



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 FAUs 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's 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.