

Ed,

As you know, the program I coordinate is unique because it doesn't have any faculty that are technically assigned to it, so I completed the following based on the program in general and its students. I hope this meets your needs for this report.

a. Significant achievements and/or changes in your program

The Ph.D. program in CIED entered its first official catalog year in its revised form. The inquiry core was expanded to include a mixed-methods course as required and the options for the inquiry elective were expanded to include qualitative in addition to quantitative offerings. This revision also standardized the course offerings on a rotating basis to provide greater predictability for students and manageability for the program faculty as they must balance their teaching responsibilities between the academic program they are officially assigned to in CIED and the Ph.D. program.

The Ed.S. program went through the University review process in 2019-2020 and will become official for the 2020-2021 catalog year. The revised program now includes additional endorsement in curriculum or special education program administration for educators seeking to become teacher-leaders in their schools/districts. This was accomplished by combining a core group of courses in Curriculum and Instruction with the existing Graduate Certificates offered by EDLE and SPED.

Work is currently being done in conjunction with Global Campus on a revised M.Ed. program, which will eventually be an all-online offering. Planned submission for review is August 2020.

b. Achievements on teaching, research, and public service - especially those of national, regional, or statewide prominence

N/A – provided with “home” program report.

c. Achievements of students or alumni - especially those of national, regional, or statewide prominence

CIED PhD students were productive in 2019-2020, with the following accomplishments:

- 13 conference presentations at national and international conferences
- 11 refereed publications in academic journals
- A student currently serving as conference co-chair of ELATE-GS, the national leadership team for graduate students in English education.
- A winner of the Excellence in Graduate Education for Academic Prowess Award granted by Graduate-Professional Student Congress

d. The number of grants, dollars, publications, and enrollment growth

Enrollment in decreased in CIEDPH from 63 at the conclusion of the 2018-2019 academic year to 56 at the conclusion of the 2019-2020 academic year. This decrease was viewed by the Graduate Coordinator to be a *positive* change because a number of students who had been active students in the program for several years were finally able to graduate. On the flipside, enrollment for PhD students seeking TESOL or ESL as an area of specialization declined because the department was not able to provide them adequate advising and mentorship due to the lack of experienced faculty in those areas as well as capacity issues for existing faculty in terms of advisement.

Enrollment in increased in CIEDES from 2 at the conclusion of the 2018-2019 academic year to 5 at the conclusion of the 2019-2020 academic year. New students in CIEDES have entered the Ed.S. program in anticipation of the program changes to come.

Enrollment in increased in CIEDME from 2 at the conclusion of the 2018-2019 academic year to 8 at the conclusion of the 2019-2020 academic year. Growth is anticipated to accelerate when the revised online M.Ed. program becomes available.