

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 2/18/99

APPROVED

NOT APPROVED

COMMENTS:

Arnette Reeves

2/14/99

SIGNATURE

DATE

SENATE

Date announced at Senate 4-27-99

Voted upon at Senate:

Approved

Not Approved

Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

AA/CL comm APPROVAL 8/24/99

STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST

[Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

Per Dr. Morahan, no curriculum code needs to be assigned

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert C. Sulat 10/4/99

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

1. One-page abstract in narrative form

a. Title and Sponsors

MASTER OF ARTS IN HIGHER EDUCATION, INSTRUCTIONAL TRACK,
TEACHING SPECIALIZATION: ENGLISH AS A SECOND LANGUAGE (ESL)

Dr. Richard R. Smith, Program Advisor, Department of Educational Leadership
Dr. Jacqueline Benevento, Academic Advisor, Department of Secondary
Education/Foundations of Education

b. Need for the Program

This proposed specialization will meet a clear regional need. The need for ESL instructors in higher education is keeping pace with the constantly growing enrollment of immigrant students whose home language is not English in the nation as a whole and particularly in New Jersey. Adding to the demand that these populations create for ESL classes is the the record number of students in the U.S. with F-1 (student) visas.

This proposed ESL specialization in the Instructional Track of the M.A. Program in Higher Education at Rowan University will be the only one in the Delaware Valley region for the preparation of ESL teachers specifically at the higher education level. Furthermore, there are no master's degree programs in South Jersey for teaching ESL at any level.

c. Relationship to Department and School

This specialization represents a cooperative effort between the Department of Educational Leadership and the Department of Secondary Education/Foundations of Education. This specialization will be housed in the College of Education.

d. Summary of the Curriculum

This ESL specialization will require 32 semester hours credit: 3 credits in required professional areas, 15 credits in the academic specialization, 11 credits in specialized professional areas, and 3 credits in electives, which is in keeping with the six other specializations in the Instructional Track.

e. Implementation Time Frame

It is planned that recruiting for the ESL specialization will begin immediately after approval and that the specialization will be available beginning fall 1999.

f. Resources Required

Implementation of this specialization will not require any new costs. All necessary courses are currently offered. Additional staff will not be required. Additional space will not be needed. Technological facilities are adequate, and students will use the facilities open to all Rowan University students. Library resources are adequate.

2. Details

a. Title of the Proposal

MASTER OF ARTS IN HIGHER EDUCATION, INSTRUCTIONAL TRACK,
TEACHING SPECIALIZATION: ENGLISH AS A SECOND LANGUAGE (ESL)

b. Sponsors

Dr. Richard R. Smith, Department of Educational Leadership
Dr. Jacqueline Benevento, Department of Secondary Education/Foundations of
Education

c. Scope or size of the program

This program is designed to prepare professional personnel to teach English as a Second Language (ESL) in institutions of higher education, and to respond to the professional development needs of existing professionals. Students will be prepared to work in advising/counseling positions, in educational opportunity fund (EOF) programs, and in newcomer/tutoring centers for adult and nontraditional ESL students.

In addition, matriculated students who hold teaching certificates in New Jersey may elect to apply credits earned in this program to a second instructional certificate in teaching ESL K-12.

The Master of Arts in Higher Education, Instructional Track is currently in existence with six specializations: Computer Science, Biological Sciences, Mathematics, Physical Science, Psychology, and Reading. There are currently 22 students matriculated in these six specializations. Interest in an ESL specialization is high, and it is expected that the ESL specialization will add an initial cohort of approximately 12 to 15 students.

d. Relationship to curriculum

Students will be enrolled in graduate courses sponsored by the Department of Secondary Education and the Department of Educational Leadership. All courses are currently available. The required courses in the Academic Specialization (Teaching ESL) include a focus on the adult student; i.e., college age and older. The Seminar/Internship courses in Higher Education, through appropriate mentoring and supervision, will provide experiences for students to apply theories and instructional strategies to the adult learner.

e. Prerequisites or eligibility

Admission requirements for all specializations of the Instructional Track of the Master of Arts in Higher Education program are specified in the Rowan University Graduate Catalog. There are no additional prerequisite courses for this specialization.

f. Suggested time and scale of implementations

It is planned that recruiting for the ESL specialization will begin immediately after approval and that the specialization will be available beginning fall 1999.

g. Resource requirements

Implementation of this specialization will not require any new costs. Required courses are currently offered. Additional staff will not be required. Additional space will not be needed. Technological facilities are adequate, and students will use the facilities open to all Rowan University students.

h. Recommended library resources

Current library resources are adequate. Please see the Library Curriculum Form appended.

3. Rationale

This specialization within the master's degree program for higher education meets the following four criteria for new master's degree programs as set forth in the Rowan Plan:

- a. There is relative programmatic strength existing within the institution and the opportunity to sustain a high quality program at the master's level.
- b. There appears to be an existing or developing regional need.
- c. The program is professionally oriented.
- d. The program can be financially sustained through the combination of tuition charges to the master's students and the reallocation of existing resources within the department, school, and/or college.

Discussion of each criterion follows:

Programmatic Strength. This ESL specialization does not constitute a new master's degree program, but will be a specialization in the existing Instructional Track of the Master of Arts in Higher Education.

November 28, 1998

Regional and National Need. The proposed ESL specialization in the Instructional Track at Rowan University will be the only one in the Delaware Valley region for the preparation of ESL teachers specifically at the higher education level. In addition, there are no master's degree programs for teaching ESL at any level in South Jersey. Dr. Benevento has conducted a personal and telephone survey of 15 four year institutions of higher education in New Jersey, southeastern Pennsylvania, and Delaware: eight offer a master's degree in teaching ESL; none offer a master's degrees in teaching ESL in higher education.

The proposed specialization in English as a Second Language (ESL) will meet a clear regional need. The need for instructors in English as a Second Language (ESL) in higher education is keeping pace with the constantly growing enrollment of immigrant students whose home language is not English, in the nation as a whole and particularly in New Jersey. Adding to the demand that these populations create for ESL classes is the record number of students in the U.S. with F-1 (student) visas.

The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 23.4 percent in 1993. Much of the change can be attributed to rising proportions of Hispanic and Asian students (Worldwide Web: <http://nces.ed.gov/pubs/MiniDig95/enroll.html#08>.)

More specifically, in four-year institutions in the nation, the percentage of Hispanic students rose from 2.5% in 1976 to 5.5% in 1994. For Asian/Pacific Islander students, the increase was from 1.7% in 1776 to 5.5%. In two-year institutions, the increase was more pronounced, with 5.5% Hispanics in 1976 to 10.7% in 1994, and the Asian/Pacific Islander population increased from 2.1% in 1976 to 5.7% in 1994. (U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities;" and Integrated Postsecondary Education Data System (IPEDS). "Fall Enrollment" surveys, table 202 prepared May 1996; www.fedstats.gov/programs/edu.html.)

Comparing the percentages of Hispanic, Asian/Pacific Islander and nonresident alien students in institutions of higher education in the United States to those in the state of New Jersey, the following percentages were computed from statistics for fall 1994. Note that the New Jersey figures are higher:

November 28, 1998

US Hispanic	7.32%
NJ Hispanic	8.76%
US Asian/Pacific Islander	5.42%
NJ Asian/Pacific Islander	5.79%
US non-resident alien	3.19%
NJ non-resident alien	3.33% (Ibid., table 205)

A 1991 Center for the Study of Community Colleges (CSCC) study found that ESL had grown from 30% of all foreign language classes offered in 1983 to 51% in 1991. Nationwide, the percentage of community colleges offering ESL during Spring term 1991 had grown from 26% in 1975 to 40% in 1991 (ERIC Digest, ERIC Clearinghouse for Junior Colleges, ED353022 Dec 92).

An additional search in the ERIC files produced the following information. In 1991, a study was conducted of the liberal arts education in American community colleges, comparing 1991 enrollment data with those of previous years; in 1977, foreign languages accounted for 21% of all humanities class sections compared to 36% in 1991, due in large part to ESL offerings. (ED338286 JC910502, paper presented at the National Conference of the Community College Humanities Association.)

The most up-to-date information for New Jersey comes from a fall 1995 survey conducted by the New Jersey Council on the Education of Language Minority Students (CELMS) and partially funded by the NJ Commission on Higher Education. Out of 44 institutions surveyed, 42 responded, and of these 42, 32 institutions were identified with ESL programs. Over one-half (18) of the ESL programs were housed at the state's community colleges. Specifically, 18 of the 19 (95%) community colleges, 4 of the 9 (44%) of the state colleges, and 10 of the 14 (71%) of the private four-year institutions in New Jersey reported having ESL programs. In fall 1994, there were 9113 students enrolled in higher education institutions: 81% were enrolled in community colleges. Over 5% of the students enrolled in New Jersey's community colleges are ESL students. Almost three-quarters (73%) of the ESL program directors surveyed stated that the demand for ESL courses was rapidly or steadily increasing. (Source: "Findings: New Jersey ESL Program Survey," New Jersey Commission on Higher Education, December 1995.)

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The current K-12 students of limited English proficiency (LEP) in New Jersey must also be considered, because they are the higher education students of tomorrow. As of fall 1996, there were 49,000 LEP students in New Jersey, constituting 4% of the total school population. Of the 21 counties in New Jersey, Camden and Atlantic City in South Jersey were among the top ten with the largest LEP student population. (Source: "1996-97 Summary of LEP Student Enrollment and Programs in New Jersey," Office of Bilingual Education and Equity Issues, State of New Jersey Department of Education, October 1997.)

Personal communication by Dr. Jacqueline Benevento with ESL program directors in the community colleges of South Jersey has underscored the need for ESL instructors due to increased enrollment. For example, the enrollment in ESL classes at Camden County College has increased steadily from 76 students in Spring 1987 to 282 students in fall 1997. (Personal communication, Dr. Craig Katz, Camden County College.) For teachers of ESL in higher education, requests are frequently received from the program directors of ESL at community colleges, particularly from Dr. Judy Matsonubo of Atlantic County Community College. Furthermore, Dr. JoAnn Bouson, Program Director of ESL at Rowan University, has emphasized the need for instructors in ESL courses at the Camden campus.

A master's degree is the minimum requirement for teachers at the community college level.

Professional Orientation of the Program. This program is designed to prepare professional personnel to teach English as a Second Language (ESL) in institutions of higher education, and to respond to the professional development needs of existing professionals. Students will also be prepared to work in advising/counseling positions, in educational opportunity fund (EOF) programs, and in newcomer/tutoring centers for adult and nontraditional ESL students.

Financial Sustainment. This ESL specialization can be financially sustained through the combination of tuition charges to the master's students and the reallocation of existing resources within the College of Education. Time for student advisement will be reallocated from student advisement time currently allocated for the ESL/bilingual education advisor in the Department of Secondary Education/Foundations of Education and for the MA Program in Higher Education, Instructional Track.

4. Essence of the Specialization

a. Major Goals of the Program

This specialization is consistent with the goals of the College of Education at Rowan University; viz., to prepare professional educators, leaders, and change agents who are:

- effective communicators
- effective instructors/facilitators
- curriculum planners
- classroom/facilities managers
- decision-makers/problem solvers
- advocates for cultural and learning diversity
- scholars/professionals

b. Specific Objectives of the Program

1. To examine the research of second language acquisition and to draw implications for the instruction of adult learners.
2. To examine the research in second language instruction and to apply the appropriate teaching techniques.
3. To analyze culturally conditioned learning styles in adult ESL learners.
4. To analyze the issues affecting second language schooling in New Jersey and in the USA: sociopolitical, economic, familial and educational.
5. To compare and contrast culturally conditioned views of literacy.
6. To describe and practice effective patterns of interaction in ESL classrooms.
7. To describe advocacy practices for students of limited English proficiency in the school and community.
8. To practice ways to collect data in the classroom, examine teacher and student attitudes and beliefs, use the information as a basis for critical reflection, and make appropriate modifications in teaching.

c. Structure of OrganizationIdentification of Courses, Credits, Sequence of Course Work,
Requirements, and Prerequisites S.H.I. Basic Professional Component (Required).....3

0821.530 Foundations of Multicultural Education..... 3

II. Academic Specialization (Required) 15

0840.512 Linguistics for Teaching ESL/Bilingual Education..... 3

0840.510 Issues of Language and Cultural Diversity
in ESL/Bilingual Education Programs..... 3

0840.515 Language, Culture, and Communication..... 3

0840.517 Modern Developments in the Teaching of a Second
Language..... 3

0829.600 Specialization Seminar and Investigation* 3

III Specialized Professional (Required)..... 110806.603 Seminar/Internship in Community College
Education I* 40806.604 Seminar/Internship in Community College
Education II* 4

0806.605 Higher Education in America 3

*Written permission must be obtained from the Program Advisor before enrolling in the Seminar/Internship courses. An additional \$60 fee must be paid when registering for Spring Semester Seminar/Internship II (0806.604).

IV. Elective 3

An appropriate elective may be selected from graduate courses currently offered in Rowan University. Students are required to consult with their Academic Advisor before selecting an elective course. An elective course may be applicable to a certification endorsement in ESL K-12 in New Jersey.

Total semester hours required (minimum) 32

November 28, 1998

Admission Procedure

Students will follow all admission procedures stated in the current degree model of the Master of Arts in Higher Education.

d. Administration

This specialization represents a cooperative effort between the Department of Educational Leadership and the Department of Secondary Education/Foundations of Education. This specialization will be housed in the College of Education.

5. Results of Consultations

a. Letters of consultation are appended from:

Dr. Marion Rilling, Dean, the Graduate School

Dr. Edward White, Chairperson of the Department of Educational Leadership

Dr. John Gallagher, Chairperson of the Department of Secondary Education/Foundations of Education

Dr. Donald Bagin, Coordinator, Graduate PR Program

b. Consultation was solicited from the following, who approved with enthusiasm:

Dr. JoAnn Bouson, Program Director of ESL, College of Communication,
Rowan Camden

Internal assessment of the M.A. in Higher Education program was conducted by the Department of Educational Leadership in the fall of 1996. Consultations took place with current and former students, school and college administrators, and nationally prominent educators in the field. It was determined that the Instructional Track place greater emphasis on higher education in general with the two year college as an important sector within the field.

8. New Courses

There are no new courses needed for this program.



Educational Leadership

April 21, 1998

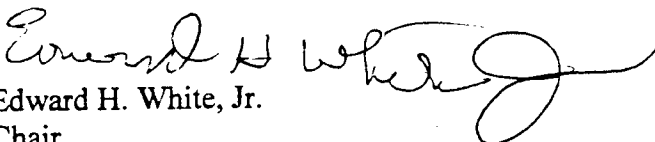
Dr. Jacqueline Benevento
Department of Secondary Education/Foundations
Robinson Building

Dear Dr. Benevento:

I am pleased to have reviewed the proposal for a new instructional specialization (ESL) within our MA Program in Higher Education. The proposal represents a true collaborative effort between our department and reflects the intent and nature of our existing specializations.

I appreciate your working so closely with Drs. Smith and Marcus and I am professionally supportive of the program.

Sincerely,


Edward H. White, Jr.
Chair
Educational Leadership Department

EHW/ech

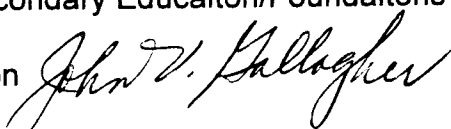


Department of Secondary Education/Foundations of Education

December 11, 1998

Memorandum

To: Dr. Richard Smith, Department of Educational Leadership and Dr. Jacqueline Benevento, Department of Secondary Education/Foundations of Education

From: John V. Gallagher, Chairperson 

Re: Proposal for establishing a Master of Arts in Higher Education, Instructional Track:
Teaching Specialization: English as a Second Language (ESL)

I have reviewed the proposal for the above-mentioned program. We have consulted regarding certain details and you have made recommended changes to my satisfaction. Your considerable work in creating this proposal results in a program needed and of high quality. I heartily support this proposal and look forward to seeing it pass through the University process towards the acceptance of students.

Thank you for your efforts and best wishes.



December 8, 1998

Dean of The Graduate School

To: Dr. Richard R. Smith
Program Advisor, M.A. in Higher Education
and
Dr. Jacqueline Benevento
Academic Advisor for proposed new ESL teaching specialization in the M.A.
in Higher Education program

From: Dr. Marion Rilling *M. R.*
Dean, The Graduate School

Subject: Support for the proposed new teaching specialization in the M.A. in Higher
Education program: English as a Second Language

I am delighted to share with you my support and the support of Graduate Council for your new ESL teaching specialization proposal (in the M.A. in Higher Education). Though this was not a proposal for a new degree program, we followed Graduate Council procedures and had several readers review your proposal to determine compliance with the criteria established for approval of new degree programs and areas of programmatic strength and potential areas of concerns or suggestions for improvement. At the Graduate Council meeting of December 8, 1998, Graduate Council voted to send this letter of support after hearing positively from the assigned readers.

I know you would be interested in the following comments that were made by the readers:

"The goals and objectives of the proposed specialization are appropriate and relevant to the need."

"The proposed specialization in ESL is timely and consistent with overall trends toward a more diverse student body in K-12 as well as in Colleges. Adding the ESL specialization will enhance Rowan's Master's program in Higher Education."

I wish to add that I concur with these statements and would like to note my personal support for your proposal.

A colleague suggested that it would probably be useful to have a planned program of marketing to attract students early to this new specialization after it is approved. Please be assured that I and the staff of The Graduate School are ready and willing to share our experiences with you and assist in any way that we can to implement this proposed specialization.

I know that future students will be appreciative of your efforts to design this new offering. We all thank you for this professional approach to meeting regional needs.

Best personal regards.

c: Dr. C. Matteson
Dr. B. Sisco



TO: Marion Rilling, Dean, Graduate Studies
FROM: Don Bagin, Coordinator, Graduate PR Program
DATE: November 19, 1998

The abstract of the proposed M.A. in Higher Education with the teaching specialization of "English as a Second Language" seems solid.

In fact, it appears to be a "no brainer" as it will serve an identified need at very little cost.


I heartily recommend its approval.

DB/jh



Educational Leadership

TO: Dr. Loretta Reeves
Chair
Senate Curriculum Committee

FROM: Dr. Richard R. Smith 
Dr. Jacqueline Benevento

Date: December 14, 1998

RE: Review and approval of ESL specialization within the existing
MA Program in Higher Education

Enclosed are eight copies of our proposal to offer a new specialization to prepare professionals to teach ESL within our colleges and universities. This specialization, if approved, will be offered within our existing MA Program in Higher Education.


Thank you for your time and consideration.



Educational Leadership

December 7, 1998

To: Marion Rilling, Carl Calliari, and Lou Molinari

From: Laurence R. Marcus, Chair, College of Education Curriculum Committee 

Subject: Certificate of Graduate Study in Early Childhood Education

On December 1, the College of Education Curriculum Committee preliminarily considered the proposal that you submitted for a program leading to a Certificate of Graduate Study in Early Childhood Education. We were pleased to see your activity in an area of such obvious need. We plan to schedule a meeting early in the spring semester to discuss the proposal with you. In preparation, we ask that you consider the following questions that emerged during our preliminary discussion.

1. Currently, Post Baccalaureate Achievement Certificates (which are being proposed to be re-named Certificates of Graduate Study) must involve the completion of 15-24 credits. The three existing certificates all require 18 credits. Your proposal indicates that students would complete 12 credits. Are you proposing the elimination of the 15-24 credit requirement, or are you seeking an exception from that requirement? In either event, we would like to understand your rationale for a 12 credit certificate.
2. Who is the target audience for this certificate? Is the program intended as an in-service program for already certificated teachers or is it intended for some other group?
3. In the "Specific Objectives" section, you indicate that students will be able to describe the important historical periods and major philosophies that relate to early childhood education practices. If the program is intended to help early childhood teachers grapple with the very real problems attendant to the education of preschool children (and if you are limited in the number of courses that will comprise the certificate program), why focus on historical and philosophical foundations? Why not provide additional time on understanding current approaches that have demonstrated their merit?
4. Also in the "Specific Objectives" section, you indicate that you wish to focus on the relationship and importance of family and community in early childhood education, including appropriate strategies. In which course(s) is this taught?
5. In the title of two courses is the word "Atypical." Who are atypical children? To what extent are atypical children becoming much more typical? Why focus only on them; is there nothing of importance to be taught regarding motor and language development of typical children?

6. If one of the primary target groups is urban (Abbott) school districts, why no course related to early childhood education in the urban setting?

We look forward to discussing these questions and the entire proposal with you. We will be in touch shortly regarding a date for the meeting.

**Ed.D. in Educational Leadership
Existing and Proposed Curriculum Comparison**

Year 1

Existing Curriculum		Proposed Curriculum	
Semester Course	Credits	Semester Course	Credits
<i>Summer 1</i>		<i>Summer 1</i>	
	9		11
Leadership Theory	3	Leadership Theory	4
Organizations as Cultures I	3	Leadership Challenges	3
Research for Educational Leadership I	2	Research for Educational Leadership I	1
Leadership Seminar I	1	Leadership Seminar I	3
<i>Fall 1</i>		<i>Fall 1</i>	
	8		9
Forces of Change in American Society	3	Organizations as Cultures I	3
Organizations as Cultures II	3	Organizations as Cultures II	3
Leadership Seminar I	2	Leadership Seminar II	2
		Research for Educational Leadership II	1
<i>Spring 1</i>		<i>Spring 1</i>	
	8		9
Planning	4	Theories of Change	3
Elective	2	Changing Organizatins	3
Leadership Seminar II	2	Leadership Seminar III	2
		Research for Educational Leadership III	1

Year 2 and 3

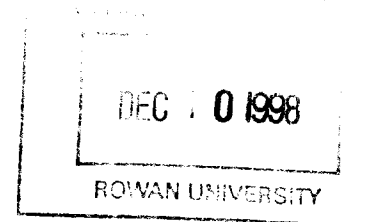
Existing Curriculum		Proposed Curriculum	
Semester.Course	Credits	Semester.Course	Credits
Summer 2		Summer 2	
	11		7
Changing Organizations	3		
Promoting Effective Learning	3		
Elective	2	Elective	4
Leadership Seminar II	1	Leadership Seminar IV	3
Research for Educational Leadership II	2		
Fall 2		Fall 2	
	8		9
Human Resource Development	3	Forces of Change in American Society	3
The Policy Environment	3	The Policy Environment	3
Leadership Seminar II	2	Leadership Seminar V	2
		Research for Educational Leadership IV	1
Spring 2		Spring 2	
	8		9
Leadership Problems I	4	Leadership Problems	7
Elective 2	2		
Leadership Seminar III	2	Leadership Seminar VI	2
Summer 3		Summer 3	
	10		8
Leadership Problems II	4		
Elective	2	Elective	4
Future Studies	2	Research for Educational Leadership V	1
Leadership Seminar III	1		
Dissertation Proposal	1	Dissertation Proposal	3

From: "John Frisone" <frisone@ibm.net >
To: <marcus@elan.rowan.edu >
Subject: RE: curriculum changes
Date sent: Thu, 18 Mar 1999 20:30:44 -0500

Dear Larry:

This note is just to inform you, officially, that I have no objections to the curriculum changes you are proposing for your graduate courses. Although dropping the psychology course requirements will have an impact on the Department of Psychology, it will not be a detrimental impact. In any event, your department is in the best position to know how to structure your programs. You're the experts. It really isn't any one else's business.

Cheers, --John Frisone



December 8, 1998

Dean of The Graduate School

To: Dr. Richard R. Smith
Program Advisor, M.A. in Higher Education
and
Dr. Jacqueline Benevento
Academic Advisor for proposed new ESL teaching specialization in the M.A.
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From: Dr. Marion Rilling *M. R.*
Dean, The Graduate School

Subject: Support for the proposed new teaching specialization in the M.A. in Higher
Education program: English as a Second Language

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I know you would be interested in the following comments that were made by the readers:

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"The proposed specialization in ESL is timely and consistent with overall trends toward a more diverse student body in K-12 as well as in Colleges. Adding the ESL specialization will enhance Rowan's Master's program in Higher Education."

I wish to add that I concur with these statements and would like to note my personal support for your proposal.

A colleague suggested that it would probably be useful to have a planned program of marketing to attract students early to this new specialization after it is approved. Please be assured that I and the staff of The Graduate School are ready and willing to share our experiences with you and assist in any way that we can to implement this proposed specialization.

I know that future students will be appreciative of your efforts to design this new offering. We all thank you for this professional approach to meeting regional needs.

Best personal regards.

c: Dr. C. Matteson ✓
Dr. B. Sisco