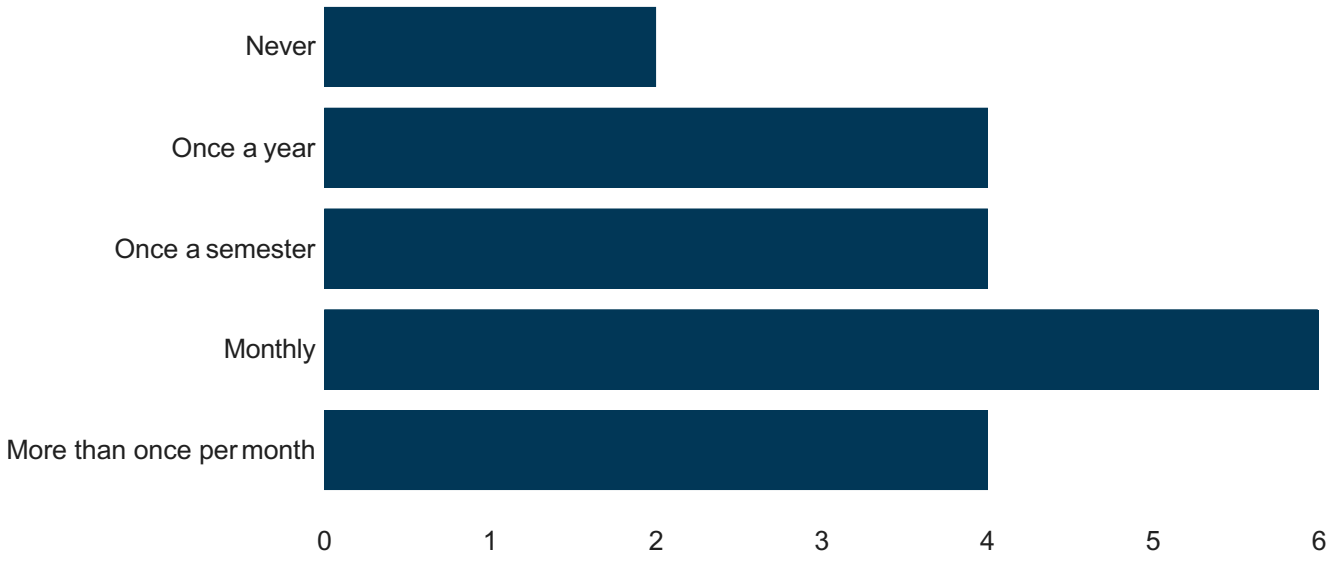
Q126 - To what extent was financing your education a challenge?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was financing your education a challenge?	0.00	3.00	2.05	1.02	1.05	20

Field	Choice Count
Not at all	2
To a small extent	4
To a moderate extent	5
To a great extent	9
Total	20

Q127 - How frequently did you meet with your graduate program director to formally discuss your academic progress?



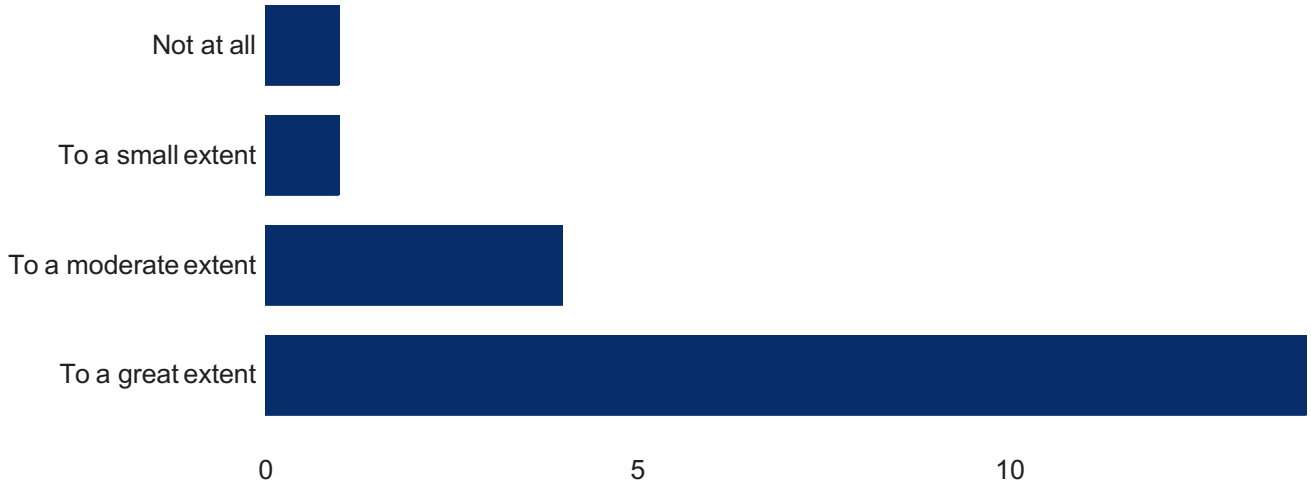
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How frequently did you meet with your graduate program director to formally discuss your academic progress?	0.00	4.00	2.30	1.27	1.61	20

Field	Choice Count
Never	2
Once a year	4
Once a semester	4
Monthly	6
More than once per month	4
Total	20

Q128 - You indicated you never met with your graduate program director to formally discuss your academic progress? In that case, who or what did you consult?

You indicated you never met with your graduate program director to formally discuss your academic progress? In that case, who or what did you consult?
My dissertation committee chair
N/A
N/A
N/A
N/A

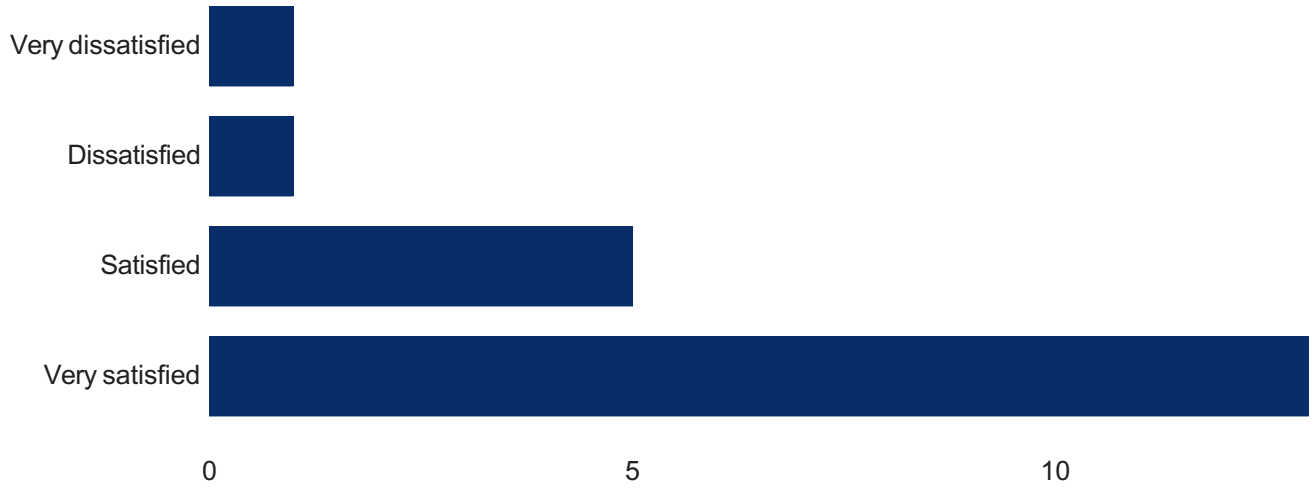
Q129 - To what extent was the feedback provided by your advisor useful?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was the feedback provided by your advisor useful?	0.00	3.00	2.55	0.80	0.65	20

Field	Choice Count
Not at all	1
To a small extent	1
To a moderate extent	4
To a great extent	14
Total	20

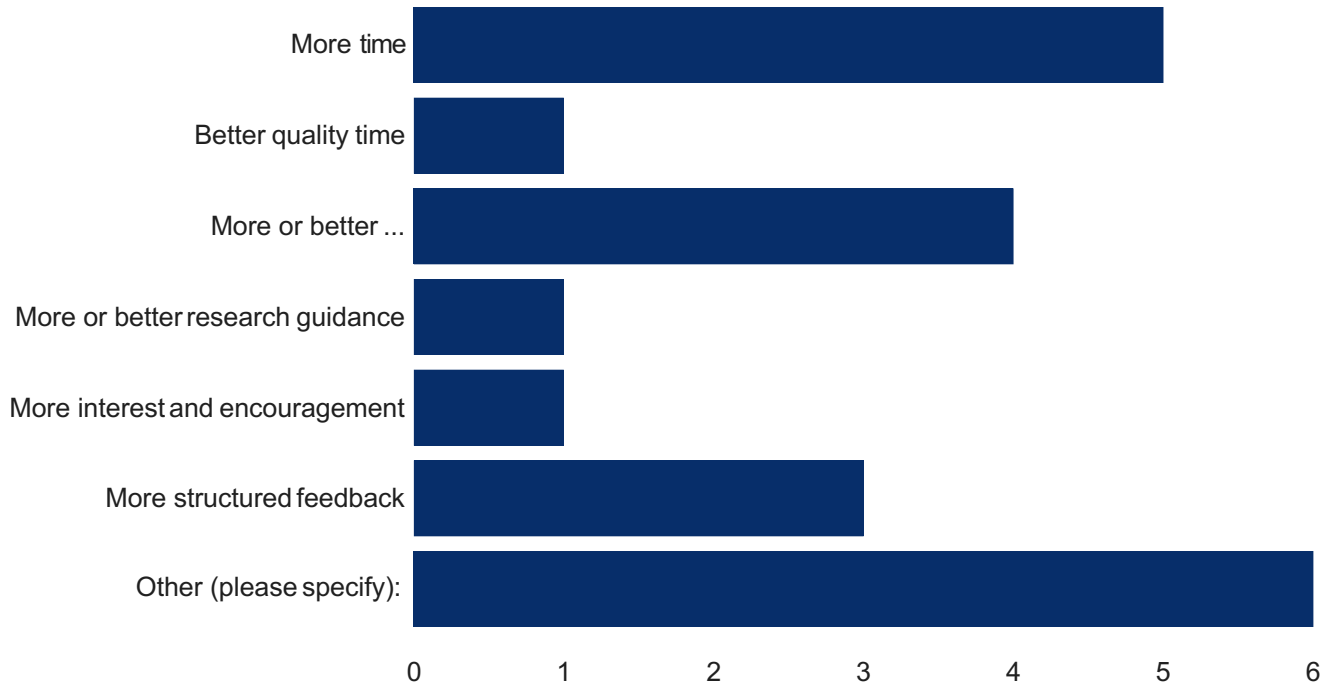
Q130 - How satisfied were you with the quality of advising?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How satisfied were you with the quality of advising?	1.00	4.00	3.50	0.81	0.65	20

Field	Choice Count
Very dissatisfied	1
Dissatisfied	1
Satisfied	5
Very satisfied	13
Total	20

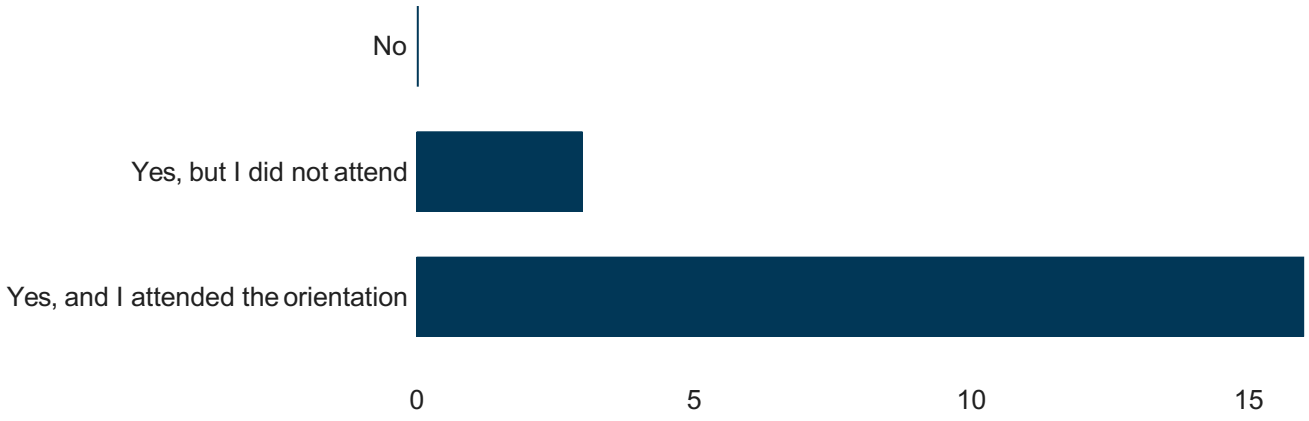
Q131 - Which of the following would have improved the advising experience? (Check all that apply.)



Field	Choice Count
More time	5
Better quality time	1
More or better career/professional guidance	4
More or better research guidance	1
More interest and encouragement	1
More structured feedback	3
Other (please specify):	6
Total	21

Other (please specify): - Text
N/A
None. It was great.
doc students were not assigned an advisor
n/a
none
nothing; advisement was superb
N/A
N/A
N/A
N/A

Q132 - Did your program or department hold an orientation when you enrolled in this program?



Field	Choice Count
No	0
Yes, but I did not attend	3
Yes, and I attended the orientation	16
Total	19

Q133 - Indicate the extent to which you agree with the following statements about your program.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Requirements of my program were presented in clear, written form	1.00	4.00	1.55	0.74	0.55	20
The faculty were helpful and interested in students	1.00	2.00	1.55	0.50	0.25	20
Academic milestones and timelines were clearly outlined	1.00	4.00	1.80	0.81	0.66	20
Courses were available when I needed them	1.00	3.00	1.45	0.59	0.35	20
The program was well-structured in terms of sequence of courses	1.00	4.00	1.60	0.80	0.64	20
Overall, the courses provided useful information	1.00	4.00	1.65	0.73	0.53	20
Some courses or components of the program were a waste of my time	1.00	4.00	2.63	0.93	0.86	19
The faculty were generally supportive and available	1.00	2.00	1.55	0.50	0.25	20
Requirements and expectations for assistantships were clearly articulated (for example, in terms of time required, time off, workload, sick time, etc.)	1.00	3.00	1.58	0.64	0.41	12

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Requirements of my program were presented in clear, written form	11	8	0	1	20
The faculty were helpful and interested in students	9	11	0	0	20
Academic milestones and timelines were clearly outlined	8	9	2	1	20
Courses were available when I needed them	12	7	1	0	20
The program was well-structured in terms of sequence of courses	11	7	1	1	20
Overall, the courses provided useful information	9	10	0	1	20

Some courses or components of the program were a waste of my time	3	4	9	3	19
The faculty were generally supportive and available	9	11	0	0	20
Requirements and expectations for assistantships were clearly articulated (for example, in terms of time required, time off, workload, sick time, etc.)	6	5	1	0	12

Q134 - Overall, how satisfied are you with the quality of teaching in the courses you have taken?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Overall, how satisfied are you with the quality of teaching in the courses you have taken?	1.00	4.00	3.40	0.73	0.54	20

Field	Choice Count
Very dissatisfied	1
Dissatisfied	0
Satisfied	9
Very satisfied	10
Total	20

Q138 - Since entering this program, how often have you felt that:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Isolated from other students in the program	1.00	2.00	1.37	0.48	0.23	19
Disengaged/disinterested in school	1.00	3.00	1.30	0.56	0.31	20
Supported by a network of students in the program	1.00	3.00	2.26	0.64	0.40	19
Interested and engaged in your educational program	1.00	3.00	2.55	0.67	0.45	20
Worried about your mental or physical health	1.00	3.00	1.68	0.57	0.32	19
That your program will help you meet your career goals	1.00	3.00	2.55	0.59	0.35	20

Field	Not at all	Occasionally	Frequently	Total
Isolated from other students in the program	12	7	0	19
Disengaged/disinterested in school	15	4	1	20
Supported by a network of students in the program	2	10	7	19
Interested and engaged in your educational program	2	5	13	20
Worried about your mental or physical health	7	11	1	19
That your program will help you meet your career goals	1	7	12	20

Q139 - To what extent did the following factors contribute to your ability to complete the program?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Financial support from the institution or program	1 00	4 00	2 05	1 19	1 42	19
Supportive faculty	1.00	4.00	3.60	0.73	0.54	20
Student loans	1.00	4.00	2.20	1.28	1.63	15
My advisor	1.00	4.00	3.26	1.02	1.04	19
Program structure	2.00	4.00	3.11	0.72	0.52	19
Motivation and determination	2.00	4.00	3.80	0.51	0.26	20
Family (non-financial) support	1.00	4.00	3.65	0.79	0.63	20
Peer support	1.00	4.00	3.15	0.79	0.63	20
Institutional or program supports	1.00	4.00	2.74	0.85	0.72	19
Financial support from employer	1.00	4.00	1.89	1.24	1.54	18
Supportive employer	1.00	4.00	2.65	1.23	1.52	17
Quality of teaching	1.00	4.00	3.20	0.75	0.56	20
Being a full-time student	1.00	4.00	2.87	1.20	1.45	15
Other	1.00	4.00	2.50	1.50	2.25	2

Field	Not at all	To a small extent	To a moderate extent	To a great extent	Total
Financial support from the institution or program	9	4	2	4	19
Supportive faculty	1	0	5	14	20
Student loans	7	2	2	4	15

My advisor	2	2	4	11	19
Program structure	0	4	9	6	19
Motivation and determination	0	1	2	17	20
Family (non-financial) support	1	1	2	16	20
Peer support	1	2	10	7	20
Institutional or program supports	1	7	7	4	19
Financial support from employer	11	2	1	4	18
Supportive employer	4	5	1	7	17
Quality of teaching	1	1	11	7	20
Being a full-time student	3	3	2	7	15
Other	1	0	0	1	2

Q140 - Please rate your level of satisfaction with each of the following research-related activities you may have experienced in your current graduate/professional program. Note: "Research" can include creative work, performance, and design work, depending on the program.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Assisting faculty in research	1.00	5.00	3.42	1.35	1.82	19
Conducting my own research independently	2.00	4.00	3.47	0.60	0.35	19
Conducting research collaboratively with other researchers or students	1.00	5.00	3.53	1.19	1.41	19
Accessing journals, books, and other resources through the university's library	3.00	5.00	3.74	0.55	0.30	19
Using physical library facilities	2.00	5.00	3.58	0.75	0.56	19
Using core facilities of the university or program	2.00	4.00	3.37	0.58	0.34	19

Field	Not at all satisfied	Slightly satisfied	Satisfied	Very satisfied	I have not had this experience	Total
Assisting faculty in research	2	3	5	3	6	19
Conducting my own research independently	0	1	8	10	0	19
Conducting research collaboratively with other researchers or students	1	3	5	5	5	19
Accessing journals, books, and other resources through the university's library	0	0	6	12	1	19
Using physical library facilities	0	1	8	8	2	19
Using core facilities of the university or program	0	1	10	8	0	19

Q141 - Since beginning your current graduate/professional program, have you held a paid position that required you to teach students of the university? (includes Teaching Assistantship (TA) position, Reader/Grader position, Lecturer position, etc.)

Field	Choice Count
Yes	5
No	14
Total	19

Q142 - How competent do you feel teaching:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
An undergraduate (bachelor's) level course in your field	2.00	4.00	3.76	0.55	0.30	17
An introductory graduate (master's) level course in your field	3.00	4.00	3.76	0.42	0.18	17
An advanced graduate level course in my field	2.00	4.00	3.24	0.81	0.65	17
Other (please specify):	1.00	3.00	2.00	1.00	1.00	2

Field	Not at all competent	Slightly competent	Competent	Very competent	Total
An undergraduate (bachelor's) level course in your field	0	1	2	14	17
An introductory graduate (master's) level course in your field	0	0	4	13	17
An advanced graduate level course in my field	0	4	5	8	17
Other (please specify):	1	0	1	0	2

Q145 - To what extent are you satisfied or dissatisfied with the following aspects of your graduate/professional program?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Quality of instruction	1.00	4.00	3.37	0.81	0.65	19
Course availability	3.00	4.00	3.63	0.48	0.23	19
Quality of advising (supervision)	2.00	4.00	3.50	0.60	0.36	18
Knowledge gained	1.00	4.00	3.53	0.75	0.57	19
Financial support; funding	1.00	4.00	2.50	1.00	1.00	16

Field	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Quality of instruction	1	1	7	10	19
Course availability	0	0	7	12	19
Quality of advising (supervision)	0	1	7	10	18
Knowledge gained	1	0	6	12	19
Financial support; funding	4	2	8	2	16

24

Q119 - Have you taken a leave of absence since you enrolled in the program? (i.e., were there regular semesters/quarters in which you were not registered for credit and attending classes or working on your thesis? Do not count summers if your program does not require summer enrollment.)

Field	Total
Yes	3
No	17
Total	20

Q120 - In total, how long was your leave of absence? (i.e., total number of semesters you were not enrolled.)

Field
Two semesters
1 semester
N/A

Q146 - To what extent are you satisfied or dissatisfied with the following aspects of your graduate/professional program?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Quality of facilities and equipment	3.00	4.00	3.74	0.44	0.19	19
Quality of IT (computer, etc.) support	3.00	4.00	3.78	0.42	0.17	18
Quality of staff support	3.00	4.00	3.58	0.49	0.24	19
Quality of university library resources and support	3.00	4.00	3.67	0.47	0.22	18

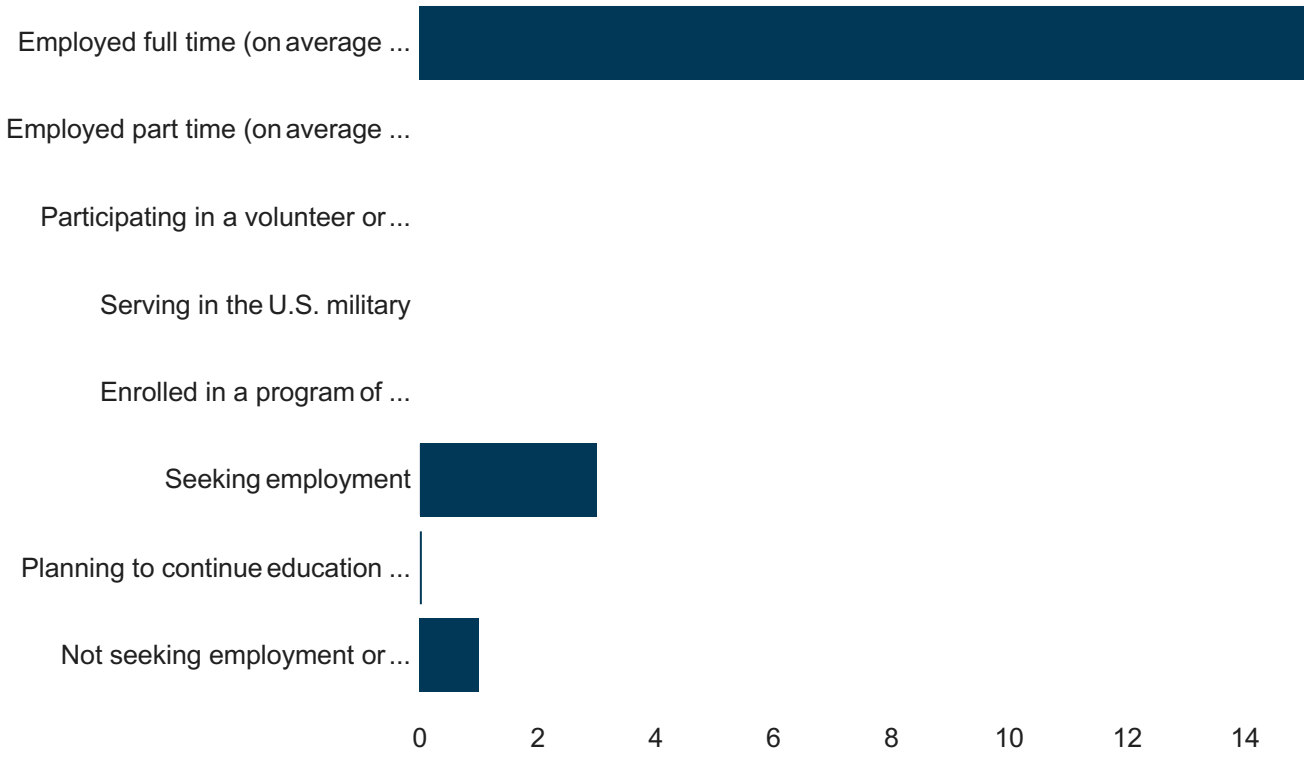
Field	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Quality of facilities and equipment	0	0	5	14	19
Quality of IT (computer, etc.) support	0	0	4	14	18
Quality of staff support	0	0	8	11	19
Quality of university library resources and support	0	0	6	12	18

Q147 - Knowing what you know now...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Would you choose the same field of graduate/professional research or study?	1.00	4.00	3.61	0.76	0.57	18
Would you enroll in the same graduate/professional program?	1.00	4.00	3.28	0.73	0.53	18
Would you choose the same university for your graduate/professional studies?	1.00	4.00	3.26	0.78	0.61	19
Would you choose the same advisor?	1.00	4.00	3.65	0.76	0.58	17
Would you choose the same dissertation topic?	3.00	4.00	3.79	0.41	0.17	19
Would you recommend this university to someone considering your field of graduate/professional research or study?	1.00	4.00	3.39	0.76	0.57	18

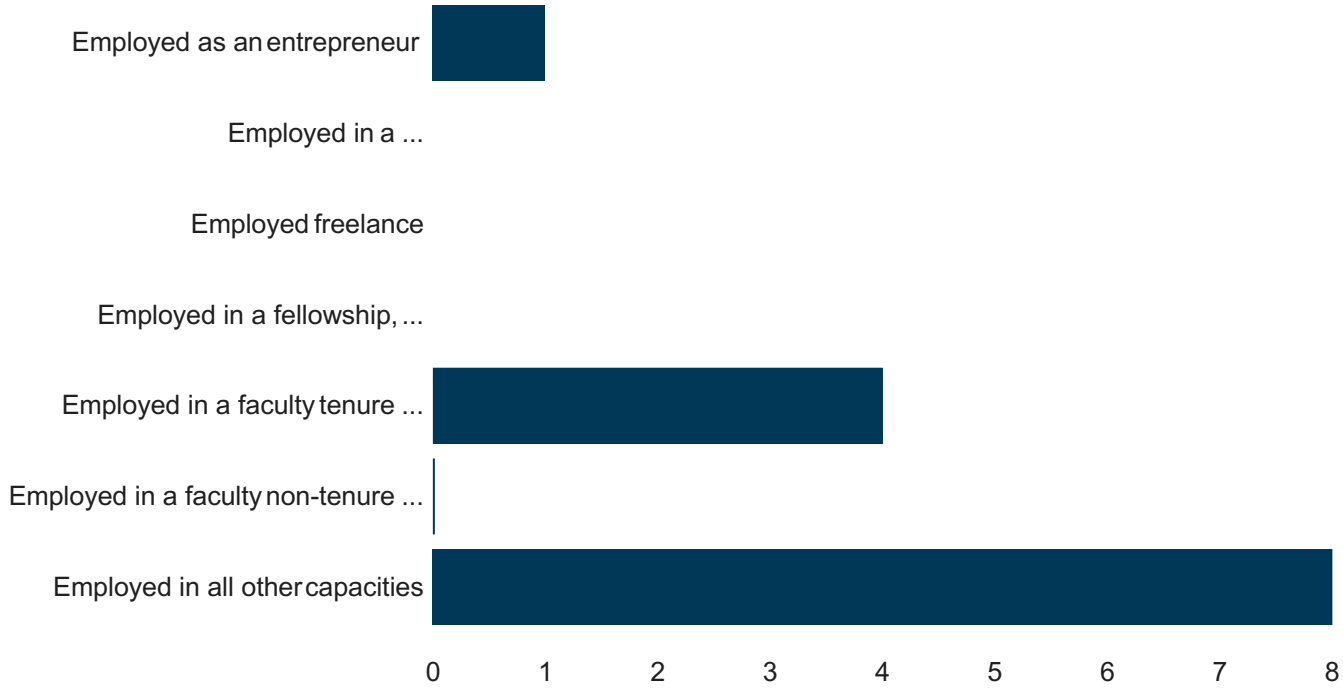
Field	Definitely not	Probably not	Probably	Definitely	Total
Would you choose the same field of graduate/professional research or study?	1	0	4	13	18
Would you enroll in the same graduate/professional program?	1	0	10	7	18
Would you choose the same university for your graduate/professional studies?	1	1	9	8	19
Would you choose the same advisor?	1	0	3	13	17
Would you choose the same dissertation topic?	0	0	4	15	19
Would you recommend this university to someone considering your field of graduate/professional research or study?	1	0	8	9	18

Q180 - Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories:



Field	Choice Count
Employed full time (on average 30 or more hours per week)	15
Employed part time (on average less than 30 hours per week)	0
Participating in a volunteer or service program (e.g., Peace Corps)	0
Serving in the U.S. military	0
Enrolled in a program of continuing education	0
Seeking employment	3
Planning to continue education but not yet enrolled	0
Not seeking employment or continuing education at this time	1
Total	19

Q181 - Please select the category which BEST describes your employment:



Field	Choice Count
Employed as an entrepreneur	1
Employed in a temporary/contract work assignment	0
Employed freelance	0
Employed in a fellowship, postdoctoral residency or other postdoctoral appointment	0
Employed in a faculty tenure track position	4
Employed in a faculty non-tenure track position	0
Employed in all other capacities	8
Total	13

Q183 - Employing organization:

Employing organization:
Brooks Rehabilitation
Colorado School for the Deaf and the Blind
Community College
DCPS
Duval County Public Schools
Duval County Public Schools
Mississippi State University
St Johns County School District
St Johns County School District
Texas Christian University
University of North Florida
educational organizations
self-employed
N/A
N/A

Q184 - Position location - city, state, and country:

Position location - city, state, and country:
Colorado Springs, CO, USA
Fort Worth, TX, USA
Jacksonville
Jacksonville, FL
Jacksonville, FL USA
Jacksonville, FL, USA
Jacksonville, Fl
Jacksonville, Florida USA
St Johns FL, USA
St Johns, FL
Starkville, MS, USA
Tampa, FL USA
faculty, teacher, lecturer
N/A
N/A

Q185 – Job title

Job title:
Assistant Athletic Director of Academic Services
Assistant Principal
Assistant Professor
Chief Diversity Officer -- Cabinet Level
Dean of Students
Director of Research
Executive Director
President
Principal
School Principal
Teacher
Teacher
faculty, teacher, lecturer
N/A
N/A

Q186 – If employed full-time what is your annual base salary amount in U.S. dollars? (type the number only)

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
If employed full-time, what is your annual base salary amount in U.S. dollars? (type the number only)	65.00	106750.00	45123.00	41455.27	1718539115.83	12

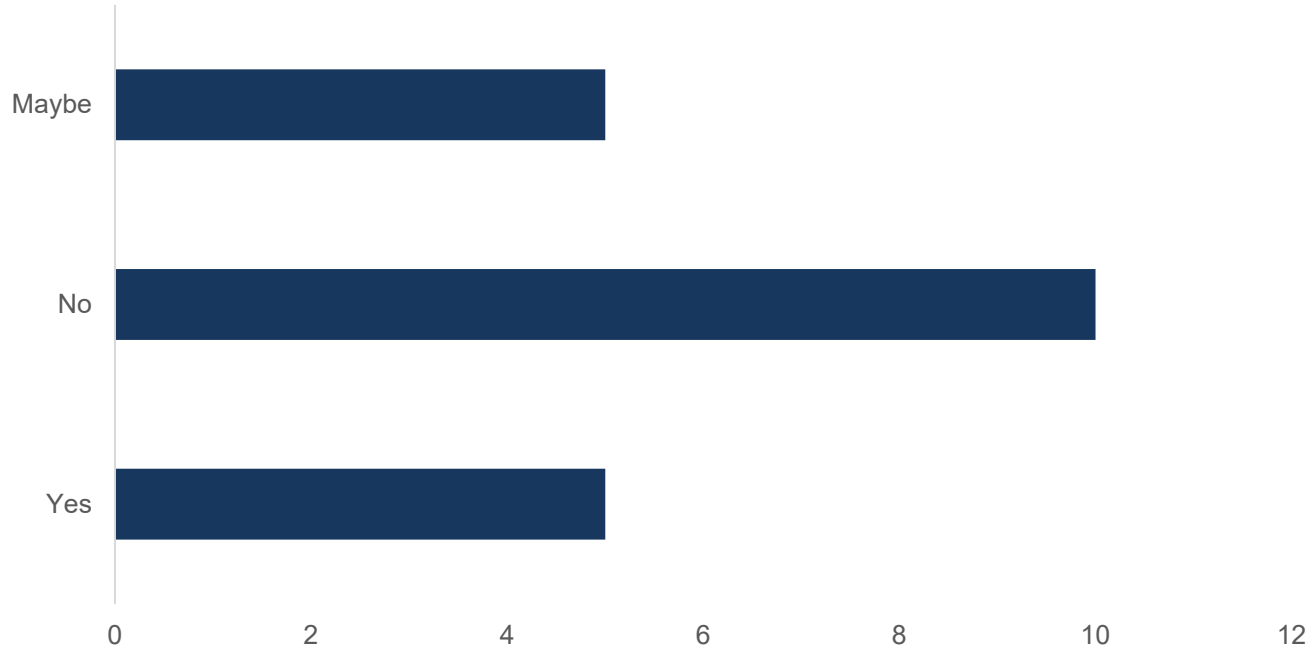
Q165 - Were you employed in this position while you were pursuing your degree?

Field	Choice Count
Yes	13
No	1
Total	14

Graduate Student Survey Report 2016-2018

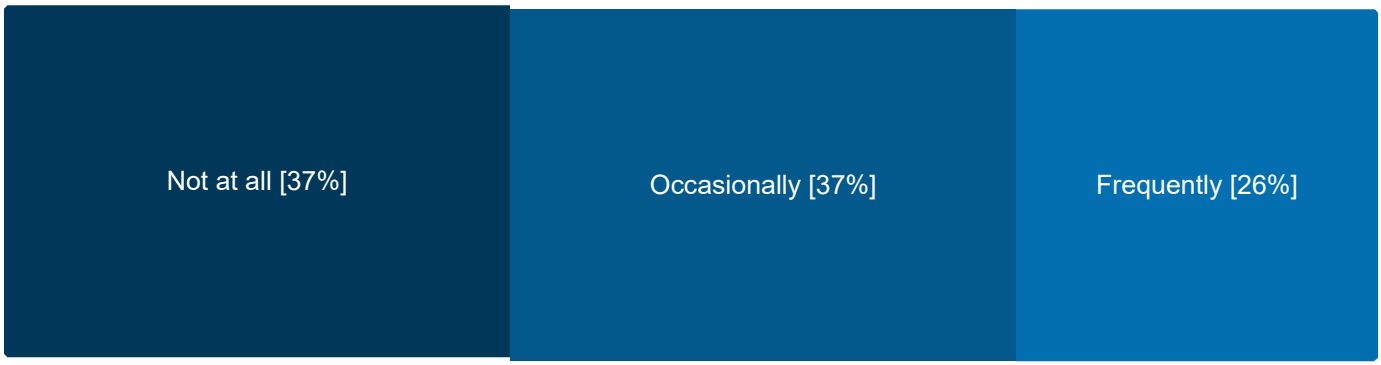
Program: Educational Leadership Doctorate

Q186 - If UNF offered an EdD in Curriculum and Instruction program would you have preferred to enroll in that program over educational leadership?



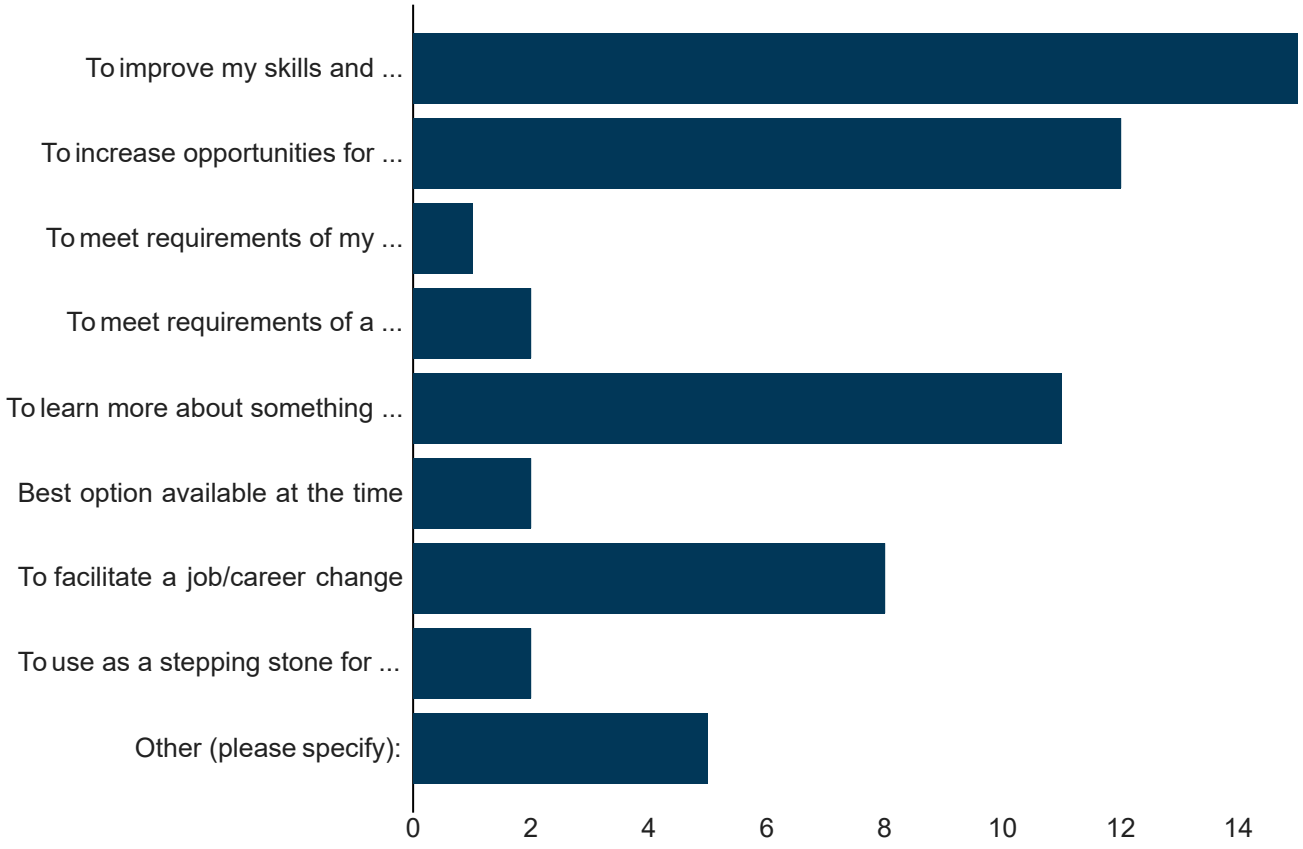
Field	Count
Yes	5
No	10
Maybe	5
Total	20

Q137 - Since entering this program, how often have you felt that:



Field	Not at all	Occasionally	Frequently	Total
Your job responsibilities interfered with school	7	7	5	19
Your family responsibilities interfered with school	5	10	5	20
Your employer supports your academic aspirations	1	6	11	18
You were treated unfairly at school because of your gender, race/ethnicity, sexual orientation, or religion	15	2	1	18
Your family fully supports your academic aspirations	0	2	18	20

Q122 - What were the THREE main reasons you enrolled in your doctoral program? (Check up to three responses.)

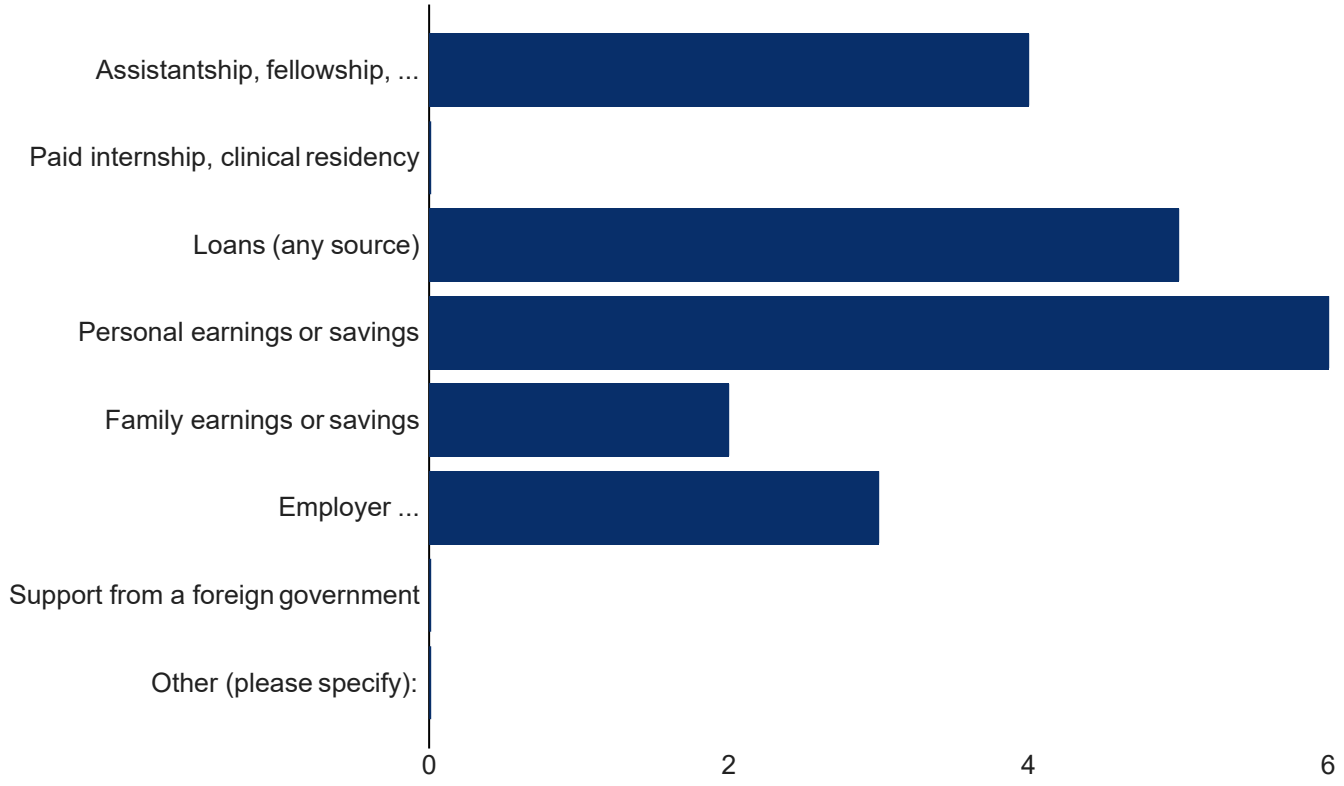


Field	Choice Count
To improve my skills and knowledge	15
To increase opportunities for promotion, advancement, and/or pay	12
To meet requirements of my current employer	1
To meet requirements of a prospective employer	2
To learn more about something in which I am particularly interested	11
Best option available at the time	2
To facilitate a job/career change	8
To use as a stepping stone for even more education (e.g., Ph.D.)	2

Other (please specify):	5
Total	58

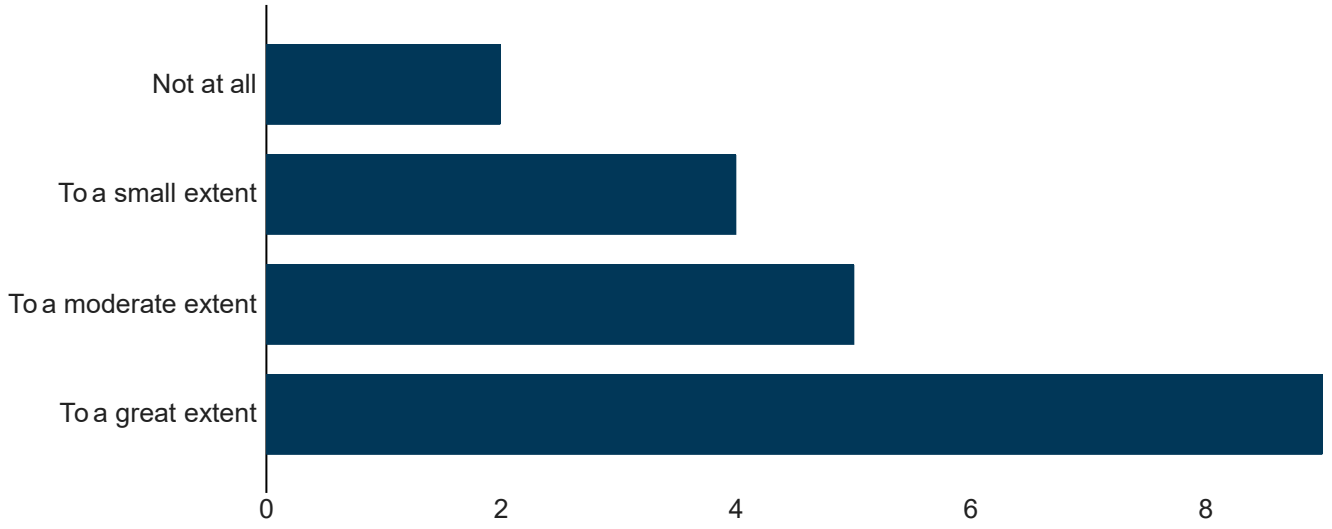
Other (please specify): - Text
To achieve a personal goal
To facilitate a career change
personal goal
wanted a terminal degree
N/A

Q123 - Indicate the LARGEST source of financial support for your doctoral program.



Field	Choice Count
Assistantship, fellowship, scholarship, grant, traineeship	4
Paid internship, clinical residency	0
Loans (any source)	5
Personal earnings or savings	6
Family earnings or savings	2
Employer reimbursement/assistance	3
Support from a foreign government	0
Other (please specify):	0
Total	20

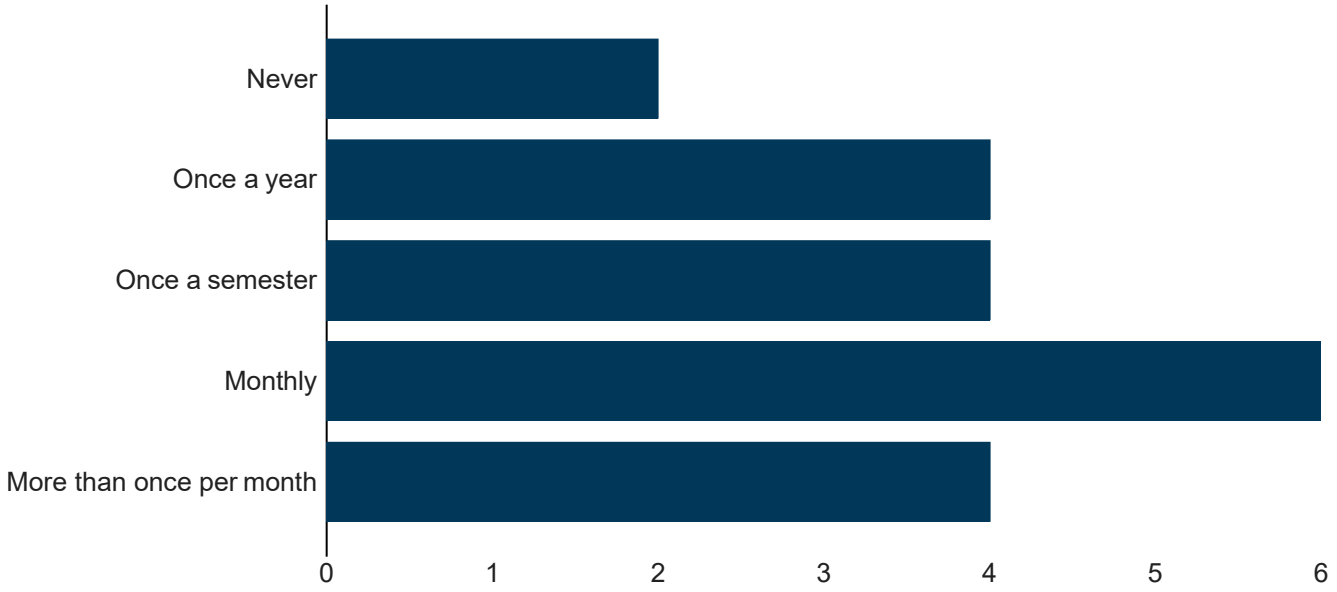
Q126 - To what extent was financing your education a challenge?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was financing your education a challenge?	0.00	3.00	2.05	1.02	1.05	20

Field	Choice Count
Not at all	2
To a small extent	4
To a moderate extent	5
To a great extent	9
Total	20

Q127 - How frequently did you meet with your graduate program director to formally discuss your academic progress?



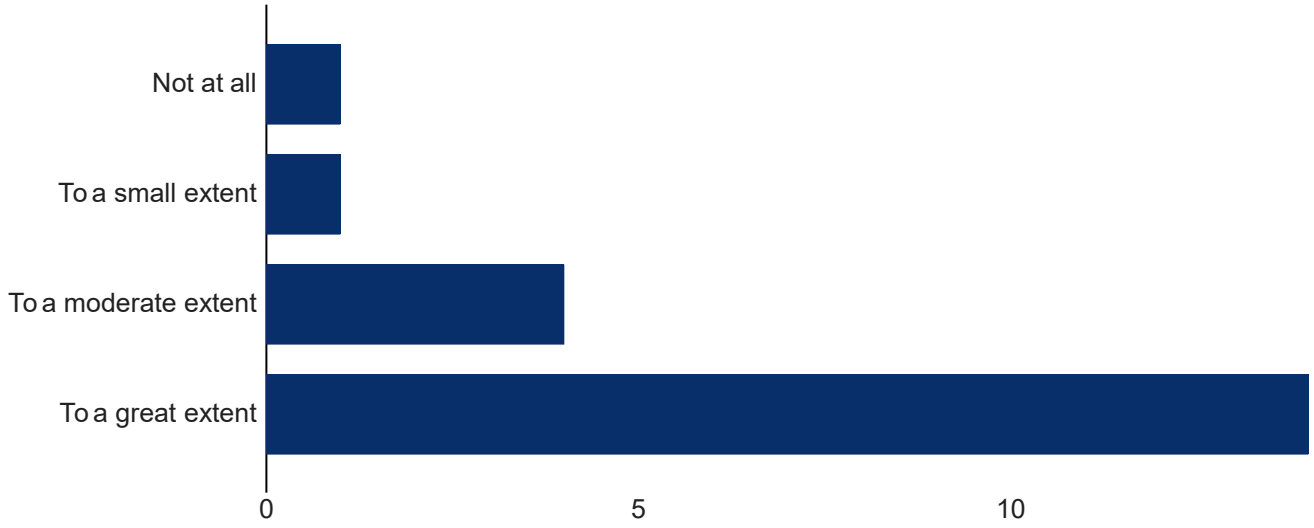
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How frequently did you meet with your graduate program director to formally discuss your academic progress?	0.00	4.00	2.30	1.27	1.61	20

Field	Choice Count
Never	2
Once a year	4
Once a semester	4
Monthly	6
More than once per month	4
Total	20

Q128 - You indicated you never met with your graduate program director to formally discuss your academic progress? In that case, who or what did you consult?

You indicated you never met with your graduate program director to formally discuss your academic progress? In that case, who or what did you consult?
My dissertation committee chair
N/A
N/A
N/A
N/A

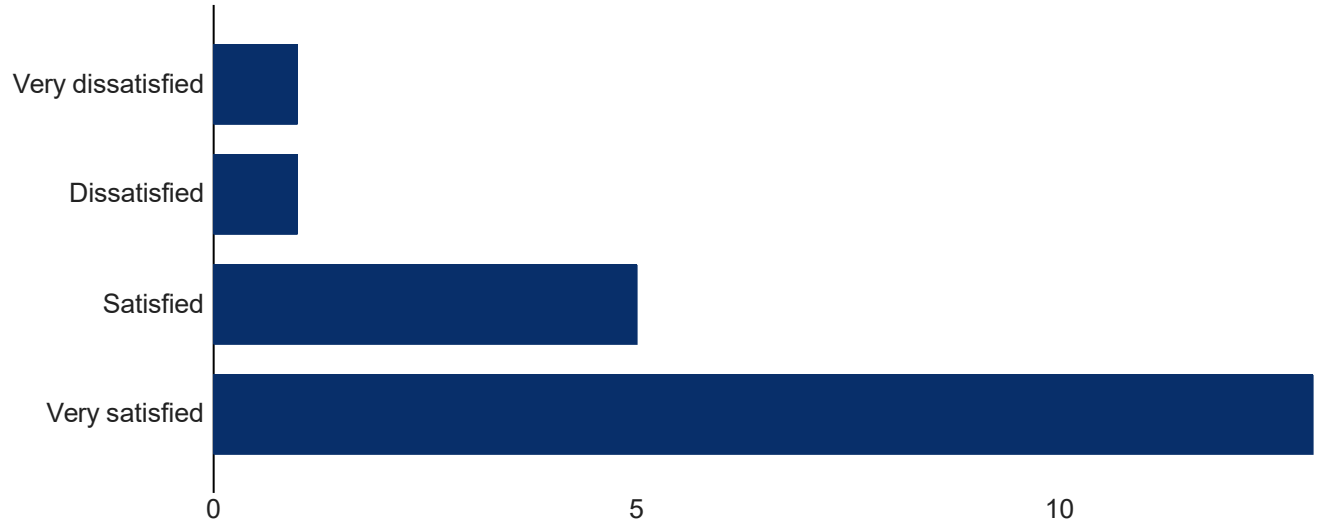
Q129 - To what extent was the feedback provided by your advisor useful?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was the feedback provided by your advisor useful?	0.00	3.00	2.55	0.80	0.65	20

Field	Choice Count
Not at all	1
To a small extent	1
To a moderate extent	4
To a great extent	14
Total	20

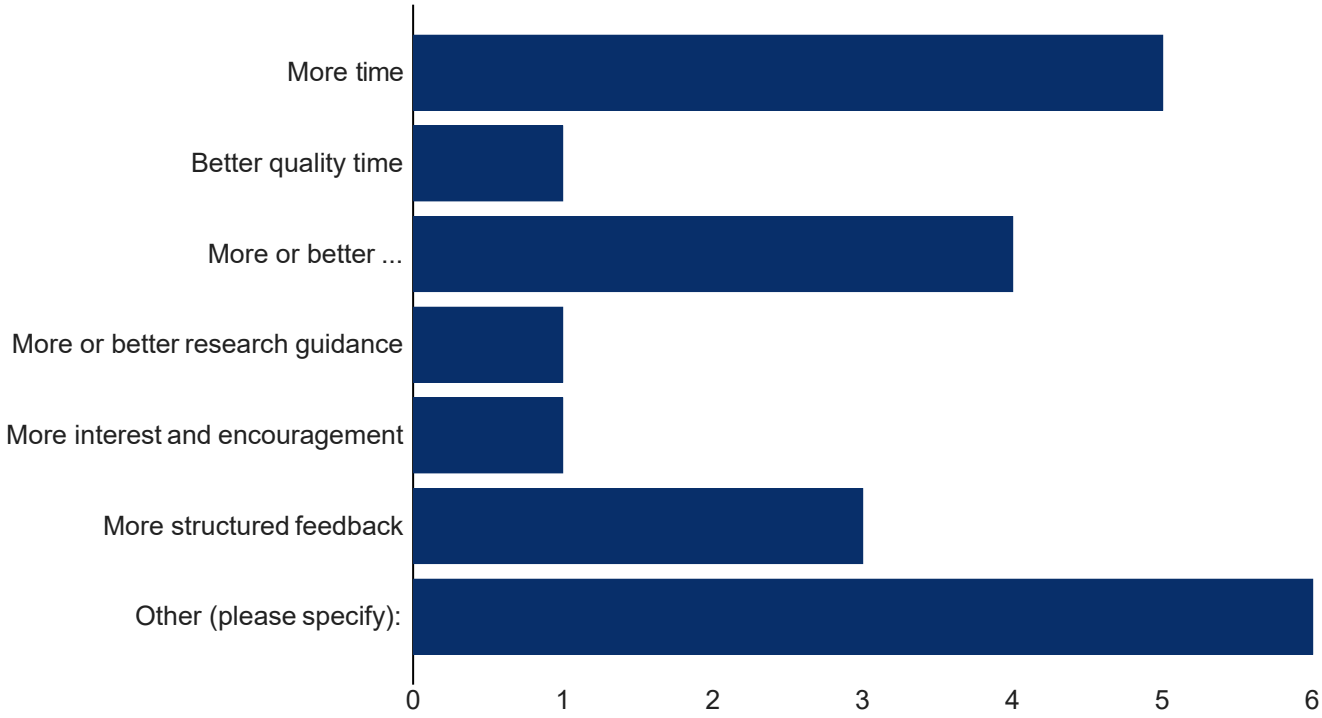
Q130 - How satisfied were you with the quality of advising?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How satisfied were you with the quality of advising?	1.00	4.00	3.50	0.81	0.65	20

Field	Choice Count
Very dissatisfied	1
Dissatisfied	1
Satisfied	5
Very satisfied	13
Total	20

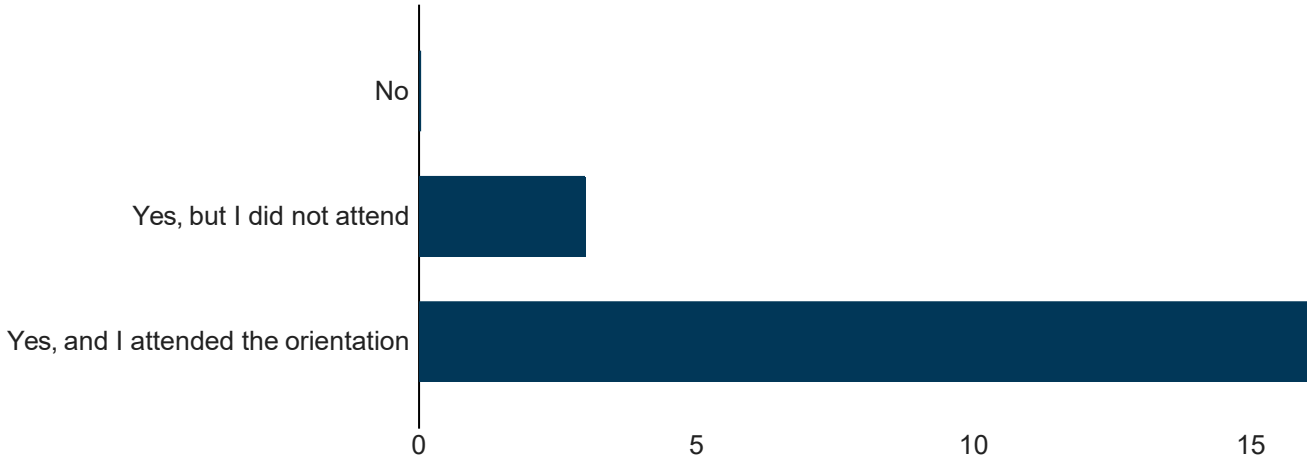
Q131 - Which of the following would have improved the advising experience? (Check all that apply.)



Field	Choice Count
More time	5
Better quality time	1
More or better career/professional guidance	4
More or better research guidance	1
More interest and encouragement	1
More structured feedback	3
Other (please specify):	6
Total	21

Other (please specify): - Text
N/A
None. It was great.
doc students were not assigned an advisor
n/a
none
nothing; advisement was superb
N/A
N/A
N/A
N/A

Q132 - Did your program or department hold an orientation when you enrolled in this program?



Field	Choice Count
No	0
Yes, but I did not attend	3
Yes, and I attended the orientation	16
Total	19

Q133 - Indicate the extent to which you agree with the following statements about your program.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Requirements of my program were presented in clear, written form	1.00	4.00	1.55	0.74	0.55	20
The faculty were helpful and interested in students	1.00	2.00	1.55	0.50	0.25	20
Academic milestones and timelines were clearly outlined	1.00	4.00	1.80	0.81	0.66	20
Courses were available when I needed them	1.00	3.00	1.45	0.59	0.35	20
The program was well-structured in terms of sequence of courses	1.00	4.00	1.60	0.80	0.64	20
Overall, the courses provided useful information	1.00	4.00	1.65	0.73	0.53	20
Some courses or components of the program were a waste of my time	1.00	4.00	2.63	0.93	0.86	19
The faculty were generally supportive and available	1.00	2.00	1.55	0.50	0.25	20
Requirements and expectations for assistantships were clearly articulated (for example, in terms of time required, time off, workload, sick time, etc.)	1.00	3.00	1.58	0.64	0.41	12

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Requirements of my program were presented in clear, written form	11	8	0	1	20
The faculty were helpful and interested in students	9	11	0	0	20
Academic milestones and timelines were clearly outlined	8	9	2	1	20
Courses were available when I needed them	12	7	1	0	20
The program was well-structured in terms of sequence of courses	11	7	1	1	20
Overall, the courses provided useful information	9	10	0	1	20

Some courses or components of the program were a waste of my time	3	4	9	3	19
The faculty were generally supportive and available	9	11	0	0	20
Requirements and expectations for assistantships were clearly articulated (for example, in terms of time required, time off, workload, sick time, etc.)	6	5	1	0	12

Q134 - Overall, how satisfied are you with the quality of teaching in the courses you have taken?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Overall, how satisfied are you with the quality of teaching in the courses you have taken?	1.00	4.00	3.40	0.73	0.54	20

Field	Choice Count
Very dissatisfied	1
Dissatisfied	0
Satisfied	9
Very satisfied	10
Total	20

Q138 - Since entering this program, how often have you felt that:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Isolated from other students in the program	1.00	2.00	1.37	0.48	0.23	19
Disengaged/disinterested in school	1.00	3.00	1.30	0.56	0.31	20
Supported by a network of students in the program	1.00	3.00	2.26	0.64	0.40	19
Interested and engaged in your educational program	1.00	3.00	2.55	0.67	0.45	20
Worried about your mental or physical health	1.00	3.00	1.68	0.57	0.32	19
That your program will help you meet your career goals	1.00	3.00	2.55	0.59	0.35	20

Field	Not at all	Occasionally	Frequently	Total
Isolated from other students in the program	12	7	0	19
Disengaged/disinterested in school	15	4	1	20
Supported by a network of students in the program	2	10	7	19
Interested and engaged in your educational program	2	5	13	20
Worried about your mental or physical health	7	11	1	19
That your program will help you meet your career goals	1	7	12	20

Q139 - To what extent did the following factors contribute to your ability to complete the program?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Financial support from the institution or program	1.00	4.00	2.05	1.19	1.42	19
Supportive faculty	1.00	4.00	3.60	0.73	0.54	20
Student loans	1.00	4.00	2.20	1.28	1.63	15
My advisor	1.00	4.00	3.26	1.02	1.04	19
Program structure	2.00	4.00	3.11	0.72	0.52	19
Motivation and determination	2.00	4.00	3.80	0.51	0.26	20
Family (non-financial) support	1.00	4.00	3.65	0.79	0.63	20
Peer support	1.00	4.00	3.15	0.79	0.63	20
Institutional or program supports	1.00	4.00	2.74	0.85	0.72	19
Financial support from employer	1.00	4.00	1.89	1.24	1.54	18
Supportive employer	1.00	4.00	2.65	1.23	1.52	17
Quality of teaching	1.00	4.00	3.20	0.75	0.56	20
Being a full-time student	1.00	4.00	2.87	1.20	1.45	15
Other	1.00	4.00	2.50	1.50	2.25	2

Field	Not at all	To a small extent	To a moderate extent	To a great extent	Total
Financial support from the institution or program	9	4	2	4	19
Supportive faculty	1	0	5	14	20
Student loans	7	2	2	4	15

My advisor	2	2	4	11	19
Program structure	0	4	9	6	19
Motivation and determination	0	1	2	17	20
Family (non-financial) support	1	1	2	16	20
Peer support	1	2	10	7	20
Institutional or program supports	1	7	7	4	19
Financial support from employer	11	2	1	4	18
Supportive employer	4	5	1	7	17
Quality of teaching	1	1	11	7	20
Being a full-time student	3	3	2	7	15
Other	1	0	0	1	2

Q140 - Please rate your level of satisfaction with each of the following research-related activities you may have experienced in your current graduate/professional program. Note: "Research" can include creative work, performance, and design work, depending on the program.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Assisting faculty in research	1.00	5.00	3.42	1.35	1.82	19
Conducting my own research independently	2.00	4.00	3.47	0.60	0.35	19
Conducting research collaboratively with other researchers or students	1.00	5.00	3.53	1.19	1.41	19
Accessing journals, books, and other resources through the university's library	3.00	5.00	3.74	0.55	0.30	19
Using physical library facilities	2.00	5.00	3.58	0.75	0.56	19
Using core facilities of the university or program	2.00	4.00	3.37	0.58	0.34	19

Field	Not at all satisfied	Slightly satisfied	Satisfied	Very satisfied	I have not had this experience	Total
Assisting faculty in research	2	3	5	3	6	19
Conducting my own research independently	0	1	8	10	0	19
Conducting research collaboratively with other researchers or students	1	3	5	5	5	19
Accessing journals, books, and other resources through the university's library	0	0	6	12	1	19
Using physical library facilities	0	1	8	8	2	19
Using core facilities of the university or program	0	1	10	8	0	19

Q141 - Since beginning your current graduate/professional program, have you held a paid position that required you to teach students of the university? (includes Teaching Assistantship (TA) position, Reader/Grader position, Lecturer position, etc.)

Field	Choice Count
Yes	5
No	14
Total	19

Q142 - How competent do you feel teaching:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
An undergraduate (bachelor's) level course in your field	2.00	4.00	3.76	0.55	0.30	17
An introductory graduate (master's) level course in your field	3.00	4.00	3.76	0.42	0.18	17
An advanced graduate level course in my field	2.00	4.00	3.24	0.81	0.65	17
Other (please specify):	1.00	3.00	2.00	1.00	1.00	2

Field	Not at all competent	Slightly competent	Competent	Very competent	Total
An undergraduate (bachelor's) level course in your field	0	1	2	14	17
An introductory graduate (master's) level course in your field	0	0	4	13	17
An advanced graduate level course in my field	0	4	5	8	17
Other (please specify):	1	0	1	0	2

Q145 - To what extent are you satisfied or dissatisfied with the following aspects of your graduate/professional program?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Quality of instruction	1.00	4.00	3.37	0.81	0.65	19
Course availability	3.00	4.00	3.63	0.48	0.23	19
Quality of advising (supervision)	2.00	4.00	3.50	0.60	0.36	18
Knowledge gained	1.00	4.00	3.53	0.75	0.57	19
Financial support; funding	1.00	4.00	2.50	1.00	1.00	16

Field	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Quality of instruction	1	1	7	10	19
Course availability	0	0	7	12	19
Quality of advising (supervision)	0	1	7	10	18
Knowledge gained	1	0	6	12	19
Financial support; funding	4	2	8	2	16

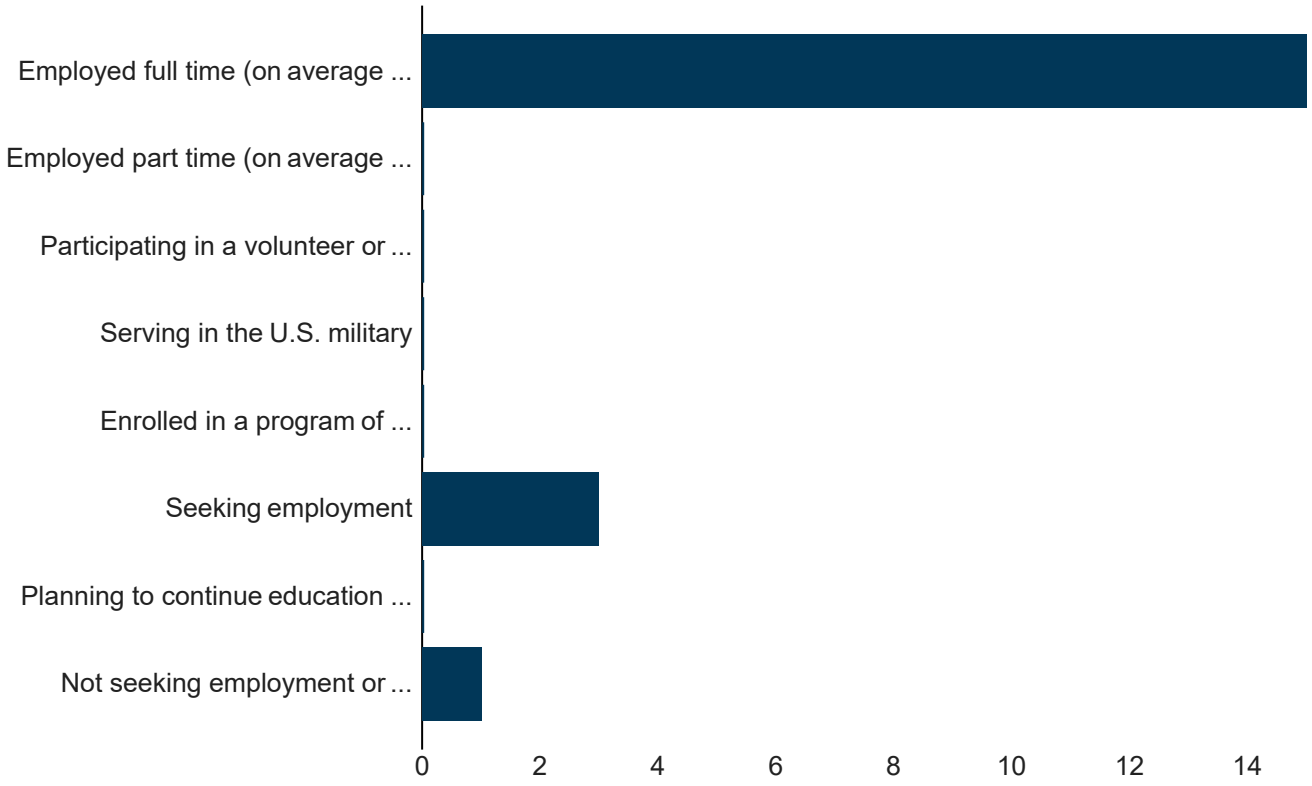
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Quality of facilities and equipment	3.00	4.00	3.74	0.44	0.19	19
Quality of IT (computer, etc.) support	3.00	4.00	3.78	0.42	0.17	18
Quality of staff support	3.00	4.00	3.58	0.49	0.24	19
Quality of university library resources and support	3.00	4.00	3.67	0.47	0.22	18

Field	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total
Quality of facilities and equipment	0	0	5	14	19
Quality of IT (computer, etc.) support	0	0	4	14	18
Quality of staff support	0	0	8	11	19
Quality of university library resources and support	0	0	6	12	18

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Would you choose the same field of graduate/professional research or study?	1.00	4.00	3.61	0.76	0.57	18
Would you enroll in the same graduate/professional program?	1.00	4.00	3.28	0.73	0.53	18
Would you choose the same university for your graduate/professional studies?	1.00	4.00	3.26	0.78	0.61	19
Would you choose the same advisor?	1.00	4.00	3.65	0.76	0.58	17
Would you choose the same dissertation topic?	3.00	4.00	3.79	0.41	0.17	19
Would you recommend this university to someone considering your field of graduate/professional research or study?	1.00	4.00	3.39	0.76	0.57	18

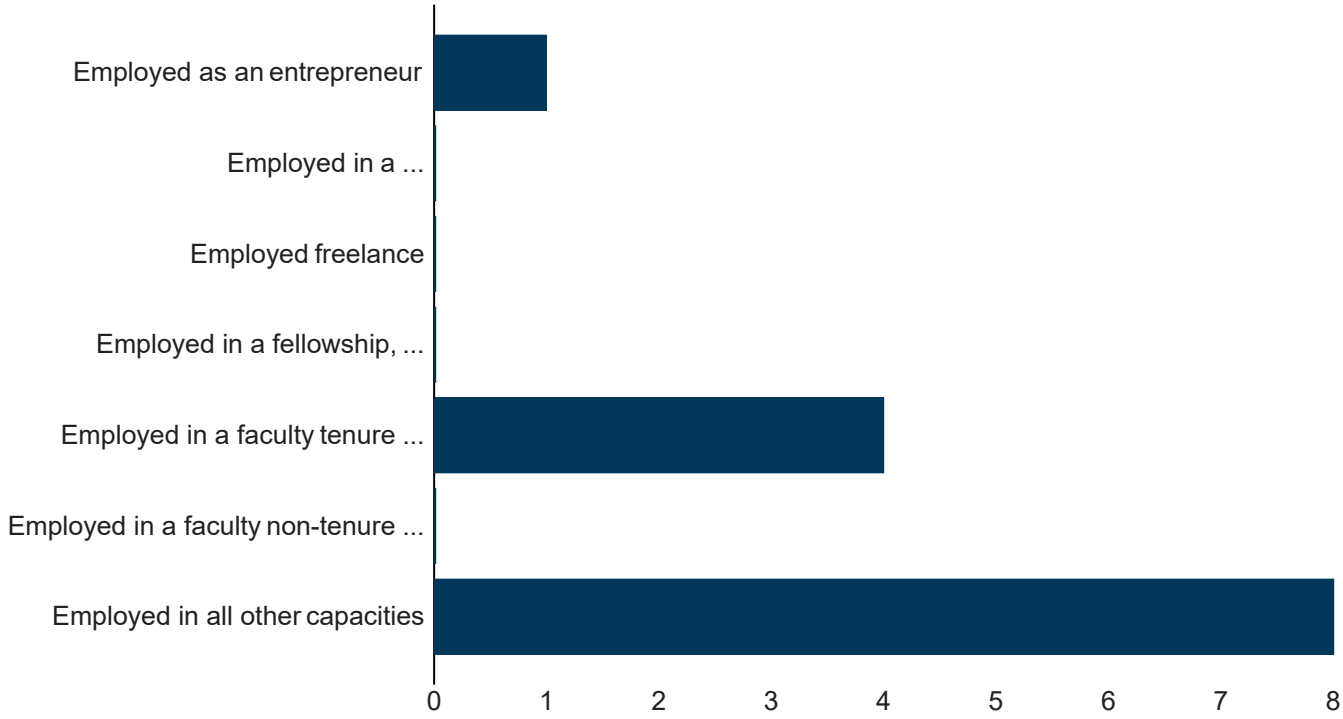
Field	Definitely not	Probably not	Probably	Definitely	Total
Would you choose the same field of graduate/professional research or study?	1	0	4	13	18
Would you enroll in the same graduate/professional program?	1	0	10	7	18
Would you choose the same university for your graduate/professional studies?	1	1	9	8	19
Would you choose the same advisor?	1	0	3	13	17
Would you choose the same dissertation topic?	0	0	4	15	19
Would you recommend this university to someone considering your field of graduate/professional research or study?	1	0	8	9	18

after graduation? Please select only ONE of the following categories:



Field	Choice Count
Employed full time (on average 30 or more hours per week)	15
Employed part time (on average less than 30 hours per week)	0
Participating in a volunteer or service program (e.g., Peace Corps)	0
Serving in the U.S. military	0
Enrolled in a program of continuing education	0
Seeking employment	3
Planning to continue education but not yet enrolled	0
Not seeking employment or continuing education at this time	1
Total	19

employment:



Field	Choice Count
Employed as an entrepreneur	1
Employed in a temporary/contract work assignment	0
Employed freelance	0
Employed in a fellowship, postdoctoral residency or other postdoctoral appointment	0
Employed in a faculty tenure track position	4
Employed in a faculty non-tenure track position	0
Employed in all other capacities	8
Total	13

Employing organization:
Brooks Rehabilitation
Colorado School for the Deaf and the Blind
Community College
DCPS
Duval County Public Schools
Duval County Public Schools
Mississippi State University
St Johns County School District
St Johns County School District
Texas Christian University
University of North Florida
educational organizations
self-employed
N/A
N/A

Position location - city, state, and country:
Colorado Springs, CO, USA
Fort Worth, TX, USA
Jacksonville
Jacksonville, FL
Jacksonville, FL USA
Jacksonville, FL, USA
Jacksonville, Fl
Jacksonville, Florida USA
St Johns FL, USA
St Johns, FL
Starkville, MS, USA
Tampa, FL USA
faculty, teacher, lecturer
N/A
N/A

Job title:
Assistant Athletic Director of Academic Services
Assistant Principal
Assistant Professor
Chief Diversity Officer -- Cabinet Level
Dean of Students
Director of Research
Executive Director
President
Principal
School Principal
Teacher
Teacher
faculty, teacher, lecturer
N/A
N/A

degree?

Field	Choice Count
Yes	13
No	1
Total	14