



ACADEMIC PROGRAM PROPOSAL FORM

(Revised May 2014)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED: February 11, 2016

Date of AAC Approval:

March 2, 2016

INSTITUTION: University of Nevada, Las Vegas

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): Master of Education, M.Ed.

MAJOR (i.e. Animal Science): Educational Policy and Leadership

EMPHASIS (i.e. Equine Studies): Principal Preparation

CREDITS TO DEGREE: 36

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

Approval of a Master of Education in Educational Policy and Leadership degree program.

A. Brief description and purpose of proposed program

The primary purpose of the Educational Policy and Leadership (EPL) program is to prepare educational leaders for leadership and administrative roles in K-12 schools in response to 21st century challenges. Particular attention will be paid to engaging pre-service principal interns in community-building efforts with for-profit and non-profit businesses, social service agencies, and university entities. This program will encourage systematic research-based practices and evidence-based decision making, particularly focused on urban populations, and guided by state and national educational standards.

B. Statement of degree or program objectives

Successful Educational Policy and Leadership Graduates will have knowledge, skills, and dispositions to: develop capacity to create a positive organizational culture that engages full participation of diverse groups and communities; develop capacity to identify problems, evaluate programs and develop as well as generating their own research; develop numeracy skills to read and

interpret data and research reports and develop as well as pursuing data driven solutions based on critical evidence; develop clear understanding of budgeting and financial analyses and how they influence leadership action; ensure transparent accountability procedures that foster community trust; exhibit ethical decision-making processes and model leadership with integrity; develop an understanding of how community agencies interface, network and build partnerships; understand the needs of community and educational stakeholders.

C. Plan for assessment of degree or program objectives

Knowledge and skills based on the Nevada Educators Performance Framework Standards for Administrators will be assessed through course work performance as detailed in the alignment chart in Appendix A. In addition, students will be assessed holistically through their performance and accomplishments in a year-long field experience as well as through performance-based benchmarks associated with specific coursework. As a culminating project, students will develop a poster depicting their Target Group Improvement Plan, how it was implemented, and a final evaluation of the effects. The poster will highlight the successes and plans for improvement associated with this project. In addition, the poster will highlight other competencies and field-based accomplishments. Students will give an oral presentation to faculty and practicing school administrators. Students' posters and presentations will be evaluated using a rubric based on the following criteria (based on the NEPF):

- Creating and Sustaining a Focus on Learning
 - Planning for school improvement
 - Monitoring student performance
 - Providing opportunities for teacher reflection
 - Short and long term planning to facilitate student achievement
- Creating and Sustaining a Culture of Continuous Improvement
 - Setting expectations for teacher and student performance
 - Developing teachers through observation, feedback, and professional development
 - Gathering and analyzing data relative to student learning
 - Considering diversity of learners, e.g. ethnicity, abilities, and socioeconomic status
- Creating and Sustaining Productive Relationships
 - Creating environment that respects all stakeholders
 - Establishing opportunities for discourse among stakeholders for decision making
 - Creating communication processes for partnering with teachers and students
- Creating and Sustaining Structures to Support an Effective School
 - Aligning curriculum, instruction, and standards
 - Allocating resources and developing structures to support school goals for student learning
- Managing Human Capital
 - Collecting data related to teacher performance
 - Using teacher performance data to support effective instruction
 - Developing leadership capacity among teachers
- Self-Reflection and Professional Growth
 - Using feedback from various sources to improve leadership practices
 - Seeking opportunities for continuous growth in leadership
- Professional Obligations
 - Modeling and advocating fair and equitable treatment of all students and their families
 - Modeling integrity and honesty while respecting confidentiality
- Family and Community Engagement
 - Involving parents, families, and community in policy implementation and program planning
 - Involving parents, families, and community in school improvement efforts
 - Connecting students and families to other social service and community agencies as needed

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

An annual review of recruitment data and student performance data informs faculty of areas needed for program modifications. In addition, data are collected via exit surveys and follow-up surveys of graduates and stakeholders to further inform faculty of needed areas for adjustment in programming, course offerings, sequencing, and field experiences. See attached Exit Survey.

Process for program improvement:

The department Graduate Coordinator and Program Coordinator will review the data from the surveys and report to the program area faculty the findings. The area program faculty will work together to determine the best plan of action to revise the areas of deficiency and make recommendations to the department faculty. The faculty as a whole then vote on any pedagogical or content changes and will put forward the appropriate documentation to make any changes.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The Educational Policy and Leadership program in the Department of Educational Psychology and Higher Education (EPHE) relates to the NSHE Master Plan section related to K-20 Partnerships, which states that NSHE will "establish active partnerships with K-12 education in order to improve the number and quality of students entering and succeeding in Nevada's higher education system, including better curricular alignment between K-12 and higher education". The EPL degree program will ensure preparation of effective principals for K-12 education and in so doing will help to improve success of K-12 students.

In addition the Education Policy and Leadership (EPL) program relates to NSHE Initiative # 3 "Develop appropriate public/private partnerships with community, businesses, and K-12 to support innovation connectivity, including enhanced collaborative R&D efforts between industry and higher education research institutions." The EPL program seeks to enhance partnerships between K-12 schools and business partners through the coursework related to community building, and with the internships and capstone projects in the program.

ii. Institutional mission

The Educational Policy and Leadership program in the Department of Educational Psychology and Higher Education shares the UNLV values of promoting "strong, reciprocal, and interdependent relationships between UNLV and the region around us." In addition the program relates to the UNLV Core Theme #3: Foster a Diverse Campus Population and Engagement with the Community. The EPL program focuses on engaging K-12 pre-service administrators as change agents who engage with UNLV and business and non-profit entities in relation to schools in which they will conduct internships. The expertise in our department has gravitated toward providing research based understanding of leadership, diversity and linguistic educational issues, learning and development, assessment and diagnostic services through evidence-based intervention, research and program evaluation...all valuable tools for any administrator toolkit. We are ready to promote an innovative master's program that leads to an administrative endorsement in accordance with input from CCSD administration.

iii. Campus strategic plan and/or academic master plan

UNLV Master Plan states that one objective is to "seek to build focused research and academic programs that are founded on excellence and will provide the state and region with a strong workforce and a university partner...." The EPL Master's Program will connect university personnel with local schools and the school district as we prepare principals to work in schools, who use research-based practices, who connect with university researchers and social scientists to conduct relevant research and unfold school improvement practices.

iv. Department and college plan

Part of the EPHE mission is, "Providing foundational support for programs across the university including core content in the psychology of learning, motivation, cognition, problem solving, instruction, human development, and psychological and educational measurement, statistics, evaluation, and research methodology." Indeed, the areas of Educational Psychology, School Psychology, and Higher Education relate to and complement a principal preparation program in terms of understanding learning and leadership, and creating a positive school climate through evidence based decision making. In addition, this program relates to the College of Education initiative in terms of building positive community relations with local schools and the local school district. The College of Education is already actively engaged with Clark County School District in four distinct areas: Growing the Teacher Pipeline, Professional Development Programs, K-12 Student Services, and Program Evaluation and Intervention. This program will add a much-needed Principal Pipeline with licensure of principals who are highly vested in improving education while promoting connections between education, social services, and local non-profit and business entities.

v. Other programs in the institution

The Greenspun College of Urban Affairs currently has a strand related to Urban Leadership, which will be phasing out in June 2016. The local school district superintendent has asked for a program grounded in the College of Education and this program proposal is an effort to accommodate the needs of the local district.

vi. Other related programs in the System

Only one NSHE institution offers a graduate-level educational or administrative leadership programs, the University of Nevada-Reno (MA, M.Ed., Ph.D. educational leadership). Although there may be potential partnerships with UNR's programs, the demand for principal preparation in this school district exceeds those resources available from one institution, which poses its own geographical challenges for students in the Las Vegas Valley area.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

The Educational Policy and Leadership program in the department of Educational Psychology and Higher Education will contribute to the graduate programs in the department by preparing highly qualified principals to work in K-12 settings, particularly within (but not limited to) the Clark County School District. This is an integral part of the preparation of educational professionals for changing educational contexts that is part of the mission of the College of Education.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

Clark County School District has requested principal preparation to be part of the College of Education professional educator pipeline. CCSD is the 5th largest school district and the largest employer in the state, and anticipates the need for 50 principals per year for the next 5 years due

to district school growth as well as retirements and attrition of current school leadership positions.

iii. If this or a similar program already exists within the System, what is the justification for this addition

A similar program was created in the College of Urban Affairs. However, this program is being recreated and repositioned in the College of Education. The rationale for the move was related to numerous factors, but perhaps the most compelling factor was the sense of having a closer connection to other education professionals who are receiving instruction in preparation for K-12 school settings (classroom teachers, school counselors, special educators, and school psychologists, along with higher education faculty who conduct research on the high school to college pipeline). The need expressed by the superintendent was for educational leaders, steeped in theoretical and research based educational practice who also recognize the challenges and opportunities of urban schools.

iv. Evidence of employment opportunities for graduates (state and national)

CCSD is the 5th largest school district and the largest employer in the state, and anticipates the need for 50 principals per year for the next 5 years due to district school growth as well as retirements and attrition of current school leadership positions.

v. Student clientele to be served (Explain how the student clientele is identified)

Students will be individuals with an earned bachelor's degree seeking Nevada State endorsement as an administrator of a school, and as such will be required to hold a valid elementary, middle school/junior high, or secondary or special teaching license. In addition the students will need to show evidence of 3 years of teaching experience in K-12 schools approved by the State of Nevada.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Fourteen (14) Credits of Required Foundational Courses

EPL 720 Introduction to Leadership and Organizations (3 credits)

EPL 737 Systematic Professional Development & Instructional Supervision(3 credits)

EPL 753 Human and Fiscal Resource Management (2 credits)

EPL 758 Financial Entrepreneurship & Educational Innovation (3 credits)

EPL 755 Law for Exceptional Students (1 credit)

EPL 751 Education Law and Policy: Student Issues (1 credit)

EPL 757 Education Law and Policy: Teacher/Staff Evaluation (1 credit)

Six (6) Credits of Research Core Courses

EPL 722 Educational Research Methods (3 credits)

EPL 735 Evidence-Based Decision Making (3 credits)

Eight (8) Credits of Internship and Capstone

EPL 742 Leadership Field Experience (6 credits)

EPL 780 Capstone Seminar (2 credits)

Electives (8 credits from the following)

EPL 732 School and Community Leadership (2 credits)

EPL 740 Instructional Systems Design (1 credit)

EPL 731 Leadership in a Digital Age (3 credits)

EPL 700 SpecTopic: XXX (Such as Leadership for English Learners; Conflict Resolution; Educational Change) (1-6 credits may be applied to degree)

All courses will be as prescribed and approved by an advisor. These courses taken together meet the requirements for Nevada School Administrator Endorsement.

Students will meet with an academic advisor and complete a formal degree plan.

Students must obtain a 3.0 GPA in order to graduate. A student can have no more than one grade less than B-.

ii. Program entrance requirements

All applications for admission to the Educational Policy and Leadership program are made to the Graduate College and are reviewed by the Educational Policy and Leadership program admissions committee. The committee considers all materials submitted as part of the application process, including training and preparation, general abilities, and previous experience. An application form, and official transcripts of all college level work must be submitted to the Graduate College. Applicants should review and follow the Graduate College Admission and Registration Requirements.

Prerequisites for Application:

An earned bachelor's degree in an acceptable field of undergraduate study;

A GPA of at least 2.75 overall or 3.00 in the last 60 semester hours of undergraduate study;

At least 3 years of professional experience

In addition:

Individuals seeking a Nevada endorsement as an administrator of a school must hold a valid elementary, middle school/junior high, or secondary or special teaching license (excluding Business and Industry or special qualifications) and provide evidence of 3 years of teaching experience in K-12 schools approved by the State of Nevada.

In addition to the application and transcripts required by the Graduate College, applicants must submit the following documents to the department program:

1. Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT). GRE is preferred.
2. A minimum of two letters of recommendation providing evidence of the applicant's leadership potential and ability to successfully complete graduate level work.
3. A resume indicating educational and professional experience, including leadership experiences.
4. A writing sample based on a prompt or questions provided by the program.
5. Individual interview.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

The MEd degree will consist of 36 credit hours of approved coursework:

Fourteen (14) Credits of Required Foundational Courses related to leadership, instructional supervision, resource management, and Education Law; Six (6) Credits of Research Core Courses in educational research methods and evidence-based decision making; Eight (8) Credits of Internship and Capstone; Electives (8 credits) related to instructional systems design, leadership in a digital age, community connections, and special topics such as leadership for English Language Learners (ELLs), educational change, and /or conflict resolution.

All courses will be as prescribed and approved by an advisor. These courses taken together meet the requirements for Nevada School Administrator Endorsement.

Students will meet with an academic advisor and complete a formal degree plan.

Students must obtain a 3.0 GPA in order to graduate. A student can have no more than one grade less than B-.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

The program will be seeking accreditation from the Nevada Department of Education relative to licensure for school administrators. In addition we will seek membership in the University Council of Educational Administration (UCEA). This membership will add prestige to the program.

v. Evidence of approval by appropriate committees of the institution

The College of Education faculty voted to bring the program into the college on 11-20-15 with a vote of 44 eligible voting faculty, 44 in favor, 0 against, and 0 abstentions. The Educational Psychology and Higher Education faculty voted to bring the program into the department on 11-30-15. EPHE has 15 faculty members eligible to vote, 13 vote in favor, 2 opting not to vote, 0 against, 0 abstain. The Educational Psychology and Higher Education faculty voted to approved the New Program Proposal: 15 eligible to vote, (1 on medical leave), 3 not voting; with 11 faculty voting, 11 in favor, none opposed and no abstentions.

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

Faculty in the department specialize in research on numerous topics related to leadership and K-12 classroom instruction (e.g., motivation, cognition, text processing, working memory, athletics, teacher and student efficacy, policy, language acquisition, school climate and school change, as well as student pipeline from K-12 to the college setting. Our faculty engage in grant writing and are highly cited in their publication efforts. In addition our faculty have garnered positions on international and national professional organizations.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

Many of our courses across the areas of Educational Psychology, School Psychology, and Higher Education are foundational courses that relate to and complement courses that would be required for a master's program that includes endorsement for school administrators. The addition of new master's program related to administrator preparation would fit well within the parameters of the current department offerings as we now prepare school psychologists. The incorporation of the program faculty currently related to the endorsement would be beneficial to the department as well, as they add expertise in program evaluation, needs assessment, policy analysis, and school change.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

EPHE Faculty have approved the current faculty members who are involved in the leadership preparation program. The current director will continue for a year and then transition out of the program, requiring a replacement hire. Anticipate differential fees will be used to support some instructional capacity, but it may be necessary to hire additional support staff beyond what is projected. Our intention is to run two cohorts and this will require faculty to carry out the supervisory aspects of the program.

iv. Recommendations from prior program review and/or accreditation review teams

N/A

v. Organizational arrangements that must be made within the institution to accommodate the program

N/A

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

Below is a summary of projected revenue and expenditures associated with differential fees. These data are based on an enrollment of 40 students per year in a 36 credit-hour program.

The proposed differential fee is \$175.00 per credit hour, which is lower than most UNLV programs charging a differential fee. Other differential fees per credit hour for UNLV programs to date are as follows: \$225.00 (Social Work), \$156.75-\$239.50 (Architecture), \$236.00 (Executive MBA), and \$156.75-\$300.00 (Nursing).

Revenue Budget

Total Annual Revenue: (Program Revenue)

\$175.00 differential fee per credit hour; 28 students per cohort; 17 courses (1-3 credits each)

\$214,200

Total Annual Revenue: (Graduate Financial Aid) \$37,800

TOTAL \$252,000

Expense Budget

Graduate Financial Aid \$37,800

Professional Salaries:

Full-time educational leadership faculty member; Visiting Scholars/Part-time instructors (national and local) with national expertise; General instructional capacity \$147,110

Total Fringe Benefits

Full-time educational leadership faculty member \$26,307

Out-of-State Travel

Visiting Scholars/Part-time instructors (national) \$5,000

Professional Networking Events (a)

Welcome orientation, Professional development seminars, Leadership Showcase/capstone events, Advisory meetings \$5,000

General Operations

Supplies, professional development funds for students \$12,247

Reserves for fringe benefit future rate changes \$18,536

TOTAL \$252,000

a) Through the program's partnership with Clark County School District (CCSD), EPL students will participate in CCSD-sponsored events that promote students in the district as well as provide avenues for students to network with various CCSD administrators and departments to prepare for future positions as principals. These events are in addition to the professional networking events included in the expenditures. Specifically, CCSD (a) hosts a leadership academy for those in educational leadership programs; and (b) funds stipends for mentor principals, who guide students through field-based experiences and prepare them for future leadership development.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 30

3rd Fall semester 30

5th Fall semester 30

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Based on following assumptions:

Using 9 as the divisor for full time equivalency for a master student.

28 in current cohort matriculated Spring 2016

20 to be recruited for Spring 2017

20 to be recruited for Summer 2017

(40 students per year)

Year I

Summer 2016 10 credits x 28 students/9 = 31.1

Fall 2016 9 x 28 / 9 = 28

Spring 2017 9x 28/9 = 28 (Cohort II) plus 8 x 20/9 = 18 [Total: 46]

Year Total 31+28+46=105

Year 3 and 5

Summer 9 credits x 40 /9 = 40

Fall 9 credits x 40/9=40

Spring 9 credits x 40 = 40

Year Total= 120

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 40

3rd Fall semester 40

5th Fall semester 40

(2) Explain the methodology/assumptions used in determining projected headcount figures.

see attached

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

See attached

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

N/A

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

N/A

iii. Existing and additional equipment required

N/A

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

A faculty member will be given assigned time to provide advising. This will also include activities such as recruitment, program coordination of activities outside teaching. In addition we will require the services of an Administrative Assistant to properly maintain the program paperwork. This position is being negotiated with a unit phasing out a program.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

N/A

ii. Consultant's summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

M. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

N/A

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

N/A

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

N. Summary Statement

The Educational Policy Leadership program is a high-demand program that will serve as the only PK-12 principal preparation option at UNLV, as a current program in the Greenspun College of Urban Affairs terminates. The MA Urban Leadership program- Educational Leadership strand (UL-EL), the program to be phased out, was initiated in order to prepare educational leaders for entry-level school administrative positions in southern Nevada. The program received approval from the Nevada Department of Education as meeting the requirements for School Administrator Endorsement and Program Administrator Endorsement.

The development of the EPL program to meet critical shortages in quality educational leaders has been highly supported by the Clark County School District Superintendent, Pat Skorkowsky. Further, a robust program for PK-12 educational leaders had existed in the College of Education, until substantial university budget cuts mandated the program be phased out (i.e., FY10).

**New Academic Program Proposal
Five-Year Program Cost Estimate
(Revised December 2015)**

Institution: UNLV

Program: M.Ed. Ed Policy & Leadership

Semester of Implementation: Fall 2017

DIRECTIONS: Complete the Student FTE and following cost estimates for the first, third, and fifth for the proposed new program in Section A. Any "new" costs in year one must be noted by source in Section B.

STUDENT FTE:

Year 1: 30

Year 3: 30

Year 5: 30

Section A.

	Year 1/Start-up				Year 3		Year 5	
	Existing ¹	New ²	Total	FTE	Total	FTE	Total	FTE
PERSONNEL								
Faculty (<i>salaries/benefits</i>) ³	613,509	0	613,509	4.0	613,509	4.0	613,509	4.0
Graduate Assistants	0	0	0	0.0	0	0.0	0	0.0
Support Staff	52,781	0	52,781	1.0	52,781	1.0	52,781	1.0
Personnel Total	\$666,290	\$0	\$666,290	5.0	\$666,290	5.0	\$666,290	5.0
OTHER EXPENSES								
Library Materials (<i>printed</i>)	0	0	0		0		0	
Library Materials (<i>electronic</i>)	0	0	0		0		0	
Supplies/Operating Expenses	20,247	0	20,247		20,247		20,247	
Equipment	0	0	0		0		0	
Other Expenses	10,000	0	10,000		10,000		10,000	
Other Expenses Total	\$30,247	\$0	\$30,247		\$30,247		\$30,247	
TOTAL	\$696,537	\$0	\$696,537		\$696,537		\$696,537	

Section B.

	Amount		%
EXPLANATION OF "NEW" SOURCES²			
Tuition/Registration Fees		0	0 %
Federal Grants/Contracts		0	
State Grants/Contracts		0	
Private Grants/Contracts		0	
Private Gifts		0	
Other (<i>please specify</i>)		0	
TOTAL		\$0	0.0%

¹Resources allocated from existing programs to the proposed program in Year 1 should be noted in the "Existing" column.

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for the first year must equal the total under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.*): **For Year 3 and Year 5, COLA and merit are not included as it is unknown if these items will be passed in the legislative sessions.**

2.22.2016

EPL Exit Survey

Gender: _____

Age: _____

Ethnic Background: _____

Years of Teaching Experience: _____

Grade Level: _____

Present Position: _____

Please consider each item and mark the response that best describes your opinion.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1. The program was valuable in meeting my needs as a future administrator.

1 2 3 4 5

2. The program was intellectually challenging and sufficiently rigorous.

1 2 3 4 5

3. The content of coursework was relevant to current practices in schools.

1 2 3 4 5

4. The program provided for extensive reflection on issues of importance to administrators.

1 2 3 4 5

5. Candidates and faculty developed a network of support during the program.

1 2 3 4 5

6. The program provided opportunities for formal and/or informal mentoring.

1 2 3 4 5

7. The professors were knowledgeable in their field.

1 **2** **3** **4** **5**

8. The professors provided rich experiential background.

1 **2** **3** **4** **5**

9. The professors were effective in their presentation and delivery of relevant knowledge and skills.

1 **2** **3** **4** **5**

10. The professors were dedicated to meeting their classes regularly and being available when requested.

1 **2** **3** **4** **5**

11. I acquired useful administrative skills from this program.

1 **2** **3** **4** **5**

12. The fieldwork component was valuable and met my expectations.

1 **2** **3** **4** **5**

13. The fieldwork was related to coursework, providing a practical application of theory.

1 **2** **3** **4** **5**

14. I feel prepared to take on an administrative position at this point.

1 **2** **3** **4** **5**

15. The program met my professional needs, providing appropriate foundations for my career.

1 **2** **3** **4** **5**

Based on your knowledge of what school leaders need to know and be able to do, rate the usefulness of the following EPL courses:

Not Useful	Somewhat Useful	Very Useful
1	2	3

1. EPL 720: Introduction to Leadership and Organizations

1 2 3

2. EPL 722: Educational Research Methods

1 2 3

3. EPL 731: Leadership in a Digital Age

1 2 3

4. EPL 700: Special Topics in Leadership: Conflict Resolution

1 2 3

5. EPL 732: School and Community Leadership

1 2 3

6. EPL 751: Education Law and Policy: Student Issues

1 2 3

7. EPL 700: Special Topics Seminar: Leadership for Educational Change

1 2 3

8. EPL 753: Education Law and Public Policy Seminar: Human and Fiscal Resource Management

1 2 3

9. EPL 758: Financial Entrepreneurship & Educational Innovation

1 2 3

10. EPL 735: Evidence-Based Decision Making

1 2 3

11. EPL 755: Education Law for Exceptional Students

1 2 3

12. EPL 700: Special Topics Seminar: Leadership to Support English Learners

1 2 3

13. EPL 740: Instructional Leadership Seminar: Instructional Systems Design

1 2 3

14. EPL 742: Leadership Field Experience

1 2 3

15. EPL 757: Education Law and Public Policy Seminar: Teacher/Staff Evaluation

1 2 3

16. EPL 780: Capstone Seminar: Educational Leadership

1 2 3

- What were the strengths of the program?

- In what ways could the program be improved?

- Would you recommend this program to a friend?

YES / NO