



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Curriculum and Instruction

Curriculum and Instruction PhD



Exceptional Learning Ph.D.

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Mission/Vision/Goal Statement

The central focus of the Ph.D. in Exceptional Learning is the study of at-risk and diverse populations. The program investigates the characteristics, strengths, and educational needs of individuals and groups whose learning potential and opportunities for success in life are frequently undervalued. Populations deemed exceptional and at-risk include, but are not limited to, those persons for whom social, economic, and physical characteristics may serve as a barrier to learning. The Exceptional Learning program has the primary mission of offering strong academic preparation for professionals that serve the community, public school system, and institutions of higher education. Specific programs of study are available in four concentrations: Applied Behavior Analysis, Literacy, Program Planning and Evaluation, and STEM Education. There are two strands within Applied Behavior Analysis: Young Children & Families and Applied Behavior Analysis School Age. Instruction and research are major components of the academic mission of the program. A committed faculty serves the students through instruction, scholarly activity, and service to provide quality academic experiences.



Program Goal 1 Course Instruction

Define Goal

Program Goal 1: Provide course instruction that models evidence-based practices in the respective program areas.

Intended Outcomes / Objectives



 **Program Goal 2 Scholarly Research**

Define Goal

Program Goal 2: Initiate and maintain scholarly research activities that enhance program development and contribute to the design and delivery of services and supports to at-risk populations through research dissemination in the field.

Intended Outcomes / Objectives

 **Program Goal 3 Leadership Personnel**

Define Goal

Program Goal 3: Develop leadership personnel in the areas of teaching and research for service in the fields of public education and social services such as public schools, state agencies, and higher education.

Intended Outcomes / Objectives

 **SLO 1 Course Competency**

Define Goal

Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate:

Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of program content.

Intended Outcomes / Objectives

 **SLO 2 Professional Skills**

Define Goal

Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate:



Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.

Intended Outcomes / Objectives

Assessment Program Goal 1 IDEA Evaluations

Goal/ Outcome/ Objective: Program Goal 1: Provide course instruction that models evidence-based practices in the respective program areas.

Type of Tool: Survey

Rationale

IDEA evaluations (Administered each semester) – Program Goal 1: Course evaluations are maintained through the IDEA evaluation system on each faculty member and are used by faculty members to refine instructional practices and modify course content based on student feedback.

IDEA evaluations allow for national comparisons against similar courses with student ratings of progress on relevant objectives and teacher and course effectiveness.

Frequency of Assessment: Each semester

Assessment Program Goal 2 Faculty Activity Report

Goal/ Outcome/ Objective: Program Goal 2: Initiate and maintain scholarly research activities that enhance program development and contribute to the design and delivery of services and supports to at-risk populations through research dissemination in the field.

Type of Tool: Other

Rationale

Faculty activity report (Conducted annually in Spring semester) – Program Goals 2 & 3: Each faculty member will submit a Faculty activity report to the program director addressing her or his efforts for the previous academic year. The report will address the following indicators: grant proposals, publications, presentations, other research endeavors, external consultants to public schools and agencies, and student involvement/progress on each indicator.



Faculty activity reports are submitted to the director of the program, and an overall summary of the program's progress will be included in this IE report as the format of the annual report no longer captures a complete picture of faculty activity.

Frequency of Assessment: Annually

Assessment Program Goal 3 Faculty Activity Report

Goal/ Outcome/ Objective: Program Goal 3: Develop leadership personnel in the areas of teaching and research for service in the fields of public education and social services such as public schools, state agencies, and higher education.

Type of Tool: Other

Rationale

Faculty activity report (Conducted annually in Spring semester) – Program Goals 2 & 3: Each faculty member will submit a Faculty activity report to the program director addressing her or his efforts for the previous academic year. The report will address the following indicators: grant proposals, publications, presentations, other research endeavors, external consultants to public schools and agencies, and student involvement/progress on each indicator.

Faculty activity reports are submitted to the director of the program, and an overall summary of the program's progress will be included in this IE report as the format of annual reports no longer capture a complete picture of faculty activity.

Frequency of Assessment: Each spring semester

Assessment SLO 1 Comprehensive Examination

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of

Type of Tool: Graduation Rate

Rationale

Comprehensive examinations (Administered near the end of each semester as needed; typically coincides with EDU 7920) – Student Learning Outcomes 1 & 2:



Students must pass comprehensive examinations at the completion of all coursework. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.

Rigorous **Comprehensive examinations** provide an opportunity for candidates to demonstrate mastery of expected learning outcomes. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.

Frequency of Assessment: Each semester



Assessment SLO 1 Dissertation Defense

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of

Type of Tool: Graduation Rate

Rationale

Dissertation defense (Presented each semester as needed) – Student Learning Outcomes 1 & 2: Successful written and oral dissertation defense to graduate advisory committee.

Students work closely with their committee members on their dissertation in preparation for the **Dissertation defense**. Students submit dissertation chapters to each committee member for feedback. All chapters must be submitted at least two weeks prior to the scheduled defense date. During the defense the student takes about 30 minutes to present the research and findings. Afterwards, the committee and any others present may ask questions to the student. Once all questions have been answered, the student and any guests are dismissed from the room while the committee of at least 4 deliberates on whether or not to pass/approve the student.

Frequency of Assessment: Each semester



Assessment SLO 1 Dissertation Prospectus

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of

Type of Tool: Other

Rationale

Dissertation prospectus (Presented each semester as needed; near the end of or following EDU 7920) – Student Learning Outcomes 1 & 2: Successful written and oral prospectus defense to graduate advisory committee.

Students prepare for their **Dissertation prospectus** in EDU 7920 where they craft the research design for their proposed study. After receiving feedback on the first three chapters of their research proposal from the course instructor, students present a practice prospectus. Students are directed to both proceed and schedule a formal prospectus meeting with their committee or they are directed to continue working on their proposal. Students are required to submit their three-chapter proposals to their committee members at least two weeks prior to the scheduled prospectus date. At the meeting where the student presents the formal prospectus, following the presentation and question and answer session, the student is dismissed from the room, while the committee of four deliberates on whether or not to allow the student to pursue the proposed research. The committee will provide feedback to the student at this time and direct the student to either proceed with the research or revise their proposal and convene at a later date to present the revised prospectus.

Frequency of Assessment: Each semester

Assessment SLO 1 Grant Proposals

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of

Type of Tool: Tracking Spreadsheet

Rationale

Grant proposals (Crafted each Summer semester in EDU 7040) – Student Learning Outcomes 1 & 2: Students must successfully prepare a grant proposal for submission to an external funding agency.

The course instructor evaluates **Grant proposals** as a required component of EDU



7040. Students who choose to submit proposals to the funding agency are encouraged to do so and directed to the Office of Research for instruction in policy/procedures for submission.

Frequency of Assessment: Each summer semester

Assessment SLO 1 Research Sequences

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Successful attainment of course competencies within the required program of study that results in the learner's mastery of program content.

Type of Tool: Graduation Rate

Rationale

Students are required to take a **Sequence of quantitative and qualitative research courses** during their program of study. They must successfully complete one course before proceeding to the next course, as the knowledge is cumulative. Course instructors work closely with students to ensure their success. If an instructor becomes aware that a student is not prepared to move onto the next course in the sequence, they are encouraged to withdraw and re-take the class or are counseled to ensure preparedness for the next level.

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Frequency of Assessment: Bi-annually

Assessment SLO 2 Comprehensive Examination

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.

Type of Tool: Graduation Rate

Rationale



Comprehensive examinations (Administered near the end of each semester as needed; typically coincides with EDU 7920) – Student Learning Outcomes 1 & 2: Students must pass comprehensive examinations at the completion of all coursework. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.

Rigorous **Comprehensive examinations** provide an opportunity for candidates to demonstrate mastery of expected learning outcomes. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.

Frequency of Assessment: Each semester

Assessment SLO 2 Dissertation Defense

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.

Type of Tool: Graduation Rate

Rationale

Dissertation defense (Presented each semester as needed) – Student Learning Outcomes 1 & 2: Successful written and oral dissertation defense to graduate advisory committee.

Students work closely with their committee members on their dissertation in preparation for the **Dissertation defense**. Students submit dissertation chapters to each committee member for feedback. All chapters must be submitted at least two weeks prior to the scheduled defense date. During the defense the student takes about 30 minutes to present the research and findings. Afterwards, the committee and any others present may ask questions to the student. Once all questions have been answered, the student and any guests are dismissed from the room while the committee of at least 4 deliberates on whether or not to pass/approve the student.

Frequency of Assessment: Each semester



Assessment SLO 2 Dissertation Prospectus

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.
Type of Tool: Graduation Rate

Rationale

Dissertation prospectus (Presented each semester as needed; near the end of or following EDU 7920) – Student Learning Outcomes 1 & 2: Successful written and oral prospectus defense to graduate advisory committee.

Students prepare for their **Dissertation prospectus** in EDU 7920 where they craft the research design for their proposed study. After receiving feedback on the first three chapters of their research proposal from the course instructor, students present a practice prospectus. Students are directed to both proceed and schedule a formal prospectus meeting with their committee or they are directed to continue working on their proposal. Students are required to submit their three-chapter proposals to their committee members at least two weeks prior to the scheduled prospectus date. At the meeting where the student presents the formal prospectus, following the presentation and question and answer session, the student is dismissed from the room, while the committee of four deliberates on whether or not to allow the student to pursue the proposed research. The committee will provide feedback to the student at this time and direct the student to either proceed with the research or revise their proposal and convene at a later date to present the revised prospectus.

Frequency of Assessment: Each semester

Assessment SLO 2 Grant Proposals

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.
Type of Tool: Graduation Rate

Rationale

Grant proposals (Crafted each Summer semester in EDU 7040) – Student Learning Outcomes 1 & 2: Students must successfully prepare a grant proposal for submission to an external funding agency.

The course instructor evaluates **Grant proposals** as a required component of EDU 7040. Students who choose to submit proposals to the funding agency are encouraged to do so and directed to the Office of Research for instruction in



policy/procedures for submission.

Frequency of Assessment: Each summer Semester

Assessment SLO 2 Research Sequences

Goal/ Outcome/ Objective: Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate: Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.

Type of Tool: Graduation Rate

Rationale

Sequence of quantitative and qualitative research courses (1st in sequence begins each Fall semester) – Student Learning Outcomes 1 & 2: Students must successfully pass a sequence of quantitative research courses taught by different faculty to ensure exposure to different points of views and fairness in evaluation. Courses in sequence include EDU 7420, EDU 7300, and EDU 7430 in the quantitative sequence and EDU 7010, EDU 7330, and EDU 7340 in the qualitative sequence.

Students are required to take a **Sequence of quantitative and qualitative research courses** during their program of study. They must successfully complete one course before proceeding to the next course, as the knowledge is cumulative. Course instructors work closely with students to ensure their success. If an instructor becomes aware that a student is not prepared to move onto the next course in the sequence, they are encouraged to withdraw and re-take the class or are counseled to ensure preparedness for the next level.

Frequency of Assessment: Bi-annually



Results Program Goal 1 Course Instruction

Goal/Objective/Outcome Number: 1

Results

IDEA evaluations (Program Goal 1) allow for comparison against similar courses on a national level. For Spring 2017 faculty scored an adjusted average of 4.22 on a 5-point scale. For Fall 2016 faculty scored an adjusted average of 4.24 on a 5-point scale.



IDEA Evaluation Scores Spring 2017 PhD Courses Evaluated (5 point scale)

Faculty	Course	N	Overall Ratings										Summary Evaluation	
			A. Progress on Relevant Objectives		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Average of A & D			
			# Obj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	
Chitiyo, George	EDU 7430	5 of 7	3	4.6	4.3	4.8	4.7	4.8	4.8	4.8	4.8	4.7	4.6	
Chitiyo, George	EDUP 7810	2 of 2	2	4.5	4.3	5	4.9	5	5	5	5	4.8	4.7	
Howard, Martha	SPED 6120	4 of 4	10	4.5	4.2	4.8	4.4	4.8	4.1	4.8	4.3	4.7	4.3	
Isbell, Janet	EDU 7010	8 of 9	4	4.5	4.1	4.8	4.4	4.1	3.4	4.4	3.9	4.5	4	
Isbell, Janet	EDU 7920	2 of 2	4	4.8	4.4	4.5	4.2	4.5	4	4.5	4.1	4.7	4.3	
King, Seth	EDUB 7030	3 of 4	2	4.9	4.4	5	4.6	5	4.4	5	4.5	5	4.5	
King, Seth	SPED 6000	2 of 3	2	4.5	3.8	4.5	4	4.5	3.6	4.5	3.8	4.5	3.8	
Meadows, Jennifer	EDUS 7510	4 of 4	9	4.1	3.3	4.8	4.2	4.8	3.6	4.8	3.9	4.4	3.6	
Powell, Beth	EDUP 7810	2 of 2	2	4.5	4.1	5	4.8	5	4.8	5	4.8	4.8	4.4	
Setliff, Deborah	READ 6310	4 of 5	8	4.8	4.4	4.8	4.4	4.8	4	4.8	4.2	4.8	4.3	
Setliff, Deborah	READ 7010	5 of 5	8	4.3	3.8	4.6	4.3	4.4	3.9	4.5	4.1	4.4	3.9	

IDEA Evaluation Scores Fall 2016 PhD Courses Evaluated (5 point scale)

Faculty	Course	N	Overall Ratings										Summary Evaluation	
			A. Progress on Relevant Objectives		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Average of A & D			
			# Obj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	
Baker, Jane	SPED 7110	7 of 12	10	4.2	3.6	4.9	4.4	4.6	3.7	4.8	4.1	4.5	3.8	
Baker, Julie	CUED 7803	2 of 4	5	4.4	3.9	4.5	4.1	4.5	4	4.5	4.1	4.5	4	
Chitiyo, George	EDU 7950	4 of 4	3	4.8	4.5	5	4.8	5	5	5	4.9	4.9	4.7	
Isbell, Janet	READ 7000	5 of 6	3	4.4	3.7	4.2	3.7	4.4	3.3	4.3	3.5	4.4	3.6	



King, Seth	EDUB 7050	3 of 4	4	4.9	5	5	5	5	5	5	5	5	5
King, Seth	SPED 6050	2 of 2	3	5	4.5	5	4.5	5	4	5	4.3	5	4.4
King, Seth	SPED 6050	2 of 4	3	4.5	3.7	5	4.4	5	3.9	5	4.2	4.8	4
Setliff, Deborah	READ 6600	3 of 4	5	4.5	4	5	4.8	5	4.8	5	4.8	4.8	4.4
Setliff, Deborah	READ 7020	5 of 7	6	4.9	4.4	4.8	4.4	4.4	3.5	4.6	4	4.8	4.2
Zagumny, Lisa	EDU 7000	7 of 9	6	4.2	4.1	4.7	4.6	4.4	4.1	4.6	4.4	4.4	4.3

Attachments

No items to display.



Results Program Goals 2 Scholarly Research & 3 Leadership Personnel Goal/Objective/Outcome Number: 2 & 3

Results

Each faculty member provides the program director her or his annual **Faculty activity** (2 & 3). The reports provide the basis for much of the program's annual report submitted to the Board of Trustees. The table below shows a high degree of faculty activity for each indicator and student involvement.



2016-2017 Ph.D. Faculty Activity (N = 15)						
In-Service Workshops	Grant Proposals Funded		National Presentations	International Presentations	Books	Book Chapters
14	12		13	12	1	1
2016-2017 Ph.D. Candidate Activity (N = 36)						
In-Service Workshops	Grant Proposals Crafted	Grant Proposals Submitted	National Presentations	International Presentations	Book Chapters	Reputation
6	8	3	17	24	0	
Graduate Employment Rate To-Date (N = 88)						
Academics - 52		IHE Admin - 12		LEA Position - 17		BCBA - 2

Attachments

No items to display.



Results SLO 1 Course Competency & SLO 2 Professional Skills

Goal/Objective/Outcome Number: SLO 1 & 2

Results

- **Grant proposals** (Student Learning Outcomes 1 & 2) are a required component of EDU 7040. The table above shows the number of proposals written during the 2016 Summer semester. Eight students crafted proposals and three students submitted proposals.
- Data on the **Sequence of quantitative courses** (Student Learning Outcomes 1 & 2) show results on research design and knowledge of quantitative measures and analysis. Results across courses show consistency with each respective student. In the past five years, two students earned a grade of "C." The higher number of grade of "B" in EDU 7430 is expected considering the degree of difficulty with cumulative knowledge.
- Data on the **Sequence of qualitative research courses** (Student Learning Outcomes 1 & 2) show results on research design and knowledge of qualitative inquiry and analysis. Results across courses show consistency with each respective student and the increased degree of rigor in EDU 7010 and EDU 7430 in comparison to EDU 730.
- **Comprehensive examination** (Student Learning Outcomes 1 & 2) data show successful responses on the first attempt for students taking exams in the past 5



years. It appears students are better prepared for their comprehensive examinations as all have been successful on their first attempt since Spring 2015.

- **Dissertation prospectus** (Student Learning Outcomes 1 & 2) data show successful completion of presentations on the first attempt for students in the past 5 years.
- **Dissertation defense** (Student Learning Outcomes 1 & 2) data show successful completion of defense on the first attempt for students in the past 5 years.



Admitted	7010	7330	7340	7420	7300	7430	7040	Comps	Prospectus	Defense	Gr:
2009-2010	1B	A	B	B	A	B	A	F11 [^]	F11	S13	M1
2009-2010	2A	A	A	A	A	A	A*	S13	S13	F13	F1
2009-2010	3A	A	I	A	A	A	A	F14	S15	M15	M1
2009-2010	4B	A	A	A	A	B	A	S11	S11	S13	S1
2010-2011	1A	A	A	≈	A	A	A	M13	M13	S14	S1
2010-2011	2B	B	B	A	C	B	A	S13 [^]	S13 [~]		
2010-2011	3A	A	A	A	A	B	A	M13	M13	S14	S1
2011-2012	1A	A	B	≈	B	C	I	M14	M13	M16	M1
2011-2012	2B	B	B	A	A	A	A	M14	F14		
2011-2012	3A	A	A	A	A	A	B	M14	S14	M16	M1
2011-2012	4A	A	A	A	A	A	A	M14	S14	S15	S1
2011-2012	5A	B	A				B				
2011-2012	6A	A	A	A	A	A	A	M14	F14	S15	S1
2011-2012	7A	A	A	A	A	B	A	M14	S14	F14	F1
2012-2013	1B	A	A	A	≈	B	A	M15	M15	M16	M1
2012-2013	2A	A	A	A	A	A	B	M13	M13	S16	S1
2012-2013	3B	A	B	A	A	C	A	F15	F15	M17	M1
2012-2013	4A	A	A	A	A	A	A	M15	S16	F16	F1
2012-2013	5A	A	A	A	≈	A	A	M13	M13	S16	S1
2012-2013	6			A			A				
2012-2013	7A	A	B	A	I	A	A	M17			
2012-2013	8A	A	A	A	A	A	A	F16	F16	S16	F1
2012-2013	9A	A	A	A	A	A	A	S15	S15	F15	F1
2012-2013	10B	B	B								
2012-2013	11C	A	A	A	A	B	A	M16	M16	F16	F1
2012-2013	12A	A	A	A	A	A	A	S16	M16	F16	S1
2012-2013	13A	A	A	A	A	A	A	S16	S16	S16	F1
2012-2013	14A	A	A	A	A	B	A	S13	S15	F15	F1
2012-2013	15B	A	B	A	A	B	B	F15	F15	M16	M1
2012-2013	16B	B	B	A	A	C	B	S16	S16		
2013-2014	1A	A	A	A	A	A	A	M16	F16		
2013-2014	2A	A	A	A	A	A	A	M17	M17	M17	M1
2013-2014	3I			B		C	B				
2013-2014	4A	A	A	A	A	A	B	S16	S16	M16	M1
2013-2014	5A	A	A	A	A	B	A	S17	M17		
2013-2014	6A	A	C	A	A	B	B	M17 [^]	M17		
2013-2014	7A	A	A	A	A	A	A	F16	S17		
2014-2015	1B	A	B	≈	A	A	A	S17	M17		
2014-2015	2A	A	A	A	A	A	A				
2014-2015	3B	C		B	B	B	C				
2014-2015	4			A	A	A	A				
2014-2015	5A	A	A	A	I	A	A	F16	F16		
2014-2015	6A	A	A	A	A	B	A				
2014-2015	7B			A		C					
2015-2016	1A	A	A	A	A	A	A	M17	M17		



2015-2016	2B	A	A	A	A	A	A
2015-2016	3B	A	B	A	A	B	
2015-2016	4A			B		B	
2015-2016	5A	A	B	A	A	A	A
2015-2016	6A	A	B	A	A	A	
2015-2016	7A	A	B	A	A	A	
2015-2016	8A			B		B	
2015-2016	9B	A	A	B	A	B	A
2015-2016	10A	A	B	B			
2016-2017	1A			A		A	
2016-2017	2B			A		A	
2016-2017	3			A	A	B	
2016-2017	4A			B			
2016-2017	5A			A		A	
2016-2017	6B						
2016-2017	7						
2016-2017	8A			B		B	

7010 7330 7340 7420 7300 7430 7040Comps Prospectus

non completer

last updatec
07/24/17

* proposal funded

^ second attempt required

~ revised prospectus presentation required

≈ not in program of study

Attachments

No items to display.