



Item: AS: A-2

Wednesday, November 16, 2016

SUBJECT: REQUEST FOR APPROVAL OF PROGRAM REVIEW – COLLEGE OF EDUCATION

PROPOSED Board ACTION

Approval of program review for programs in the College of Education.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 6C-8.015 adopted March 29, 2007, all academic degree programs in State universities must be reviewed at least every seven years. Program reviews ensure that academic programs are administered and delivered effectively, efficiently, and consistent with FAU's mission and the Board of Governors' strategic priorities. The results of program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level, and, when appropriate, at the state level.

Academic Program Review at FAU includes a few additional steps:

- The self-study prepared by the program's department will be submitted to an independent review committee comprised of 2-5 individuals. The committee will include at least one external reviewer who will serve as a content expert in the discipline. Other members will include nominees of the head of the academic unit in consultation with the unit's faculty.
- The external reviewer will conduct a day and a half site-visit. A written report of the reviewer's findings will be submitted to the program's review committee.
- In addition to self-studies and external reviewer reports, action plans will be submitted to the Board of Trustees for approval.

Academic degree programs in the following departments were reviewed this year:

College of Education

- a) Communication Sciences & Disorders
- b) Counselor Education
- c) Curriculum, Culture, & Educational Inquiry
- d) Educational Leadership and Research Methodology
- e) Exceptional Student Education
- f) Exercise Science and Health Promotion
- g) Teaching and Learning

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in December 2016 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2016 Academic Program Reviews

Presented by: Dr. Valerie Bristor, Dean of College of Education

Phone: 561.297.3357



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PROPOSED BOARD ACTION

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College of Education:

- 1) Communication Sciences Disorders
- 2) Counselor Education
- 3) Curriculum, Culture and Educational Inquiry
- 4) Educational Leadership and Research Methodology
- 5) Exceptional Student Education
- 6) Exercise Science and Health Promotion
- 7) Teaching and Learning

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries were submitted to the Office of the Provost in May 2016, and will be presented to the BOG in November 2016 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2016 Academic Program Reviews

Presented by: Dr. Valerie Bristor, Dean of the College of Education

Phone: 561.297.3357



2016 Academic Program Review Summary

College of Education

Department of Communication Sciences Disorders

Part 1: Overview

A. Degree Programs by Level

Graduate Programs:

MS in Speech Pathology and Audiology (51.0204) (ED-MS SPAU)

B. Mission and Purpose

The Mission of the Department of Communication Sciences and Disorders is fourfold:

- ~to prepare highly qualified, capable, ethical professionals who will engage in reflective decision-making and promote and sustain authentic change, excellence, and equity, as well as exceeding the Departments and ASHA's guidelines for clinical and academic preparation in speech-language pathology;
- ~to engage in research of the normal and abnormal processes of speech, hearing, and language towards the furthering of both clinical and academic knowledge reflecting the diversity and needs of a global society while considering current methodologies and incorporating current technology;
- ~to provide quality speech, language, and hearing diagnostic and habilitation/ rehabilitation services to all FAU students, staff, and faculty and to any individual outside of the FAU community requiring such services;
- ~to act as a resource for the University, as well as for local, state, national, and international communities, by serving as consultants, liaisons, lecturers, facilitators, master clinicians, and authorities in the various areas of communication disorders.

Vision:

The Department of Communication Sciences and Disorders at Florida Atlantic University is dedicated to excellence in academic preparation, clinical education, research, and service to the community. The department is committed to preparing entry-level clinicians who utilize evidence-based practices in the clinical environment, adhere to ethical standards professionally and personally, employ critical thinking and self-analysis, aspire to exceptional quality in clinical practice, use technology to further treatment and research goals, and recognize the value of life-long learning.

Core Values:

Research
Commitment to excellence
Leadership
Independence
Respect
Mentoring
Scholarship
Cultural and ethnic diversity
Internal and external collegiality and collaboration
Professional and personal ethics and integrity

C. Major changes since the last program review

In the fall of 2015 the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards.

The Council on Academic Accreditation conducted a program review and site visit in the spring, 2015. The department was reaccredited for the full 8-year reaccreditation term. For the past 7 years, all graduates taking the NESPA exam have earned a passing score on their first attempts. The department is very proud of that statistic.

The CSD department is included in FAU's strategic plan in the Neuroscience and Health Aging Pillars. These two groups have been holding planning and brainstorming sessions to come up with interdisciplinary projects in both areas. Additionally, Dr. Danesh collaborates with faculty in the engineering department and also holds a joint appointment at the medical school; Dr. Keintz and Dr. Tessel have lectured at the medical school. Dr. Williams serves conducts a fluency support group as well as supervises tele-therapy with clients in Uganda and Dr. Fries supervises screenings at local preschools in the fall and spring semesters.

Faculty changes since the last review in 2008 include the addition of one faculty member for a total of 7 faculty in the department.

The department has an innovative distance tele-therapy program with Rwanda. This collaborative endeavor affords graduate students the opportunity to deliver speech and language services to individuals who do not have access to them. Moreover, it allows for continued treatment by student clinicians via webcam video conferencing. This project began in June of 2009 when Dr. Dale Williams joined a team from the Koinonia Foundation <http://www.kfaid.com> and traveled to Kigali. Over the course of the next 16 days, he attended numerous meetings about the development of this program with Rwandan businessman and various government officials—including the Minister of Education Theoneste Mutsindashyaka.

Part 2: Findings

A. Strengths

The department successfully completed their CAA review so the current curriculum meets the required standards (STD 3.0 Curriculum). The CSD department will be a feather in any College's profile since it has consistently achieved the SUS of Florida's Board of Governors performance metrics targeting timely graduation rates, median wages, and employment post-graduation. Any consideration of reorganization should be carefully evaluated for risks and benefits.

B. Weaknesses/Challenges

Technology upgrades are in dire need. The faculty's "speech science" laboratory is a shared space with relatively older-model equipment (e.g., Visipitch is dated and non-functional). Additional examples include but are not limited to an updated clinical supervisory system, use of simulations (e.g., in conjunction with Schools of Medicine and/or Nursing), and full implementation of all the capabilities within the CALIPSO clinical tracking system. Some mechanism for repair and/or replacement of equipment (i.e., capitol replacement plan) is advised.

C. Recommendations

The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Communication Sciences and Disorders should explore the feasibility of offering an on-line post-Baccalaureate Prerequisite Leveling Curriculum.

Recommendation 2: Faculty of CSD should be actively engaged in niche research initiatives (Pillars and Platforms) with similarly minded scholars.

Recommendation 3: Relocate or renovate the CSD Clinic and Department facilities such that they are sufficient to capitalize on the program strengths. The clinic can easily become an avenue for recognition.

Recommendation 4: Curriculum Review: It is sound practice to frequently review courses and credit hours to parallel the practice world. It is not necessary to alter the total credit hours required for graduation if credit hours shift to more accurately align with the changes in the profession.

Other notes: It is advised that the CD Department strongly consider transitioning to the Communication Sciences and Disorders Centralized Application System (CSDCAS). There is no cost to the Institution. In fact, most Graduate Schools have experienced increased applications (and therefore, application fees) since students still need to complete an abridged application directly to the Institution for the purposes of establishing domicile. Although students incur an initial fee to CSDCAS and a nominal fee (~\$40) per institution, they only need to supply one set of transcripts, recommendations, and GRE scores for the CSDCAS application. The student cost is shifted but remains relatively equal to pre-CSDCAS practices. Certainly, upon admission and acceptance of an offer students will need to provide all final transcripts to their graduate program (as done previously) in compliance with most accrediting bodies' guidelines. This system improves the process for both students and programs. Students report less anxiety and applaud the ease of this process. Admissions activities (i.e., workload) for departmental committees and Graduate Schools are reduced by approximately 60%.



2016 Academic Program Review Summary

College of Education

Department of Counselor Education

Part 1: Overview

A. Degree Programs by Level

Graduate (13.1101)

- School Counseling (M.Ed., Ed.S.)
- Mental Health Counseling (M.Ed., Ed. S.)
- Rehabilitation Counseling (M.Ed.)
- Counseling (Ph.D.)

B. Mission and Purpose

Mission

Our mission is to educate students for professional counseling practice and leadership in local, national, and international domains. Mindful that education extends beyond coursework, faculty and students collaborate with schools, communities, agencies and other professionals, to conduct research, and provide services in accord with the highest ethical and professional standards and values in response to the personal, educational, and vocational needs of individuals and families living in diverse and multicultural environments including persons with disabilities. Faculty aspire to produce new knowledge and relevant research, create dynamic atmospheres for learning, and inspire students to actualize their potential, all with the goal of achieving just solutions to human concerns.

Goals

In order to accomplish this mission, the faculty in collaboration with students enrolled in departmental programs endeavor to achieve the following three goals:

1. An ethically-informed professional identity;
2. A disciplined scholarly inquiry and research agenda; and
3. A commitment to efficacious professional service.

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. The Department of Counselor Education School Counseling program earned reaccreditation from the Florida Department of Education (FLDOE) continuing through 2020. Additionally, Faculty were cited for an excellent job aligning CACREP and CAEP standards and integrating the standards into LiveText. The programs in the Department of Counselor Education received full accreditation until 2021 by CACREP. In addition to being the mark of a quality program, CACREP accreditation sets FAU's graduate programs in counseling (both Masters and Doctoral) *considerably* above competing programs in the surrounding area. This translates into a *distinct advantage*

for graduates of FAU's programs when seeking employment. For doctoral students, graduation from a CACREP accredited program is a *requirement* for employment for as an Assistant Professor in a counseling department. For master students, graduation from a CACREP accredited program, means easier registration for licensure in the state of Florida, *and* portability of credentials outside of the state of Florida. It has also become a requirement for employment at Veterans Administration hospitals and clinics, and to qualify as a provider for TRICARE, the largest federal program for military families and retired military personnel seeking mental health counseling services.

Faculty changes since the last Academic Program Review in 2008 have resulted in the same total of nine faculty serving the department, including the Department Chair position.

The Faculty and Programs align with the FAU strategic plan in the following pillars: Neuroscience, Health Aging, and Remote Sensing, as evidenced by cross-department and cross-discipline collaborations.

Over the past few years, the Department procured two grants contributing \$3.8 million in school counseling and rehabilitation counseling. The Department submitted 12 grants in the past three years.

Part 2: Findings

A. Strengths

*“The faculty commitment to teaching, along with the excellent student ratings and comments by the students during the program review, is commendable. There is a great deal to celebrate in the accomplishments and future potential of this outstanding Department of Counselor Education. The faculty members are very productive scholars who submit many grants for external funding. They are excellent teachers who generate accolades from students. They are also faithful and hard-working servants of both the university and their counseling professional organizations... **With continued administrative support and enhanced future funding, FAU’s Department of Counselor Education will continue to thrive and rise in the national rankings.**”*

The faculty established research lines in evidence-based practices (EBPs) and mathematical modeling of the counseling relationship, which have strong funding possibilities. The combination of research productivity and grant procurement exceeds what is typically seen in doctoral-level counselor education programs across the country. In addition, the American Counseling Association (ACA) and Association for Assessment and Research in Counseling (AARC), a division of ACA, recognized the exemplary research from the department faculty, and in particular the research lines on evidence-based practice and mathematical modeling of the counseling relationship. Exemplary research is also noted from students. Students are actively engaged with faculty on research projects. Dissertations are reflective of the high quality research needed in the counseling profession.

B. Weaknesses/Challenges

It is essential to systematically incentivize the continued pursuit of external funding. Additional resources will be a continuing challenge given the university's systemic funding issues. Hiring at market rate is critical to attracting the quality faculty needed to build an outstanding program. Colleges of education all over the country are promoting interdisciplinary research and grant team collaborations with faculty from other colleges. The current climate of limited financial resources contributes to limitations in faculty travel.

C. Recommendations

The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Support the Maintenance of CACREP Accreditation

Recommendation 2: Support High Research Productivity

Recommendation 3: Support High Quality Training

Recommendation 4: Support Faculty Involvement in University Strategic Plan

Recommendation 5: Support Department Contribution Towards Awarding Degrees of Strategic Emphasis

Recommendation 6: Support Department Faculty Leadership and Program Visibility in the Counseling Field



2016 Academic Program Review Summary

College of Education

Department of Curriculum, Culture and Educational Inquiry

Part 1: Overview

A. Degree Programs by Level

Undergraduate (13.0101)

BECE Bachelors in Early Care (joint degree program with ESE)

Graduate (13.0301)

M.Ed. Curriculum and Instruction

Ed.S. Curriculum and Instruction

Ph.D. Curriculum and Instruction

B. Mission and Purpose

Mission

The Department of Curriculum, Culture and Educational Inquiry (CCEI) is a community of educators committed to preparing and supporting professionals in the service of schools and society in diverse local, national, and global settings. Our teaching, scholarship, and service integrate established and emerging theory, research, and practice. Programs and course work in our department incorporate the fields of Curriculum and Instruction, Multicultural and Global Education, TESOL/ Bilingual Language Education and Early Childhood Education. Faculty and student activities involve schools, universities, workplaces and community organizations; and address the challenges of a diverse, rapidly changing, and increasingly technological society.

We fulfill our mission by preparing informed, capable, ethical, and reflective decision-makers who:

- Consistently facilitate and participate in professional development for themselves and others in the profession;
- Are critical thinkers who value diverse national and international perspectives;
- Possess and utilize the skills to engage in credible interdisciplinary inquiry and dialogue to bring about positive change in their own professional environment;
- Contribute to the professional discourse regarding curriculum, learning, and teaching;
- Develop curriculum and facilitate learning that promote the ideals of a democratic society and support equitable education for all.

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. In the CAEP exit report, reviewers cited the College of Education's diversity programs and courses, which are situated within CCEI, as a national exemplar for our commitment to diversity, and applauded the college's Continuous Improvement Plan (CIP) based on diversity.

Changes in faculty since the last Academic Program Review in 2008 include a decrease from 13 faculty to 12 faculty, including the Department Chair position.

The Department of Curriculum, Culture and Educational Inquiry's (CCEI) mission and degree programs align with FAU's Strategic Plan for Race to Excellence. Perhaps our greatest contribution is to the Platforms of **Diversity** and **Global Perspectives and Participation**. With graduate-level specializations in Multicultural Education and Teachers of English for Speakers of Other Languages (TESOL), as well as core courses such as EDF 6800, Foundations of Global Education and long-standing study abroad experiences, the ideas of diversity and global perspectives represent the core of our department. The CCEI department also contributes to the Platform of **Innovation and Entrepreneurship** by creating one of only eight fully online degree programs at Florida Atlantic University and supports **Undergraduate Research and Inquiry** as a curriculum grant recipient for the infusion of multiple research-based assignments in undergraduate courses. We look forward to continuing to align our goals as a department with the strategic plan of the University.

In 2014, CCEI partnered with the eLearning department and the Education Advisory Board to conduct a market research analysis on the demand for Master's degrees in Curriculum and Instruction in Florida, as well as analyze peer programs across the country in an effort to guide our efforts in program review. The resulting information solidified our department's decision to reorganize our programs at the Master's level and design a fully online Master's degree in Curriculum and Instruction (C & I). This strategic decision has already resulted in increased enrollment in all master's level courses, as well as garnered national recognition of our M.Ed. program in C & I.

Part 2: Findings

A. Strengths

CCEI faculty are committed to the program and are productive especially given their workload (teaching and advising). The emphasis on understanding diversity in the department is important. CCEI students stated that students in other departments in COE did not have the same understanding or appreciation of diversity issues as the students in CCEI. As noted in the exit report by the accrediting body for teacher education programs, Council for the Accreditation of Education Preparation (CAEP), the department's work in diversity is a national exemplar. The department should be commended for this, and the COE should better utilize the expertise of CCEI in all of its departments. This also fits with FAU's Strategic Plan Platform on Diversity. CCEI should be commended for designing and implementing its M.Ed. in Curriculum & Instruction, which is one of only eight fully online degrees at Florida Atlantic University and was recently ranked #23 in online programs in the field of Curriculum and Instruction (Bestprograms.org). This program contributes to FAU's Platform of *Innovation and Entrepreneurship* and should be held up as an example.

B. Weaknesses/Challenges

A difficulty in implementing a marketing strategy is that CCEI was "cobbled together" when another department split in two, a perception expressed to the reviewers. Because of this, not all of the programs in CCEI necessarily make sense and the department has had to create an identity-something they are still searching to find. This is one of the issues the department needs to address as it works to develop a competitive marketing strategy. The other issue is funding. For funding support, there appears to be a lack of interaction between university grant opportunities and faculty and students of the Department. However, the Department has many challenges. The reviewers believe it is a necessity to build a strong departmental identity. The Department will need to continue to build a strong alignment with the vision of the University and with the administration in deliberations so there can be a platform to 1) understand departmental concerns and aspirations and b) be connected to university level commitments and goals. To this end, the strong recommendation by the external reviewers is that the Department develop a vision for itself and that this be done in an inclusive and transparent manner with the inclusion of all members of the department and ideally, with inter-departmental dialogue. If the Department intends to continue to be an active player in the work of FAU as a whole [which includes funding], it needs to reconsider steps toward a realistic and specific alignment with the Pillars and Platforms of FAU. Again, transparency is needed among the Provost, the College, and the Department. The work of the Department can only be enhanced by more collaboration across departments of the College to serve students better. As the new Chair begins, the notion of strong leadership needs to

continue to support the needs and goals of the Department and to continue toward the next steps of excellence.

C. Recommendations

The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Revise graduate faculty status "A" to enable more junior faculty to chair dissertations.

Recommendation 2: Revisit and revise mission statement to reflect the departmental focus and more explicitly connect to FAU' strategic plan (the new mission statement will be on the agenda for approval at the April 6th department meeting).

Recommendation 3: Strengthen and broaden the funding for full time graduate students in the Ph.D. in Curriculum and Instruction program.

Recommendation 4: Improve inter-departmental collaboration and consider academic unit reorganization within the college to better utilize available resources.

Recommendation 5: Improve the marketing strategies related to the national ranking of M.Ed. in Curriculum and Instruction.



2016 Academic Program Review Summary

College of Education

Department of Exceptional Student Education

Part 1: Overview

A. Degree Programs by Level

Undergraduate

Exceptional Student Education (B.A. and B.A.E.) (13.1001)

BECE in Early Care & Education (shared degree with CCEI) (13.0101)

Graduate

Exceptional Student Education (M. Ed. Ed.D.) (13.1001)

B. Mission and Purpose

Mission

The mission of the Department of Exceptional Student Education is to provide leadership in our local, state, national and international communities in the areas of teaching, research, and service. Faculty and Department efforts promote research-based practices that reflect changing societal needs of people with disabilities, their families, and the professionals and organizations who work with them. This is accomplished by bringing faculty, students, and members of our various communities together to improve the quality of education for all members of an increasingly diverse, technological, inclusive, and global society.

The Department of Exceptional Student Education's mission and degree programs align with FAU's Strategic Plan for the Race to Excellence. The ESE *degree programs* connect to the Pillars that "define institutional programs focused on creating knowledge that benefits society." ESE programs most closely align with the Pillar of **Healthy Aging** by preparing educators who prepare students and adults across the aging and developmental lifespan. ESE *scholarship and grant activities* are aligned to the Platforms of **Community Engagement; Diversity; Leadership, and Innovation and Entrepreneurship**. Additionally, the Department and faculty embrace the Strategic Plan Goals of *synergy, place, quality, and strategy*. The FAU Strategic Plan for the Race to Excellence is found at:

<https://www.fau.edu/provost/files/approved.plan2015.pdf>

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. The Bachelor's degree in ESE is approved by the Florida Department of Education (FDOE) as an initial teacher certification program through 2020. As such, it is reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports.

The graduate program course sequence in Applied Behavior Analysis was reviewed by the Behavior Analyst Certification Board (BACB) in 2009-10. Because the BACB has revised its program standards, the Department revised its coursework and re-submitted for approval during the APR. The Department was approved under the new standards in Spring 2016. Other reviews of all of the programs in the ESE

Department have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

Faculty changes since the last Academic Program Review in 2008 show a decrease of one faculty member, from 14 in 2008 to 13 faculty, including the Department Chair, currently serving the department.

Part 2: Findings

A. Strengths

The Department of Exceptional Student Education (ESE) has many demonstrated strengths including success in securing highly competitive external funding, well-respected faculty members with national reputations, and well-regarded academic programs. It has a dedicated and hardworking faculty who are committed to meeting the needs of students with disabilities and their families in a highly diverse context. By the conventional standards of the discipline, the department is doing well – particularly in light of its modest faculty size and limited departmental resources. The Department of Exceptional Student Education is to be commended for both its accomplishments and its ambitions. We applaud the spirit in which the self-study recognizes that there are “many doors of opportunity” for faculty and students in the Department, as we also applaud the self-study’s recognition that no program can “do all things for all people.”

B. Weaknesses/Challenges

External metrics (imposed at the state level) are important but are problematic: for example, they focus on FTIC students to the exclusion of the transfer students who are a large proportion of the Department’s major. They must be considered but are far from sufficient.

At the department level, although ESE has some very promising initiatives underway, it does not seem to have a clear conceptual framework that guides or serves as the underpinnings for its academic program offerings, priorities, etc. It seems to have been adaptive rather than proactive in its development.

C. Recommendations

The College of Education Dean’s Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Aligning Department activities and initiatives with the FAU strategic plan and COE priorities.

Recommendation 2: Identifying a conceptual framework and goals for the Department.

Recommendation 3: Increasing connectedness and diversity of our adjuncts.

Recommendation 4: Undergraduate advising and recruitment in ESE

Recommendation 5: Faculty participation in the BECE

Recommendation 6: Where should the BECE be housed

Recommendation 7: Should the Department pursue an initiative to convert the EdD into a PhD



2016 Academic Program Review Summary

College of Education

Department of Educational Leadership and Research Methodology

Part 1: Overview

A. Degree Programs by Level

Graduate (13.0401)

Adult and Community Education Leadership (Ed.S., Ph.D.)
Higher Education Leadership (M.Ed., Ph.D.)
School Leaders (M.Ed., Ed.S., Ph.D.)

B. Mission and Purpose

In 2010, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project that culminated in the document presented below identifying our mission, values and priorities. In August, 2015, the faculty unanimously voted to revisit the document with the purpose of aligning our new priorities with the FAU Strategic Plan and engaging all faculty hired since 2010.

Mission

The Department of Educational Leadership and Research Methodology (EDLRM) is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Vision

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

Core Values

Leadership

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

Research and Scholarship

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

Social Responsibility

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and

forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

Learning Community

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

Link to FAU Strategic Plan for the Race to Excellence

The Strategic Vision statement of the department (including the department's Mission, Values, Aspiration and Priorities) align with many components of the FAU's Strategic Plan for the Race to Excellence. Platforms related to Community Engagement; Global Perspectives and Participation; as well as Leadership, Innovation and Entrepreneurship are clearly articulated in the department Strategic Vision statement. Other areas related to a commitment to excellence (Quality), professional development of faculty, and interdisciplinary approaches to research are additional areas of alignment.

- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. The School Leaders Program awards Initial Certification to program completers, and earned continued approval by the Florida Department of Education (FLDOE) through 2020. Annually, the FLDOE requires rigorous program review submitted through the FLDOE eIPEP system. Recently, another external review of the PROPEL (Principal Rapid Orientation Program in Educational Leadership) program, a funded *Race to the Top* partnership principal preparation program with the Broward County School District, was conducted. The Adult and Community Education and School Leadership Programs meet specialization requirements for the Certification in Administration of Adult Education-Administrative Class (6a-4.008), specialization requirements for Certification in Educational Leadership-Administrative Class (6a-4.082), and specialization requirements for Certification in Local Director of Vocational Education-Vocational Administrative Class (6a-4.044) based on courses offered.

Other reviews of all of the programs in the department including Higher Education Leadership and Adult and Community Education Leadership (ACE) have occurred through the university SACS review and internal reviews by state standards and national organizational standards entities. The Adult and Community Education conducted an external review in 2009.

During the 2013-14 academic year the Higher Education program conducted an internal and external review. This process supported new program initiatives, such as the interdisciplinary undergraduate minor in Leadership Studies. This review was in collaboration with the University Office of Student Affairs.

Changes since the last review in 2008 include the addition of 2 faculty members, from a total of 18 to the current 20 faculty, including the Department Chair.

Content area changes in departmental programs include the Higher Education program external assessment which strongly recommended that the faculty continue to pursue university approval of an undergraduate minor in Leadership Studies. Based on the report's recommendations, changes have been made including, approval of a new undergraduate leadership studies minor, conducting three national

searches, hiring a new assistant professor to be the lead faculty for the new minor, hiring a new associate professor to assume responsibility for the master's program, an MOU with the Division of Student Affairs to fund the new assistant professor position, experiential courses in student affairs for master's students launched spring 2016 and fall 2016. This coming year the Higher Education Program has committed to further review and restructuring of the Master's program based on the report. This review and restructuring are being conducted in partnership with the University Office of Student Affairs.

Program improvement in the ACE Master's degree program has relied on a shared-market focus and has been completely restructured. The master's program will be offered on-line with extensive marketing state-wide. A sustainability strand is embedded in the program. The ACE Leadership program has received approval for three new courses for the ACE in Sustainability Online Master's to be unveiled in the near future. The three new courses are cutting edge and will benefit the other program areas. Articulation agreements were made with disciplines across campus for the development of the courses. ACE courses for the ACE Specialist and Doctorate level are available online, face-to-face, and in blended programs. Students through field projects, internships, and directed conferences are engaged in their communities, both professional and experientially.

In the School Leaders Program, an extensive review with revision has been completed as a result of data from program assessments and the result of the PROPEL program. The School Leaders Master's degree program is committed to partnering with area school districts in the delivery and continuing development of our programs. Strong partnerships are currently underway in Broward County School District and evolving partnerships are underway in Palm Beach County School District, and St. Lucie School District. (It should be noted that Palm Beach and Broward are two of the largest school districts in the nation). The School Leaders Program is also partnering with the Department of Curriculum, Culture and Educational Inquiry (CCEI) to offer an on-line Teacher Leadership Certificate Program. All courses have been approved and the final approval of the certificate program is expected during the fall 2015 semester.

At the doctoral levels all program areas have worked together to completely revise the protocol and content of the Qualifying Exams.

Part 2: Findings

A. Strengths

In addition to the importance of the University Strategic Plan, the Review Team also recognizes the importance of the new faculty hires made in recent years; the composition of the Department faculty is changing. This is another development that necessarily implies that the Department is in transition seeking to assimilate and support new faculty. The comments and recommendations by the Review Team are intended to provide guidance with respect to this aspect of the transition as well.

At the outset, we also want to highlight that through our conversations with numerous individuals during our site visit, we came to recognize a nurturing culture in the Department reflected in the dedication of the faculty to students and the student's appreciation of their efforts. The faculty and the College and Department leadership are to be commended for developing and sustaining this culture.

We were impressed by the enthusiasm that the Department of Educational Leadership students expressed for their programs and their faculty. The students spoke glowingly of the faculty who they believe nurture and prepare them for the future. Several students traveled long distances just to attend the meeting to be sure that the Review Team heard about their positive experiences.

Although we did not have the opportunity to specifically visit with alumni, we did have a meeting with adjunct instructors, most of whom were alumni. Like the students, the adjunct professors talked glowingly about the program, the students, and the faculty. They treasured the opportunity to give back to the Department through their teaching.

B. Weaknesses/Challenges

We are also concerned that there appears to be uneven expectations of research productivity among faculty, in relation to standards within the Department of key indicators of *quality* research scholarship. Further, in examining these many components, we are concerned with the high service commitments of the faculty, of potential overcommitted workload issues and potential faculty burnout, as well as desires to

establish multiple initiatives focused upon international partnerships.

C. Recommendations

The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Curriculum; sequence of courses and research emphasis

Recommendation 2: Adult and Community Education Masters; focus, enrollments

Recommendation 3: Dissertation Committees

Recommendation 4: Research Faculty Productivity

Recommendation 5: Tenure Track Faculty Issues

Recommendation 6: Student/Alumni Issues

Recommendation 7: Department Strategic Planning



2016 Academic Program Review Summary

College of Education

Department of Exercise Science and Health Promotion

Part 1: Overview

A. Degree Programs by Level (31.0505)

Undergraduate

Exercise Science and Health Promotion (B.S., B.S.E.)

Graduate

Exercise Science and Health Promotion (M.S.)

B. Mission and Purpose

Mission

The Department of Exercise Science & Health Promotion (ESHP) is headquartered on the Boca Campus and offers interdisciplinary undergraduate and graduate degrees in exercise science and health promotion. The ESHP programs are designed to prepare students for careers in clinical, corporate, and community/non-profit based physical fitness and health promotion, post graduate study in applied health sciences (e.g. physical therapy, physician assistant) as well as advanced study in human biology/physiology. Ultimately, whether in the role of practitioner or scientist the ESHP graduate is uniquely prepared to impact the health and well-being of their fellow citizens. Importantly, the impact of ESHP graduates includes the potential to reduce health care costs when those they touch adopt a healthy lifestyle and dramatically reduce the occurrence and severity of diseases (obesity, heart disease, hypertension, diabetes, cancer) associated with sedentary living.

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards.

Faculty changes since the last Academic Program Review in 2008 include the addition of three faculty, from 9 in 2008 to a total of 12 faculty, including the Department Chair. During that same period, enrollment has more than doubled from 500+ to 1200 undergraduates and 65 MS candidates.

With health care costs expected to double over the next decade there will be a shift from disease management to prevention. If proactive, ESHP will be uniquely positioned to lead the surge in preventative health care in America. To effectively lead, ESHP must expand in three ways; first, we must strengthen relationships with medical/health oriented programs to enrich our understanding of how existing health care providers can include a preventative element in their delivery system; second, ESHP should take the lead in developing an interdisciplinary master of public health (MPH) with a concentration in physical activity and public health that emphasizes the economic social and health consequences of sedentary living. A goal of the program would be to prepare students to interface with which local, state and national government and business to design preventative health care delivery systems within existing health care delivery models; third, we must expand our basic science programs so that all ESHP students have the opportunity to experience a broader range of laboratory and research programs emphasizing applied physiology, community based health

promotion as well as the molecular and genetic basis of exercise induced neuromuscular plasticity, particularly in the area of healthy cognitive aging. To truly expand and have a relatively immediate impact, ESHP must be charged with creating a School of Preventative Health Care. School status would include a research mission in which Exercise Science & Health Promotion takes a lead role among a select group of academic programs at FAU who will be given the charge of creating academic and research programs that cross academic boundaries aimed at predicting health care cost savings associated with an active lifestyle. The formation of the School of PHC is a timely and inclusive venture that aligns with the Institute for Healthy Aging and Lifespan Studies in the COM and the Healthy Aging Pillar. Clearly, this would require additional faculty and adequate space.

At the undergraduate level we have made several notable changes to the program of study: 1) we expanded course offerings in health promotion in response to student exit surveys in which they expressed the need for more health promotion content, 2) we dropped practicum (clinical experience working with older adults) from the required course list in favor of elective status. Assigning practicum elective status allowed us to increase the total elective credits to 12. Again, students have requested program flexibility in the form of electives that could be taken outside the department to meet admissions requirements for post-graduate study in applied health sciences (e.g. PT, OT, PA) programs. In the MS program we have made several significant changes over the last couple of years including: 1) running the health promotion (HP) track exclusively online, 2) revising the HP course content to include SLO that directly address the content knowledge associated with the Certified Health Education Specialist (CHES) certification exam, 3) expand our laboratory facilities for all ESHP students (BS/MS) including an exercise biochemistry lab, muscle physiology lab and animal lab (Koi fish model) with nearly \$500,000 spent on laboratory equipment. I would point out that the \$500,000 came from FAU tech fee grants obtained by ESHP faculty. Additionally, we have hired a laboratory manager trained in the basic sciences with requisite laboratory skills. The collective impact of the aforementioned changes has been to support rapidly growing programs at the BS/MS levels, including a dramatic increase in undergraduate and graduate research. For example, ESHP's Brandon Fico was awarded the College of Education Undergraduate Researcher of the Year award for 2014. Brandon worked with an ESHP faculty mentor in the exercise biochemistry lab. Similarly, Arun Maharaj a first year MS student was awarded a university grant to support his research on the effects of excessive endurance exercise on the heart using a Koi fish model. Finally, over the last two years five of our ESHP MS graduates have gone on to PhD programs around the country (i.e. Texas, Wisconsin, Alabama, Florida, Virginia), all fully funded for the duration of their PhD programs. All five of our MS graduates completed theses based on results obtained in our new exercise biochemistry laboratory.

Part 2: Findings

A. Strengths

Existing faculty members have noteworthy positive outlooks and appear to be competent, highly dedicated to the program, and extraordinarily energetic. This combination of characteristics is indicative of a highly-desirable working culture that stems from the ongoing interaction between the administration and faculty.

Generally speaking, the review team found that the ESHP Department faculty and staff were genuinely concerned and vested in the educational process of their undergraduate and graduate students. Although student interaction with the review team was limited, the dramatically-increased size of the program suggests the existence of both a strong demand for and reasonable satisfaction with its offerings.

B. Weaknesses/Challenges

Required laboratory experiences are problematic for large sections and either result in bottlenecks due to enrollment caps or force instructors to use these experiences on a demonstration-only basis.

Faculty are housed in four different facilities resulting in minimal incidental or casual professional contact. This arrangement is counterproductive as it tends to isolate faculty. Research laboratory space is relatively cramped and the instructional lab primarily servicing the large undergraduate program is quite small and modestly equipped.

Infrastructure, organizational, and financial shortcomings are readily apparent and need to be expeditiously remediated by the university.

It cannot be overstressed that the department is substantially understaffed. It is customary to have a minimum of two faculty members with expertise in each sub-discipline of the respective general areas. For

example, in exercise physiology you would expect to find no less than two wet-lab and one or two performance/applied exercise physiologists, two biomechanists, at least one specialist in discipline-specific research design, measurement and statistics, one or two people in motor control, and one or two people in exercise psychology. “Lone-wolf” operations exist in the field, but there is always risk that the operation dies with the departure of that faculty member.

C. Recommendations

The College of Education Dean’s Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Understaffing should be considered as a temporary or “emergency” scenario only, with plans for phased in remediation expeditiously implemented.

Recommendation 2: The department should exploit every opportunity to connect with other units in this “university pillar.”

Recommendation 3: The faculty and students in the program would be best served if two tracks were offered: 1) exercise science, and 2) health promotion.

Recommendation 4: The department should consider allowing students to take all of the electives from programs outside of the department.

Recommendation 5: The department should investigate the possibility of applying for such accreditation.

Recommendation 6: Develop an accelerated B.S.-to-M.S. degree 12-hour option.

Recommendation 7: The department should consider deleting the lab portion of selected undergraduate courses in order to cover more conceptual material, and adding a separate lab course in the semester preceding the internship.

Recommendation 8: If the institution desires an increase in this type of engagement, then other responsibilities of Graduate Faculty will need to be reduced.

Recommendation 9: The phased acquisition of two tenure-seeking biomechanists would greatly facilitate this process and support existing lines of research.

Recommendation 10: Proceed with caution with regard to proposing a new Public Health degree program unless new sources of substantial and sustained funding are acquired

Recommendation 11: If one or both of the aforementioned endorsements have been attained, it would be appropriate to communicate that information on the web site. If neither endorsement has been attained, it would be appropriate to apply for it (them).

Recommendation 12: Plans should be developed and a timeline established for implementing increased autonomy for this academic unit by granting it School status



2016 Academic Program Review Summary

College of Education

Department of Teaching and Learning

Part 1: Overview

A. Degree Programs by Level

Undergraduate

Elementary Education with ESOL Endorsement (B.A., B.A.E.) (13.1202)
Secondary Education in English (B.A., B.A.E., 13.1305), Mathematics (B.A., B.A.E., 13.1311),
Science (13.1316) (Biology, Chemistry, Physics; B.A., B.S., B.S.E.) Social Science (B.A.,
B.A.E., 13.1317).

Graduate

Elementary Education with ESOL Endorsement plus Certification (M.Ed., 13.1202)
Elementary Education (M.Ed., 13.1202)
Curriculum and Instruction plus Certification (M.Ed., 13.0301)
Environmental Education (M.Ed., 13.1399)
Reading (M.Ed., 13.1315)
Social Foundations: Instructional Technology (M.Ed., 13.0901)
Social Foundations: Technology (M.Ed., 13.0901)

B. Mission and Purpose

Mission

The Department of Teaching and Learning provides quality programs for prospective and practicing educators, curriculum coordinators, post-secondary educators, and other educational professionals. As part of the College of Education, the Department of Teaching and Learning has identified three academic components in the preparation of its educators: foundational requirements, professional content-knowledge requirements, and experiential learning (knowledge, skills, and dispositions). The broad range of graduate and undergraduate professional programs in the areas of elementary education, secondary education, reading education, environmental education, instructional technology and educational psychology offered by the Department of Teaching and Learning promote collaboration among faculty, students, and educational professionals. The department prepares informed, capable, and ethical practitioners who are reflective decision-makers. Faculty in the Department of Teaching and Learning value excellence and are committed to teaching, research, and service.

Link to FAU Strategic Plan for the Race to Excellence (2015-2025)

The Department of Teaching and Learning's mission and degree programs align with FAU's Strategic Plan for the Race to Excellence. The programs connect to the Pillar of **Healthy Aging** through the preparation and support of educators who prepare students and adults in multiple contexts to become lifelong learners. The Pillar of **Ocean Science and Engineering/Environmental Sciences** is strengthened through the work of our science education and environmental education faculty and the research and grants that support a deep understanding of the environment across multiple education contexts. The scholarly activities and strategic actions of the department are aligned to the Platforms of **Community Engagement; Diversity; Global Perspectives and Participation; Leadership, Innovation and Entrepreneurship**; and **Undergraduate Research and Inquiry**. Additionally, the department and

faculty embody the goals within the Strategic Plan through their commitment to synergy, quality, and continuous improvement.

C. Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. The Elementary, Secondary and Reading programs award Initial Certification to program completers, and earned continued approval by the Florida Department of Education (FLDOE) through 2020. Annually, the FLDOE requires rigorous program review submitted through the FLDOE eIPEP (electronic Institutional Program Evaluation Plan) system. Recently, another external review of the EXCEED (Excellence in Elementary Education) program, a funded partnership educator preparation program provided program-specific feedback for departmental review.

Faculty changes since the last Academic Program Review in 2008 include a decrease in faculty from 35 in 2008 to 24 faculty, including the department chair, serving the department currently.

Recent changes to programs in the department include the approval of a Secondary Education Master's with certification program, and two new degrees to replace the Master's in Social Foundations track; the Master's in Educational Psychology and the Master's in Instructional Technology. Two levels of Honors in the Major (HIM) were added as part of two Distinction through Discovery Curriculum Grants awarded; Elementary Education and Secondary Education. These HIM programs have forged a partnership with local districts and produced action-research relevant to district issues.

Part 2: Findings

A. Strengths

The Department and College are recognized regionally and are the first in Florida to obtain accreditation from the Council for Accreditation of Educator Preparation (CAEP). This is a significant achievement and offers FAU a leading edge in the region for recruiting and marketing purposes.

The Department of Teaching and Learning is regionally and nationally recognized, receiving glowing evaluations and praise from the national accrediting agency, CAEP. The Department's APR self-study documents were stellar in many respects and demonstrate that the administration and faculty are clearly in touch with the main strengths and opportunities that already exist for change, and the weaknesses and "threats."

The APR self-studies are well written, comprehensive, and included a thoughtful and honest assessment of strengths and weaknesses of each program and the Department. Also, during the site visit, the review team was impressed with: 1) the level of preparations by the Department for this review, 2) the pedigree and high caliber of the faculty team in the Department, and 3) the quality and dedication of the Department's and College's administrative personnel and support.

B. Weaknesses/ Challenges

The Department struggles with timely data access and analysis for accreditation and continuous quality improvement purposes. Faculty need to be encouraged to submit more grant proposals to federal funding agencies. A formal mentoring program for junior faculty is needed in the Department to help junior faculty quickly and fully achieve their potential in research, teaching and service. The absence of a PhD program is a serious impediment to the Department's efforts to increase its research activity and aspire toward a Tier 1 research level. PhD students working with PIs on research projects will help to considerably advance the Department's research mission.

C. Recommendations

The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in

July 2016.

Recommendation 1: *Identifying a Coherent Department Mission*

Recommendation 2: *Enhancing Marketing, Outreach and Recruitment Efforts*

Recommendation 3: *Increasing Research Activity in the Department*

Recommendation 4: *Restructuring of Instructional Workloads, Advising, and Curriculum*

Recommendation 5: *Meaningful Analysis and Use of Data for Continuous Quality Improvement*