Overview

The MS in Agricultural Education includes two options. Elements in these two options are assessed differently because of the difference in the required courses and the external requirements for the certification option.

The Professional Development option serves two primary audiences: in-service teachers seeking professional development and students with bachelor’s degrees in non-education fields seeking positions as extension educators. The vast majority of students in this option are full time working professionals and part time students. Students from the teacher audience primarily take courses in the summer. This option also serves individuals who hold a teaching license outside of agricultural education and want to add ag education certification. These individuals are often teaching full time under an emergency license while working toward the added certification.

The Initial Certification option provides a pathway to teacher certification in agricultural education for individuals with non-teaching undergraduate degrees. These students may enter the program directly after completing their undergraduate degree or may return after several years of working in an industry setting.

The UWRF MS in Agricultural Education is distinctive in the UW-System. No other campus offers a graduate level degree in the field of agricultural education.

Mission

The mission of the UWRF agricultural education department is to prepare students for successful roles in education, leadership, and communication to meet the needs of the global agriculture community through educational, professional development, and service activities.

I. Program Learning Outcomes

Graduates of the MS Degree in Agricultural Education: Professional Development Option will be able to:

1. Review, synthesize and utilize current professional research. (PRKC P.S)

2. Contribute to the agricultural education and/or extension education profession through publications or presentations. (FT 4d & 4e, NQPS 6.10, PRKC P.S)

3. Utilize knowledge and skills in at one or more agricultural discipline to develop educational programming for youth or adults. (CC EP, FT 1a, NQPS 1.4, PRKC YDP & PD)

4. Design program and instructional plans for delivering high quality educational programming for youth or adults from diverse backgrounds. (CC DPM, FT 1b, NQPS 1.6, NQPS S, A & C)

5. Value the role of personal reflection in professional development. (FT 4a, NQPS 6.5)
6. Facilitate professional collaboration with fellow educators and external partners. (FT 4d & 4e, NQPS 4.5, PRKC OA-P)

These program learning outcomes are aligned with the following professional standards:

CC - Core Competencies for the Cooperative Extension System


NQPS - National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education

PRKC - 4-H Professional Research, Knowledge and Competencies

Graduates of the MS Degree in Agricultural Education: Initial Certification Option will be able to:

1. **Know the subject they are teaching.**
   a. Understand the central concepts, tools of inquiry, and structures of the disciplines she/he teaches.
   b. Can create learning experiences that make these aspects of subject matter meaningful for pupils

2. **Know how children grow.**
   a. Understand how children with broad ranges of ability learn.
   b. Provide instruction that supports pupils’ intellectual, social and personal development.

3. **Understand that children learn differently.**
   a. Understand how pupils differ in their approaches to learning and the barriers that impede learning.
   b. Adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Know how to teach.**
   a. Understand and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of:
      i. Critical thinking
      ii. Problem solving
      iii. Performance skills

5. **Manage the classroom learning environment.**
   a. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages:
      i. Social interaction,
      ii. Active engagement in learning
      iii. Self-motivation

6. **Communicate well.**
   a. Use effective verbal and nonverbal communication techniques as well as instructional media and technology to:
i. Foster active inquiry  
 ii. Collaboration  
 iii. Supportive interaction in the classroom  

7. **Plan different kinds of lessons.** 
   a. Organize and plan systematic instruction based upon knowledge of: 
      i. Subject matter  
      ii. Pupils  
      iii. Community  
      iv. Curriculum goals  

8. **Test for student progress.** 
   a. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.  

9. **Evaluate themselves.** 
   a. Are reflective practitioners who continually evaluates the effects of their choices and actions on pupils, professionals in the learning community and others who actively seek out opportunities to grow professionally.  

10. **Are connected with other teachers and the community.** 
    a. Foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being.  
    b. Act with integrity, fairness and in an ethical manner.  

These outcomes are aligned with the Ten Wisconsin Teacher Standards adopted by the Wisconsin Department of Public Instruction.  

The program learning outcomes for both options specifically address the first goal of the UWRF Strategic Plan, “the university will strategically enhance and support distinctive academic programs”. There are no other graduate level agricultural education programs offered in the state of Wisconsin. The program capitalizes on the strengths of both CAFES and CEPS to deliver program options duplicated on a relatively small number of campuses across the country.  

**II. Where Outcomes are Being Achieved**  

The open nature of the departmental, specialization, and non-specialization electives results in an individualized degree plan for each student enrolled in the Professional Development Option. Students work with their faculty advisor to develop a degree plan that best meets their professional goals. The course map includes the most common courses selected to meet the professional education and specialization requirements for the degree. All students complete one of the courses tied to the final project: AGED 777, 793, & 799. The degree structure and requirements are included in the Appendix.
## Course Map – Professional Development Option

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>TED 603</th>
<th>AGED 671 &amp; 771</th>
<th>AGED 701</th>
<th>AGED 723</th>
<th>AGED 724</th>
<th>AGED 726</th>
<th>AGED 732</th>
<th>AGED 781</th>
<th>AGED 782</th>
<th>AGED 783</th>
<th>AGED 770</th>
<th>AGED 777</th>
<th>AGED 793</th>
<th>AGED 799</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review, synthesize and utilize current professional research. (PRKC P.S)</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>2. Contribute to the agricultural education and/or extension education profession through publications or presentations. (FT 4d &amp; 4e, NQPS 6.10, PRKC P.S)</td>
<td>I, E</td>
<td>I, E</td>
<td>I, E</td>
<td>I, E</td>
<td>E</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
<td>R</td>
</tr>
<tr>
<td>3. Utilize knowledge and skills in at one or more agricultural discipline to develop educational programming for youth or adults. (CC EP, FT 1a, NQPS 1.4, PRKC YDP &amp; PD)</td>
<td>I, E</td>
<td>I, E</td>
<td>I, E</td>
<td>I, E</td>
<td>E</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>4. Design program and instructional plans for delivering high quality educational programming for youth or adults from diverse backgrounds. (CC DPM, FT 1b, NQPS 1.6, NQPS S, A &amp; C)</td>
<td>I</td>
<td>I, E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>5. Value the role of personal reflection in professional development. (FT 4a, NQPS 6.5)</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>R</td>
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<td>R</td>
<td>R</td>
</tr>
<tr>
<td>6. Facilitate professional collaboration with fellow educators and external partners. (FT 4d &amp; 4e, NQPS 4.5, PRKC OA-P)</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Course Map – Initial Certification Option

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>AGED 569</th>
<th>AGED 603</th>
<th>AGED 662</th>
<th>SPED 530</th>
<th>TED 745</th>
<th>TED 252/740</th>
<th>TED 622</th>
<th>TED 440</th>
<th>TED 475/479</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the subjects they are teaching</td>
<td>I</td>
<td>E</td>
<td></td>
<td>R</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Know how children grow</td>
<td></td>
<td></td>
<td>I, E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand that children learn differently</td>
<td></td>
<td></td>
<td>E</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Know how to teach</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>5. Know how to manage a classroom</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communicate well</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>7. Plan different kinds of lessons</td>
<td>E</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Test for student progress</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Evaluate themselves</td>
<td>I</td>
<td>E</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Connect with other teachers and the community</td>
<td>E</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Out-of-classroom learning opportunities

Students in the professional development option complete out-of-classroom experiences working closely with community partners through the 671 and 771 service learning courses and 770 internship course. They provide direct benefits to the community partner while helping to address program learning outcomes 5 & 6. Through the capstone portfolio (plan C), project and paper (plan B), or thesis (plan A) and the associated final portfolio/paper/thesis and comprehensive exam, students address program learning outcomes 1 & 2.

Students in the initial certification option complete over 100 hours of pre-student teaching field experience in K-12 classrooms and a semester long student or intern teaching placement. The pre-student teaching field experience are developmental in scope. The 25 hour field experience component attached to the TED 440 course provides an opportunity to demonstrate all 10 of the Wisconsin Teacher Standards prior to student teaching through a pre-edTPA experience that includes planning, instruction and assessment for a 3 day learning segment. This process includes self-assessment using rubrics based on the 15 edTPA rubrics. The student or intern teaching experience includes the full edTPA experience to document the students’ mastery of planning, instruction and assessment at the level appropriate for a beginning teacher. The edTPA has been aligned with the two teacher evaluation systems being used for the Wisconsin Educator Effectiveness program.

III. Assessment Tools Used to Measure Outcomes

Professional Development Option

- **MS Project.** The documents from students’ capstone experiences will be evaluated for evidence of the six program outcomes: Thesis (plan A) Plan B Paper or Portfolio (Plan C) using a rubric. This direct assessment covers all 6 program learning outcomes and is linked the AGED 799, 793, and 777 courses corresponding to requirements for plans A, B, and C. The rubric is included in the appendix.
- **End of Program Survey.** Students who complete the program will be asked to complete a survey. This survey will ask students to rate the effectiveness of the courses and outside activities in preparing the student in regard to the six outcome areas, and will ask them to respond to open ended questions about program strengths, areas of concern, and suggestions for improvement. This indirect assessment covers all 6 program learning outcomes. The survey questions are included in the appendix.
- **Alumni Survey.** Recent graduates will be surveyed as part of the campus program review cycle and the data from that survey used in years when administered.

Professional Development Option

- **edTPA.** The 15 edTPA rubrics will be used to assess students’ demonstration of planning, instruction and assessment during student teaching. This direct assessment covers all 10 program learning outcomes and is tied to the TED 475 and 479 courses for the required student teaching or intern teaching placement. The specific rubrics cannot be shared publicly, but are available to all enrolled students though their Chalk & Wire (ePortfolio system) account. They will be provided to UWRF Assessment Committee members upon request.
- **End of Program Survey.** Students who complete the program will be asked to complete the standard Educator Preparation Program survey. This indirect assessment covers all 10 program learning outcomes. A listing of the questions is provided in the appendix.
Alumni Survey. Recent graduates will be surveyed as part of the campus program review cycle and the data from that survey used in years when administered.

DPI Review Process: Feedback from the Wisconsin Department of Public Instruction Continuous Review Process will be included in the annual review.

IV. Process for Assessment

Annual Timeline for Data Collection and Review

January – Request data from CEPS Dean’s Office
- edTPA
- End of Program Survey (Prior Academic Year) – Initial Certification Option

January – Compile (data on file Agricultural Education Department)
- MS Project
- End of Program Survey – Professional Development Option
- Alumni Surveys (3 year cycle)

February – Departmental Review of Data

March – Departmental Meeting
- Discuss data/findings to identify trends, strengths, and areas of concern
- Develop action plan (as necessary) – to include timeline, specific action, and person responsible for each item
- Draft Assessment Report
- Revise Assessment Plan (as necessary)

April – Finalize Assessment Report
- Submit report and any plan changes to Assessment Committee
- Create summary and post to assessment section of departmental website

May through December – Implement Action Plan items

Both departmental faculty members will be involved in each step of the process with one coordinating the assessment process for the undergraduate program and the other coordinating the graduate level. The Wisconsin Department of Public Instruction Continuous Review Process provides input from external stakeholders.

All assessment data and documents will be maintained in the departmental folder on the T: drive. Students’ edTPA portfolios are archived in the Chalk & Wire system. Thesis and Plan B papers are archived in the MINDS system. Plan C portfolios will be stored in the departmental folder on the T: drive.

The assessment plan will be available on the assessment section of the campus website with a link from the assessment section of the departmental sub-site. The departmental sub-site will contain a summary of the annual report with contact information for obtaining more specific information.
Appendix

- Professional Development Option Requirements
- Professional Development Option Project Review Rubric
- Professional Development Option - Program Evaluation Survey Questions
- Educator Preparation Program – End of Initial Certification Program Survey Questions
Degree Requirements – Professional Development Option

Professional Education, 7 credits
TED 740 Foundations of American Education, 4 credits
TED 750 Advanced Educational Psychology, 3 credits
or TED 760 Methods in Research, 3 credits

Specialization, 20-21 credits
AGED 781, AGED 782, AGED 783 Research Seminar in Ag Ed (1 credit each), 3 credits
AGED 798 Independent Research, 1-3 credits
or AGED 799 Thesis, 2-3 credits

AGED electives, 3-6 credits

Specialization Electives, 9-14 credits
Selected upon consultation with advisor

Non-Specialization, 3 credits
Elective courses from outside the departments and selected for either professional education or specialization.
<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Commentable</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review, synthesize and utilize current professional research in agricultural and/or extension education.</td>
<td>Project includes clear, consistent, and convincing evidence of: 1) critical analysis and implementation of research findings, 2) ability to implement a scholarly project, &amp; 3) articulation of the relationship between research and practice.</td>
<td>Project includes clear evidence of: 1) critical analysis and implementation of research findings, and 2) ability to implement a scholarly project.</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td>2</td>
<td>Contribute to the agricultural education and/or extension education profession through publications or presentations</td>
<td>Project includes clear, consistent, and convincing evidence of: 1) content knowledge in two or more fields appropriate to the current or desired professional setting, and 2) success connecting content knowledge to program participants.</td>
<td>Project includes clear evidence of: 1) content knowledge in two or more fields appropriate to the current or desired professional setting, and 2) ability to connect content knowledge to program delivery.</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td>3</td>
<td>Utilize knowledge and skills in at one or more agricultural discipline to develop educational programming for youth or adults</td>
<td>Project includes clear, consistent, and convincing evidence of multiple cycles of program planning, implementation, and evaluation procedures across diverse settings.</td>
<td>Project includes evidence of knowledge of and actual experience with program planning, implementation, and evaluation procedures.</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td></td>
<td>Exemplary</td>
<td>Commendable</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
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<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4</td>
<td>Design program and instructional plans for delivering high quality educational programming for youth or adults from diverse backgrounds.</td>
<td>Project includes clear, consistent, and convincing evidence of: 1) deep self-reflection supported by specific examples, and 2) professional contributions beyond the state level.</td>
<td>Project includes evidence of: 1) critical self-reflection tied to accepted standards, and 2) professional contributions at the state level.</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td></td>
<td>Project includes clear, consistent, and convincing evidence of: 1) deep self-reflection supported by specific examples, and 2) professional contributions beyond the state level.</td>
<td>Project includes clear evidence of: 1) self-reflection linked to accepted standards, and 2) professional contributions at the state level.</td>
<td>Project includes evidence of: 1) self-reflection linked to accepted standards, and 2) professional contributions at the local level.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Value the role of personal reflection in professional development.</td>
<td>Project includes clear, consistent, and convincing evidence of consistent positive results from implementing leadership concepts in a multiple workplace, community, and organizational settings.</td>
<td>Project includes clear evidence of applying leadership concepts to improve the effectiveness of a workplace, community, and/or organization.</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td></td>
<td>Project includes clear, consistent, and convincing evidence of consistent positive results from implementing leadership concepts in a multiple workplace, community, and organizational settings.</td>
<td>Project includes clear evidence of applying leadership concepts to improve the effectiveness of a workplace, community, and/or organization.</td>
<td>Project includes evidence of leadership knowledge and how it could be implemented in a workplace, community, or organization.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Facilitate professional collaboration with fellow educators and external partners.</td>
<td>Project is exemplary of creativity, functionality, and technical accuracy, and serves as a faculty recommended model for incoming students.</td>
<td>Project is functional and technically accurate</td>
<td>Does not meet one or more criteria at the acceptable level for this learning outcome</td>
</tr>
<tr>
<td></td>
<td>Project is exemplary of creativity, functionality, and technical accuracy, and serves as a faculty recommended model for incoming students.</td>
<td>Project is creative, functional, and technically accurate and is a strong indication of the capability of the student</td>
<td>Project is functional and technically accurate</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development Option - Program Evaluation Survey Questions

We are always looking for ways to further strengthen the MS in Agricultural Education program. As a participant you are our most valuable resource for evaluating the program as it presently exists. We appreciate positive reinforcement for the areas of strength in our program.

Please take a few minutes to tell us how well the MS in Agricultural Education program prepared you to meet the following outcomes. Thank you for your time and effort in completing this most important survey.

Participants will be asked to rate their agreement with the following statements using a response scale of Strongly Agree; Agree; Slightly Agree; Slightly Disagree; Disagree & Strongly Disagree:

The program developed my ability to...
- Review, synthesize and utilize current professional research in agricultural and/or extension education.
- Contribute to the agricultural education and/or extension education profession through publications or presentations.
- Utilize knowledge and skills in at one or more agricultural discipline to develop educational programming for youth or adults.
- Design program and instructional plans for delivering high quality educational programming for youth or adults from diverse backgrounds.
- Value the role of personal reflection in professional development.
- Facilitate professional collaboration with fellow educators and external partners.

Open Ended Questions:
- What do you consider the greatest strength of the program?
- What do you consider the greatest weakness of the program?
- What improvement(s) would you suggest for the program?
- Overall, how satisfied were you with the MS program you completed?
Educator Preparation Program – End of Initial Certification Program Survey

- My program prepared me to understand my content / subject area.
- My program prepared me to create learning experiences that make subject matter meaningful for pupils.
- My program prepared me to understand how children with broad ranges of ability learn.
- My program prepared me to support children's intellectual development.
- My program prepared me to support children's social development.
- My program prepared me to support children's personal development.
- My program prepared me to understand how pupils differ in their approaches to learning.
- My program prepared to identify barriers that impede learning.
- My program prepared to differentiate instruction, and to meet the diverse needs of all pupils, including those with disabilities and exceptionalities.
- My program prepared me to support the learning of students whose first language is not English.
- My program prepared me to teach using a variety of instructional strategies.
- My program prepared me to integrate technology in your teaching.
- My program prepared me to promote student critical thinking.
- My program prepared me to promote student problem solving skills.
- My program prepared me to promote student performance skills.
- My program prepared me to use individual and group motivation strategies to encourage positive social interaction.
- My program prepared me to use individual and group motivation strategies to promote active engagement in learning.
- My program prepared me to use individual and group motivation strategies to promote self-motivation.
- My program prepared me to use individual and group motivation strategies to encourage positive social interaction.
- My program prepared me to use verbal communication techniques to foster active inquiry, collaboration, and supportive interaction.
- My program prepared me to use non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction.
- My program prepared me to use instructional media and technology to foster active inquiry, collaboration, and supportive interaction.
- My program prepared me to communicate in ways that demonstrate sensitivity to cultural and gender differences.
- My program prepared me to organize and plan systematic instruction based upon knowledge of subject matter.
- My program prepared me to organize and plan systematic instruction based upon knowledge of my students.
- My program prepared me to organize and plan systematic instruction based upon knowledge of the community.
- My program prepared me to organize and plan systematic instruction based upon knowledge of curriculum goals.
- My program prepared me to use formal assessment strategies (e.g., criterion-referenced, and norm-referenced instruments, traditional standardized and performance-based tests) to evaluate and ensure the continuous intellectual, social, and physical development of my students.
- My program prepared me to use informal assessment strategies (e.g., observation systems, assessment of student work) to evaluate and ensure the continuous intellectual, social, and physical development of my students.
- My program prepared me to continually evaluate the effects of my choices and actions on others.
- My program prepared me to use classroom observation, information about students, cultural, social, and philosophical frameworks, and research to evaluate the outcomes of my teaching.
- My program prepared me to utilize professional literature, colleagues, professional associations and other resources to support my professional development.
- My program prepared me to understand and implement public laws related to student rights and teacher responsibilities? (e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- I feel UW-River Falls prepared me for the demands of my chosen profession.
- My program prepared me to participate to collaborate with others (e.g., school colleagues, parents, and agencies in the larger community) to make the entire school a productive learning environment.
- My program prepared me to act with integrity, fairness, and in an ethical manner.
- Additional Comments (open ended)

All questions except the final one are answered on the required 6 point scale.