Florida Gulf Coast University Board of Trustees
June 19, 2007

SUBJECT: New Degree Proposals: (1) Educational Specialist, and (2) Doctor of Education

PROPOSED BOARD ACTION

Approve new Educational Specialist (Ed.S.) program, and Doctor of Education (Ed.D.) program.

BACKGROUND INFORMATION

FGCU is requesting permission to offer an Educational Specialist program and Doctor of Education program as described in the Executive Summary.

Supporting Documentation Included: (1) Memo from Provost, and (2) Executive Summary

Prepared by: Associate Vice President for Planning and Institutional Performance Paul Snyder, and Director of Program Development and Curriculum Cathy Duff

Legal Review by: General Counsel Wendy Morris (June 4, 2007)

Submitted by: Provost and Vice President for Academic Affairs Bonnie Yegidis
May 25, 2007

MEMORANDUM

TO: Trustee Larry Hart, Chair
    Academic/Student/Faculty Affairs Committee
    FGCU Board of Trustees

FROM: Bonnie L. Yegidis
      Provost and Vice President for Academic Affairs

SUBJECT: Educational Specialist and Doctor of Education

The College of Education is proposing the addition of a two new degree programs: Educational Specialist (Ed.S.) and Doctor of Education (Ed.D.) The proposed programs build on the existing strengths in the College of Education and meet local needs for advanced degrees in the field. The programs will provide graduates with the knowledge, skills, and dispositions needed to design and implement strategies to improve practice and outcomes as they relate to education. The Ed.S. will require 48 semester credit hours above the master’s degree; the Ed.D. will require 84 semester credit hours above the master’s degree. The programs were approved by the college curriculum team and the university-wide Graduate Curriculum Team.

Implementation of the proposed programs is for Fall 2008. The new programs will require five additional faculty by the third year. Three new faculty positions have been allotted to the college from the Provost’s office, and the College will create two new faculty lines by combining certain vacant positions (through salary rate currently in the College’s base due to retirements and strategic planning). The costs of enhance the library’s collection in the field includes approximately $13,291 in new journal subscriptions and backfiles and a startup cost of $6,000 for monographs.

The program is consistent with FGCU strategic plan and mission and will serve an identifiable need. I recommend approval. Upon approval by the FGCU Board of Trustees, the proposed Ed.S. and Ed.D. programs will be submitted to the Florida Board of Governors (BOG) for review and approval, consistent with BOG Regulation 6C-8.011 New Academic Program Authorization.
FLORIDA GULF COAST UNIVERSITY

Executive Summary
New Program Proposal

Degrees: Educational Specialist (Ed.S.) and Doctor of Education (Ed.D.)

Major: Education

College: Education

Anticipated Implementation Date: Fall 2008

Suggested CIP: 13.0101

Program Description

This proposal describes two degree programs:
- Educational Specialist (Ed.S.) with a major in Education and concentrations in (a) Curriculum and Instruction or (b) Educational Leadership
- Doctorate in Education (Ed.D.) with a major Education and concentrations in (a) Curriculum and Instruction or (b) Educational Leadership.

The primary purpose of the proposed programs is to develop individuals for (a) leadership roles, such as school administrator or district superintendent, in educational institutions, and (b) careers in other fields where education is an important focus including business, government, health care, human resources, and social services.

The programs will provide graduates with the knowledge, skills, and dispositions needed to design and implement strategies to improve practice and outcomes as they relate to education. The Ed.S. will require 48 semester credit hours above the master’s degree; the Ed.D. will require 84 semester credit hours above the master’s degree. Core course in both programs, which reflect the FGCU mission and the College of Education vision and mission, include a focus on organizational leadership, sustainability in education, and diversity and global studies in education. Courses in cognate areas will permit students to individualize their programs under the guidance of the faculty.

Both the Ed.D. and Ed.S. are of interest to personnel in public and private schools. The Ed.S. represents advanced professional expertise and is a recognized credential in public school districts and PreK-12 schools. The Ed.D. will prepare students for roles in colleges and universities as faculty and applied researchers and scholars who generate new knowledge in their discipline.
Consistency with FGCU’s Mission and Strategic Plan

FGCU is committed to meeting the educational and career needs of the university’s constituents:

- “...Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents” (FGCU Mission Statement).
- “The success of our students is at the center of our endeavors, with their needs determining our academic planning” (FGCU Guiding Principles).
- “Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region.” (FGCU Guiding Principles).

The proposed Ed.S. and Ed.D., which has strong support from various groups and organizations in Southwest Florida, will meet constituent needs.

Need and Demand

Both nationally and in the state of Florida there will be a need for many school administrators over the next decade due to retirements (National Association of Elementary School Principals, 2005; Gilman & Lanman, 2001; Blackman & Fenwick, 2000; Educational Research Service, 1998; Barker, 1997). Incumbent school principals and assistant principals are nearing retirement age, and the number of vacancies for these positions is projected to increase 10-20% through 2008. In 2003, 40% of Florida school principals had entered the State’s Deferred Retirement Option Program (DROP) or were terminating their employment. In 2004, 3000 Florida administrators were enrolled in the DROP program. Also, the projected number of new students in the Southwest Florida service area from 2007/2008 through 2010/2011 is staggering (Office of Educational Facilities, Tallahassee, 2006; Appendix A). The current work force must grow to fill the needed new positions. According to the Chief Academic Officers in the school districts surrounding FGCU (Spring 2006), it is more effective to “grow their own” educational leaders than to recruit from out of state or other areas in Florida. Further, the Chief Academic Officers indicated that local access to an Ed.S. would enhance this approach.

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

Due to retirements and a slowing of individuals entering the principalship, Florida has a looming shortage of school principals and assistant principals. In 2004-05, 68% of Florida principals were over 55 years of age 14% of administrators left their positions in 2004-05; 55% due to retirement and 30% due to resignations 9% left positions in 2003-04
A study conducted by the Educational Research Service (1998) for the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP) indicated that a shortage does exist:

There is a shortage of qualified candidates for principal vacancies in the U.S. About half of the surveyed districts reported that there was a shortage of qualified candidates for the principal positions they had attempted to fill. This shortage has occurred among all types of schools (rural, urban, suburban) and among all levels of vacancies (elementary, junior high/middle, and high school). However, these interviews did not indicate that they were dissatisfied with the people they hired, only that they perceived there to be a shortage of qualified candidates. In the opinion of the administrators responsible for hiring principals, there are many factors that discourage potential principal applicants (Educational Research Service, 1998).

The same problems exist in filling superintendent positions with qualified individuals (Esparo & Rader, 2001).

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

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

In the spring of 2006, the Dean of the College of Education met with the Chief Academic Officers (CAO’s) from the five-county area surrounding FGCU. There was unanimous agreement that offering an Ed.S. would be an excellent retention tool as well as a recruitment tool. According to the CAO’s, convenient access to higher education is something teachers ask for when interviewing. All districts award educators additional salary for degrees earned, so access to post graduate work is needed. There was also consensus that there is a critical need for well trained school leaders. Thus, having the programs at FGCU, would assist them to “grow their own” leaders.
In 1997, in response to local demand for advanced degrees, FGCU invited the University of Central Florida to offer an Ed.D. programs in Educational Leadership and Curriculum and Instruction on the FGCU campus. Their programs have attracted sufficient numbers of well-qualified and committed applicants to form five successive cohorts of approximately 20 to 25 students each. According to the UCF program director, many individuals who inquired about the doctoral program were interested in an Ed.S. program, but UCF did not offer one here. Due to the unmet demand for an Ed.S. program, FGCU and UCF made an agreement in Fall 2005 to offer one group of students this degree with the expectation that FGCU would obtain permission to offer the Ed.S. degree by Fall of 2007 or soon thereafter.

To further substantiate interest in advanced degrees in Southwest Florida, an online survey was developed in the fall of 2003/spring 2004, and was sent to all instructional personnel in the PreK-12 schools in the five-county service area. Responses were received from 1151 individuals. Of these, 752 (65.5%) indicated that they are definitely interested in an advanced degree from the College of Education, and 202 (17.5%) were not sure. Only 16% were not interested. The major area of interest was Educational Leadership, and the second area of interest was a combination of many content areas in education. It is the College of Education faculty’s belief that a Curriculum and Instruction concentration with available cognates of interest would best meet these expressed needs. A second survey was distributed in March 2006 in order to obtain current data on need and demand. Responses were received from 182 individuals. The results were very similar to the first survey, thus confirming the continuing need for the program.

It is clear from these data that there is a high demand for advanced degree programs in Southwest Florida. In addition, the Florida Board of Governors has defined both Educational Leadership and Curriculum and Instruction at the doctoral level as areas of critical need in terms of meeting statewide professional and workforce needs.

**Enrollment Projections**

**Ed.S. Program**

Based on current and planned resources, one cohort of 26 students will begin a planned program of study for the Ed.S. every two years. Part-time headcount in Year 1: 26 students. In Year 3 and again in Year 5, there will be two cohorts of Ed.S. students, one finishing projects and another beginning the program, so there will be 49 students in the program considering some attrition.

**Ed.D. Program**

For the Ed.D. program, each cohort will have 18 students. Based on current and planned resources, one cohort will begin every two years. Each cohort would take from 6 to 7 credits per semester and 6-9 credits in summer intensive sessions. Part-time headcount in
Year 1: 18 students. In Year 3 and again in Year 5 there will be approximately 32 students active in the program (considering potential attrition).

Resources

The College of Education has in its brief history accomplished a great deal. With its antecedents in the College of Professional Studies, the College of Education was established as the fifth of five free-standing units of the university in 1999. The College has during this period initiated and developed over 11 degree programs and 2 certificate programs. At the time of its inception as a discrete College, it enrolled 535 students, a number that has since nearly doubled to 956 in 2006. Over this short time frame, the College has awarded over 807 degrees at the baccalaureate level and 622 degrees at the master’s level. Additionally, the College has been at the forefront of the alternate route to certification through its innovative Teacher Immersion Program and most recently its Educator Preparation Institute producing several hundred program completers.

Faculty within the College of Education have been the pace-setters for the university’s tremendous success in securing sponsored research and contracts. The University has been awarded $85 million since its opening in 1997 and the College of Education has been responsible for 25% of the total leading all other Colleges within the university. This past year alone, faculty within the College garnered over $5 million in awards.

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

Furthermore, the College of Education has received approval to offer an Educator Preparation Institute (EPI). The EPI will offer a Florida Department of Education approved program. In fall 2006, the College of Education submitted an application for a state-approved Professional Training Option (PTO) which will focus on a minor for individuals majoring in areas outside of education. Florida Gulf Coast University and the College of Education are committed to addressing the critical teacher shortage in Southwest Florida. This is and will continue to be the primary goal of the College.

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

Faculty

The two new programs will require five additional faculty by the third year. In addition to the new hires, current faculty will teach in the new programs. Tentatively, approximately eight current faculty (about 25% of the College of Education faculty) will also participate in the new degree programs. Current faculty members with experience
working in post-master’s degree programs and with experience in working on dissertation or thesis committees have been identified to participate. This includes five faculty members from the Curriculum & Instruction content areas, two from Research and Evaluation, and one from Educational Leadership.

Three new faculty positions have been allotted to the college from the Provost’s office, and the College will create two new faculty lines by combining certain vacant positions (through salary rate currently in the College’s base due to retirements and strategic planning). Two will be hired to begin in Fall 2008 (Research & Evaluation; Curriculum & Instruction), and three will begin in Fall 2009 (Research & Evaluation, Educational Leadership and Curriculum & Instruction). All of these positions will be filled at the Associate or Full Professor rank, and sufficient money has been allocated at these ranks. New faculty will be recruited who have experience teaching in post-master’s programs, and experiences as chairs or members of project/theses committees and doctoral programs as chairs or members of dissertation committees.

Secretarial Support

It is anticipated that FGCU will need to hire a secretary for 20 hours per week for the first two years of the program, and a full time secretary beginning in the third year. Secretarial support will be provided by using OPS dollars within the College for the first two years.

Library Resources

To add an Ed.D. program, the library would require approximately $13,291 in new journal subscriptions and backfiles and a startup cost of $6000 for monographs. A majority of the recommended journals for this program pertain to the educational leadership program. Fewer new titles are needed for curriculum & instruction program. Journal prices for institutional subscribers typically increase between 10-12% annually.

Another annual cost for the Ed.D. program would be the addition of a librarian. Currently there is one position dedicated to Social Sciences and Education. As these respective program areas both grow, there will be a juncture where the workload of collection management, instruction, consultations, and liaison activities becomes too much for one person. An additional librarian to assume responsibilities solely for the College of Education will be needed. The Provost has approved this position in the library’s strategic plan.

Fellowships, Scholarships, and Graduate Assistantships

Initially, the College of Education will offer at least two graduate assistantships for each cohort, which will follow the students throughout the program if they continue to meet the requirements of the assistantship. During Year 5, a minimum of 8 students could have assistantships. Graduate and teaching assistantships will develop and expand as the program grows and as the university provides further support to graduate education at
FGCU. The Office of Graduate Studies has indicated that graduate tuition waivers and graduate assistantships would be allocated to the College for the Ed.S. and Ed.D. programs. Out-of-state and in-state tuition waivers, combined with the new graduate research and teaching assistantships, will provide effective recruitment incentives for the specialist and doctoral program in Education, enabling the College to attract a diverse student body. Requests for in-state waivers and out-of-state tuition waivers will be in addition to the current waivers the College receives to insure the new programs do not negatively impact any current programs. The Office of Research and Sponsored Programs (ORSP) has agreed to dedicate matching funds for research initiatives in the Ed.S. and Ed.D. program and by Year 5, ORSP will commit $50,000 to support research assistants in the advanced degree programs.

Approval

Upon approval by the FGCU Board of Trustees, the proposed Ed.S. and Ed.D. programs will be submitted to the Florida Board of Governors (BOG) for review and approval, consistent with BOG Regulation 6C-8.011 New Academic Program Authorization.