



**Florida Atlantic University
Academic Program Review
Self-Study Report 2015**

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| Program: | Curriculum and Instruction plus Certification – graduate (Master's) |
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A. Mission and Purpose of the Department

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.

B. Previous External Reviews

The Master's degree in Curriculum and Instruction plus Certification Programs are approved by the Florida Department of Education (Appendix A). Consequently, the programs are reviewed annually through peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports. This review provides a complete report of the ways the program(s) address and assess the Florida Educator Accomplished Practices, the Content Standards, and other competencies covered by the core curriculum. It also demonstrates how the data is used for continuous program improvement. In addition to the off-site reviews, programs are reviewed every five (5) years through a peer reviewed visit.

The Master's degree in Curriculum and Instruction plus Certification Programs are reviewed as part of the College of Education national accreditation review. In 2007, the National Council for Accreditation of Teacher Education (NCATE), conducted a review of the college programs in which all standards were met (Appendix B).

At the present time, the college is in the process of a review by the Council for the Accreditation of Education Profession (CAEP). CAEP was formed when NCATE and another teacher preparation accreditation organization (TEAC) merged in 2013. While the final report is still pending final approval expected before the end of 2015, an initial report by the accreditation team indicates the final board approval will be successful.

C. Instruction

Research, standards, best practices and knowledge of local jobs as well as the broader job market are factors woven together in developing comprehensive curriculum plans for the programs within the Department of Teaching and Learning. Departmental faculty develop course work that flows together providing candidates with strong academic preparation and significant clinical experiences. Connections with partners strengthen all programs. Ongoing assessment and program improvement provides the needed information to keep requirements current and the programs successful.

The Master's in Curriculum and Instruction plus Certification was developed when the undergraduate secondary programs were moved to the Department of Teacher Education and the undergraduate requirements for certification were added to the Master's degree in Curriculum and Instruction. While this action provided students who already had a baccalaureate degree the opportunity to get certified while getting their master's degree, it also created degree programs that were excessive in credit hour requirements and could take as much as four years to complete program coursework. The degree was a target for desired revision for many years. In 2014-2015 the Master's in Secondary Education finally received approval by the university, Board of Trustees and the State of Florida. The subject area tracks are still pending final submission and approval by the Florida Department of Education as state approved certification programs. This degree will allow students to substitute content coursework with a passing score on the Subject Area exam and still provide a strong program to prepare teachers.

Establishment of Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are faculty identified, target objectives for student knowledge in areas of Content Knowledge, Communication and Critical Thinking for each program. The SLOs are mapped to specific assessments in selected courses and scored by faculty using competency rubrics. The college uses an assessment tool, LiveText, to track all competencies assessed within coursework. An example of an SLO would be: Candidates will demonstrate the SLO of communication by modeling clear, acceptable oral and written communication skills.

Student Learning Outcomes Assessments (SLOAs), including specific assessments and program improvement plans and are presented for the Master's degree in Curriculum and Instruction plus Certification Programs in each area. See Appendix I for outcomes by degree/program area.

Assessment of SLOs and Program Improvement

LiveText merges student demographic data from the university systems for use in an assessment tool format that can provide both aggregated and disaggregated data. The

data collected are rubrics designed to assess critical assignments aligned to the Florida Educators Accomplished Practices (FEAPs) and to the SLOs. Annually, faculty and staff analyze the assignments and student results for consistency of scoring and effectiveness of assignments in demonstrating mastery of the objectives. This is helpful for program improvement.

In the Master's of Curriculum and Instruction plus Certification, content knowledge is assessed within RED 4335, Reading in the Content Area. The assignment is a lesson plan with content adaptation for teaching reading in the content area. Each year the department works to identify a criterion for success that is more rigorous than the year before. These competencies are assessed using rubrics leveled as Exceeds Expectations, Meets Expectations and Does Not Meet Expectations. All students are required to achieve a score of at least Meets Expectations on all the competencies in order to earn a passing score in a class. In addition to the competencies assessing Content Knowledge through SLOAs, the department has developed content exams to track student knowledge of content aligned to the State of Florida Subject Area Competencies and Skills. These exams are continuing to be refined as well as an appropriate level of target knowledge identified. In preparing this report, the appropriateness of using this class as evidence of content knowledge across all subjects is questionable. Due to the pressure for increasing levels of accountability through multiple reports, a recognized change needed is often forgotten as the department moves to the next requirement.

Candidates will demonstrate the Student Learning Outcome (SLO) of Communication through the Florida Educators Accomplished Practices (FEAP) of A.2.e by modeling clear, acceptable oral and written communication skills. While enrolled in content methods courses (e.g. LAE 4360, SCE 4360, SSE 4361) candidates will demonstrate the ability to communicate effectively verbally and in writing by creating a written lesson or unit plan. They recognize the need for effective communication in the classroom and incorporate techniques which they will use in the classroom. The target was established to increase student achievement with a goal that 75% of all students will be rated as Exceeds Expectations. The program is identifying other areas where communication is assessed and moving to incorporate multiple points of assessment to provide a broad picture of students' strengths and our ability to use data for program improvement.

The candidate demonstrates the SLO of critical thinking while enrolled in EDF 3210 and ESE 3940. The candidate's ability to acquire performance assessment techniques and strategies that measure higher order thinking skills in students and building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively will demonstrate the SLO of critical thinking, achievement and learning gains.

In general, the Student Learning Outcomes provide program faculty the opportunity to review data in each program area and to engage in targeted program improvement annually.

Baccalaureate and Graduate Programs

i. State-approved prerequisite

The Master's degree in Curriculum and Instruction plus Certification Programs are at the graduate level. However, see Appendix C for attached program sheet(s).

ii. Limited access

The Department of Teaching and Learning does not have any programs that are limited access.

iii. Admissions criteria

Master's Degree

General Requirements for all graduate programs include:

1. Graduate application,
2. Official transcripts,
3. Official copy of Graduate Record Exam (GRE) not older than five years.

A maximum of one-third of the total graduate credits taken at FAU as a non-degree student may be applied to the degree program, if approved by the advisor. Up to 6 credits of non-degree program transfer courses may be accepted from other universities at the discretion of the advisor and/or committee.

The Master's of Education Degree is offered with a major in the following areas: Curriculum and Instruction plus K-12, Secondary Certification (6-12), Elementary Education, Elementary Education with ESOL plus Certification, Environmental Education, Reading Education, Social Foundations of Education: Educational Psychology and Social Foundations of Education: Instructional Technology.

To be admitted to the Master's Degree in Curriculum and Instruction plus Certification students must complete the graduate application and provide documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have satisfactory GRE scores on file at FAU that are not more than five years old;
3. Have a 3.0 or better GPA in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree or have minimum GRE scores of 154 (verbal) and 144 (quantitative);
4. Have passing scores on all four sections of the General Knowledge sections of the FTCE.

There are no exceptions or waivers to this General Knowledge requirement. All university and departmental admission requirements apply.

iv. Enrollment information

Table 1 indicates consistent enrollment in the Master's Degrees in Curriculum & Instruction. Unfortunately, we are unable to determine the exact number of students enrolled in the program through official university records. This degree program is shared with the Department of Curriculum, Culture and Educational

Inquiry with non-certification students pursuing a masters and doctorate in that department and those pursuing certification in Teaching and Learning. For this reason, the department recently received approval for a Master's in Secondary Education plus Certification. Once this is approved by the State of Florida, it will replace the Master's in Curriculum & Instruction plus Certification.

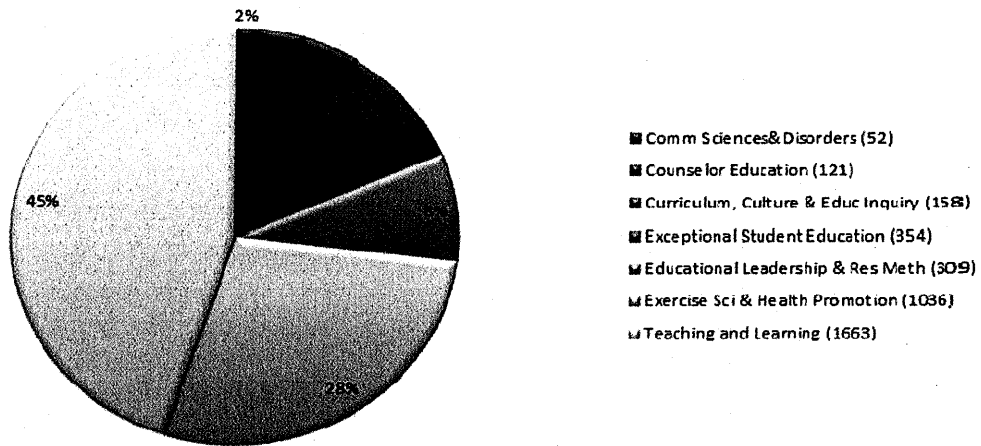
Table 1: DDI B4 Headcount Enrollment

| | Curriculum & Instruction | | | | | College Total | University Total |
|---------------------------|--------------------------|------------|------------|------------|------------|---------------|------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Professional | | | | | | | 187 |
| Bachelors | | | | | | 3,557 | 28,919 |
| Masters/Specialist | 123 | 118 | 112 | 111 | 116 | 846 | 4,569 |
| Doctoral | 92 | 95 | 101 | 99 | 98 | 301 | 971 |
| Unclassified | | | | | | | 2,912 |
| Total | 215 | 213 | 213 | 210 | 214 | 4,704 | 37,558 |

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

The graph below represents the annual headcount enrollment for the College of Education. While enrollment in the Department of Teaching and Learning has decreased slightly, it represents approximately 45% of the total enrollment in the college.



Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File, Fall 2014 Annual Headcount Enrollments

Table 2 shows the Annualized State-Fundable FTE Produced by Level. This table demonstrates a decrease from 2009-2010 to 2013-14 across Undergraduate and Graduate levels. Due to the State of Florida no longer paying teachers for advanced degrees, a downturn is expected.

Table 2: DDI C1 Annualized State-Fundable FTE Produced By Level

| | Teaching & Learning | | | | | College Total | University Total |
|----------------------------|---------------------|--------------|--------------|--------------|--------------|----------------|------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Undergraduate Total | 811.1 | 704.8 | 645.5 | 559.3 | 524.6 | 1,458.1 | 15,526.9 |
| | | | | | | | |
| Graduate Total | 106.8 | 79.6 | 67.5 | 57.6 | 38.2 | 470.9 | 2,195.3 |
| Grad I | 100.9 | 76.3 | 65.3 | 52.6 | 33.8 | 342.7 | 1,796.2 |
| Grad II | 6.0 | 3.2 | 2.2 | 5.1 | 4.3 | 128.2 | 399.1 |
| | | | | | | | |
| Classroom | 106.2 | 79.6 | 67.5 | 57.6 | 38.2 | 445.0 | 2,064.1 |
| Thesis-Dissertation | 0.7 | | | | | 25.8 | 131.2 |
| | | | | | | | |
| Grand Total | 917.9 | 784.4 | 713.0 | 617.0 | 562.8 | 1,929.0 | 17,722.2 |

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Table 3, DDI C2: Annualized State-Fundable FTE shows the impact of department courses taken by students who are declared majors outside of the department. This table indicates that the largest outside FTE occurs within upper-division, undergraduate courses. One possibility for this is the number of students who are not College of Education majors but take specific upper division education courses to use for an alternative certification and are considering teaching upon graduation or taken by content majors who are considering changing their major to education.

Table 3: DDI C2: Annualized State-Fundable FTE

| | | Courses offered by: | | | | | | |
|------------------------------|---|---------------------|--------------|--------------|--------------|----------------|----------------------|------------------|
| | | Teaching & Learning | | | | | College of Education | University Total |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Course Level | FTE produced by students who are: | | | | | | | |
| Lower Division Undergraduate | Majors within the department | 17.2 | 15.1 | 16.8 | 21.7 | 25.0 | 91.4 | 727.9 |
| | Majors outside the department, but within the college | 2.6 | 2.8 | 3.1 | 4.9 | 4.2 | 53.0 | 1,753.5 |
| | Majors outside the college | 9.6 | 8.6 | 6.1 | 6.0 | 6.9 | 125.0 | 4,312.6 |
| | Total | 29.3 | 26.5 | 25.9 | 32.6 | 36.1 | 269.4 | 6,794.0 |
| Upper Division Undergraduate | FTE produced by students who are: | | | | | | | |
| | Majors within the department | 645.6 | 575.8 | 528.3 | 447.3 | 421.3 | 794.6 | 5,096.5 |
| | Majors outside the department, but within the college | 38.8 | 37.5 | 36.9 | 40.2 | 36.8 | 275.6 | 2,434.0 |
| | Majors outside the college | 97.3 | 65.0 | 54.3 | 39.1 | 30.4 | 118.5 | 1,202.4 |
| Total | 781.8 | 678.2 | 619.5 | 526.7 | 488.5 | 1,188.7 | 8,732.9 | |
| Graduate | FTE produced by students who are: | | | | | | | |
| | Majors within the department | 59.7 | 55.5 | 46.6 | 39.3 | 24.7 | 361.3 | 1,749.1 |
| | Majors outside the department, but within the college | 17.9 | 6.5 | 6.8 | 8.0 | 9.0 | 64.3 | 303.7 |
| | Majors outside the college | 29.3 | 17.5 | 14.2 | 10.4 | 4.5 | 45.3 | 142.5 |
| Total | 106.8 | 79.6 | 67.5 | 57.6 | 38.2 | 470.9 | 2,195.3 | |
| Total | FTE produced by students who are: | | | | | | | |
| | Majors within the department | 722.5 | 646.5 | 591.7 | 508.3 | 470.9 | 1,247.3 | 7,573.6 |
| | Majors outside the department, but within the college | 59.3 | 46.8 | 46.7 | 53.1 | 50.1 | 392.9 | 4,491.2 |
| | Majors outside the college | 136.2 | 91.1 | 74.5 | 55.5 | 41.8 | 288.8 | 5,657.4 |
| Total | 917.9 | 784.4 | 713.0 | 616.9 | 562.8 | 1,929.0 | 17,722.2 | |

Source: Student Data Course File
Based On State-Fundable Credit Hours

v. Average class size and faculty/student ratio

Table 4, DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty shows that the Department of Teaching and Learning is slightly below the college in average section enrollment of undergraduate and graduate lecture/seminar courses. This reflects the program curriculum which is primarily professional preparation, involves practice and demonstration and is appropriate class sizes for coursework designed to develop methodology. The average sections taught by faculty is right around the college mean with undergraduate being greater than the mean and graduate being lower. This is also aligned with having most of our students enrolled in undergraduate courses therefore an area of focus for instruction. An area that is unclear is sections reflected under *Other Course Types*. While the definition of what should feed this is provided, a count of courses from the schedule did not yield the same results. Included in these courses are independent studies as well as sections for student teaching and internship. The department always offers specific sections for student teaching and internship across all majors and across all campuses. In some cases, this

leads to non-enrolled sections. This combined with low numbers in independent studies explains the very low average enrollment in *Other Course Types* for both baccalaureate and graduate programs.

Table 4: DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty

| Course Level | Type | | | Teaching & Learning | | | | | College Total | University Total | |
|---------------|--------------------|-------------------------|-------------------------|------------------------|-----------|-----------|-----------|-----------|---------------|------------------|--------|
| | | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 | |
| Undergraduate | Lecture/Seminar | Sections Offered | # | 437 | 406 | 378 | 283 | 268 | 696 | 5,152 | |
| | | | # Enrolled | 10,116 | 8,569 | 7,513 | 6,464 | 6,290 | 18,426 | 195,222 | |
| | | | Avg Section Enrollment | 23.1 | 21.1 | 19.9 | 22.8 | 23.5 | 26.5 | 37.9 | |
| | | Sections Faculty-Taught | # | 184 | 174 | 171 | 141 | 128 | 315 | 3,565 | |
| | | | % | 42.1 | 42.9 | 45.2 | 49.8 | 47.8 | 45.3 | 69.2 | |
| | | Lab | Sections Offered | # | | | | | | 31 | 915 |
| | | | | # Enrolled | | | | | | 436 | 17,644 |
| | | | | Avg Section Enrollment | | | | | | 14.1 | 19.3 |
| | | | Sections Faculty-Taught | # | | | | | | 0 | 384 |
| | % | | | | | | | | 0.0 | 42.0 | |
| | Discussion | Sections Offered | # | | | | | | | 270 | |
| | | | # Enrolled | | | | | | | 7,589 | |
| | | | Avg Section Enrollment | | | | | | | 28.1 | |
| | | Sections Faculty-Taught | # | | | | | | | 246 | |
| | | | % | | | | | | | 91.1 | |
| | Other Course Types | Sections Offered | # | 41 | 41 | 34 | 35 | 34 | 84 | 1,300 | |
| | | | # Enrolled | 511 | 470 | 475 | 415 | 332 | 1,685 | 8,149 | |
| | | | Avg Section Enrollment | 12.5 | 11.5 | 14.0 | 11.9 | 9.8 | 20.1 | 6.3 | |
| | | Sections Faculty-Taught | # | 9 | 8 | 8 | 9 | 8 | 25 | 984 | |
| | | | % | 22.0 | 19.5 | 23.5 | 25.7 | 23.5 | 29.8 | 75.7 | |
| Graduate | Lecture/Seminar | Sections Offered | # | 111 | 108 | 93 | 66 | 55 | 337 | 1,639 | |
| | | | # Enrolled | 1,723 | 1,494 | 965 | 776 | 517 | 4,263 | 21,647 | |
| | | | Avg Section Enrollment | 15.5 | 13.8 | 10.4 | 11.8 | 9.4 | 12.6 | 13.2 | |
| | | Sections Faculty-Taught | # | 94 | 84 | 74 | 58 | 52 | 269 | 1,403 | |
| | | | % | 84.7 | 77.8 | 79.6 | 87.9 | 94.5 | 79.8 | 85.6 | |
| | Lab | Sections Offered | # | | | | | | | 55 | |
| | | | # Enrolled | | | | | | | 507 | |
| | | | Avg Section Enrollment | | | | | | | 9.2 | |
| | | Sections Faculty-Taught | # | | | | | | | 36 | |
| | | | % | | | | | | | 65.5 | |
| | Other Course Types | Sections Offered | # | 17 | 9 | 10 | 16 | 14 | 340 | 1,979 | |
| | | | # Enrolled | 24 | 16 | 24 | 24 | 27 | 1,171 | 5,590 | |
| | | | Avg Section Enrollment | 1.4 | 1.8 | 2.4 | 1.5 | 1.9 | 3.4 | 2.8 | |
| | | Sections Faculty-Taught | # | 11 | 3 | 5 | 9 | 7 | 307 | 1,848 | |
| | | | % | 64.7 | 33.3 | 50.0 | 56.3 | 50.0 | 90.3 | 93.4 | |

Source: Instruction and Research File and Student Data Course File

Table 5 DDI D1 Annualized FTE Produced Per Instructional Person-Year indicates that at the graduate level, the annualized FTE produced per instruction person-year is reflective of the low number of graduate courses, compared to undergraduate courses and faculty, in the Department of Teaching and Learning with per instructional person-year is 1.3 as compared to the college at 4.4. Table 6 shows degrees awarded per person year and shows the department below both the college and university at the graduate level as reflective of the enrollment and the reasons stated in Section iv.- Enrollment Information. It also reflects the program enrollment as compared to the faculty who serve what is, on the whole, a large department.

Table 5: DDI D1 Annualized FTE Produced Per Instructional Person/Year

| | Teaching & Learning | | | College Total | University Total |
|----------------------|---------------------|-------------|-------------|---------------|------------------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Undergraduate | 14.2 | 16.2 | 17.4 | 13.6 | 18.3 |
| Graduate | 1.5 | 1.7 | 1.3 | 4.4 | 2.6 |
| Total | 15.7 | 17.9 | 18.6 | 18.0 | 20.9 |

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from all personnel categories.

Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Table 6: DDI D2 Degrees Awarded Per Faculty Instructional Person/Year

| | Curriculum & Instruction | | | College Total | University Total |
|-------------------|--------------------------|------------|------------|---------------|------------------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Associates | 0 | 0 | 0 | 0 | 0.7 |
| Bachelors | 0 | 0 | 0 | 8.6 | 10.4 |
| Masters | 2.6 | 3.5 | 4.3 | 4.5 | 2.8 |
| Specialist | 0.2 | 0.3 | 0.4 | 0.6 | 0.1 |
| Doctorate | 0.9 | 0.7 | 1.3 | 0.7 | 0.3 |
| Total | 3.7 | 4.5 | 6.0 | 14.3 | 14.2 |

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

vi. Curriculum

Appendix D is a summary of programs at a similar institution and an institution the department views as aspirational. The curriculum for the Master's Degree in Curriculum and Instruction plus Certification shares some courses with the undergraduate program and mirrors a similar format as was explained previously. A concern of this degree is the number of hours required because of initial certification at the master's level particularly with the increasing number of paths available for alternative certification. The approval of the Master's in Secondary Education should replace this degree with a reasonable alternative with reasonable course expectations.

For a similar comparison of the Master's Degree in Curriculum and Instruction plus Certification program, the department identified Florida State University as a comparable institution and University of Wisconsin-Madison as an aspirational institution. Both have higher Carnegie Research Standings and University of Wisconsin has been rated as one of the best by U.S News & World Report. These programs are aspirational in nature but limited in comparability because they do not lead to initial certification.

While the department has similarities to these programs the top performing institutions permit flexibility in course content allowing for more customization. Florida State's program emphasizes engagement in a dynamic policy environment through research-based instruction. Florida State offers coursework through a hybrid delivery model. Candidates admitted into the University of Wisconsin's Master's in Curriculum & Instruction program pass through more steps to admission. Students must submit letters of reference and provide a curriculum vitae to be considered. Their focus is on educational research that prepares students for a Ph.d. program.

vii. Internships, practicum, study abroad, field experiences

Partnerships with surrounding school districts in Southeast Florida are the foundation for successful programs in the Department of Teaching and Learning. These partnerships are articulated through agreements between the college and the districts. The department chair, faculty and College of Education administration meet with local school district leaders regularly to discuss ideas related to mutually beneficial services and programs. This articulation serves to help identify the most highly qualified teachers to mentor and serve as clinical educators. In addition, many of these teachers further support candidates as adjunct faculty.

viii. *Pedagogy/pedagogical innovations*

The department offers courses in a variety of formats, designed to meet the needs of traditional and working students. A variety of undergraduate and graduate courses are offered in various formats such as fast track courses, evening classes held once a week, as well as on-line and mixed-mode formats. Additionally, the education coursework for the Master's in Curriculum and Instruction plus Certification degrees are offered on three campuses (Jupiter, Davie and Boca Raton). Technology is frequently used in many classes to meet the need of a geographically diverse student body.

The Centers of Excellence in Elementary Teacher Preparation grant has provided training for faculty, cooperating teachers and supervising teachers on mentoring strategies as well as on the Marzano framework and assessment model used within our two largest districts. This innovation further enhances the content and instruction within our coursework and while the target for the improvement was the Elementary Education degree, since all faculty teach across multiple programs, all programs will benefit from this training.

ix. *Scope of institutional contributions*

The Master's Degree in Curriculum & Instruction plus Certification is designed to prepare candidates who already have a baccalaureate degree with a master's degree plus initial certification in a subject area. The degree provides a variety of subject area concentrations with a thorough preparation for aspiring teachers. While much of the coursework is restricted to education majors, some courses contribute to the FTE production for the university by being available for non-degree students whether they are taking the courses for alternative initial certification or renewal of teaching certificates.

x. *Student profile*

Student profile data (Table 7) show that for the Curriculum & Instruction Master's Degrees, enrollment has been consistent over the last five years. The white student population has decreased over the past five years, enrollment of the black student population has remained constant and for Hispanic students enrollment has increased over time. This mirrors the growing diversity of the university. Because of the way the university tracks students, at the graduate level we are not able to separate students in the Master's plus Certification program and the masters (non-certification) program. Once again, it is impossible to disaggregate this information between the Curriculum & Instruction non-certification track and the certification track.

Table 7: Student Enrollment by Gender and Ethnicity

| | | | Curriculum & Instruction | | | | | College Total | University Total |
|----------|--------------------------------|--------|--------------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Graduate | American Indian/Alaskan Native | Female | | | 1 | | | 3 | 13 |
| | | Male | | | | 1 | 1 | 1 | 4 |
| | | Total | | | 1 | 1 | 1 | 4 | 19 |
| | Asian or Pacific Islander | Female | 4 | 5 | 4 | 5 | 4 | 25 | 148 |
| | | Male | 1 | 1 | 1 | 2 | 2 | 11 | 114 |
| | | Total | 5 | 6 | 5 | 7 | 6 | 36 | 262 |
| | Black (Not of Hispanic Origin) | Female | 26 | 23 | 19 | 21 | 23 | 145 | 652 |
| | | Male | 3 | 4 | 5 | 3 | 3 | 54 | 243 |
| | | Total | 29 | 27 | 24 | 24 | 26 | 199 | 895 |
| | Hispanic | Female | 14 | 17 | 21 | 26 | 25 | 104 | 495 |
| | | Male | 4 | 4 | 5 | 4 | 7 | 35 | 346 |
| | | Total | 18 | 21 | 26 | 30 | 32 | 139 | 841 |
| | White (Not of Hispanic Origin) | Female | 122 | 117 | 111 | 104 | 107 | 559 | 1,848 |
| | | Male | 35 | 33 | 34 | 31 | 33 | 171 | 1,211 |
| | | Total | 157 | 150 | 145 | 135 | 140 | 730 | 3,059 |
| | Non-Resident Alien | Female | 4 | 6 | 9 | 8 | 7 | 24 | 195 |
| | | Male | 2 | 3 | 3 | 4 | 2 | 12 | 213 |
| | | Total | 6 | 9 | 12 | 12 | 9 | 36 | 408 |
| | Not Reported | Female | | | | 1 | 0 | 3 | 36 |
| | | Male | | | | | | | 20 |
| | | Total | | | | 1 | 0 | 3 | 56 |
| Total | Female | 170 | 168 | 165 | 165 | 166 | 863 | 3,389 | |
| | Male | 45 | 45 | 48 | 45 | 48 | 284 | 2,151 | |
| | Total | 215 | 213 | 213 | 210 | 214 | 1,147 | 5,540 | |

xi. Advising procedures

Undergraduate

Undergraduate students initially are advised at the university level. Upon completing 60 credit hours, students are advised within the College of Education in the Office of Academic & Student Services. Once students meet all requirements for admission to the program, they become candidates and are referred to a faculty advisor for the completion of an official program of study. The faculty advisor is available to answer candidate questions from that point through graduation.

Graduate

Candidates for graduate degree programs apply to the department through an online university application. Once admitted, the student is assigned a program faculty advisor who works with the student to create a plan of study. The plan of study describes the intended required program courses and a timeline in which the courses will be completed. This electronic plan of study is submitted and approved by the candidate's advisor, department chair, college dean, graduate college; kept on file with the Graduate College and audited prior to graduation. The student is required to meet with their faculty advisor within the first semester of their program.

xii. *Licensure rates*

Once admitted to the Master's Degree in Curriculum and Instruction plus Certification program, candidates must take and pass the four sections of the State's General Knowledge Examination in the appropriate subject matter. Licensure Rates are not disaggregated by degree. Therefore it is reasonable to assume that the licensure rates for these program completers are included in the licensure rates for secondary majors.

xiii. *Placement rates/employment profile*

The placement data for the Master's degree in Curriculum and Instruction plus Certification is not disaggregated by degree. Therefore it is reasonable to assume that the placement rates for these program completers are included in the licensure rates for secondary majors.

xiv. *Retention Rates*

Due to discrete placement data not being available for the Master's Degree in Curriculum and Instruction plus Certification, retention rates are also not available.

xv. *Graduation rates*

Table 8 below shows the average number of degrees awarded over the last five years for the Master's degree in Curriculum and Instruction. This data is not separated between the Master's in Curriculum and Instruction with Certification and the Master's Degree of Curriculum and Instruction therefore it is impossible to make a statement about graduation rates of non-certification graduates specifically. In 2013-2014, the department experienced a 45.8% increase in the Master's degree in Curriculum and Instruction plus Certification degrees awarded in one year.

Table 8: Degrees Awarded- 5 Year Trend

| | | Curriculum & Instruction | | | | | College Total | University Total |
|-------------------|--------------------------------|--------------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| | Degrees awarded with a: | | | | | | | |
| Associates | Single major | | | | | | | 353.0 |
| | All | | | | | | | 353.0 |
| Bachelors | Degrees awarded with a: | | | | | | | |
| | Single major | | | | | | 524.0 | 4,813.0 |
| | Double or triple major | | | | | | 1.0 | 204.0 |
| | All | | | | | | 525.0 | 5,017.0 |
| Masters | Degrees awarded with a: | | | | | | | |
| | Single major | 27.0 | 32.0 | 27.0 | 24.0 | 35.0 | 274.0 | 1,355.0 |
| | All | 27.0 | 32.0 | 27.0 | 24.0 | 35.0 | 274.0 | 1,355.0 |
| Specialist | Degrees awarded with a: | | | | | | | |
| | Single major | | 1.0 | 2.0 | 2.0 | 3.0 | 35.0 | 35.0 |
| | All | | 1.0 | 2.0 | 2.0 | 3.0 | 35.0 | 35.0 |
| Doctorate | Degrees awarded with a: | | | | | | | |
| | Single major | 7.0 | 2.0 | 9.0 | 5.0 | 11.0 | 40.0 | 128.0 |
| | All | 7.0 | 2.0 | 9.0 | 5.0 | 11.0 | 40.0 | 128.0 |
| Total | Degrees awarded with a: | | | | | | | |
| | Single major | 34.0 | 35.0 | 38.0 | 31.0 | 49.0 | 873.0 | 6,684.0 |
| | Double or triple major | | | | | | 1.0 | 204.0 |
| | All | 34.0 | 35.0 | 38.0 | 31.0 | 49.0 | 874.0 | 6,888.0 |

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

xvi. Student recruitment

The Department of Teaching and Learning participates in campus tours and orientation sessions and graduate recruitment fairs for students interested in Florida Atlantic University and education in particular. Additionally, recruitment/student interest tables have been displayed at local high school career days and also Miami-Dade College.

The department has received approximately \$7,000 per year for the past five years in recruitment funding from the University Graduate College. These funds have been used for the preparation of program brochures and purchase of promotional materials and other department recruiting at the master's level. Each program area has participated in these recruitment efforts.

Faculty

i. Administrative structure

The Department of Teaching and Learning offers 11 baccalaureate degree programs and seven master's degree programs. Faculty often teach courses that overlap multiple degree programs, particularly at the undergraduate level.

Since the Department of Teaching and Learning was formed in 2007 when the Department of Teacher Education split into two departments, the previous structure of program area coordinators was discontinued. The documents defining the restructuring stated that a smaller department would not need a coordination team. Since that time, the demands of assessment and accountability have grown exponentially. In 2013, the department added an Associate Director of Academic and Assessment Support to assist with assessment and other departmental demands.

In addition, as the department continues to engage program improvement, the need to build a leadership team for greater coordination, feedback, collaboration and succession planning was evident. This year, through buy-out funds generated by the Centers of Excellence in Elementary Teacher Preparation grant, faculty on each campus were identified to join with the Department Chair, the Associate Director of Academic and Assessment Support and Director, Research & Program Services- EXCEED grant to form a department leadership team. This structure will facilitate identifying student and program needs on each campus and serve as a vehicle for communication and other necessary program responsibilities. Additionally, several faculty members serve as coordination faculty for the areas of Art Education, Effective Teaching Practices, and Environmental Education.

The initiatives aligned to the grant provided additional leadership opportunities for faculty to enhance and expand content instruction. Four faculty were identified to lead content course development teams comprised of content experts from Broward and Palm Beach counties and faculty from the Colleges of Science, Arts and Letters, and Honor's College. The teams developed new content course syllabi and provided faculty with a greater understanding and excitement about engaging in the continuous improvement processes to improve our programs.

Finally, at any given time, the department employs 60-70 adjunct instructors. These instructors teach over 50% of department coursework and are critical to the consistent delivery and quality instruction in our programs. The leadership team will provide invaluable support for this often changing, but valuable group of instructors.

Please see the Department of Teaching and Learning Organizational Chart Appendix E.

Please see the College of Education Organizational Chart in Appendix F.

ii. Faculty profile

Over the past eight years full-time faculty profile within in the department has had limited change. An assistant professor for Effective Teaching Practices was hired in 2013 and an assistant professor in Environmental Education/Science Education was hired for the 2014-2015 academic year. Over that same period of time the department lost eight faculty through retirement and one faculty and five instructors resigned. The department was fortunate to hire four new faculty for the 2015-2016 academic year in the areas of Reading Education, Social Studies Education and two in Instructional Technology.

In the 2015-2016 academic year, the Department of Teaching and Learning has a total of 25 full-time faculty members. Eight faculty are Professors, eight faculty are Associate Professors, six faculty are Assistant Professors, and three are instructors. The department generally employs 60-70 adjunct faculty members as well as approximately 30 clinical adjunct faculty. The number of adjunct faculty varies from semester to semester.

Table 9 reflects the demographics of both the full and part-time instructional faculty. While the instructors are predominately white and female it is notable that this is also reflected in the student population of the department.

The department uses the Diversity Data Report <http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> to engage in trend data regarding faculty within the college, the university and the state of Florida.

Table 9: DDI B2 Instructional Faculty and Adjuncts by Gender and Ethnicity

| Adjuncts | | Teaching & Learning | | | | | College Total | University Total |
|--------------------------------|--------|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Asian or Pacific Islander | Female | 1 | 1 | 2 | 2 | 2 | 5 | 13 |
| | Male | | 1 | 1 | | | 1 | 10 |
| | Total | 1 | 2 | 3 | 2 | 2 | 6 | 23 |
| Black (Not of Hispanic Origin) | Female | 5 | 5 | 4 | 3 | 2 | 7 | 26 |
| | Male | | 1 | | | | 9 | 20 |
| | Total | 5 | 6 | 4 | 3 | 2 | 16 | 46 |
| Hispanic | Female | 5 | 5 | 2 | 1 | 1 | 4 | 10 |
| | Male | 1 | 1 | 1 | | | 2 | 11 |
| | Total | 6 | 6 | 3 | 1 | 1 | 6 | 21 |
| White (Not of Hispanic Origin) | Female | 66 | 80 | 84 | 65 | 64 | 123 | 290 |
| | Male | 22 | 24 | 23 | 20 | 23 | 43 | 220 |
| | Total | 88 | 104 | 107 | 85 | 87 | 166 | 510 |
| Total | Female | 77 | 91 | 92 | 71 | 69 | 139 | 339 |
| | Male | 23 | 27 | 25 | 20 | 23 | 55 | 261 |
| | Total | 100 | 118 | 117 | 91 | 92 | 194 | 600 |

Source: IEA Instruction and Resource File

iii. Faculty teaching load

Faculty members in the department generally teach the equivalent of a 3/3 load. An on-going factor that impacts the entire department, both in research and service is this large teaching load. Course releases are granted for grant/foundation buy-outs and excessive work on outside projects such as editing a significant journal. Additional releases are granted as per faculty governance policies.

Table 10 identifies the courses assigned for teaching to DTL faculty during two semesters, fall 2014 and spring 2015.

Table 10: Faculty Course Loads

| Faculty Course Load Assignments | | |
|--|------------------|--------------------|
| Faculty Member | Fall 2014 | Spring 2015 |
| 1 | 3 | 3 |
| 2 | 4 | 4 |
| 3 | 4 | Sabbatical |
| 4 | 5 | 4 |
| 5 | 4 | 0 |
| 6 | 3 | 4 |
| 7 | 3 | 3 |
| 8 | 2 | 2 |
| 9 | 3 | 2 |
| 10 | 4 | 3 |
| 11 | 2 | 2 |
| 12 | Sabbatical | Sabbatical |
| 13 | 3 | 3 |
| 14 | 4 | 4 |
| 15 | 3 | 4 |
| 16 | 5 | 5 |
| 17 | 3 | 3 |
| 18 | 3 | 3 |
| 19 | 3 | 5 |
| 20 | 3 | 3 |
| 21 | Chair | Chair |
| 22 | 4 | 3 |
| 23 | 2 | 2 |

Source: DTL FAIR system records

iv. Summary of faculty research productivity

Department of Teaching and Learning faculty regularly engage in research that supports curriculum and scholarly inquiry in their areas of specialization. This research is discussed more extensively in Section D of this report. Predominate areas for dissemination is through journal publications and peer-reviewed conference presentations and proceedings. Additionally, several faculty are working to apply and secure sponsored research funding, most notably the \$4.3 million Centers of Excellence in Elementary Teacher Preparation grant. The

large teaching load with little additional support is often a limitation for faculty to engage in extensive, labor intensive research. In terms of data on faculty research productivity, when productivity is calculated, instructors who teach four courses each semester and adjuncts are included. This negatively impacts our data that reflect productivity by faculty.

v. Strategic planning for hires

In 2014-2015, the department had the opportunity to hire four tenure-earning faculty. During the past four years the freeze on positions has been lifted and searches for tenure earning faculty have been initiated upon approval by the college and Provost. However, the needs in program areas are many and the position approvals have been limited. Consequently, careful thought and analysis, with clear priorities established are required in planning for hires.

Areas of consideration when requesting faculty lines include:

- Areas of need (especially areas where it is difficult to hire adjunct faculty)
- Strengths and weaknesses in program area. Where are there gaps in program coverage?
- Where can new markets be cultivated?
- How are the department's programs aligned with University Strategic Plan values, goals, pillars and platforms?
- Opportunities to generate alternative revenue streams (grants, development, workshops/seminars or sponsored courses)?

With other departments in the college having serious needs as well, combined with limited resources in the college, it is essential to have a clearly articulated rationale to the Dean regarding the importance of requested positions.

vi. Abbreviated faculty CVs

Abbreviated curriculum vitae for the full time faculty in the department can be found in Appendix G.

D. Research

i. Review of part II of the department dashboard indicators

Table 11 reflects faculty research by person-years and FTE. In spite of repeated requests, it is unclear as to how this data is calculated. Faculty are regularly assigned a research load of at least 7% FTE on their annual assignment. Given this, it is unclear how the FTE in this table is so low. In order to appropriately reflect and address the research work done by faculty, it would be essential to understand that factors that contribute to this data.

Table 12 Research/Scholarly Productivity shows data on discrete types of research and sponsored research dollars. While faculty are regularly engaged in research, they often minimize or forget to include their productivity at end of year reporting. Because of this the numbers reflect research that is probably lower than that which is actually occurring. Of note in this table are the \$0's appearing next to sponsored activities for 2011-2012. It is unclear why the report shows this because of known, sponsored activities during this time, even as reflected in Table 11 for 2011-2012 sponsored activity.

Table 13 demonstrates that the department faculty efficiency in regard to authoring books and chapters of scholarly activity is greater than the college and university totals in some publications and presentations, despite the annual decline in Table 12.

Table 11: Faculty Person Years and FTE Devoted to Research

| | | | | Teaching & Learning | | | | | College Total | University Total |
|-----------------------|--|--|--------------|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| Departmental Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 1.7 | 1.7 | 1.5 | 1.2 | 1.2 | 5.4 | 98.6 |
| | | | FTE | 2.3 | 2.3 | 2.1 | 1.6 | 1.6 | 7.2 | 131.5 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | | 0.1 | | 0.1 | | | 6.0 |
| | | | FTE | | 0.1 | | 0.1 | | | 8.0 |
| | Other personnel paid on faculty pay plan | -- | Person-Years | | | | | | | 11.2 |
| | | | FTE | | | | | | | 14.9 |
| | Total | | Person-Years | 1.7 | 1.8 | 1.5 | 1.3 | 1.2 | 5.4 | 115.8 |
| | | | FTE | 2.3 | 2.4 | 2.1 | 1.8 | 1.6 | 7.2 | 154.4 |

| | | | | | | | | | | |
|--------------------|--|--|--------------|-----|-----|-----|-----|-----|-----|------|
| Sponsored Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 1.8 | 2.0 | 2.2 | 1.1 | 1.2 | 4.4 | 24.9 |
| | | | FTE | 2.4 | 2.6 | 2.9 | 1.4 | 1.7 | 5.9 | 33.2 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | | | | 0.3 | | 1.9 | 5.1 |
| | | | FTE | | | | 0.4 | | 2.6 | 6.8 |
| | Other personnel paid on faculty pay plan | -- | Person-Years | | | | | | | 25.6 |
| | | | FTE | | | | | | | 34.2 |
| | Total | | Person-Years | 1.8 | 2.0 | 2.2 | 1.4 | 1.2 | 6.4 | 55.7 |
| | | | FTE | 2.4 | 2.6 | 2.9 | 1.8 | 1.7 | 8.5 | 74.2 |

Source: Instruction and Research File

Table 12: DDI C 1-9 Research/Scholarly Productivity

| | | Teaching & Learning | | | | | College Total | University Total |
|---|---|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| 1. Books (including monographs & compositions) | # | 4 | 1 | 2 | 8 | 7 | 22 | 114 |
| 2. Other peer-reviewed publications | # | 2 | 14 | 31 | 21 | 13 | 70 | 1,019 |
| 3. All other publications | # | 9 | 10 | 12 | 6 | 5 | 70 | 565 |
| 4. Presentations at professional meetings or conferences | # | 6 | 43 | 31 | 50 | 49 | 213 | 1,517 |
| 5. Productions/Performances/Exhibitions | # | 0 | 0 | 0 | 0 | 0 | 5 | 330 |
| 6. Grant Proposals Submitted | # | 7 | 6 | 8 | 6 | 0 | 0 | 0 |
| Sponsored Research & Program Expenditures | | | | | | | | |
| 7. Organized Research | # | \$590,876 | \$60,976 | \$0 | \$435,260 | \$0 | \$0 | \$0 |
| 8. Sponsored Instruction | # | \$760 | \$0 | \$0 | \$507,259 | \$0 | \$0 | \$0 |
| 9. Other Sponsored Activities | # | \$414,620 | \$10,325 | \$0 | \$22,580 | \$0 | \$0 | \$0 |

Table 13: DDI D1-9 Efficiency Data

| | | Teaching & Learning | | | | | College Total | University Total |
|--|--|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| 1. Books (including monographs & compositions) per faculty member | | 0.2 | 0.0 | 0.1 | 0.4 | 0.4 | 0.3 | 0.2 |
| 2. Other peer-review publications per faculty member | | 0.1 | 0.6 | 1.3 | 1.0 | 0.7 | 0.9 | 1.6 |
| 3. All other publications per faculty member | | 0.4 | 0.4 | 0.5 | 0.3 | 0.3 | 0.9 | 0.9 |
| 4. Presentations at professional meetings or conferences per faculty member | | 0.3 | 1.8 | 1.3 | 2.4 | 2.5 | 2.9 | 2.4 |
| 5. Productions/Performances/Exhibitions per faculty member | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.5 |
| 6. Grant proposals submitted per faculty member | | 0.3 | 0.3 | 0.3 | 0.3 | 0.0 | 0.0 | 0.0 |
| Sponsored Research & Program Expenditures | | | | | | | | |
| 7. Organized research expenditures per faculty member | | \$24,620 | \$2,541 | \$0 | \$20,727 | \$0 | \$0 | \$0 |
| 8. Sponsored instruction expenditures per faculty member | | \$32 | \$0 | \$0 | \$24,155 | \$0 | \$0 | \$0 |
| 9. Other sponsored activity expenditures per faculty member | | \$17,276 | \$430 | \$0 | \$1,075 | \$0 | \$0 | \$0 |

ii. Interdisciplinary efforts and community engagement efforts

The Department of Teaching and Learning has many initiatives that partner content faculty with department faculty for coursework preparation, secondary curriculum work and collaborative teacher preparation grants. Working

collaboratively with other colleges in the university strengthens the work done by faculty in the college, opens the department to a wider range of partnership opportunities than the department could have done alone.

The department also works extensively with all of our partnering districts. These partnerships have contributed to over seven million dollars in grant funding over the last five years. The partnerships allow for strong field placements and feedback that serves to provide information that contributes to program revisions that strive to keep our candidates prepared with information and strategies they will need to enter the workforce ready to make an impact. In addition, the strength of our partnerships is evident in the close working relationships that identify strong cooperating teachers and provide candidates opportunities in diverse classrooms across our service area.

Several faculty participate in individual partnerships and collaborations with schools and professional organizations in their local area. Their activities range from professional development to research to service to the schools and community.

iii. Establishment of goals for research

Research Goals for the department include:

- Pursue external funding opportunities in all areas related to departmental activities
- Mentor junior tenure-earning faculty members in regard to building a strong research/scholarship agenda
- Continue to pursue support (both internal and external) to sponsor travel and other expenses associated with maintaining high levels of research/scholarship
- Increase research productivity of all faculty particularly through collaborative work
- Work to correct system data and fully comprehend data calculations that represent departmental research

iv. Assessment of how well goals are being met

Annual faculty evaluation detail faculty accomplishments, publications and research productivity. These will reflect all faculty accomplishments, including junior faculty. Engage leadership team in facilitating research conversations and engagement through campus based faculty groups. Support faculty to pursue external funding with personnel research support and possible course buy-outs.

E. Service/Community Engagement for Department

i. Community engagement

Table 14 shows data presenting faculty service on committees both inside and outside the university. In 2013-2014, the department established a committee structure that significantly increased departmental service per faculty. Because the Department of Teaching and Learning is the largest department in the College of Education, it makes sense that service per faculty within this department is less than that represented by other departments in the college with faculty typically serving on multiple committees. None the less, departmental service is in line with the service across the university. Table 15 is another representation of Table 18, with discrete numbers of service activities reflected.

Table 14: DDI B 1-3 Faculty Service Productivity

| | Teaching & Learning | | | | | College Total | University Total |
|---|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| 1. Faculty memberships on department, college or university committees per faculty member | 1.6 | 3.7 | 2.5 | 3.5 | 6.0 | 10.7 | 4.0 |
| 2. Faculty memberships on community or professional committees per faculty member | 0.5 | 2.4 | 1.5 | 2.1 | 2.7 | 3.5 | 1.6 |
| 3. Faculty serving as editors or referees for professional publications per faculty member | 0.3 | 0.8 | 0.2 | 0.4 | 0.1 | 0.6 | 1.0 |

Table 15: DDI B 1-3 Efficiency Service Data

| | | Teaching & Learning | | | | | College Total | University Total |
|--|---|---------------------|-----------|-----------|-----------|-----------|---------------|------------------|
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2013-2014 | 2013-2014 |
| 1. Faculty memberships on department, college or university committees | # | 38 | 89 | 57 | 73 | 119 | 791 | 2,534 |
| 2. Faculty memberships on community or professional committees | # | 13 | 58 | 34 | 45 | 54 | 257 | 1,000 |
| 3. Faculty serving as editors or referees for professional publications | # | 8 | 20 | 5 | 9 | 2 | 47 | 654 |

ii. Review of part III of the departmental dashboard indicators for Department

The Department of Teaching and Learning faculty are heavily engaged in service, both within FAU and the external community. While such service is

important, it is essential that service activities do not adversely impact research. However, membership on important committees is essential for continuing involvement and recognition of the department, its faculty and their work.

iii. Establishment of goals for service

The service goals for the Department of Teaching and Learning are to maintain involvement in department, college and university service while increasing involvement in professional associations.

iv. Assessment of how well goals are being met

The Department of Teaching and Learning will meet to establish departmental goals and expectations for service prior to the end fall semester 2015. These goals will be used to assess faculty service involvement through their annual evaluation for 2016.

F. Other Program and Department Goals

Additional program and department goals include

- Explore alternative revenue streams for the department. Options include non-credit courses, sponsored/contract courses or programs
- Pursue development of a Center for Elementary Education stemming from the Center for Excellence grant
- Finalize approval for Master's in Secondary Education plus Certification, Master's in Instructional Technology, and Master's in Educational Psychology
- Add reading endorsement to the Elementary Education with ESOL certification degrees
- Develop means to align assessment requirements in order to streamline excessive reporting redundancies
- Examine data collected and reported for information and accuracy
- Develop an infrastructure that supports accountability based on data but does not reduce time and ability pursuit of scholarly activities
- Examine declining enrollments and determine strategies for maintaining strong programs and partnerships

i. Describe and assess how well goals are being met

While sources of revenue generation are often identified, actual follow through on opportunities that lead to additional revenue is problematic due to already over-taxed personnel. One temporary revenue stream has been the Center of Excellence grant funds as well as money stemming from the buy-out off the PI/Chair salary. Initial steps to pursue a center began in early 2015 but a new VP for Research and a university desire to limit the number of centers has altered the timeline on pursuit of a center. Establishing a center would allow

alternative funding and sponsorships of programs and activities to flow through the center in order to develop a self-sustaining model that would also benefit the department.

After several years in the curriculum process, the master's degrees in Secondary Education, Instructional Technology and Educational Psychology were finally approved. At this point, next steps involve a transition to delivery of new programs, marketing new programs and phasing out of existing programs that these are replacing.

Necessary coursework on reading standards is under development to add the reading endorsement to the revised program in Elementary Education. Once this goes through the university approval process and state approval, the endorsement will become a reality. It is anticipated this will occur before fall 2016.

The goals related to data confidence and alignment are ongoing. Personnel are being identified to lead this initiative. Achievement of this goal is essential to reduce the time drain currently caused by excessive reporting requirements.

The goal of increasing enrollment will be the focus of an analysis of student population and scheduling patterns. Activities to recruit students into programs where enrollment is a concern will be initiated and tracked.

G. Strengths and opportunities that support achievement of program goals

Strengths

- Faculty is committed to student success and quality programs
- Faculty is committed to school district-university, community, interdisciplinary, and professional partnerships
- Unique opportunities for student teaching through Accelerated Induction into Teaching (AIT) allow select students opportunities to be hired on special assignments by districts for student teaching
- Competency Assessments in select coursework combine theory and practice while collecting data to be used for continuous improvement
- Coursework blends a solid combination of preparation in methods, diversity, and theory for pre-service elementary education educators
- The elementary education program allows for flexibility to accommodate students' needs.
- Abundant field/student teaching opportunities. For example, Elementary Education with ESOL plus Certification majors engage in 821-830 hours of field experiences/practicum

- Resources allocated to redesign of the undergraduate elementary education program through a \$4.3 million FDOE Centers of Excellence for Elementary Teacher Preparation (EXCEED) grant
- Built strong partnerships with six school districts, including two of the largest in the country: Broward and Palm Beach counties
- Departmental commitment to use data to engage in continuous improvement of the programs
- Employ adjunct faculty with recent experience to enhance the students' experiences
- Newly revised graduate programs (M.Ed. in Ed. Psychology, M.Ed. in Instructional Technology) provide updated program requirements to address field and student needs
- Unique Environmental Education graduate program offering experience in association with an environmental education center (Pine Jog Environmental Education Center)
- Ability to utilize environmental and cultural diversity of the region to enhance programs

Opportunities

- Capitalize on the (EXCEED) grant to add improved concentration of content coursework within undergraduate elementary education program
- Capitalize on the (EXCEED) grant to meet the school district demands by adding a Reading Endorsement to the elementary education degrees
- Opportunity to leverage the work and outcomes of the EXCEED grant to apply for other foundation or grant funding
- Enhance candidate content knowledge in language arts, mathematics, science and social studies through content coursework to also improve Florida Teacher Certification Examination and Professional Education Test passing rates
- Opportunity to develop FTCE test preparation course(s) or workshop(s) delivered face-to-face and/or on-line to support students and serve as a possible revenue source
- Collaboration with district partners provides both the districts and the Department of Teaching and Learning opportunities for sharing of knowledge and resources
- Conduct research on program change and related grant activities for dissemination and publication
- Increase FAU's community engagement by fostering and expanding partnerships and maximizing the Department's expertise and connection to societal and community educational needs and projects
- Utilize M.Ed. in Ed. Psychology to prepare graduates for improving educational communities by cultivating research, educational policy, and public engagement at local, state, national and international levels
- Possibility of identifying more courses that could be taken online providing students with greater flexibility
- Collaboration opportunities with faculty within and outside the college to strengthen programs

- Potential opportunities for students to have field placements in a cohort setting
- Develop more residential positions for Environmental Education program (at Pine Jog and perhaps Harbor Branch) to boost out of state and international student numbers.
- Possibility of expanding Environmental Education (EE) program to include a marine environmental education specialty using Harbor Branch for a unique program or specialty that could attract more students
- Utilize South Florida environmental activities to extend Environmental Education opportunities to residents and visitors of the region to encourage intergenerational, healthy-aging activities (Healthy Aging)
- Connect to the Environmental Education Master's degree to the Ocean Science and Engineering/Environmental Sciences pillar through a Harbor Branch marine EE specialty
- The department has successfully recruited students from China, India, and other countries and could expand recruitment to students from the Caribbean, Central/South America, and farther with targeted recruitment efforts. Study abroad type exchanges with programs in other countries may be a future opportunity

H. Weaknesses and threats that impede program progress

Weaknesses

- Florida Teacher Certification Examination and Professional Education Test first time passing rates have dropped since the state increased the cut scores in spring 2014 and no formalized FTCE test preparation course or workshop has been developed at FAU
- Students are limited to nine (9) semester hours in upper division methods coursework in mathematics, social studies and science in the elementary education undergraduate program
- There is a significant demand for elementary education majors because partner school districts typically hire over 500 elementary education teachers annually and our enrollment, while large, is insufficient to meet their needs
- Recent graduates surveyed indicated desired program improvements such as increased knowledge of behavior and classroom management, improved knowledge of implementing student reading assessments, and knowledge of the Marzano Causal Evaluation Model used in over half of the school districts in Florida
- Faculty teach three (3) courses each semester which limits ability to devote time to and conduct research and service
- Extensive reliance on adjunct instructors to teach classes due to the number of offerings and limited full-time faculty. This also limits times classes can be offered
- Limited faculty across broad range of courses, programs, and campuses impose limits on course availability

- Some students desire more seamless connection between methods courses, content courses, and teaching effective practices.
- Secondary education only offers limited education coursework and only one methods class per subject area
- Secondary education degrees require many more content hours than those at other local institutions that have comparable programs
- Recruitment requires time and effort and does not fit with current annual assignments
- In some programs, core classes are taught by one or two faculty members
- Lack of personnel (understaffed), resources (underfunded), and infrastructure (not systemic) to take advantage of collaborative opportunities
- Unfavorable student-full-time faculty ratio limits personal faculty involvement and mentoring
- Difficulty using existing data by program areas for trend analysis and needs assessment
- Inability to have confidence in some data provided by university and state due to lack of clarity
- Large geographic and diverse demographic service areas surrounding FAU leads to challenges in providing service to school districts and other stakeholders spread out over large geographic area with limited full-time faculty
- Little or no infrastructure to support grant writers
- Limited funds for technology or other innovative tools and resources

Threats

- The state college system, online institutions, and alternative certification programs are providing increased competition often with fewer requirements and less cost
- The State elimination of K-12 teacher tenure, implementation of changes to teacher performance evaluations, increased focus on accountability through standardized tests and the new rigorous standards is causing a reduction in the number of students encouraged to pursue an education degree
- New bachelors of General Studies degree gives students a graduation option without requiring program completion (not taking student teaching)
- Faculty teach three (3) courses each semester which restricts their ability to conduct research which is a threat to their promotion and tenure and recognition in the profession
- Secondary education majors often change degree program to the content area, rather than education, because of parallel nature of programs (BEd in mathematics education has identical coursework to BA in mathematics)
- Secondary education majors change major to content area to avoid student teacher and pursue alternative certification
- Considerable alternative paths to certification no longer require completion of an approved program in order to teach

- State colleges offer similar classes for less tuition money
- Districts no longer paying bonuses for advanced degrees has led to decreasing enrollment in some master's programs
- Lack of sufficient staff and faculty
- Lack of current technology and resources to mirror changing classroom tools
- Projected faculty retirements
- Faculty teaching loads
- State policy impacting demand for enrollment

I. Resource analysis

Teaching Loads

A serious issue in the department is the heavy teaching load for faculty crossing all degree levels and programs. This issue places considerable stress on important infrastructure issues, quality control and the department's ability to recruit faculty at both the tenure-earning and senior tenured levels. Given that the university aspires to become a tier one research institution, faculty must reapportion their assignments so that more time is allowed for research and writing.

Adjuncts can be hired at the Master's level for undergraduate program delivery and can be an asset to the program, yet it is important to ensure the consistency of instruction and assessment across program coursework and ideally curriculum should be primarily driven by tenured and tenure-earning faculty.

It is recommended that the department move to a 2/3 base teaching load with additional course releases used as needed and justified. This is a productive faculty. Systems (load infrastructure and policy) need to be in place to avoid the negative consequences of excessive strain over time and to sustain and further expand this productivity.

Securing grants to support the mission and aspiration of the department is extremely important. Systems are needed to provide faculty with support (e.g., graduate assistant, course release, travel to meet with funding agencies, and technical assistance) during the writing and submission process. In some program areas with few faculty, having a grant can penalize the program because the faculty member is taken out of the classroom to work on the grant.

While the Dean has been supportive of faculty travel (\$1,100 per year if paper is being presented; \$750 if not presenting a paper), much more is needed to support faculty scholarship and professional growth. The current support, while generous by FAU standards, is simply not sufficient to promote a level of excellence that is consistent with the department mission and aspiration, as well as in-line with other highly recognized doctoral granting departments in the field.

J. Future directions

One primary direction for the department is the redesign and implementation of the elementary education degree so it addresses the needs of changing state and district expectations and becomes a model program for the state.

Another direction is the use of data collection to shape continuous improvement and to develop a process that is responsive, informative and sustainable.

New opportunities for funding departmental initiatives will continue to be explored and developed with steps taken to maximize positive impact on faculty.

Questions for review team:

1. Do you have recommendations for how the department can understand and use the large amounts of data for varying reports that will not take away from time available for program improvement?
2. Can you suggest strategies to maximize visibility and impact of programs given a broad geographic region and limited faculty?
3. Given the large teaching requirement, what are some strategies to increase the faculty's ability to conduct research that receives professional recognition and to work with graduate and potentially doctoral students? The Department of Teaching and Learning is academic in nature but since the split of the Department of Teacher Education, opportunities to engage in the development of graduate (doctoral) students have been limited.

K. Student Feedback

The university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. The survey consists of 21 questions covering various course organization, delivery and teacher performance topics.

As indicated in Table 16 below, faculty in the Department of Teaching and Learning annually meets or exceeds the college and university ratings in quality of instruction, courses, and advising. Recently, the university has revised the SPOT and collects data online. A summary of the data from the revised instrument is available in Appendix I. This form utilizes a rating of 1 as high unlike the data below where 4 is the highest value. Online data collection has also led to challenges with sometimes large numbers of students not submitting.

Table 16- DDI E2- Mean Rating of Satisfaction with Instruction & Advising in the Program

| | | | Teaching & Learning | | | College Total | University Total |
|----------------------|---|--------------------|---------------------|-----------|-----------|---------------|------------------|
| | | | 2008-2009 | 2010-2011 | 2012-2013 | 2012-2013 | 2012-2013 |
| Student Level | | | | | | | |
| Undergraduate | Quality of courses in degree program | # Responses | 259 | 202 | 142 | 334 | 2,211 |
| | | Mean | 3.2 | 3.2 | 3.0 | 3.0 | 3.0 |
| | Quality of instructors in degree program | # Responses | 255 | 196 | 135 | 323 | 2,137 |
| | | Mean | 3.2 | 3.3 | 3.0 | 3.0 | 3.0 |
| | Quality of advising in college advising office | # Responses | 222 | 180 | 121 | 298 | 1,933 |
| | | Mean | | | | | |
| | Quality of advising by faculty | # Responses | 206 | 171 | 122 | 295 | 1,808 |
| | | Mean | 3.1 | 3.1 | 3.0 | 2.9 | 2.9 |

0-Mean Rating of Satisfaction with Instruction & Advising in the Program

| | | | | | | | |
|-----------------|---|--------------------|-----|-----|-----|-----|-----|
| Graduate | Quality of courses in degree program | # Responses | 68 | 20 | 21 | 112 | 476 |
| | | Mean | 3.2 | 3.0 | 3.1 | 3.2 | 3.1 |
| | Quality of instructors in degree program | # Responses | 65 | 20 | 20 | 107 | 461 |
| | | Mean | 3.4 | 3.1 | 3.2 | 3.2 | 3.2 |
| | Quality of advising in college advising office | # Responses | 54 | 19 | 15 | 78 | 308 |
| | | Mean | | | | | |
| | Quality of advising by faculty | # Responses | 60 | 19 | 20 | 95 | 358 |
| | | Mean | 3.2 | 3.2 | 3.2 | 3.1 | 3.1 |

Scale 1=Poor 4=Excellent

Source: Student Satisfaction Survey

APPENDICES

Appendix A

Educator Preparation Programs Approved By The Florida Department of Education for

Florida Atlantic University

Address: 777 Glades Road
Boca Raton Florida 33431

Dean: Dr. Valerie J. Bristor Phone 561-297-0533 Email bristor@fau.edu

| Program Code: | Level: | Program: | Degree Level: | Expires: |
|---------------|--------------|-------------------------------------|---------------|----------|
| 114 | K-12 | Art | Bachelor's | 2020 |
| 202 | K-12 | Music | Bachelor's | 2020 |
| 212 | K-12 | Reading | Master's | 2020 |
| 285 | | Educational Leadership | Master's | 2020 |
| 287 | 6-12 | Mathematics | Bachelor's | 2020 |
| 288 | 6-12 | Biology | Bachelor's | 2020 |
| 289 | 6-12 | Chemistry | Bachelor's | 2020 |
| 291 | 6-12 | Physics | Bachelor's | 2020 |
| 293 | 6-12 | Social Science | Bachelor's | 2020 |
| 304 | PK-12 | Guidance and Counseling | Master's | 2020 |
| 310 | K-12 | French | Bachelor's | 2020 |
| 311 | K-12 | Spanish | Bachelor's | 2020 |
| 398 | 6-12/ Endor. | English/ ESOL | Bachelor's | 2020 |
| 430 | K-12/ Endor. | Exceptional Student Education/ ESOL | Bachelor's | 2020 |
| 444 | K-6/ Endor. | Elementary Education/ ESOL | Bachelor's | 2020 |
| 444 | K-6/ Endor. | Elementary Education/ ESOL | Master's | 2020 |

Appendix B

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National Council for Accreditation of Teacher Education
Arthur E. Wise
President

November 5, 2007

Mr. Frank Brogan
President
Florida Atlantic University
777 Glades Road
Office of the President
Boca Raton, FL 33431

Dear Mr. Brogan:

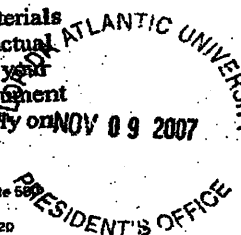
At its October 14-19, 2007 meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education as the unit that oversees the professional education offerings at Florida Atlantic University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Florida Atlantic University at the initial teacher preparation and advanced preparation levels. This action pertains to the main campus as well as the David (Davie), John D. MacArthur (Jupiter), and Treasure Coast (Port St. Lucie) campuses. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation. I would also like to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed areas for improvement document.

The next NCATE visit is scheduled for spring 2014. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on

2010 Massachusetts Avenue, NW, Suite 500
Washington, DC 20036-1023
phone 202 468 7498 fax 202 295 6820
email ncate@ncate.org www.ncate.org



Mr. Frank Brogan
November 5, 2007
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progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. (From the homepage, click on 'Institutions,' then 'Resources,' then 'Press Packet' under the subhead, 'Celebrating Accreditation'). The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements which can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because you are professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your school of education's website. (The logo can be found at the link just above 'Press Packet' under the subhead: 'Celebrating Accreditation' as noted above). It is a distinctive 'mark' which demonstrates that you have met demanding national professional standards for educator preparation. Congratulations!

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Gregory F. Aloia, College of Education
Kathy Hebda, Florida State University System
Sandra Kinsey, Florida State University System
Jon Rogers, Florida State University System
Board of Examiners Team

Appendix C

4 YEAR FLIGHT PLAN:

BA/BAE in Elementary Education with ESOL Endorsement

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in *collaboration with an academic advisor* to ensure good understanding of:

- Which graduation requirements you have satisfied
- Which Intellectual Foundations and elective courses match your career plans
- How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
- How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

- Complete an average of 30 credit hours per year
- Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
- Earn at least 9 credit hours in summer coursework (or equivalent)
-

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

Your Academic Advising Professionals

University Advising Services

Office Location: Student Support Services building (SU80), Room 201
Email Address, Phone Number: advisingservices@fau.edu, 561-297-3064
Additional Information: www.fau.edu/uas

College/Program Advisor

Office Location: ED 230
Email Address, Phone Number: (561) 297-3570
Additional Information: www.coe.fau.edu/students/OASS

Academic Program Information

Office Location: ED 356
Email Address, Phone Number: DeptTeachLearn@fau.edu (561) 297-3570
Additional Program Information: www.coe.fau.edu/academicdepartments/tl/undergrad.aspx
Career/Professional Development: <http://www.fau.edu/cdc/students/majors/>

Department of Teaching and Learning

**Master's Degree (M.Ed.) in Curriculum and Instruction
plus Certification
K-12 or Secondary Education**

Information Sheet

The **Master's Degree in Curriculum and Instruction plus Certification in K-12 or Secondary Education** provides an opportunity for people to prepare for a new career in teaching and to earn a Master's degree. The program is designed for students who want to be excellent school teachers and who already have a bachelor's degree with credits in one of the following subject areas: art, biology, chemistry, English, French, German, mathematics, music, physics, social sciences or Spanish. Upon completion of this program, which includes student teaching, the student will be eligible for Florida professional certification in a particular specialization area. Please be advised that you can take no more than 1/3 of the credits in this program as a non-degree student before being officially admitted. If you have questions about any of the course work before being admitted, please contact the Department of Teaching and Learning at DeptTeachLearn@fau.edu.

Advisement: An advisor will be assigned upon acceptance to the program. The Program of Study is to be done together with your advisor on the forms available through the Graduate College.

General Education Courses: 30 credits

Take all of the following courses (all 3 credits):

- | | |
|-----------|--|
| EDF 2005 | Introduction to the Teaching Profession (includes 15-hour field component) |
| EME 2040 | Introduction to Technology for Educators |
| EDF 2085 | Introduction to Diversity for Educators (includes 15-hour field component) (Dept. of Curriculum, Culture, and Educational Inquiry) |
| EDF 3210 | Applied Learning Theory |
| EDF 3430 | Educational Measurement and Evaluation (Dept. of Educational Leadership) |
| TSL 4324 | ESOL Strategies for Content Area Teachers (Dept. of Curriculum, Culture, and Educational Inquiry) |
| | (Students with English specialization take TSL 4080 and TSL 4081 instead) |
| RED 4335 | Content Read: Middle & Secondary School |
| EDG 6224 | U.S. Curricular Trends and Issues (Dept. of Curriculum, Culture, and Educational Inquiry) |
| EDG 6253 | Design Components of School Curriculum (Dept. of Curriculum, Culture, and Educational Inquiry) |
| ESE 3940* | Secondary School Effective Instruction (requires 1 day/week in a public school; taken after all courses above) |

Areas of Specialization (at least 30 semester hours of specific coursework as required by specialization – see undergraduate program description for detail). No more than half of these hours can be at the undergraduate level.

Grades K-12:

Art

Foreign Language (French and Spanish)

Grades 6-12:

English/Language Arts

Mathematics

Science (Biology, Chemistry, Physics)

Social Science

Area of Specialization Courses: 9-12 credits at the 6000 level or above

1. All students take 1-2 methods courses in their specialization area.
2. All students also take 2 graduate courses in their area of specialization. See the Program Advisor for approved courses in each area.
3. Students should talk with their Program Advisor about other requirements related to content courses in the area of specialization. Students with a Bachelor's Degree in the specialization area may have taken most or all of the state-mandated requirements as part of their undergraduate degree.

Research/Statistics Courses: 6 credits (Department of Educational Leadership)

Take both of the following:

STA 6113 Educational Statistics (should be taken prior to or concurrently with EDF 6481)

EDF 6481 Educational Research (prerequisite or co-requisite: STA 6113)

Capstone Experience: 6-10 credits

EDG 6940* Internship in Student Teaching (6-10 credits)
(Teaching in a public school 5 days a week during fall or spring semester)

Prior to the student teaching internship the student must complete:

- (1) all program courses
- (2) the Professional and Subject sections of the FTCE
- (3) the appropriate sections of the General Knowledge sections of the FTCE

*ESE 3940, TSL 4081, and EDG 6940 are generally not available in the summer.

ADMISSION REQUIREMENTS

To be admitted to the **Master's Degree in Curriculum and Instruction plus Certification in K-12 or Secondary Education**, students must complete the graduate application online. You will find information about the application process at <http://www.fau.edu/graduate>. In addition, in order to be considered for the Degree Program, you **must** submit all of the following documentation - to Florida Atlantic University:

1. A bachelor's degree from a regionally accredited college or university
2. A minimum GPA of 3.0 in the last 60 semester hours of undergraduate work prior to the granting of the bachelor's degree

OR

Graduate Record Examination (GRE) test score of 154 (verbal) and 144 (quantitative).. For GRE exams taken prior to August 1, 2011, a minimum score of 1,000 on the general section of the GRE (quantitative and verbal combined; not analytical). GRE scores must not be more than 5 years old (unless the age of the score is waived by petition submitted with the application)

Both transcripts and GRE are required. After your application is completed, it will be forwarded to the Department of Teaching & Learning for a decision.

This program is approved by the Florida Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). This State and NCATE approval represents the transferability of your teaching credentials from state-to-state. Please keep and consult the Florida Atlantic University Catalog from the semester that you were admitted to the program for more details regarding your program.

Once admitted into the master's degree program, you must:

1. Register for at least one course in the semester to which you are admitted, and
2. Take and pass all four sections of the General Knowledge sections on the FTCE before the end of the first semester of your master's degree program. There are no exceptions or waivers to this General Knowledge test requirement unless an individual has taken and passed all sections of the CLAST examination prior to June 30, 2002.

NOTICE: Copies of this publication can be obtained in an alternate format by contacting the College of Education/Department of Teaching and Learning at deptteachlearn@fau.edu or 561-297-6595. This publication is available in standard print, Braille, or electronically for people with disabilities. Please allow at least 10 days to process this request.

**Master's Degree (M.Ed.) in Curriculum and Instruction plus Certification
 Art Education, Grades K-12
 Department of Teaching and Learning
 College of Education
 Florida Atlantic University
 Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

- | | | |
|----------------------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| *ART 1201C | Design (3) | _____ |
| *ART 1300C | Drawing I (3) | _____ |
| *ART 2600 | Introduction to Digital Art (3) | _____ |
| *ART 2330C | Drawing II: Figure Drawing (4) | _____ |
| *ART 1203C | Three-Dimensional Design (3) | _____ |
| *ART 2500C | Painting I (4) | _____ |
| *Select <u>one</u> course: | ART 2752C, ART 2701C, or ART 3764C (4) | _____ |
| *ARH 2000 | Art Appreciation (P/F is not an option) (3) | _____ |
| * | 4000 level ARH (3) | _____ |
| * | 4000 level ARH (3) | _____ |
| * | 4000 level ARH (3) | _____ |
| * | Two courses in: Ceramics, graphic design, painting photography, printmaking, or sculpture (8) | _____ |
| *ART 4955 | Senior Seminar (3) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

- | | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| ARE 6317 | Art in the Elementary School (3) | _____ |
| ARE 6342 | Art Education in the Secondary School (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Art Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Art Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

***-Or advisor approved substitution**

**Master's Degree (M.Ed.) in
Curriculum and Instruction plus Certification
Biology Education, Grades 6-12
Department of Teaching and Learning
College of Education
Florida Atlantic University
Plan of Study Advising Sheet**

Name: _____ **Z#** _____
Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|---------------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation | _____ |
| BSC 1010+L | Biological Principles + Lab (4) | _____ |
| BSC 1011+L | Biodiversity + Lab (3) | _____ |
| CHM 2045+L | General Chemistry I + Lab (4) | _____ |
| CHM 2046+L | General Chemistry II + Lab (4) | _____ |
| PCB 4043 | Principles of Ecology (3) | _____ |
| PSC 2121 | Physical Science (3) | _____ |
| MAC 2233 | Methods of Calculus (3) | _____ |
| PSY 3234 | Experimental Design & Stat Inference (3) | _____ |
| OCE 3008 | Oceanography (3) | _____ |
| CHM Select one: | CHM 2200+L or CHM 2210+L (4) | _____ |
| PCB Select one: | PCB 3063 or PCB 4522 (4) | _____ |
| MCB/PCB Select one: | MCB 3020+L or PCB 4023 4/3 (3/4) | _____ |
| PCB/BOT Select one: | PCB 4723+L or BOT 4503+L (4) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| SCE 4360 | Science: Mid. & Sec. School (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Biology Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Biology Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

**Master's Degree (M.Ed.) in
Curriculum and Instruction plus Certification
Chemistry Education, Grades 6-12
Department of Teaching and Learning
College of Education
Florida Atlantic University
Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation | _____ |
| MAC 1105 | College Algebra (3) | _____ |
| MAC 2233 | Methods of Calculus (3) | _____ |
| CHM 2045+L | General Chemistry I + Lab (4) | _____ |
| OCE 3008 | Oceanography (3) | _____ |
| BCH 3033 | Biochemistry I (3) | _____ |
| BCH 3103+L | Biochemistry Lab (3) | _____ |
| CHM 2046+L | General Chemistry II + Lab (4) | _____ |
| CHM 2210 | Organic Chemistry I | _____ |
| CHM 2211+L | Organic Chemistry II + Lab (4) | _____ |
| CHM 3060 | Chemical Literature (1) | _____ |
| CHM 3120+L | Quantitative Analysis + Lab (4) | _____ |
| CHM 3400 | Introduction to Physical Chemistry (3) | _____ |
| CHM 3609+L | Inorganic Chemistry + Lab (4) | _____ |
| PHY 2053 | College Physics Life Sciences I (4) | _____ |
| PHY 2054 | College Physics Life Sciences II (4) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| SCE 4360 | Science: Mid. & Sec. School (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Chemistry Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Chemistry Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

**Master's Degree (M.Ed.) in Curriculum and Instruction plus Certification
English Education, Grades 6-12
Department of Teaching and Learning
College of Education
Florida Atlantic University
Plan of Study Advising Sheet**

Name: _____ Z# _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|-------------|---|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| SPC 2608 | Public Speaking (3) | _____ |
| CRW 3010 | Creative Writing (3) | _____ |
| LIN 4680 | Structure of Modern English (3) | _____ |
| LIT 3333 | Literature of Adolescence (3) | _____ |
| LIT 3213 | Literary Theory (3) | _____ |
| LIT 4225 | World Literature: Critical Approaches (3) | _____ |
| Select one: | ENL 2012 or ENL 2022 (3) | _____ |
| Select one: | AML 2010 or AML 2020 (3) | _____ |
| Select one: | ENC 3310 or ENG 4020 (3) | _____ |
| Select one: | American Survey Literature 4000 level (3) | _____ |
| Select one: | Multicultural/Gender Literature 3000-4000 (3) | _____ |
| Select one: | British Survey Literature (3) | _____ |
| Select one: | Individual Author (3) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4080 | Intro. To Theories and Practices of TESOL (3) | _____ |
| TSL 4081 | TESOL Issues and Practices (3) | _____ |
| LAE 4360 | Language Arts: Middle & Secondary (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate English Specialization Course (3) | _____ |
| XXX 6XXX | Graduate English Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

**Choose Master's Degree (M.Ed.) in Curriculum and Instruction plus Certification
 French Education, Grades K-12
 Department of Teaching and Learning
 College of Education
 Florida Atlantic University
 Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|---------------------------------|---|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| *FOL 3880 | Research & Bibliographic Methods (3) | _____ |
| *LIN 3010 | Introduction to Linguistics (3) | _____ |
| *Choose one: | FRE 3400 (3) or FRE 3340 (3) | _____ |
| *FRE 3401 | Adv. French Language and Culture II (4) | _____ |
| *Choose one: | FRE 3393 (3) or FRE 3500 (3) | _____ |
| *FRW 3001 | Intro Study French Lang/Lit (3) | _____ |
| *FRE 3102 | French Civilization & Lit.: Mid. Ages to Rev. (3) | _____ |
| *FRE 3102 | French Civilization & Lit.: 19 th & 20 th Centuries (3) | _____ |
| *Choose two linguistic courses: | LIN 3010 (3) -or- FRE 4850 (3) | _____ |
| | -or-FRE 3780 (3) | _____ |
| *Choose three: | FRE, FRW, or FRT (3000-4000) electives | _____ |
| | | _____ |
| | | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| FLE 4333 | Foreign Language: Special Methods K-12 (4) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate French Specialization Course (3) | _____ |
| XXX 6XXX | Graduate French Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

***-Or advisor approved substitution**

**Master's Degree (M.Ed.) in
Curriculum and Instruction plus Certification
Mathematics Education, Grades 6-12
Department of Teaching and Learning
College of Education
Florida Atlantic University
Plan of Study Advising Sheet**

Name: _____ **Z#** _____
Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|------------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| MAC 2311 | Calculus w/ Analytic Geometry I (4) | _____ |
| MAC 2312 | Calculus w/ Analytic Geometry II (4) | _____ |
| MAD 2104 | Discrete Mathematics (3) | _____ |
| MAC 2313 | Calculus w/ Analytic Geometry III (4) | _____ |
| MAS 2103 | Matrix Theory (3) | _____ |
| STA 4442 | Probability & Statistics (3) | _____ |
| MAA 4200 | Modern Analysis (3) | _____ |
| MAS 4301 | Modern Algebra (3) | _____ |
| MTG 3212 | Survey of Geometry (3) | _____ |
| MAD 2502 | Intro. To Comp. Math or Programming Course (3) | _____ |
| XXX 3-4XXX _____ | (Elective) (3) | _____ |
| XXX 3-4XXX _____ | (Elective) (3) | _____ |
| XXX 3-4XXX _____ | (Elective) (3) | _____ |
| XXX 3-4XXX _____ | (Elective) (3) | _____ |
| XXX 3-4XXX _____ | (Elective) (3) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|--|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| MAE 4360 | Teaching Mid. & Sec. School Math (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Mathematics Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Mathematics Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

**Master's Degree (M.Ed.) in
Curriculum and Instruction plus Certification
Physics Education, Grades 6-12
Department of Teaching and Learning
College of Education
Florida Atlantic University
Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|-------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation | _____ |
| Choose two: | CHM 2045+L & CHM 2046+L (4) or | _____ |
| | BSC 1010+L & BSC 1011+L | _____ |
| Choose two: | MAC 2311 & MAC 2312 (4) or | _____ |
| | MAC 2281 & MAC 2282 | _____ |
| MAC 2313 | Calculus III (4) | _____ |
| PHY 2048+L | General Physics I + Lab (5) | _____ |
| PHY 2049+L | General Physics II + Lab (5) | _____ |
| PHZ 2106 | General Physics III (4) | _____ |
| PHY 3101C | Survey of Modern Physics (4) | _____ |
| MAC 2313 | Calculus III (4) | _____ |
| PHY 3323 | Electromagnetism I (4) | _____ |
| PHY 3722 | Physical Electronics (3) | _____ |
| Choose two: | PHY 3503 (4)-or-PHY 4604 (4) | _____ |
| | -or-PHY 3221 (4) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| SCE 4360 | Science: Mid. & Sec. School (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Physics Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Physics Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

**Master's Degree (M.Ed.) in Curriculum and Instruction plus Certification
 Social Science Education, Grades 6-12
 Department of Teaching and Learning, College of Education
 Florida Atlantic University
 Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

| | | |
|----------------------|--|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| *POS 1041 | Government of the U.S (3) | _____ |
| *AMH 2010 | U.S. History to 1877 (3) | _____ |
| *AMH 2020 | U.S. History since 1877 (3) | _____ |
| *WOH 2012 | History of Civilization I (3) | _____ |
| *WOH 2022 | History of Civilization II (3) | _____ |
| *CPO 3003 | Comparative Politics (3) | _____ |
| *ECO 2013 | Macroeconomic Principles (3) | _____ |
| *ECO2023 | Microeconomic Principles (3) | _____ |
| * <u>Select one:</u> | GEA 2000 or GEA 3190 (3) | _____ |
| _____ | AMH 3000-4000 level (3) | _____ |
| * <u>Select one:</u> | JST 4701, WHO 4244, or EUH 3343 (3) | _____ |
| _____ | ASH 3000-4000 level (3) | _____ |
| _____ | LAH 3000-4000 level (3) | _____ |
| * <u>Select one:</u> | INR 2002 or INR 3102 (3) | _____ |
| * <u>Select two:</u> | SYP, SYD, or | _____ |
| _____ | SYO 3000-4000 level (6) | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

| | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| SSE 4361 | Social Studies: Mid. & Sec. School (3) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Social Science Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Social Science Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

*-Or approved substitution

Master's Degree (M.Ed.) in Curriculum and Instruction plus Certification

**Spanish Education, Grades K-12
 Department of Teaching and Learning
 College of Education
 Florida Atlantic University
 Plan of Study Advising Sheet**

Name: _____ **Z#** _____

Electronic Plan of Study must be submitted by _____, which should be halfway through your program.

Courses to Remove Deficiencies:

Term/Year/Grade

- | | | |
|------------------|---|-------|
| EDF 2005 | Introduction to the Teaching Profession (3) | _____ |
| EDF 2085 | Introduction to Diversity for Educators (3) | _____ |
| EME 2040 | Introduction to Technology for Educators (3) | _____ |
| EDF 3210 | Applied Learning Theory (3) | _____ |
| EDF 3430 | Educational Measurement and Evaluation (3) | _____ |
| *FOL 3880 | Research & Bibliographic Methods (3) | _____ |
| *SPN Select one | SPN 3343 or SPN 3400 (3) | _____ |
| *SPN Select one: | SPN 3500 or SPN 3501 (3) | _____ |
| *SPW 3012 | Intro to Peninsular Spanish Literature (3) | _____ |
| *SPW 3020 | Intro to Spanish American Literature (3) | _____ |
| *SPW 4930 | Special Topics in Literature (3) | _____ |
| *SPW 4930 | Special Topics in Literature (3) | _____ |
| *LIN 3010 | Introduction to Linguistics (3) | _____ |
| *Choose one: | SPN 4850 (3)-or-SPN 4790 (3)-or- SPN 4740 (3) | _____ |
| *Choose three | SPN, SPW, or SPT (3000-4000) electives | _____ |
| | | _____ |
| | | _____ |

Completed/Current/Future Courses:

Term/Year/Grade

- | | | |
|----------|---|-------|
| TSL 4324 | ESOL Strategies for Content Area Teachers (3) | _____ |
| FLE 4333 | Foreign Language: Special Methods K-12 (4) | _____ |
| RED 4335 | Content Read: Mid. & Sec. School (3) | _____ |
| ESE 3940 | Secondary School Effective Instruction (3) | _____ |
| STA 6113 | Educational Statistics (3) | _____ |
| EDF 6481 | Educational Research (3) | _____ |
| EDG 6224 | U.S. Curricular Trends and Issues (3) | _____ |
| EDG 6253 | Design Components of School Curriculum (3) | _____ |
| XXX 6XXX | Graduate Spanish Specialization Course (3) | _____ |
| XXX 6XXX | Graduate Spanish Specialization Course (3) | _____ |
| EDG 6940 | Internship in Student Teaching (6-10) | _____ |

Anticipated Graduation Date: _____

Date: _____ **Student:** _____ **Advisor:** _____

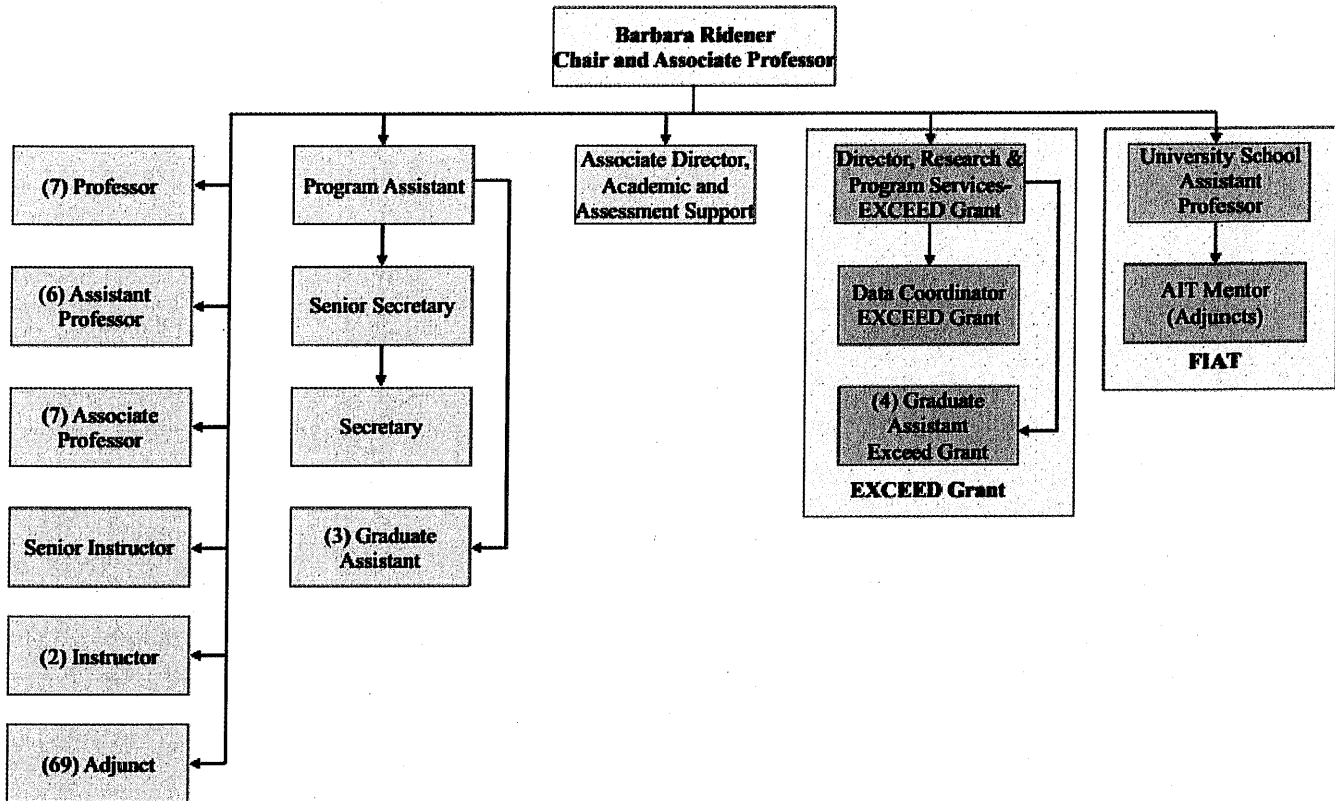
***-Or advisor approved substitution**

Appendix D

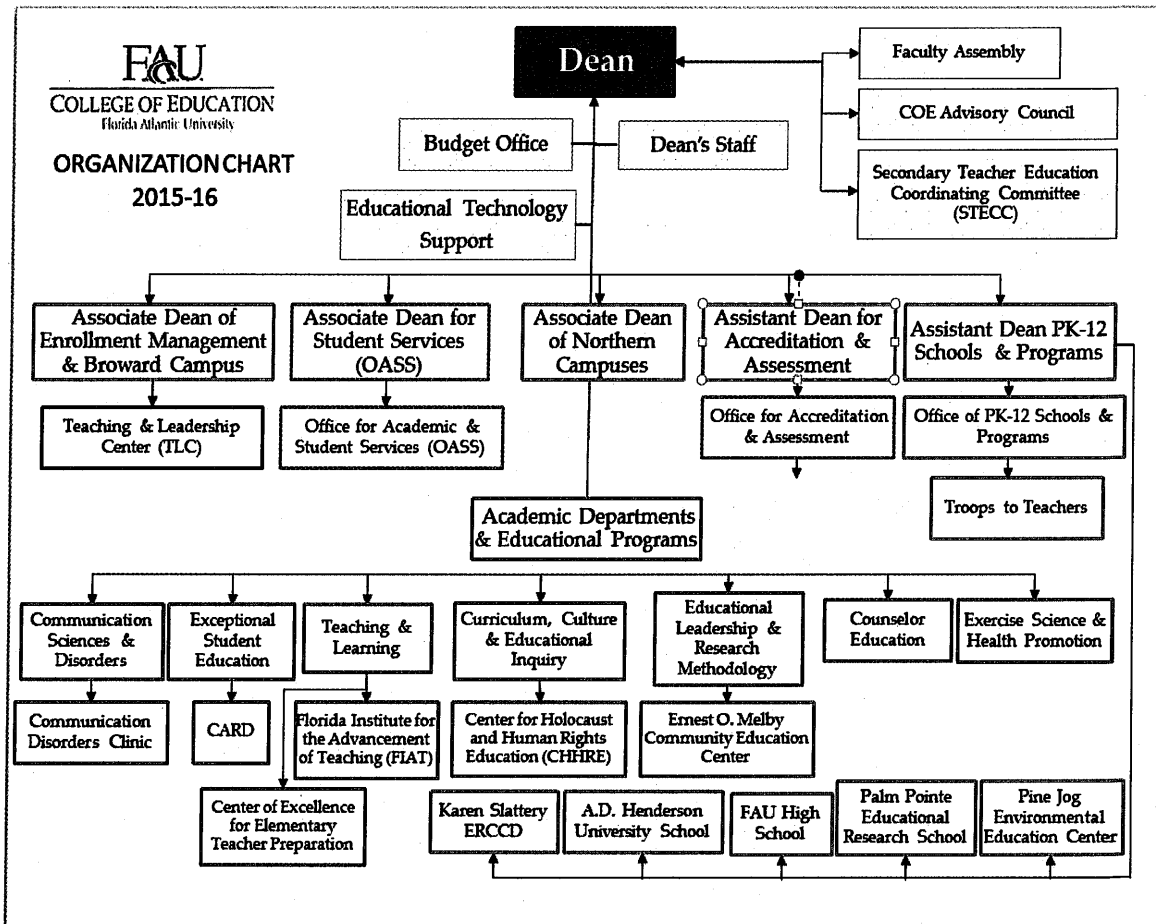
| | Florida Atlantic University | Kennesaw State University | Florida State University | University of Wisconsin, Madison |
|-----------------------------------|--|--|--|---|
| Enrollment | 27,637 | 22,989 | 39,785 | 41,654 |
| Carnegie Research Standing | RU/High | N/A | RU/Very High | RU/Very High |
| Degree | M.Ed. Curriculum and Instruction plus Cert in K-12 or Secondary Ed | Ed.S. Curriculum and Instruction | M.Ed. Curriculum and Instruction | M.S. Curriculum and Instruction |
| Credit Hours | 51-58 | 30-33 | 33 | 24-30 |
| Field Experience | 6-10 credits 1 semester, 5 days/week | 6 credits | | |
| Method of Delivery | In person | Fully Online | Online- some courses face to face | In person |
| GPA | 3 | | 3 | 3 |
| Entrance Exam | <ul style="list-style-type: none"> • GRE • 154 V • 144 Q | GRE not required | GRE | <ul style="list-style-type: none"> • GRE (if GPA less than 3.0) • International applicants- TOEFL scores |
| Additional Requirements | <ul style="list-style-type: none"> • Bachelor's degree regionally accredited college or university • 3.0 in last 60 hours of undergraduate work • Transcripts | <ul style="list-style-type: none"> • Master's degree in professional ed or related field • Georgia teaching certificate • 3 years teaching or admin experience • Official transcripts • Professional Statement • Resume • Documents of teaching service or leadership certs | <ul style="list-style-type: none"> • Bachelor's regionally accredited US institution • Transcripts • Additional programs in curriculum and instruction with specific subject areas available that lead to certification | <ul style="list-style-type: none"> • Statement of reason for graduate study • Bachelor's degree from approved institution • Undergraduate major or equivalent evidence of suitable background for entering Intended program • 2 official transcripts • 3 letters of recommendation • Resume/ Curriculum Vitae |
| Coursework | <ul style="list-style-type: none"> • EDF 2005 Introduction to Teaching profession (3) • EME 2040 Introduction to Technology for Educators (3) • EDG 2085 Introduction for Diversity for Educators (3) • EDF 3210 Applied Learning Theory (3) • EDF 3430 Educational Measurement and Evaluation (3) • TSL 4324 ESOL Strategies for Content Area Teachers (3) • RED 4335 Content Read: Middle & Secondary (3) • EDG 6224 U.S. Curricular Trends and Issues (3) • EDG 6253 Design Components of School Curriculum (3) • ESE 3940 Secondary School Effective Instruction (3) • STA 6113 Educational Statistics (3) • EDF 6481 Educational Research (3) Specialization • 9-12 credits at 6000 level or above | <ul style="list-style-type: none"> • EDCI 7510 Curriculum Development and Evaluation (3) • EDCI 7520 Cognition, Development, and Instruction (3) • EDCI 7530 Instructional Decision-Making (3) • INED 7760 Curriculum Development for Diverse Learners (3) • ITEC 7400 21st Century Teaching and Learning (3) • P-12 Experience- Focused at different level than that of an initial teaching level of certification (6) • EDRS 8100 Qualitative Research 1 intro (3) • EDRS 8200 Quantitative Research 1 • EDUC 7705 Assessment and Evaluation in Content Area (3) • EDCI 7590 Curriculum and Instruction Capstone Seminar (3) | <ul style="list-style-type: none"> • 7 Core courses • 0-4 Major courses (varies w/ major area of study) • 0-4 elective courses (varies from university/ transfer ours • 0 portfolio defense | <ul style="list-style-type: none"> • 50% of credits applied to degree must be with courses designed for graduate work • numbered 700 and above • explicitly identified by course's subject owner as graduate level • 15 credits per term maximum |
| Program Information | <ul style="list-style-type: none"> • Prepare for a new career in teaching and earn a Master's • For individuals who currently have a bachelor's degree in a subject area: art, biology, chemistry, English, French, German, Mathematics, Music, Physics, Social Sciences, or Spanish • Student will be eligible for professional certification in a specialization area • Program of student done w/ advisor | <ul style="list-style-type: none"> • Designed for experienced educators who hold a T-5 certificate (or comparable out-of-state) or higher • Extend/enhance skills reflected in educator's previously awarded teaching certificate field • 12 hours of advanced pedagogical coursework applied to content of teaching certification • Research skills to conduct field research | <ul style="list-style-type: none"> • Program does not lead to certification • Addresses needs of diverse students • Dynamic policy environment represented by state and local standards • Research based instruction | <ul style="list-style-type: none"> • For students who have previously completed teacher certification in early childhood, elementary, secondary • Must concentrate on one subject area of study |
| URL | http://www.coe.fau.edu/academicdepartments/tl/grad.php | http://bakwell.kennesaw.edu/departments/cgp/cgp-programs/specialist-degrees | http://education.fsu.edu/degrees-and-programs/curriculum-and-instruction | https://ci.education.wisc.edu/ci |
| Department Contact | | | | |

Appendix E

Department of Teaching and Leadership Organizational Chart



Appendix F



Appendix G

Abbreviated Curriculum Vitae: Eileen N. Whelan Ariza, Ed.D.

A. Professional Preparation

Ed.D., Multilingual/Multicultural Education, University of Massachusetts, Amherst, MA, 1992
MAT, English to Speakers of Other Languages, Spanish as a Second Language, Bilingual/Multicultural Education, School of International Training, Brattleboro, VT, 1987
B.S., Elementary Education, Worcester State College, Worcester, MA, 1984

B. Appointments

Professor, Teaching and Learning, College of Education, FAU, 2009 – Present
ESOL Infusion Coordinator, College of Education, 2013-Present
Associate Professor of TESOL, College of Education, FAU, 2003 – 2009
Assistant Professor of TESOL, College of Education, FAU, 1997 – 2003
Assistant Professor, Spanish and ESL; Director, ESL Program, Tusculum College, Greenville, TN, 1995 – 1997
Teaching Fellow, English and orientation for international students, Harvard University, Cambridge, MA, 1994 – 1998
Teacher, Spanish, Wellesley High School, Wellesley, MA, 1994 – 1995
ESL Instructor, Tutor, and Advisor, Dean College, Franklin, MA, 1992 – 1994
Consultant, Co-Creator, Teacher, Continuing Education, ESL Program, Assabet Valley Regional Vocational High School, Marlboro, MA, 1991 – 1993
Instructor, ESL, Adult Literacy, Refugees/Immigrants, Quinsigamond Community College, Worcester, MA, 1989 - 1990

C. Selected Peer-Reviewed Publications

- Ariza, E. (In press) Professional development for early childhood instruction. *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons, Ltd.: New York (Invited Submission)
- Ariza, E.N. (2014, April) ESOL to V-ESOL: Using Software to Achieve Academic Language Proficiency for Vocational Careers, Eurotalk, London, UK
- Lapp, S. I. & Ariza, E. N. (2010). Language, learning and literacy: Supporting diverse families through intergenerational literacy centers. In J. Carmona (Ed.) *Language Teaching and Learning in ESL Education: Current Issues, Collaborations and Practice*. Kona Publishing. Charlotte, North Carolina.
- Gerena, L. & Ariza, E. (2011, March) *Developing vocabulary to increase and improve second language acquisition*. The 45th Annual TESOL Convention and Exhibit, New Orleans, LA. (Paper selected by refereed evaluation of the abstract with a 26% acceptance rate.)
- Ariza, E. (2009, October). *Difference is not a deficit: Non native English speakers as successful English teachers*. Mextesol 36th International Convention, Monterrey, Nuevo León, Mexico. [Invited keynote speaker]
- Ariza, E. (2009, June). *Writing and publishing strategies for Burmese teachers of English*. Assumption University, Hua Mak, Bangkok, Thailand. [Invited international presenter]
- Ariza, E. (2009, April). *From reading to writing: The art of getting published*. UDLAP: La Universidad de las Americas Puebla, Puebla, Mexico. [Invited colloquium]
- Gerena, L., Ariza, E., Brown, A., & Lapp, S. (2009, March). *ELLs and Math: Not the same in any language*. The 43rd Annual Convention and Exhibit, Denver, Colorado. (Paper selected by refereed evaluation of the abstract.)
- Gerena, L., Ariza, E., Brown, A., & Lapp, S. (2009, March). *Writing strategies and considerations for intermediate and advanced ELLs*. The 43rd Annual Convention and Exhibit, Denver, Colorado. (Paper selected by refereed evaluation of the abstract.)

D. Selected Other Publications or Products/Grants

- Ariza, E., Yahya, H., Zainuddin, H., & Morales-Jones, C. (2015) *Fundamentals of teaching English to speakers of other languages in k-12 mainstream classrooms*. (5th Ed.) Dubuque, IA: Kendall/Hunt Publishing.
- Ariza, E.N. & Lapp, S.I. (2012). *Literacy, language and culture, Methods and Strategies for mainstream teachers with not-so mainstream learners*. Charlotte, NC: Kona Publishing & Media Group.

- Ariza, E. N., & Lapp, S. I. (2010). *Literacy, language, and culture for Mainstream Teachers of English Learners*. Boston, MA: Allyn and Bacon Publishing (Division of Pearson).
- Zainuddin, H., Yahya, N., Morales-Jones, C., & Ariza, E. N. (2010). *Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms*. (3rd Ed.). Dubuque, IA: Kendall/Hunt Publishing.
- Ariza, E. N., Morales-Jones, C., Yahya, N., & Zainuddin, H. (2010). *Why TESOL? Theories and issues in teaching English as a second language for K-12 teachers*. (4th Ed.). Dubuque, IA: Kendall/Hunt Publishing.
- Ariza, E.N. (2009) *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. (2nd Ed). Boston, MA: Allyn and Bacon Publishing (Division of Pearson).
- Coady, M. & Ariza, E.N. (2010). Diego: A young Spanish dominant writer's struggle to construct identity and meaning in English writing. *MEXTESOL Journal*.
- STAR ELLs: A Summer Term Approach to Reading for English L Ls, Marinaccio-Eckel, Bagwanjii, & Ariza. (Jan. 2009).
- Dupoux, E., Gerena, L., & Ariza, E. N. (2009). Bilingual Latino high school students' perceptions of approaches to English language education. *ABAC* (29)1, 1-23. Assumption University, Bangkok, Thailand.

E. Synergistic Activities

Fulbright Scholar Award, University of Costa Rica, Spring 2016

Fulbright Alumni Ambassador, 2012-2015

Invited International Professor, ESOL, Queen Mary 2, Transatlantic Voyages, Southampton, England to New York, 2010

Writing for Publication – Presentation for Burmese Professors in Thailand, Assumption University, Bangkok, Thailand, 2009

Fulbright Scholar/Fulbright-Garcia Robles, La Universidad de Las Americas, Puebla, Mexico, 2009

University Scholars Award, FAU, 2008

F. Collaborators and Other Affiliations

G. Courses Taught

| | |
|----------|---|
| EME 4810 | Applied Educational Technology |
| EDF 2005 | Introduction to the Teaching Profession |
| TSL 4080 | Introduction to TESOL |
| TSL 4081 | TESOL Issues and Practices |
| TSL 4324 | ESOL Strategies for Content Teachers |
| TSL 5145 | Curriculum Development in ESOL |
| TSL 5345 | Methods of Teaching ESOL |
| TSL 4333 | Methods in Teaching Foreign Language |
| EDG 1930 | Communication across Cultures (WAC/Honors Course) |
| TSL 5440 | Language Assessment: Testing and Evaluation |
| EDF 3610 | Intro to Multicultural Education |
| EDG 7938 | Doctoral Seminar |
| EDG 6285 | Program evaluation in C & I |
| EDG 6414 | Core instructional practices |

H. Community Engagement or Outreach

Committee Member, Faculty Discipline Committee on ESOL /Teaching ESL, Florida DOE, 2007 – Present

Invited Speaker/Panelist. Palm Beach State College. Lake Worth, FL. FEA Forum. 2012-2015

TESOL Certification Criteria Examiner, FTCE Expert Panel, Florida Department of Education, 2007 – Present

Advisor, Colombian Student Association, 2005

Teacher Academy Advisory Board, Olympic Heights High School, Boca Raton, FL, 2008 – Present

Chair, COE Scholarship Committee, 2007

Member, Boca Raton Faculty Senate, FAU, 2004 – Present

Teaching English to Speakers of Other Languages, Inc. (TESOL)

Sunshine State Teacher of English to Speakers of Other Languages (SSTESOL)

Broward English to Speakers of Other Languages Council (BEC)

Abbreviated Curriculum Vitae: Jennifer Lynne Bird, Ph.D.

A. Professional Preparation

Ph.D., Educational Administration and Curriculum, Miami University, Oxford, OH, 2005
M.Ed., Secondary Education and Writing, Miami University, Oxford, OH, 1998
B.S.Ed., English Education, Miami University, Oxford, OH, 1997

B. Appointments

Core Teaching Instructor, Department of Teaching and Learning, FAU, 2006 – Present
Adjunct Faculty, Department of Teaching and Learning, FAU, 2005 - 2006
Teacher, Chaminade-Julienne High School, Dayton, OH, 1999 – 2005

C. Selected Peer-Reviewed Publications

Bird, J. L., & Wanner, E. T. (2013). Multigenre narratives as a healing process. In Wang, V.C.X. (Ed.), Handbook of Research on Teaching and Learning in K-20 Education (pp. 416-428). Hershey, PA: IGI Global.
Bird, J. L. (2012). Preface. In Whelan Ariza, E. N., & Lapp, S. I., Literacy, language and culture (pp. xi- xiii). Charlotte, NC: Kona.
Bird, J. L. (2010). Choreographing creativity: Teaching as artistic and technical within the curriculum of composition. Lanham, MD: University Press of America.

D. Selected Other Publications or Products/Grants

Bird, J. L. Choreographed curriculum. St. Lucie County Reading and Writing Symposium, 2011.
Bird, J. L., Metcalf, T., Davis, S., Gonda, L., & Britt, M. Well teachers teach well: Renewing our teaching selves. National Council of Teachers of English Conference, 2010.

E. Synergistic Activities

Bird, J. L., & Wanner, E. (2012-2013). Measuring the outlook of patients during the physical therapy recovery process. Florida Atlantic University IRB approved research project conducted at Gold Coast Physical Therapy Associates, LLC.
2012 Finalist (top three), Florida Atlantic University's MacArthur Exceptional Faculty Award
2011 Finalist (top three), Florida Atlantic University's MacArthur Exceptional Faculty Award
2010 Winner, Florida Atlantic University's MacArthur Exceptional Faculty Award

F. Collaborators and Other Affiliations

G. Courses Taught

RED 6351 Developmental Reading (FAU)
RED 6361 Teaching Reading in Secondary and Middle Schools (FAU)
RED 6546 Reading Diagnosis (FAU)
RED 6515 Corrective Reading (FAU)
LAE 4360 Language Arts: Secondary Methods (FAU)
LAE 4353 Language Arts: Elementary Methods (FAU)
RED 4335 Content Reading: Middle and Secondary School Strategies (FAU)
RED 4552 Reading Diagnosis and Remediation (FAU)
RED 4308 Reading Development I (FAU)
RED 4750 Reading Development II (FAU)

EDL 204 Sociocultural Studies in Education (Miami University)
ENG 101 College Composition (University of Dayton, OH)

H. Community Engagement or Outreach

National Council of Teachers of English (NCTE)

Phi Kappa Phi National Honor Society

Kappa Delta Pi Education Honor Society

Golden Key National Honor Society

Ohio Writing Project Associate

Secondary Teacher Education Coordinating Committee, FAU, 2007 – Present

Editorial Board and article reviewer for Catalyst for Change, 2009 - 2011

Editorial Board and article reviewer for Journal of Curriculum and Pedagogy, 2006 – 2011

Abbreviated Curriculum Vitae: Rina Bousalis, Ph.D.

A. Professional Preparation

Ph.D., Curriculum & Instruction: Social Science Education, University of South Florida, Tampa, FL, 2014
M.A., Curriculum & Instruction: Education, University of South Florida, St. Petersburg, FL, 2006
B.A., Elementary Education, Grades K-6, University of South Florida, St. Petersburg, 2003
A.A., Art & Design, Academy of Art and Design, Chicago, IL 1982
A.A., Business Merchandising, St. Petersburg College, Clearwater, FL 1979

B. Appointments

Assistant Professor, Department of Teaching and Learning, FAU, 2015 – Present
Instructor, Hillsborough Community College, Tampa, FL 2013 - 2015
Social Studies Teacher, Thomas Jefferson International High School, Tampa, FL, 2010 – 2015
Adjunct Instructor, University of South Florida, Tampa and Sarasota, FL, 2007-2010
Teacher, Oak Grove Elementary, Tampa, FL, 2003-2010
Instructor, Mildred Helms Elementary School, Largo, FL, 2002-2003

C. Selected Peer-Reviewed Publications

Bousalis, R. (2012). Iranian Women: Between Education and Repression. *Social Education*, 76(5), 255-257.

D. Selected Other Publications or Products/Grants

"The Portrayal of Immigrants in American Youth Fiction (1880-present)." (2015, November, accepted).
Session Presenter for the 95th National Council for the Social Studies (NCSS) Annual Conference,
New Orleans, LA.

E. Synergistic Activities

Dissertation reviewer for Poole, K. D. (2014). *Assessing competing demands and charting a course: A phenomenological study of advanced placement U.S. history teachers' decision making and course planning*. Tampa, FL: University of South Florida
Dissertation data collector Keefer, N. E. (2012). *Teachers' Narratives of Experience with Social Class*, Tampa, FL: University of South Florida

F. Collaborators and Other Affiliations

G. Courses Taught

SSE 4150 K-9 Social Studies

H. Community Engagement or Outreach

Florida Council for the Social Studies (FCSS)

Abbreviated Curriculum Vitae: Susannah Brown, Ph.D.

A. Professional Preparation

Ph.D., Art Education, Florida State University, Tallahassee, FL, 2001
M.S., Art Education, Florida State University, Tallahassee, FL, 1995
B.F.A., Studio Art with Teacher Certification, FAU, 1990
A.A., Visual Art, Palm Beach Community College, Lake Worth, FL, 1988

B. Appointments

Associate Professor, Program Coordinator, Lead Faculty Member, Art Education, Department of Teaching and Learning, FAU, 2004 – Present
Assistant Professor, Program Coordinator, Art Education, Department of Art, University of North Carolina at Charlotte, NC, 2002 – 2004
Art Teacher, Fine Arts Chair, Palm Springs Elementary School, Palm Springs, FL, 1990 - 2002
Teaching Assistant, Art Education, Florida State University, 1997 – 1998

C. Selected Peer-Reviewed Publications

Brown, S. (2012, Fall). Teaching Arts Integration in Schools. Cengage Learning Publications.
Brown, S., Bird, J., Musgrove, A., & Powers, J. (in press). Learning and Technology. In Wang, V. (Eds.). Handbook of Research on Learning Outcomes and Opportunities in the Digital Age, Hershey, PA:IFI Global.
Brown, S. (2015). Healing through Self-discovery and Artistic Design Journals. In Bird, J.L. (Ed.). Innovative collaborative practice and reflection in patient education. Hershey, PA: Information Science Reference.
Brown, S. (in press). Teaching and learning through the arts: Strategies for English language learners. In Zainuddin, H., Ariza, E. & Morales-Jones, C. (Eds.). (new 4th edition in press). Fundamental of teaching english to speakers of other languages in the K-12 mainstream classrooms. Dubuque, IA: Kendal/Hunt Publishing Company.
Brown, S. (2015). Creativity, Social Justice and Human Rights within Adult Education. International Journal of Adult Vocational Education and Technology, 6(2)
Brown, S. & Towell, J. (in press). Engaging Young Writers through Book Design. Record, Kappa Delta Pi

D. Selected Other Publications or Products/Grants

Towell, J., Powell, K., & Brown, S. (in progress for publication). A Creative Approach to Literacy Development: From Birth to Age Nine. Cengage Publication.

E. Synergistic Activities

Brown, S., & FAU Students. Environmental Issues in Art Education: Teaching for the Future. Presented at the STEM Academic Service Learning Symposium and Competition, [project selected competitively, 2011].
Brown, S., & Faulds, W. Florida Atlantic University Galleries, presented at the K-12 Visual Art Professional Development, School District of Palm Beach County, 2010.
Advisor of the Year, Kappa Delta Pi, Honorable Mention, Graduate and Professional Student Association Owl Awards, competitive, 2012.
Literacy Alive! Award, Kappa Delta Pi, An International Education Honor Society, Rho Omega Chapter, Co-Counselor, competitive (national), 2012.
Student Organizations Awards & Recognition (S.O.A.R.) Faculty Advisor Nomination for Kappa Delta Pi, Rho Omega Chapter, 2012.

F. Collaborators and Other Affiliations

Kappa Delta Pi, International Education Honor Society, Vice President 2014-16
Florida Art Education Association, Higher Education Division Director, 2014-2016.

G. Courses Taught

| | |
|-----------|---|
| ARE 4313 | Art: Elementary School (Florida Atlantic University) |
| ARE 4940 | Student Teaching: Art (Florida Atlantic University) |
| ARE 4240 | Special Methods: Art (Florida Atlantic University) |
| ARE 6317 | Art Education in Elementary School (Florida Atlantic University) |
| ARE 6318 | Contemporary Issues in Art Education (Florida Atlantic University) |
| ARE 6141 | Art Education Curriculum (Florida Atlantic University) |
| ARE 6142 | Art Education (Florida Atlantic University) |
| ARE 6342 | Art in the Secondary School (Florida Atlantic University) |
| EDG 5931 | Special Topics: Art Education and the Environment (Florida Atlantic University) |
| ARTE 2121 | Developmental Art (University of North Carolina at Charlotte) |
| ARTE 3121 | Art Education Methods I (University of North Carolina at Charlotte) |
| ARTE 3122 | Art Education Methods II (University of North Carolina at Charlotte) |
| ARTE 3467 | Student Teaching in Art (University of North Carolina at Charlotte) |
| ARTE 4021 | Lateral Entry Internship (University of North Carolina at Charlotte) |
| ARTE 5121 | Art Education Methods I (University of North Carolina at Charlotte) |
| ARTE 5122 | Art Education Methods II (University of North Carolina at Charlotte) |

H. Community Engagement or Outreach

Brown, S. The Mystery of Your Soul, intaglio print, exhibited at the Hilton Hotel, New York City for the United States Society of Education in the Arts, juried, 2012.

Brown, S. Beauty in Black and White, intaglio print, exhibited at the Hilton Hotel, New York City for the United States Society of Education in the Arts, juried, 2012.

Brown, S. Prayer and Beauty in Black and White, exhibited at Northwood University, West Palm Beach, FL, juried, 2012-2013.

Juror, Women in the Visual Arts Organization, Annual Exhibition (state level), Armory Art Center, West Palm Beach, FL, Spring 2012.

Juror, America's Young Heroes, Visual Art, Middle and High School Students, Vera Hirschorn, Spring 2012.

Brown, S. Family and Figure in Abstract, exhibited at Palm Beach Gardens City Hall Gallery, Palm Beach Gardens, FL, juried, 2011.

Brown, S. Madre and Sunset, exhibited at the Coral Springs Museum of Art, Coral Springs, FL, juried, 2011.

Brown, S. Prayer, Beauty in Black and White, and A New World Coca Cola: Admit One Child, exhibited at the Palm Beach State College Gallery, Jupiter, FL, juried, 2011.

Brown, S. The Kiss and Beauty in Color, exhibited at the Cornell Museum of Art, Crest Theater, Delray Beach, FL, juried, 2011.

Brown, S. Beauty and Prayer, exhibited at the American Orchid Society Enchanted Garden Exhibition, Delray Beach, FL, juried, 2011.

Brown, S. Beauty in Black and White and Mystery of My Soul, exhibited at Creative Dimensions, Delray Beach, FL, juried, 2011.

Juror, Palm Beach County School District Visual Art Exhibition Kindergarten through Grade 12, West Palm Beach, FL, February 2010 and 2011.

National Association for the Education of Young Children
Kappa Delta Pi, International Education Honor Society
InSEA, International Society for Education in the Arts
National Art Education Association
Florida Art Education Association
Women in the Visual Arts
Palm Beach County Art Teachers Association

Abbreviated Curriculum Vitae: Leslie N. Calhoun, M.S.

A. Professional Preparation

M.S., Reading/Content Area Reading, Florida Atlantic University, 2005

M.S., School Guidance and Counseling (PK-12), Career Development and Selection, Gifted Students, Palm Beach Atlantic College, West Palm Beach, FL, 1998

B.S., Vocational Home Economic Education (6-12), Child Growth and Development, Florida International University, Miami, FL, 1977

Florida Teacher Certification: Guidance and Counseling PreK-12; Reading K-12; Educational Media Specialist PreK-12

B. Appointments

Senior Instructor, FAU, 2015 – Present

Core Teaching Instructor/Visiting Instructor, FAU, 2006 – 2015

Adjunct Reading Instructor, FAU, 2006

Literacy Center Coordinator, PEW Foundation/FAU Literacy Grant, 2003 – 2007

Substitute Teacher, School District of Palm Beach County, 1995 – 2001

Adjunct Instructor, Vocational Home Economics; Study skills and Remedial Reading, Jupiter Christian School, 1993 – 1995

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

Quality Matters Awards, Distance Learning Course Development, 2014

Exceptional Faculty Award, FAU, 2010-2011

Outstanding Alumni Educator Recognition, FAU, 2010

Textbook Review, Wadsworth Cengage Learning, 2011

F. Collaborators and Other Affiliations

Co-Presenter: Reading Workshop Sponsored by FAU & PEW Foundation 20

G. Courses Taught – 2006 - Present

RED 4308, Reading Development 1

RED 4750, Reading Development 2

RED 4552, Reading Diagnostics & Remediation

EDF 2005, Introduction to the Teaching Profession

H. Community Engagement or Outreach

Reading Support/Mentor for Home-Schooling Group, Jupiter, Florida, 2012 - Present

Heifer International, Reading Program Fundraising for women in developing countries, 2012-14

Abbreviated Curriculum Vitae: Lori Dassa, Ed.D.

A. Professional Preparation

Ed.D., Curriculum Development and Systematic Educational Change, Nova Southeastern University, Fort Lauderdale, FL, 2003

M.S., Pre-K/Primary Education, Nova Southeastern University, Fort Lauderdale, FL, 2000

B.S., Elementary Education, York College of Pennsylvania, York, PA, 1997

B. Appointments

Coordinator and Assistant Professor in Effective Teaching Practices, FAU, 2013 - Present

Coordinator of Honor's in the Major for Elementary Education, FAU, 2014 - Present

Core Teaching Instructor in Effective Teaching Practices, FAU, 2005 – Present

Faculty Advocate, Pearson Publishing, 2009 – Present

Adjunct Professor, Primary Education, Nova Southeastern University, Fort Lauderdale, FL, 2000 – 2005

Teacher, Department Chair, Program Developer, Freedom Shores and North Grade Elementary Schools, Palm Beach County, 2002 – 2005

Teacher, Hebrew Language, Temple Beth Israel, Sunrise, FL, 1997 - 1999

C. Selected Peer-Reviewed Publications

Dassa, L. (2014). Being a superhero: Evolving into the resilient first year teacher and beyond. Florida Association of teacher Educators Journal, 1 (14) p. 1-9.

Dassa, L., & Kirsch, P. (2014). Transitioning to P-12 Impact Study: Empowering Student Teachers as Action Researchers (STARs). Conference proceedings.

D. Selected Other Publications or Products/Grants

QEP Grant awarded: Effective Integration of Educational Impact and Outcomes through Honors Elementary Education (EIEIO – ELEM Honors)

Book Review for Literacy Language & Culture: Methods and Strategies For Mainstream Teachers With Not-So-Mainstream Learners ABAC Journal Vol.32 No.3 (September-December, 2012).

Dassa, L.M. (2011) So now what? New elementary teacher survival guide. 2nd Ed. Boston, MA.: Pearson Custom Publisher.

Dassa, L.M. (2009) So now what? New elementary teacher survival guide. Boston, MA.: Pearson Custom Publisher.

Baxley, T.P, & Dassa, L.M. (2006) Strategies and quick content area facts for success on the S.A.E. Boston, MA.: Pearson Custom Publisher.

Pine Jog Science Grant, 2004.

E. Synergistic Activities

Presenter, Why Reinvent the Wheel. Scholarship of Teaching and Learning (SOTL), Savannah, GA, 2015.

Presenter, Empowering Student Teachers as Action Researchers (STARs). Paper presented at the Hawaii International Conference of Education (HICE), Honolulu, HI.

Presenter, Their own words, their own worlds: Connecting culture and vocabulary with young dual language learning using the (re)tell-(re)write technique, National Association for Education of Young Children, 2011

Presenter, Hurting, Homelessness and Hungry: Helping young children consider social justice through children's literature. National Association for Education of Young Children, 2010

F. Collaborators and Other Affiliations

G. Courses Taught

EDG 3324H Honors Effective Teaching Practices 2
EDG 3323H Honors Effective Teaching Practices 1
EDG 3323 Effective Teaching Practices 1
EDG 3324 Effective Teaching Practices 2
RED 4308 Reading Development 1: Birth through Grade 3
RED 6303 Beginning Reading K-3

H. Community Engagement or Outreach

Collaborative Institutional Training Initiative (CITI)
International Reading Association
Peer Reviewer for Read, Write and Think, December 2005-present
Public Policy Board member of AEYC
Nominated for test development process for the FTCA through CITES/FSU
Staff Development, District of Palm Beach County, Florida
Textbook Affordability Representative for COE, FAU, 2015 - Present
Assessment Committee Representative for T&L, FAU, 2014 -2015
Trainer the Trainer for Clinical Training, Florida, 2014
Faculty Learning Community Member for the QEP - Distinction Through Discovery Florida Atlantic
University, Boca Raton, Florida 2012 – present
Faculty Mentor/Leader, FAU, 2011 – Present
Non Tenure Track Task Force Member, FAU, 2011 – Present
Faculty Panel Member, Toppel Institute, 2010 – Present
Association for Supervision and Curriculum Development
International Reading Association
Florida Association for Teacher Education
Association for Teacher Education
National Association for Education of Young Children

Abbreviated Curriculum Vitae: Bessie P. Dernikos, Ed.D.

A. Professional Preparation

Ed.D., Teachers College, Columbia University, Curriculum & Teaching with specialization in Literacy Education, 2015

M.A., Teachers College, Columbia University, Reading, 2010

A.M., Brown University, Literatures and Cultures in English, 1998

A.B., Brown University, Literatures and Cultures in English, 1996

B. Appointments

Assistant Professor, Department of Teaching and Learning, FAU, 2015 – Present

Instructor, Literacy Specialist Program, Teacher's College, Columbia University, New York, NY, 2013- 2014

Adjunct Instructor, Literacy Specialist Program, Teacher's College, Columbia University, New York, NY, 2011-2015

Adjunct Instructor, Reading Specialist Program, Teacher's College, Columbia University, New York, NY, 2010-2015

Graduate Research Assistant, Teacher's College, Columbia University, New York, NY, 2011-2015

Teaching Assistant, Teacher's College, Columbia University, New York, NY, 2011-2012

Fieldwork Supervisor, Literacy Specialist Program, Teacher's College, Columbia University, New York, NY, 2013-2014

Practicum Supervisor, Reading Specialist Program, Teacher's College, Columbia University, New York, NY, 2010-2011

Reading Specialist, B2 Educational Therapy, Inc., Miami, FL 2002-2010

Language and Literacy Instructor, Pagoulatou-Viaxou Language Schools, Athens, Greece, 2001-2002

Instructor/Mentor, Ithaka Cultural Study Program, Crete, Greece, 2000-2001

Teacher/Acting Director, Paladin Academy, Hollywood, FL, 1997-2000

C. Selected Peer-Reviewed Publications

Souto-Manning, M., Dernikos, B., & Yu, H. (2014). Rethinking normative literacy practices, behaviors, and interactions: Learning from young immigrant boys. *Journal of Early Childhood Research*, 1- 18.

D. Selected Other Publications or Products/Grants

Dernikos, B. P., Souto-Manning, M., & Yu, H. (forthcoming: 2015, December). Learning from the literacy practices, behaviors, and interactions of young immigrant boys. Paper to be presented at the Literacy Research Association Conference, Carlsbad, CA.

Dernikos, B. P., McCall, S., Niccolini, A. D., & Lesko, N. (2015, May). Affective assemblages: Intensities, animacies, schooling. Symposium panel presented at the International Association for the Advancement of Curriculum Studies Conference: The Task of the Curriculum Theorist in the 21st Century, University of Ottawa, Ottawa, ON, Canada.

Dernikos, B. P., Souto-Manning, M., & Yu, H. (2015, April). The politics of disruption and difference: Mapping the gendered production of young immigrant literacy learners. Paper presented at the American Educational Research Association Conference, Chicago, IL.

Souto-Manning, M., Dernikos, B. P., & Yu, H. (2015, April). Rethinking normative literacy practices, behaviors, and interactions: Learning from young immigrant boys. Paper presented as part of roundtable session at the American Educational Research Association Conference, Chicago, IL.

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

RED 4308 Reading Development 1: Birth to Grade 3
LAE 4353 Language Arts and Literature: Birth-Grade 8

H. Community Engagement or Outreach

American Educational Research Association (AERA), 2014-present
International Literacy Association (ILA), 2010-present
National Council of Teachers of English (NCTE), 2010-present

Abbreviated Curriculum Vitae: Penelope Joan Fritzer, Ph.D.

A. Professional Preparation

Ph.D., English, University of Miami, 1993
M.A., English, Florida Atlantic University, 1979
B.A., Education, Florida Atlantic University, 1974
B.A., History, Connecticut College, 1971

B. Appointments

Professor, FAU, 2004 – Present
Associate Professor, FAU, 1999 – 2004
Assistant Professor, FAU, 1993 – 1999
Teacher, Broward County School System, 1985 – 1993
Instructor, Composition, Introduction to Literature, British Literature, Broward Community College, 1982 – 1984
Teaching Assistant/Instructor, Composition, Introduction to Literature, Detective Fiction, University of Miami, 1977 – 1980
Social Worker, HRS, State of Florida, 1975 - 1976

C. Selected Peer-Reviewed Publications

Brewer, E. A. and Fritzer, P. (in review) Pre-service elementary teachers chronological American history knowledge. *Critical Question in Education*.
Fritzer, P. J. and Brewer, E. A. (in press for fall 2015). Teaching World War I through geography and technology. *Journal for the Liberal Arts & Sciences*.
Fritzer, P. J. & Brewer, E. A. (Spring 2013) Angela Thirkell and Agatha Christie: Sisters under the skin. *Divagations: The Publication of the Angela Thirkell Society of North America*. 1: 5-21.
Fritzer, P. J., Kumar, D. D. & Bristor, V. J. "An Alternative Pathway to Teaching in High Need Subjects in Florida" in *Redefining Education: Expanding Horizons*. Ed. by Mintu Sinha. New Delhi: Alfa Publications, 2013.
Fritzer, P. J. (2011) Time out of mind: Angela Thirkell's absence from 1920s England. *Divagations: The Publication of the Angela Thirkell Society of North America*. (2) 11-26.
Fritzer, P. J. and Brewer, E. A. (2011). Teaching students to infer meaning through material culture. *The Clearing House*. 8 (2) 43-46.

D. Selected Other Publications or Products/Grants

Fritzer, P. J. and Brewer, E. A. (2009) *Social Studies Content for Elementary and Middle School Teachers*. 2nd Ed. Boston, MA: Allyn & Bacon.
Fritzer, P. J. and Bristor, V. J. (2004) *Science Content for Elementary and Middle School Teachers*. Boston, MA: Allyn & Bacon.
Ridener, B. and Fritzer, P. J. (2004) *Mathematics Content for Elementary and Middle School Teachers*. Boston, MA: Allyn & Bacon.
Fritzer, P. J. (2002) *Social Studies Content for Elementary and Middle School Teachers*. Boston, MA: Allyn & Bacon.
Florida Teacher Quality Grant Teaching American History Partnership FAU COE with Palm Beach District. Florida Department of Education. Fall 2011-Summer 2012. Participant as Curriculum Specialist.

E. Synergistic Activities

- Fritzer, P. J., Kumar, D. D. & Bristor, V. J. (January 2013). "An Alternative Pathway to Teaching in High Need Subjects in Florida." A paper presented at the Redefining Education: Expanding Horizons conference. New Delhi: India.
- Bristor, V. & Fritzer, P. (January 2013). "A Successful Pathway to Alternative Certification." A paper presented at the Hawaii International Conference for Education. Honolulu, Hawaii.
- Ridener, B., Bristor, V., Fritzer, P. & Asuncion, A. (January 2013) "Onward and Upward with American History Teachers." A paper presented at the Hawaii International Conference for Education. Honolulu, Hawaii.
- Bristor, V., Fritzer, P. J., Kumar, D. & Harlin, R. (April 2012). "Adventures in Alternative Certification: A Tale of Nimbleness and Adaptation." A paper presented at the 9th Annual Effective Pathways to Teaching Conference, Washington, DC.
- Fritzer, P. J. and Brewer, E. A. (October 2011). "American Social History in Literature: Joking through the Interwar Years." A paper presented at the National Social Science Association meeting. New Orleans, Louisiana.
- Fritzer, P. J. and Brewer, E. A. (July/August 2011) "Material Culture As Teaching Tool." A paper presented at the National Social Science Association meeting. Seattle, Washington.
- Brewer, E. A. and Fritzer, P. J. (November 2010). "Teaching Elementary Students about Material Culture." A paper presented Fritzer, P. J. and Bland, B. (January 2010). "Teaching Social Studies Through Critical Thinking About Material Culture." A paper presented at the Hawaii International Conference for Education. Honolulu, Hawaii.

F. Collaborators and Other Affiliations

G. Courses Taught

iTeach American History I, II, III
 Elementary Social Studies Methods
 Secondary Social Studies Methods
 Graduate Social Studies Methods
 Secondary English Methods
 Graduate Language Arts Methods
 Graduate Children's Literature
 Teacher Ed. Alliance Social Studies Methods/Content I and II
 Seminar in Jane Austen (for the English department)

H. Community Engagement or Outreach

SACS Program Assessment Committee in Teacher Education. Spring 2002-present
 Proofread and edit manuscript essays and exhibit catalogue, Hudson River Museum, 2011 – 2012
 Modern Language Association
 National Council of Teachers of English
 National Council for the Social Studies
 National Social Science Association
 Florida Council for the Social Studies
 Angela Thirkell Society of North America

Abbreviated Curriculum Vitae: Joseph Michael Furner, Ph.D.

A. Professional Preparation

Ph.D., Curriculum and Instruction, Mathematics Education; Minors in Educational Technology and Mathematics, University of Alabama, Tuscaloosa, AL, 1996

M.A., Education, Secondary/Middle School Education – Mathematics, University of Alabama, Tuscaloosa, AL, 1993

B.S., Nursery-12 – Mathematics Education, State University of New York at Oneonta, NY, 1987

B. Appointments

Assistant Professor (1996-2002) Associate Professor (2202-2013) Professor (20013-Present) Florida Atlantic University

Adjunct Professor, University of Alabama, Tuscaloosa, AL, 1996, 2012

Graduate Teaching Assistant, University of Alabama, Tuscaloosa, AL, 1993 – 1996

Internship, Curriculum Development, National Association of Elementary School Principals, VA, 1994

C. Selected Peer-Reviewed Publications

Furner, J. M., Marinas, C. A., & Escuder, A. (2014). Turning kids on to math using photography and GeoGebra to cover the common core standards. *Dimensions in Mathematics*, 34(1), 9-17.

Furner, J. M., & Marinas, C. A. (2014). Addressing math anxiety in teaching mathematics using photography and GeoGebra. Paper presented at the International Conference on Technology in Collegiate Mathematics Twenty-sixth Annual Conference, San Antonio, Texas, March 22, 2014 (In press). [Published Conference Proceedings based on refereed full paper submission].

Vásquez-Colina, M. D., Gonzalez-DeHass, A. R., & Furner, J. M. (2014). Achievement goals, motivation to learn, and mathematics anxiety among pre-service teachers, *Journal of Research in Education* 24(1), 38-52.

Furner, J. M. & Marinas, C. A. (2013). Learning math concepts in your environment using photography and GeoGebra. Paper presented at the International Conference on Technology in Collegiate Mathematics Twenty-fifth Annual Conference, Boston, MA, March 23, 2013 (pp. 209-218). [Published Conference Proceedings based on refereed full paper submission].

Furner, J. M. Marinas, C. A. Escuder, A., & Herron, L. C. (2012). Exploring the real world of mathematics with GeoGebra, *Dimensions in Mathematics*, 32(1), 10-17.

Furner, J. M., & Marinas, C. A., (2012). Connecting geometry, measurement, and algebra using geogebra for the elementary grades. Paper presented at The International Conference on Technology in Collegiate Mathematics 24th Annual Conference, Orlando, Florida,

Furner, J. M., & Kenney, C. (2011). Counting on Frank: Using bibliotherapy in mathematics teaching to prevent de-geniusing. *Pythagoras*, 32(2), Art. #133, 7 pages. <http://dx.doi.org/10.4102/pythagoras>.

Furner, J. M., & Gonzalez-DeHass, A. (2011). How do students' mastery and performance goals relate to math anxiety? *Eurasia Journal of Mathematics, Science & Technology Education*, 7(4), 227 - 242.

D. Selected Other Publications or Products/Grants

Furner, J. M. (2015). Effective strategies for teaching mathematics to English language learners (ELL). In Zainuddin, H;Yahya, N; Morales-Jones, C; Ariza,E., *Fundamentals of Teaching English to Speakers of Other Languages: In K-12 Mainstream Classrooms*. 4th Edition. (pp. In Press) Dubuque: Iowa. Kendall Hunt.

Furner, J. M., & Marinas, C. A. (2011). Geoboards to GeoGebra: Moving from the concrete to the abstract in geometry. Paper presented at the International Conference on Technology in Collegiate Mathematics 23rd Annual Conference, Denver, CO.

Escuder, A., & Furner, J. M. (2011). Impact of GeoGebra in math teacher's professional development. Paper presented at the International Conference on Technology in Collegiate Mathematics 23rd Annual Conference, Denver, CO.

Su, A., Marinas, C. A., & Furner, J. M. (2011). Number sense made simple using number patterns. *The International Journal for Technology in Mathematics Education*, 18(1), 39-50.

Su, A., Marinas, C. A., & Furner, J. M. (2010). Investigating numeric relationships using an interactive tool: Covering number sense concepts for the middle grades, *Creative Education Journal*, 1(2), 121-127.

E. Synergistic Activities

Marinas, C. A., & Furner, J. M. (2015). Teaching math concepts through history using GeoGebra and photography. Paper presented at the International Conference on Technology in Collegiate Mathematics Twenty-seventh Annual Conference, Las Vegas, Nevada, March 14, 2015. [Published Conference Proceedings based on refereed full paper submission].

Marinas, C. A., & Furner, J. M. (2012). Connecting geometry, measurement, and algebra using geogebra for the elementary grades. Paper presented at the International Conference on Technology in Collegiate Mathematics Annual Conference, Orlando, FL.

Furner, J. M. (2012). Teaching mathematics with the common core standards, Grades K-3 and 4-9. Inservice Workshop/Research Presentation in Spanish for the teachers at Colegio Hogar Nueva Granada, Bogota, Colombia.

Furner, J. M. (2009). *Living well: Caring enough to do what's right*. North Charleston, SC: Booksurge Publishing.

F. Collaborators and Other Affiliations

G. Courses Taught

Teach Mathematics Education methods courses K-9, 7-12, and Graduate

Teach Curriculum and Instruction Courses, i.e. Trends and Issues, Doc. Sem.

Curriculum Integration of Technology, University of Alabama, Tuscaloosa, AL

H. Community Engagement or Outreach

Mathematics Teacher, Program/Curriculum Support Consultant, Colegio Nueva Granada, and Hogar Nueva Granada, Bogota, Colombia, 2002 – Present

2004-Currently Editor and Chief, *Mathitudes Online Journal*

2004-Currently Reader/Referee, *TC Record Journal*

2004 Professor, Mathematics Methods Course through Portland State University for teachers at Colegio Nueva Granada, Bogota, Colombia

2003-2012 Volunteer/Mathematics Consultant, Hogar Nueva Granada, Colombia

2002-Currently Academic Advisory Board, Middle School Mathematics, The Regency Group Publishing Division

2000-Currently Editorial Board, For the Undergraduate Mathematics Preparation of School Teachers: *The Journal*

2010-2013 Public University Member at Large for The Florida Association of Mathematics Teacher Educators (FAMTE) 2010-2012.

Abbreviated Curriculum Vitae: Alyssa Gonzalez DeHass, Ph.D.

A. Professional Preparation

Ph.D., Educational Psychology, Minor in Psychology, University of Florida, 1998
M.Ed., Educational Psychology, University of Florida, 1995
B.S., Psychology, University of Florida, 1994

B. Appointments

Associate Professor, Educational Psychology, Department of Teaching and Learning, FAU, 2004 – Present
Assistant Professor, Educational Psychology, Department of Teacher Education, FAU, 1998 – 2004
Graduate Teaching Assistant, Department of Foundations of Education, University of Florida, 1995 - 1998

C. Selected Peer-Reviewed Publications

Vasquez-Colina, M., Gonzalez-DeHass, A., & Furner, J. (2014). Achievement goals, motivation to learn, and mathematics anxiety among pre-service teachers. *Journal of Research in Education*, 24(1), 38-52.
Willems, P.P. & Gonzalez DeHass, A.R. (2012). School-community partnerships: Using authentic contexts to academically motivate students. *School Community Journal*, 22(2), 9-30.
Furner, J.M. & Gonzalez-DeHass, A. (2011). How do students' mastery and performance goals relate to math anxiety? *Eurasia Journal of Mathematics, Science & Technology Education*, 7(4), 227-242.
Gonzalez-DeHass, A.R. (2005). Facilitating parent involvement: Reflecting on effective teacher education. *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 19(2), 57-76. (review).
Gonzalez-DeHass, A.R., Willems, P., & Doan Holbein, M. (2005). Examining the relationship between parent involvement and student motivation. *Educational Psychology Review*. 17(2), 99-123.

D. Selected Other Publications or Products/Grants

Gonzalez-DeHass, A.R. & Willems, P.P. (2015). Case study instruction in educational psychology: Implications for teacher preparation. In M. Li & Y. Zhao (Eds.), *Exploring Learning and Teaching in Higher Education*. Springer.
Gonzalez-DeHass, A.R. & Willems, P.P. (2013). *Theories in educational psychology: Concise guide to meaning and practice*. Lanham, MD: Rowman & Littlefield.
Willems, P.P. & Gonzalez-DeHass, A.R. (2006). *Educational Psychology Casebook*. (co-authors). Allyn & Bacon, Boston.
Gonzalez, A.R., Doan Holbein, M.F., & Quilter, S. (2002). High school students' goal orientations and their relationship to perceived parenting styles. *Contemporary Educational Psychology*, 27, 450-470.

E. Synergistic Activities

1. I have been publishing and presenting in the area of student motivation for almost 15 years (with a concentration in the work on achievement goal orientations). An article I published on examining the relationship between parental involvement and student motivation in 2005 in *Educational Psychology Review* has been heavily cited in the ongoing research literature as well as major texts in educational psychology.

2. I also engage in university and public school service and provide professional service related to my areas of expertise as a journal reviewer and editorial board member in the area of educational psychology.

F. Collaborators and Other Affiliations

G. Courses Taught

EDF 6229 Educational Psychology (FAU)
EDF 6142 Thinking Processes and Styles in the Classroom (FAU)
EDF 6339 Concepts of Self (FAU)
EDF 6113 Human Development Applications for Education (FAU)
EDF 3210 Applied Learning Theory (FAU)
EDF 3210 Educational Psychology (UF)
EDF 3110 Human Growth and Development (UF)

H. Community Engagement or Outreach

Editorial Board Member. School Community Journal. 2010 to present.

Reviewer for internationally and nationally refereed journals (including Educational Psychologist, Educational Psychology, European Journal of Psychology of Education, and Learning and Individual Differences)

School Advisory Council (SAC) and Parent Teacher Association (PTA) Board Member, Timber Trace Elementary School: 2013 - present

Faculty Assembly Steering Committee, College of Education, FAU. Served as representative for Department of Teaching and Learning, College of Education. 2011 to 2013.

Graduate Programs Curriculum Sub-committee. College of Education, FAU. Served as representative for Department of Teaching and Learning. 2010 to 2011.

American Psychological Association

Eastern Educational Research Association

Florida Educational Research Association

Abbreviated Curriculum Vitae: Deborah Lee Harris, Ph.D.

A. Professional Preparation

Ph.D., Curriculum, Teaching, and Educational Policy; Teacher Preparation and Staff Development; Literacy, Learning, and Teaching, Department of Teacher Education, Michigan State University, 1995
M.Ed., Reading and Language Arts, College of Education, University of Hawai'i, 1985
B.Ed., Elementary Education, College of Education, University of Hawai'i, 1980

B. Appointments

Associate Professor, Reading and Language Arts, Florida Atlantic University, 2001 – Present
Assistant Professor, Reading and Language Arts, Florida Atlantic University, 1996 – 2001
Assistant Professor, Curriculum and Instruction/Reading, State University of New York at Plattsburgh, Center for Educational Studies and Services, Plattsburgh, NY, 1994 – 1996
Course Instructor, Michigan State University, 1988 – 1994
Michigan State University Team 1 Liaison, Woodcreek Elementary School, 1993 – 1994
Field Instructor, Michigan State University, 1989 – 1993
Instructor, University of Michigan – Flint, 1990 – 1992
Lecturer, University of Hawai'i, 1987 – 1989
Teacher and Educational Specialist, The Kamehameha Schools, 1982 - 1988

C. Selected Peer-Reviewed Publications

Harris, D. L. & Anthony, H. (in press). Beyond the rhetoric: Providing scaffolded instruction to preservice teachers who tutor struggling readers. *Journal of Reading Education*.
Baxley, T., Harris, D. L. (2009). Toward a More Just Community: Helping Students Develop a Harris, D., Serro, L., Williams, N.L. (2012). Teachers as readers? Readers as teachers? An analysis of readers' (and nonreaders') performance in literacy courses. *American Reading Forum Annual Yearbook*, Volume 32.
Critical Stance Using Children's Literature. Presented at International Reading Association, Phoenix, AZ, 2008
Harris, D. L. "Discussing teacher preparation nationally: Standing tall in the middle of shortages. Paper presented at a symposium on Building capacity in teacher education: The right to well-prepared teachers," at the Annual Meeting of the International Reading Association, May, 2003, Orlando, Florida.

D. Selected Other Publications or Products/Grants

Harris, D., Williams, N. Reading teachers who really read: A Presentation at Annual Conference of the National Council of Teachers of English. Orlando, FL, 2010. (Paper in progress).
Williams, N., Harris, D. (2010). Primary sources: A pathway to affective accountability. Presentation at Annual Conference of the American Reading Forum, Sanibel, FL, 2010.
Coe, V., Fang, Z., Fine, J., Harris, D., Williams, N. (2009). Inter-University Collaborations: Meeting Diversity Across Our Constituents. A presentation at the Annual Meeting of the American Reading Forum, Sanibel Island, FL, December 9-12, 2009.
Harris, D. L. (2007). Learning Together: Exploring the Potential of A Multi-Age, Multi-Level Guided Field Experience. Paper presented at the 2007 Association of Teacher Educators, Milwaukee, WI

E. Synergistic Activities

Harris, D., & Williams, N. Outsourcing Textbooks: The Use of Primary Sources to Enhance Literacy Learning. Presentation at the Annual UCF Literacy Symposium, Orlando, FL, 2010.

"Engaging Primary Learners in Literature" Workshop given for K-2 teachers at D.D. Eisenhower Elementary, May 21, 2007

Author and Principal Investigator, "Starting from the Source: Improving Literacy teaching to Improve Literacy Learning." \$465,748, Mary and Robert Pew Public Education Fund, 2002 - 2007.

Faculty Fellow, Florida Literacy and Reading Excellence (FLaRE) Center, (2001-2011)

Member, Florida Literacy and Reading Excellence (FLaRE) Center Research Task Force, (2000-2010).

F. Collaborators and Other Affiliations

G. Courses Taught

| | |
|---------------|---|
| LAE 4353 | Children's Literature and Language Arts (FAU) |
| RED 4510 | Reading in the Elementary School I (FAU) |
| RED 4311 | Reading in the Elementary School II (FAU) |
| RED 4308 | Reading Development Birth-Grade 3 (FAU) |
| RED 4750 | Reading Development Grade 3-8 (FAU) |
| RED 4552 | Reading Diagnosis (FAU) |
| LAE 6514 | Literature in the Elementary School (FAU) |
| RED 6317/6351 | Developmental Reading (FAU) |
| RED 6518 | Reading Diagnosis for the Classroom Teacher (FAU) |
| RED 6546 | Reading Diagnosis (FAU) |
| RED 6548 | Remedial Reading (FAU) |
| RED 6836 | Reading Practicum (FAU) |
| RED 6656 | Reading Trends and Issues (FAU) |
| EDG 6253 | Design Components of the School Curriculum (FAU) |
| EDF 5223 | Special Topics: Literacy Coaching (FAU) |
| EDU 330 | Exploring Educational Issues through Writing (SUNY-Plattsburgh) |
| EDR 460 | Investigating Reading through Children's Literature (SUNY-Plattsburgh) |
| EDR 318 | Reading Methods (SUNY-Plattsburgh) |
| EDR 515 | Children's Literature (SUNY-Plattsburgh) |
| EDU 394 | Curriculum and Instruction Block (Curriculum, Methods, Management) (SUNY-Plattsburgh) |

H. Community Engagement or Outreach

Literacy Coalition of Palm Beach County-Board of Directors (alternate representative)

Board of Directors, Children's Books on Tape.

Member, Judicial Review Board, Florida Atlantic University, Northern Campuses, (1998-present)

NCATE Faculty Liaison (2011-present)

Coordinate Martin County Reading Cohort (2008-2009)

Abbreviated Curriculum Vitae: Patricia Heydet-Kirsch, Ed.D.

A. Professional Preparation

Ed.D., Higher Education Leadership, University of Miami, Coral Gables, FL, 2002
M.S.Ed., Health Specialist, University of Miami, Coral Gables, FL
B.S.Ed., Biology, Science and Health Information, University of Miami, Coral Gables, FL

B. Appointments

Assistant Dean, Accreditation and Assessment, College of Education 2015
Assistant Professor, Teaching and Learning, College of Education, FAU, 2004 – 2011
Director, Assessment and Program Evaluation
Quality Enhancement Plan (QEP) "Distinction through Discovery" Assessment Director, 2012-13
Teacher, Science Education, Palm Beach County Schools, 1989 – 2004
National Board Certified Teacher, 2001

C. Selected Peer-Reviewed Publications

Chamely-Wiik, D., Dunn, K., Heydet-Kirsch, P., Holman, M., Meeroff, D., & Peluso, J. (2014).
Scaffolding the development of student research skills for capstone experiences: A
multi-disciplinary approach. Council on Undergraduate Research.

Shockley, R., Hardman, J., Watlington, E., & Heydet-Kirsch, P. (August 2011). From
compliance to engagement: Lessons learned from applying a transformational approach
to addressing NCATE Standard 4 – Diversity. Educational Considerations.

D. Selected Other Publications or Products/Grants

Shockley, R., Heydet-Kirsch, P., Hardman, J., Ridener, B. & Watlington, E. (2014) Florida
Atlantic University: a self-study. Council for the Accreditation of Educator Preparation
Shockley, R., Hardman, J., Watlington, E., & Heydet-Kirsch, P. (2007). Florida Atlantic
University; a self-study. National Council for Accreditation of Teacher Education
Science4Us: Game-based K-2 STEM Education for Teachers and Students, DOE SBIR, ED-
IES-13-R-0007 (2013): Co-director
Secondary Honors in the Major Curriculum Grant (2014) Director
Preventing Summer Slide Implementation Evaluation, PEW Foundation (2013-2016): Co-
director
Effective Integration of Educational Impact and Outcomes through Honors Elementary
Education (2013): Director
Assessment Tool Integration (2012) : Co-director
Implementation of Web-based Assessment (2009): Director

E. Synergistic Activities

2015-2016 Palm Beach County STEM Mentor; Summer Institute
2010-2011 Science4US, Curriculum Design
2005-2011 Edukids, Test Item Analysis
2006-2011 Allegro Productions, Science Video Content Editing
2000-2008 Learning Specialists, Exam Coaching
2004 Prentiss Hall Master Teacher Board

F. Collaborators and Other Affiliations

- Heydet-Kirsch, P. (Fall 2014) Assessment User Group Collaboration Conference, Tampa, FL
- Chamely-Wiik, D., Heydet-Kirsch P (accepted for December 2014). Scaffolding the development of student research skills within the curriculum: a multi-disciplinary approach. Submitted session proposal for the Council on Undergraduate Research (CUR); Washington, D.C.
- Heydet-Kirsch, P. (2013). Designing Rubrics for the Assessment of Multiple Levels of Reading Standards. Workshop presentation and work session facilitation, Florida Atlantic University, Boca Raton, FL.
- Chamely-Wiik, D., Heydet-Kirsch P., & Peluso, J. (2013). FAU, a Case Study. Workshop presented at the Southern Association of Colleges and Schools (SACS), SACS Summer Institute: Daytona Beach FL.
- Chamely-Wiik, D., Heydet-Kirsch P., & Peluso, J. (2013). Using the Assessment Rubric to Guide Faculty Accreditation Interview Training. Trainings facilitated with multiple administrators, faculty and staff to prepare for accreditation site visit, Florida Atlantic University, Boca Raton, FL.
- Heydet-Kirsch, P. (2012). Program Evaluations Based on Student Performance Triangulations. Clinic presented at the Florida Users Group Assessment Workshop, University of Miami, Coral Gables, FL.
- Heydet-Kirsch, P. (2011). Using Portfolio-based Assessment to Coach and Mentor Teacher Candidates. (2011) Workshop for State University System Assessment Directors, Tallahassee, FL

G. Courses Taught

Improving College Teaching
Science Methods in Secondary Schools
Effective Teaching Practices (Educator Practicum)
Science Education for Elementary Educators
College Success Strategies
Health Science
Program Evaluation
Rubric Development
Student Learning Outcome Assessment

H. Community Engagement or Outreach

2011 PAEMST Reviewer panel
2010-11 AACTE Membership and Retention Board
2007-2011 Florida Association of Colleges of Teacher Education Research Committee
2004-2011 FACTE member, Day on the Hill participant
2005-2011 Department of Education Initial Certification Evaluator
2007-2011 DOE Rubric Design Committee
2006-2011 DOE Survey as Assessment Team
2006-2011 DOE Site Review Team

Abbreviated Curriculum Vitae: David Devraj Kumar, Ed.D.

A. Professional Preparation

Ed.D., Science Education, Chemistry Cognate, Vanderbilt University, 1991
M.S., Analytical Chemistry, University of Louisville, 1987
B.Sc., Chemistry; minors in Physics and Mathematics, University of Kerala, India, 1978

B. Appointments

Professor of Science Education, Florida Atlantic University, 1998 – Present
Associate Dean of Research and Graduate Studies in Education, Florida Atlantic University, 2005 – 2007
Associate Professor of Science Education, Florida Atlantic University, 1995 – 1998
Assistant Professor of Science Education, Florida Atlantic University, 1993 – 1995
Postdoctoral Fellow, The National Center for Science Teaching and Learning, The Ohio State University, 1991 – 1993
Instructor (adjunct), Vanderbilt University, 1991
Science Education Graduate Assistant, Vanderbilt University, 1988 – 1991
Chemistry Instructor (adjunct), Jefferson Community College, 1988
Science Teacher, Southwest Christian School, KY, 1987

C. Selected Peer-Reviewed Publications

Hill, J., Kumar, D. D., & Verma, R. K. (2014). Designing core concepts for a tertiary chemistry course. *The Chemist*, 87(1), 14-22.
Kumar, D. D., Thomas, P. V., Morris, J. D., Tobias, K., Baker, M., & Jermanovich, T. (2011). Effect of current electricity simulation supported learning on the conceptual understanding of elementary and secondary teachers. *Journal of Science Education and Technology*, 20(2), 111-115, 116.
Kumar, D. D., Thomas, P. V., & Mahfuz, H. (2010). An overview of carbon nanotubes. *Journal of Materials Education*, 32(3-4), 153-162.
Kumar, D. D. (2010). Approaches to video anchors in problem-based science learning. *Journal of Science Education and Technology*, 19(1), 13-19.
Kumar, D. D. (2010). Problem-based learning in nanotechnology with web-based video anchors. *Psycholinguistics*, 40(1&2), 148-154.

D. Selected Other Publications or Products/Grants

Principal Investigator, 2008-11, Web-based anchors in nanotechnology for problem-based science learning, Ewing Marion Kauffman Foundation, \$86,665.
Co-Principal Investigator, 2006-12, Pathways to teaching, Office of Innovation and Improvement, U.S. Department of Education, \$1,944,633.
Science through experiential learning: Research and practice, Mar Theophilus Training College Internal Quality Sustenance Cell Regional Colloquium, India, 2011
Sustainable approaches to promote civic science literacy in the United States, The Catholic Academy of Sciences in the United States of America, 2010
Altschuld, J. W., & Kumar, D. D. (2010). *Needs assessment: An overview*. CA: Sage Publications.

E. Synergistic Activities

Kumar, D. D. Effect of web-based multimedia nanotechnology problem based learning modules on science learning. A poster presentation at the annual meeting of the American Association for the Advancement of Science, Washington, DC, 2011.
STEM Champion Award (College Level), International STEM Education Association, 2013
Honorary Professor, Thin Film Lab, Mar Ivanios College, India, 2010-2015

Faculty Member of the Year, 2013-2014, 2009-2010, FAU Broward Achievement Awards, 2013, 2010
Sir Ron Nyholm Education Prize, Royal Society of Chemistry (UK), 2008-09

Fellow, American Association for the Advancement of Science, 2008 elected

Sir A. Ramaswamy Mudaliar Memorial Lecture, Trends in university science, University of Kerala, 2011

Emmett Carmichael Members and Fellows Lecture, Chemistry literacy: What can be done? The American Institute of Chemists, 2010

Special Invited Lecture, Problem-based science learning with nanotechnology using web-based video anchors, Indian Science Congress Association, 2010

F. Collaborators and Other Affiliations

G. Courses Taught

SCE 4350 Principles & Methods: K-9 School Science (FAU)
SCE 4360 Science: Middle & Secondary School (FAU)
SCE 6151 Science: Elementary & Middle School (FAU)
EDG 7980 Dissertation (FAU)
EDG 7944 Research in Curriculum & Instruction (FAU)
EDG 7938 Doctoral Seminar (FAU)
EDG 6285 Program Evaluation in Curriculum & Instruction (FAU)
EDG 6253 Design Components of Curriculum (FAU)
EDG 6224 US Curricular Trends & Issues (FAU)
EDG 5991 Using STS Issues for Middle and High School Science Teaching (FAU)
HR 1600 Computing: An Introduction to Applications and Issues (Vanderbilt U)
Chem 115 Introduction to Chemistry (Jefferson Community College)

H. Community Engagement or Outreach

Director Board Member, Florida Fund for Minority Teachers, Inc., 2007-present (Also, Member, FFMT Legislative Committee)

Member, Research Committee, College of Education, 2005-present

Guest Science, Teacher, Nova Blanche Forman Elementary School, 2009-2014

The American Institute of Chemists (Fellow)

Reviewer, International Conference on Education, Training and Informatics, 2011

Education Committee, International Confederation for Thermal Analysis and Calorimetry, 2010-present

Editorial Board, Journal of Materials Education, 2007-present

Editorial Board, Journal of Science Education and Technology, 1995-present

Editorial Review Board, The Chemist, 2003-present

Editorial Board, Policy Futures in Education, 2004-present

A. Professional Preparation

Ph.D., Science Education, Florida State University, 2001
Postdoctoral Research Associate, University of Miami, 2001 – 2003
M.S., Biological Oceanography, Old Dominion University, 1995
Post-baccalaureate Coursework in Earth Science and Biology, Virginia Commonwealth University, 1985 – 1989
B.B.A., Finance and Marketing, Stetson University, 1983

B. Appointments

Professor of Science Education, Department of Teaching and Learning, FAU, 2014 - present
Associate Professor of Science Education, Department of Teaching and Learning, FAU, 2009 – 2014
Assistant Professor of Science Education, Center for Marine Science and College of Education, University of North Carolina, Wilmington, NC, 2008 – 2009
Assistant Professor of Science Education, Department of Teaching and Learning, FAU, 2003 – 2008
Postdoctoral Research Associate, School of Education, University of Miami, Miami, FL, 2001 – 2003
Graduate Assistant, Department of Curriculum and Instruction, Florida State University, Tallahassee, FL, 1997 – 2001
Science Teacher, Chesterfield and Louisa Counties, VA, 1987 – 1993, 1995 – 1997)

C. Selected Peer-Reviewed Publications

- Lambert, J. & Bleicher, R. (2014). Improving climate change communication starting with environmental educators. *Journal of Geoscience Education*. 62(3), 388-401.*
- Lambert, J. & Bleicher, R. (2013). Climate change in the preservice teacher's mind. *Journal of Science Teacher Education*. * 24(999-1022).
- Bleicher, R., & Lambert, J. (2013). Preservice teachers' perspectives on global climate change. *The International Journal of Climate Change: Impacts and Responses*, 4(1), 65-72.*
- Lambert, J., Lindgren, J., & Bleicher, R. (2012). Assessing elementary science methods students' understanding about global climate change. *International Journal of Science Education*, 34(7-8), 1167-1188.*
- Lambert, J., & Smith Sundburg, S. (2010). The reasons for the seasons: Tilting toothpicks makes the seasons more understandable for all students. *Science and Children*, 47(8), 68-70.
- Lee, O., Lester, Li Ma, Lambert, J., & Jean-Baptiste, M. (2007). Conceptions of the greenhouse effect and global warming among elementary students from diverse languages and cultures. *Journal of Geoscience Education*, 55(2), 117-125.*
- Lester, B. T., Li M., Lee, O., & Lambert, J. (2006). Social activism in elementary science education: An STS approach to teach global warming. *International Journal of Science Education*, 28(4), 315-339.*
- Lambert, J. (2006). High school marine science and scientific literacy: The promise of an integrated science course. *International Journal of Science Education*, 28(6), 633-654.*
- Lambert, J., & Sundburg, S. (2006). Using an integrated ocean science approach to chart a new course in high school science curriculum. *The Science Teacher*, 73(6), 40-43.
- Lambert, J. (2005). Students' conceptual understandings of science after participating in a high school marine science course. *Journal of Geoscience Education*, 53(5), 531-539.*

D. Selected Other Publications or Products/Grants

Grants

- Principal Investigator, Using NASA Data to Improve Young Adults' Climate and Science Literacy, 2011 – 2014.
Co-Investigator, Promoting Educational Leadership in Climate Change Literacy, 2011 – 2013.
Co-Principal Investigator, National Open-Ocean Energy Laboratory Project, 2010 – 2012.
Lindgren, J. & Lambert, J. (In press). Teaching science to English language learners. In E. Ariza, *Fundamentals of teaching English to speakers of other languages*.
Lambert, J., Lester, B., Lee, O., & Luykx, A. (2007). An earth systems inquiry-based approach reshapes teachers' beliefs about instruction of diverse students. In D. B. Zandvliet & Fisher, D.L. (Eds.), *Sustainable communities, sustainable environments* (97-114). Rotterdam, The Netherlands: Sense Publishers.*

E. Synergistic Activities

- Lambert, J.L., & Bleicher, R. E. (2015, Jan). Scientific Argumentation: NGSS Practice for Improving Climate Change Education. Paper presented at the annual meeting of the Association for Science Teacher Education (ASTE), Portland, OR.
- Bleicher, R.E. & Lambert, J.L. (2014, Dec). High School Teachers and Students Knowledge and Views about Climate Change, a Nice NASA Example. Paper presented at the annual meeting of the American Geophysical Union (AGU), San Francisco.
- Lambert, J.L., & Bleicher, R.E. (2014, Dec). Using Scientific Argumentation in a Science Methods Course to Improve Climate Change Education. Paper presented at the annual meeting of the American Geophysical Union (AGU), San Francisco.
- Lambert, J. & Bleicher, R.E. (2014, July). Improving climate change education through evidence-based scientific argumentation. Paper presented at the International Society for the Study of Argumentation. University of Amsterdam, NL. Refereed based on abstract.
- Lambert, J. & Bleicher, R. E. (2013, April). Climate Science Knowledge Inventory. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco. Refereed based on paper.
- Galindo-Gonzalez, S., Berry, L., Cox, C., Edwards, A., Ellingson, R., Feldman, A., Irani, T.A., Jones, J.W., Lambert, J., Lockhart, C., Mehalls, M., & Ryan, J. G. (2011). Florida Climate Change Education and Training: State University System Cooperative Plan. Florida Climate Change Task Force. <http://floridacclimate.org/whitepapers/>.

F. Collaborators and Other Affiliations

Brian Soden, Ph.D. Professor of Atmospheric Sciences, University of Miami and Robert Bleicher, Professor of Science Education, California State University Channel Islands.

G. Courses Taught

| | |
|----------|--|
| SCE 4350 | Principles and Methods: Elementary and Middle School Science (FAU) |
| SCE 6151 | Science: Elementary & Middle School (FAU) |
| SCE 6345 | Perspectives on Environmental Education (FAU) |
| SCE6343 | SCE 6344 Advanced Methods of Environmental Education |
| EDG 5931 | Special Topics: Methods for Teaching Ocean Science (FAU) |
| EDG 5931 | Special Topics: Global Climate Change Education (FAU) |
| DIS 6906 | Directed Independent Study: Incorporating Data and Scientific Argumentation in Climate Change Curriculum Development (FAU) |
| EDN 544 | The Teaching of Science (UNC-Wilmington) |
| RSM 575 | Methods for Marine and Atmospheric Education (University of Miami) |
| ESC 110 | Integrated Science for Elementary Teachers (University of Miami) |

H. Community Engagement or Outreach

University Research Council Member, Florida Atlantic University (November 2012 – present)

Marine and Coastal Initiatives, Florida Atlantic University (August 2012 – present)

Faculty Assessment Committee Member, Florida Atlantic University (2011-present)

Invited Reviewer, International Journal of Science Education Reviewer. (2007 – present)

Invited Reviewer, Journal of Association for Research in Science Teaching (2004 – 2005)

Invited Reviewer, Journal of Geoscience Education (2005 – present).

Invited Reviewer, Teaching Science in Diverse Classrooms Textbook Review. Allyn & Bacon (October, 2005)

Early Career Award Committee Member. Association for Research in Science Teaching (2012 – 2013)

American Meteorological Society DataStreme Earth's Climate System Local Implementation Team Leader. (2011 – 2013)

Broward County Climate Change Task Force. Member appointed by the Broward County Board of County Commissioners (2012 – present)

Creative Learning and Engagement Opportunities. Advisory and Steering Committee Member (2012 – present)

Empowering Capable Climate Communicators Lecturer and Discussion Leader. University of Miami, Coral Gables, FL (Spring 2011 & Spring 2012)

Abbreviated Curriculum Vitae: Susanne I. Lapp, Ed.D.

A. Professional Preparation

Ed.D., Curriculum and Instruction, University of Cincinnati, OH, 1995

M.Ed., Literacy, University of Cincinnati, OH, 1992

B.S., Elementary Education, University of Cincinnati, OH, 1987

B. Appointments

Associate Professor of Reading, Language Arts and Children's Literature, College of Education, FAU, 2002 - Present

Director, Family Literacy Centers, FAU, 2000 – 2003

Assistant Professor of Reading, University of Texas, Edinburg, TX, 1995 – 1996

Instructor, Graduate Teaching Assistant, University of Cincinnati, OH, 1989 – 1995

Substitute Teacher, Cincinnati, OH, 1978 – 1992

Elementary Teacher, Cincinnati, OH, 1987 - 1989

C. Selected Peer-Reviewed Publications

Weber, R.K., Oldham, E., Fitzgibbon, A., Lapp, S., & Miller, D. (2012, March). Teachers, Leaders, Technology and Change: 10-9-8-7-6-5....Paper presented at the Society for Information Technology and Teacher Education (SITE). Austin, Texas.

Kumar, D.D. K. and Lapp, S. I. (2011, January 25-26). Integrating Nanotechnology into Science Education: Opportunities and Challenges, Paper presented at The Third International Online Conference, Opening Gates in Teacher Education: Education and Teacher Education in the Age of Globalization. The MOFET Institute, Israel.

Lapp, S.I. (2011). Multicultural issues in language arts. In Zainuddin, H., Yahya, N., Morales-Jones, C., & Ariza, E.W. Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms. (3rd Ed) Dubuque, IA: Kendall/Hunt Publishing.

Lapp, S.I. (2010). The emergent language skills of an ESOL child. In Ariza, E. Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student. (2nd Ed) Boston, MA: Allyn and Bacon/ Pearson.

Ariza, E. N. W., Lapp, S.I., & Sacharow, S. (2008). From adjunct to tenure: No colleague left behind. In J. Carmona, (ed.), Perspectives on Community College ESL: Faculty, Administration and the Working Environment TESOL, Inc. Alexandria, VA.

D. Selected Other Publications or Products/Grants

Ariza, E.N. & Lapp, S.I. (2012). Literacy, Language and Culture for Mainstream Teachers of English Learners. Boston, MA: Kona Publishing and Media Group.

Lapp, S. (Spring, 2012). Teaching and Learning/College of Education (Reading Lab) – E-Classroom: Laptops and mobile cart. Technology Fee Grant, FAU. Funded: \$ 36,949

Lapp, S. (Spring, 2012). Teaching and Learning/College of Education (Reading Lab) – E-Classroom: Document Camera and Push Button Control. Technology Fee Grant, FAU. Funded: \$ 2559

Lapp, S. (Spring, 2012). Teaching and Learning/College of Education (Reading Lab) – E-Classroom: Reading software. Technology Fee Grant. FAU. Funded: \$1680

Lapp, S. (Spring, 2012). Teaching and Learning/College of Education (Reading Lab) – E-Classroom: Promethean Board and software. Technology Fee Grant. FAU. Funded: \$10,057

E. Synergistic Activities

Member of the FAU Delegation to Kadi Sarva Vishwavidyalaya (KSV) University in the State of Gujarat, India. (January 2010)

Director of SITA (Seminar for International Teaching Assistants), FAU, 2009

Invited International Professor, Understanding Language Learning and Language Disabilities, Modifying Content for English Learners, Brazil, 2008

F. Collaborators and Other Affiliations

G. Courses Taught

RED 6351 Developmental Reading
RED 6361 Teaching Reading in Middle and Secondary Schools
RED 6546 Reading Diagnosis
RED 6548 Remedial Reading
RED 6836 Reading Practicum
EDG 7906 Testing Analysis
EDG 7938 Doctoral Seminar
LAE 4353 Language Arts and Literature: Birth – Grade 8
RED 4510 Reading in the Elementary Schools I
RED 4511 Reading in the Elementary Schools II
RED 4335 Content Reading: Middle and Secondary Schools
RED 4552 Reading Diagnosis and Remediation: Pre K- Grade 8

H. Community Engagement or Outreach

Conference Co-Chair, Association for Ubiquitous and Collaborative Educators.

(AUCEi) International Conference, Cocoa Beach, FL, 2012- 2013

Founding Fellow, Association for Ubiquitous and Collaborative Educators (AUCEi), 2011-present.

Departmental Editor, "Portal", Essential Teacher, TESOL 2008-2010

Member, General Knowledge Reading: Test Item Development (FTCE), Center for Information, Training and Evaluation Services, Florida State University, 2007-present.

Member, Editorial Board, Sunshine State TESOL, 2004-present.

Co-chair, Joint Appointment (Department of Teaching and Learning and Department of Curriculum, Culture and Educational Inquiry) Committee, 2012-present

Member, College Graduate Programs Committee, 2009-present

Member, NCATE Standing Committee: Assessment, 2007- present

Member, Department Chair Committee, 2007-2008

Member, College International Committee, 2005-present

International TESOL

American Reading Forum (ARF)

World Conference on Curriculum and Instruction (WCCC)

Society for Information Technology and Teacher Education (SITE)

Association for Ubiquitous and Collaborative Educators (A

Abbreviated Curriculum Vitae: Jodi S. Leit, M.Ed.

A. Professional Preparation

M.Ed., Elementary Education, Florida Atlantic University, 1993

B.S., Elementary Education, State University of New York-College at Oneonta, NY, 1978

B. Appointments

Core Teaching Instructor, Effective Teaching Practices, Department of Teaching and Learning, FAU, 2006 – Present

University Supervisor, College of Education, FAU, 1996 – 1997, 2006

Field Placement Director, Office for Academic and Student Services, FAU, 1998 – 2006

Adjunct Professor, Department of Teacher Education, FAU, 1996 – 1997

Elementary Teacher/Grade Level Chairperson, Coconut Creek, FL, 1990 – 1996; 1997 - 1998

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

EDG 3323 Effective Teaching Practices I

H. Community Engagement or Outreach

Reading Resource Volunteer, Del Prado Elementary School, 2004 – 2013

Teacher Education Professional Conference, 2004 – 2006

School District of Palm Beach County, 1998 – 2006

Phi Delta Kappa

Kappa Delta Pi

Florida Future Educators of America

Abbreviated Curriculum Vitae: Philomena Susan Marinaccio, Ph.D.

A. Professional Preparation

Ph.D., Special Education/Reading, University of Miami, Miami, FL, 2001
Ed.S., Curriculum and Supervision, Florida Atlantic University, Boca Raton, FL, 1993
M.S., Elementary Education, State University of New York at Buffalo, NY, 1985
B.A., Elementary Education, State University of New York at Brockport, NY, 1977

B. Appointments

Associate Professor, Reading, COE, Florida Atlantic University, 2009 - Present
Assistant Professor, Reading, COE, Florida Atlantic University, 2004 – 2009
Visiting Professor, Department of Education, FAU, 2003 – 2004
Assistant Professor/Visiting Professor, Exceptional Student Education, State University of New York College, Geneseo, NY, 2002 – 2003
Assistant Professor, Graduate Education and Research, Barry University, Miami Shores, FL, 2001 – 2002
Outreach Project Coordinator, University of Miami, Coral Gables, FL, 2000 - 2001
Educational Liaison, Comprehensive Evaluation Team, University of Miami, 1999 – 2000
Tutor, Disability Services, Academic Development Center, University of Miami, 1999 - 2000
Elementary Teacher, Palm Beach, FL and Buffalo, NY, 1981 - 1998

C. Selected Peer-Reviewed Publications

Marinaccio, P.S. (2013). Remember most that I wrote for democracy: Louise Rosenblatt. *Talking Points*, 24(2), 21-25.
Marinaccio-Eckel, P. (2012, Nov.). Mentoring High School Students for Reading Success: A Good FIT in the Glades. National Council of Teachers of English Annual Conference.
Marinaccio-Eckel, P., Brewer, E. & Thomas, G. (2011, Dec.). Mentoring High School Students for Success: A Good FIT in the Glades. American Reading Forum Annual Conference.
Marinaccio-Eckel, P., Saffer-Domino, L., & Brown, L. (2011). Connecting literacy to life: A curriculum of sociocritical literacy experiences in the third-space to empower English language learners. Annual International Reading Association Conference. Orlando, FL.
Brown, L., Marinaccio-Eckel, P., & Domino-Saffer, L. (2011). Language, literacy, and culture. Annual International Reading Association Conference. Orlando, FL.
Donohue-Carlino, J., & Marinaccio-Eckel, P. (2011). "Do as I do, not as I say". The critical role of Guided Oral Reading in the empowerment of English Language Learners to become self-reliant readers by developing metacognitive strategies. Annual International Reading Association Conference. Orlando, FL.

D. Selected Other Publications or Products/Grants

Marinaccio-Eckel, P. (2010). English language learners' literacy or liberty: Must they choose? In J. A. Carmona, *Language teaching and learning in ESL education: Current issues, collaborations and practice*. Charlotte, NC: Kona Publishing.
Ariza, E., Marinaccio-Eckel, P. S., & Webb, E. (2009). Updating the science textbook to help English language learners integrate science and technology. In L. Savova (Ed.), *Using textbooks effectively*. Alexandria, VA: TESOL Association.
Marinaccio, P. S. (2008). Louise Rosenblatt. In E. Provenzo, (Ed.), *Encyclopedia of social and cultural foundations of education*, 942-943. Thousand Oaks, CA: SAGE Publications.
Co-Investigator, Good FIT in the Glades, FLDOE Mentoring Initiative Grant, 2010 - Present
Marinaccio-Eckel, P. S., Ariza, E., & Bangwanji, Y. (2007-2008, 2008-2009). Mary and Robert Pew Foundation Summer Tiered Approach to Reading Grant. The total grant amounted to \$90,993.00.

Marinaccio, P. S. (2005-2006, 2006-2007). Mary and Robert Pew Foundation Summer Tiered Approach to Reading Grant. The total grant amounted to \$85,654.00.

Marinaccio, P. S. (2004-2005, 2005-2006). Supplemental Educational Services Grant. The total grant amounted to \$233,868.00.

E. Synergistic Activities

F. Collaborators and Other Affiliations

South Florida Education Research Alliance (SFERA). Starratt, G. K., Newman, I., Rios, S. J., Marinaccio, P., Noelliste, M., Bliss, L., Turegun, M., Perkins, S., Shure, L., & Ligas, M. R. (2013-present). Alliance with Broward County Public Schools initiative to foster Black male success.

G. Courses Taught

EDG 5931 Effective Reading Practices (FAU)
EDG 6906 Literacy Research (FAU)
RED 6546 Reading Diagnosis (FAU)
RED 6531 Developmental Reading (FAU)
RED 6836 Reading Practicum (FAU)
RED 6548 Remedial Reading (FAU)
RED 6361 Teaching Reading in Sec & Mid School (FAU)
EEX 4937 Reading Instruction in Special Education (FAU)
RED 4308 Reading Level 1: Birth- Grade 3 (FAU)
RED 4750 Reading Development 2: Grade 3-8 (FAU)
EDU 567 Foundations of Reading (Barry U)
EDU 568 Reading in the Content Areas (Barry U)
EDU 584 Reading Diagnosis (Barry U)
EDU 590 Corrective Reading (Barry U)
EDU 535 Teaching Language Arts (Barry U)
EDU 607 Beginning Reading for Primary Grades (Barry U)
EDU 613 Methods for the Reading Resource Teacher (Barry U)
SPED 231 Introduction to Special Education (State University of New York at Geneseo)
SPED 234 Instructional Strategies and Inquiry in Special Education (State University of New York at Geneseo)
SPED 391 Student Teaching-Special Education-Mild Disabilities (State University of New York at Geneseo)

H. Community Engagement or Outreach

2010-ongoing Florida Teacher Certification Exam Evaluator, FL DOE
2011-2012 Broward Reading Council Executive Committee
2010-2012 Broward Literacy Task Force
2009 Consultant for the Imagine Schools Chancellor Boynton Beach Campus
2011 Florida Atlantic University Technology Workshop, Presenter
2009-2010 Faculty Learning Community for Oral Communications Board Member
2010 Literacy Exam Evaluator Excelsior College
2010-2011 Editor, American Reading Forum Yearbook

Abbreviated Curriculum Vitae: Ann T. Musgrove, Ed.D.

A. Professional Preparation

Ed.D., Adult and Community Education, FAU
Ed.S., Educational Technology, Adult and Community Education, Leadership, FAU
M.Ed., Instructional Technology, Education Foundations, FAU
B.S., Biology, Eckerd College
A.A., General Studies, Northern Virginia Community College

B. Appointments

Assistant Professor, Florida Atlantic University, 2015-Present
Instructor, Instructional Technology, Florida Atlantic University, 2014 – 2015
Instructional Designer and Coordinator of Educational Training Programs, FAU, 2010 – 2013
Online Adjunct Professor of Education, Broward College Online, 2003 – Present
Director, Broward College Title V Co-Op Grant, Partnership between Broward College and FAU to increase Hispanic and other underrepresented minorities to teach in Broward Schools, 2006-2010
Online Adjunct Professor of Teaching and Learning and Educational Leadership and Research Methods, FAU, 1999 – Present
Instructor, Digital Education Teaching Academy, FAU, 2005 – 2006
E-learning Associate, Broward College, 2004 – 2010
Instructional Designer, Blackboard and WebCT, FAU, 2000 – 2001
Graduate Assistant, Educational Technology and Research Department, FAU, 1997 - 2002

C. Selected Peer-Reviewed Publications

Orozco, M., Fowlkes, J., Jerzak, P. & Musgrove, A. (March 2012). Zero to Sixty Plus in 108 Days: Launching a Central Elearning Unit and Its First Faculty Development Program. *Journal of Asynchronous Learning Networks*. Sloan-Consortium 16(2) 177-192.

D. Selected Other Publications or Products/Grants

Brown, S., Bird, J., Musgrove, A. & Powers, J. (2015, in press). The Digital Journey: Integrating Technology into Teaching and Learning. In *Learning and Technology. Handbook of Research on Learning Outcomes and Opportunities in the Digital Age*. Eds. Wang, V. I.

Musgrove, A., & Bryan, V. (2014). Theory and application – Construction of multimodal online learning. *Encyclopedia of Education and Technology in a Changing Society*. Eds. Wang, V. IGI Global

Musgrove, A., Don't be Boring! Free Tools to Create Social Presence in Your Course. (2015). Presented at the 8th Annual Emerging Technologies for Online Learning International Symposium, Dallas, TX, April 22-24, 2015.

E. Synergistic Activities

Nationally Recognized Course Quality Matters. 2013. CEL1001 eLearning Designer/Facilitator Certification Course. Professional Development and Continuing Education Rubric.
Nationally Recognized Course Quality Matters, 2010. EME2040 Introduction to Educational Technology. Higher Education Rubric.
Member, Phi Kappa Phi Honor Society.

F. Collaborators and Other Affiliations

G. Courses Taught

| | |
|----------|--|
| ADE 6184 | Program and Curriculum Development for Adults (FAU) |
| CeL1001 | eLearning Designer/Facilitator Certification Course (FAU) |
| EDF 2085 | Introduction to Diversity and Exceptionalities for Educators (Broward College) |
| EDF 4430 | Educational Tests (FAU) |
| EDF 6623 | Digital Education Teacher Academy (DETA) |
| EDG 6255 | Instructional Program Development (FAU) |
| EME 2040 | Introduction to Educational Technology (FAU and Broward College) |
| EME 4411 | Educational Programming I (FAU) |
| EME 4810 | Applied Educational Technology (FAU) |
| EME 6403 | Telecommunications: Applications of Educational Technology (FAU) |
| EME 6426 | Administrative Applications of Educational Technology (FAU) |
| EME 6458 | Distance Learning Theory & Practice (FAU) |
| EPI 0003 | Technology (Education Preparation Institute) |

H. Community Engagement or Outreach

Program Committee Member for the 6th Annual Quality Matters Conference on Quality Assurance in Online Learning 2014 and 2015.

Vice President, Central Campus, Broward College. Florida Association of Community Colleges.

Executive Board Member, Colleges and Universities for Region V. Florida Association of Teacher Educators.

Executive Board Member, Florida Atlantic University Broward Graduate Council.

PTSO Recording Secretary, Annenberg Grant Committee, Tech-Motivate, Health Occupations Technology Integration, South Plantation High School.

Treasurer, Seminole Middle School PTA.

Treasurer, Yearbook Editor, Tropical Elementary School PTA.

Training Coordinator. Church World Service - Hunger Initiative.

CPR Instructor - American Heart Association.

Abbreviated Curriculum Vitae: Bryan H. Nichols, Ph.D.

A. Professional Preparation

Ph.D., Science Education, University of South Florida, Tampa, FL, 2012
M.S., Marine Science, University of South Florida, St. Petersburg, FL, 2005
M.A., Journalism/Science Journalism, University of South Florida, 2005
B.Sc., Honors Marine Biology, University of Guelph, Canada, 1988

B. Appointments

Assistant Professor, Department of Teaching and Learning, FAU, 2014- Present
Project Manager/Instructor, ASAP STEM Grant, University of South Florida, Lakeland, FL, 2012 – 2014
Instructor, University of South Florida, 2007 – 2014
Curriculum Editor/Designer, various, 2008 - Present

C. Selected Peer-Reviewed Publications

Nichols, B. H. (2014). In it together: Why the community skills of earth smarts are now a critical part of environmental and scientific education. *Brazilian Journal of Research in Science Education, Special Issue on Environmental Education.*

Nichols, B. H. (2013). Teaching earth smarts: Equipping our children with the capacity to adapt. In M. Mueller; D. J. Tippins; & A. J. Stewart (Eds.). *Assessing Schools for Generation R (Responsibility): A Guide to Legislation and School Policy in Science Education.* New York, NY: Springer.

Nichols, B. H. (2012). Green texts? Using earth smarts as a tool to critically examine textbooks for environmental assumptions, distortions and omissions. In H. Hickman and B. J. Porfilio (Eds.). *The New Politics of the Textbook.* Boston: Sense Publishers.

Nichols, B. H. (2010). Introducing essential ecoliteracy, or "Earth smarts": Defining and validating a pragmatic educational construct based on quality of life. *Journal of Sustainability Education, 1(1).*

D. Selected Other Publications or Products/Grants

Nichols, B. H. (2014). Science tao: An open framework to guide teachers and learners towards an increasingly sophisticated understanding of science. National Conference, National Science Teachers Association, Boston, MA, 2014.

Nichols, B. H., & Pitts Bannister, V. (2014). Only math can save the world: Integrating key math skills into middle grades environmental science. National Conference, National Science Teachers Association, Boston, MA, 2014.

Brame, R., Nichols, B. H., & Pitts Bannister, V. (2013). Accelerated Stem Academic Pipeline (ASAP) builds teacher quality in earth systems science and mathematics. Poster paper presented at the 125th Anniversary Annual Meeting & Exposition of the Geological Society of America, Denver, CO.

Nichols, B. H. (2013). Is Science inherently green? Improving preservice teacher attitudes towards science doesn't change their environmental worldview. Paper presented at the annual international conference of the National Association for Research in Science Teaching, Puerto Rico.

Project Manager, ASAP Helios Grant, University of Florida in Lakeland. \$950,000 STEM education grant, 2012 – 2014.

E. Synergistic Activities

F. Collaborators and Other Affiliations

NAEE North American Association for Environmental Education

NARST: A worldwide organization for improving science teaching and learning through research

ASTE Association for Science Teacher Education
LEEF League of Environmental Educators of Florida

G. Courses Taught

SCE 4350 Principles and Methods: K-9 School Science
SCE 6151 Science: Elementary & Middle School
SCE 6345 Perspectives of Environmental Education
SCE 6344 Advanced Methods of Environmental Education
SCE 6644 Trends & Issues in Environmental Education
SCE 6196 Capstone Study in Environmental Education

SCE 4310 Elementary Science Methods (USF)
SCE 4863 Science, Technology, Society, and the Environment (USF)
Field Courses, Grades 4 – 16, Yosemite Institute
Science Modules in Florida, Belize, and British Columbia
PADI and SKAC Certified Instructor

H. Community Engagement or Outreach

Editorial Review Board, Journal of Science Teacher Education, 2014-present
NARST Publications Advisory Committee, 2012 – 2014
Faculty Advisor, Palm Beach County STEM Externship Program, 2015
Florida Environmental Literacy Plan advisor
Project Seahorse (helping kids in Palm Beach County appreciate underwater resources)
Reviewer, Journal of Sustainability Education Reviewer, 2010 – Present
Reviewer, North American Association of Environmental Educators (NAAEE), 2009 – Present
Reviewer, National Research in Science Teaching (NARST) Annual Conference, 2008 – Present

Abbreviated Curriculum Vitae: Don Ploger, Ph.D.

A. Professional Preparation

Ph.D., Cognitive Psychology, Rutgers University, 1986
M.S., Biochemistry, Rutgers University, 1979
B.S., Psychology, Ramapo College, 1974

B. Appointments

Associate Professor, Science and Mathematics Education, Florida Atlantic University, 1997 – Present
Assistant Professor, Science and Mathematics Education, Florida Atlantic University, 1993 – 1997
Teachers and Research Associate, Science and Mathematics, University of California at Berkeley, 1991 – 1993
Educational Psychologist, The Boxer Research Group, School of Education, University of California at Berkeley, 1986 – 1992
Instructor, School of Education, University of California at Berkeley, 1990
Consultant/Instructor, Academic Talent Development Program, University of California at Berkeley, 1988 – 1991

C. Selected Peer-Reviewed Publications

Ploger, D., and Hecht, S. (2012). Meaning, Memory, and Multiplication: Integrating Patterns and Properties with Basic Facts. *Childhood Education*, to appear.
Ploger, D., and Hecht, S. (2009). Enhancing Children's Conceptual Understanding of Mathematics Through Chartworld Software. *Journal of Research in Childhood Education*, 12, 267-277.

D. Selected Other Publications or Products/Grants

Ploger, D., & Rahill, R. (2016). Using Speech Recognition as an Assessment Tool To Enhance Language Learning. Conference for Industry and Education Collaboration (CIEC), Austin, TX. (Paper accepted for publication)
Shankar, R., Lapais, J., Weinthal, C., Ploger, D., Augustin, M. & Aguerrevere, S. (2015). Precision Low-Cost Robotics for Math Education: Work in Progress. 122nd ASEE Annual Conference & Exhibition, Seattle, WA. June 12-15, 2015.
Ploger, D. (2015). Computer Speech Recognition and Language Learning: A Case Study, Paper presented at the Conference for Industry and Education Collaboration (CIEC), Palm Springs, CA, February 4-6, 2015.
Ploger, D., Charischak, I. & Nemeth, A. (2014). Mathematically Meaningful Mistakes: Using the "7 Times 13 Equals 28" Routine to Enhance Instruction. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 2057-2062). Chesapeake, VA:
Ploger, D., Shankar, R., Nemeth, A. & Hecht, S. (2013) Engineers and Other People: Communicating Engineering Results to a Larger Audience. Paper presented at the Conference for Industry and Education Collaboration (CIEC), Phoenix, Arizona, February 6-8, 2013.
Shankar, R., Ploger, D., Masory, O, and McAfee, F. X. (2011). Robotic Games for STEM Education. Paper presented at the American Society for Engineering Education (Middle Atlantic Section), Fall Conference, Temple University, Philadelphia, PA.
Ploger, D., & Hecht, S. Teaching Conceptual Knowledge About Arithmetic Operations Using Chartworld Software: An Evaluation, FAU, Multi-University Reading, Mathematics, and Science Initiative, \$97,966. 2005 – 2007.

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

H. Community Engagement or Outreach

Abbreviated Curriculum Vitae: Jillian R. Powers, Ph.D.

A. Professional Preparation

Ph.D., Curriculum and Instruction, Instructional Technology, Florida Atlantic University, 2014
M.Phil., Politics and Education, Columbia University, New York, NY, 2005
Ed.M., Politics and Education, Teachers College, Columbia University, New York, NY, 2004
M.Ed., Elementary Education, Florida Atlantic University, 1996
B.A., Spanish, Mount Holyoke College, South Hadley, MA, 1994
Florida Teacher Certification, Elementary Education

B. Appointments

Assistant Professor, Florida Atlantic University, 2015-Present
Instructor, Instructional Technology, Florida Atlantic University, 2014 – 2015
Adjunct Instructor, Palm Beach State College, 2014 – Present
Instructional Designer, Palm Beach State College, 2013 – 2014
Adjunct Instructor, Florida Atlantic University, 2012 – 2013
Computer Teacher, Trinity Lutheran School, Delray Beach, FL, 2006 – 2013
Computer Teacher, Fort Lee School District, Fort Lee, NJ, 2000 – 2001
Computer Teacher, Mariah School of Englewood, Englewood, NJ, 1998 – 2000
Research Assistant, Teachers College, Columbia University, New York, NY, 1997 – 1998
Research Assistant, SIRS Publishing, Inc., Boca Raton, FL, 1995 – 1996
Assistant Teacher, Saint Joseph's Episcopal School, Boynton Beach, FL, 1994 - 1995

C. Selected Peer-Reviewed Publications

Brown, S., Bird, J., Musgrove, A., & Powers, J. (under review). The digital journey: Integrating technology into teaching and learning. In C. X. Wang (Ed.), Handbook of Research on Learning Outcomes and Opportunities in the Digital Age. Hershey, PA: IGI Global.
Powers, J. (2014). Lutheran school teachers' instructional usage of the interactive whiteboard.

D. Selected Other Publications or Products/Grants

"SMART Board Basics," Trinity Lutheran School, Delray Beach, FL, 2011
"Using Inspiration Software as an Instructional Tool," Trinity Lutheran School, Delray Beach, FL, 2010
"What's New with Renweb: A New Look, Interface," Trinity Lutheran School, Delray Beach, FL, 2010.

E. Synergistic Activities

Nominated for College of Education Outstanding Dissertation Award, FAU, 2015

F. Collaborators and Other Affiliations

Peer Reviewer, Multimedia Educational Resource for Learning and Online Teaching (MERLOT), California State University, July 2015 to present

G. Courses Taught

EME 2810 Introduction to Technology for Educators (FAU)
EME4810 Applied Educational Technology (FAU)
EME 6601 Instructional Design (FAU)
EDF 2005 Introduction to the Teaching Profession (2005)

EPI 0004 The Teaching and Learning Process (Palm Beach State College)
HEO 0231 Introduction to Computers for Early Childhood Practitioners (PBSC)
HEO 0159 Successful Communications for the Early Childhood Educator (PBSC)
HEO 0244 Integrating Internet Resources into Early Childhood Education (PBSC)

H. Community Engagement or Outreach

Technology Oversight Committee, Trinity Lutheran Church and School, 2006 – 2010
Yearbook Advisor, Trinity Lutheran Church and School, 2010 – 2012
Fort Lee School District Computer Curriculum Committee, 2000

Abbreviated Curriculum Vitae: Angela E. Rhone, Ed.D.

A. Professional Preparation

Ed.D., Curriculum and Teaching, University of North Carolina, Greensboro, NC, 1988
M.Ed., English Education, New York University, New York, NY, 1977
B.A., English Education, City University of New York, Brooklyn College, Brooklyn, NY, 1975

B. Appointments

Professor, College of Education, Florida Atlantic University, 2012-Present
Associate Professor, College of Education, Florida Atlantic University, 2001 - 2012
Assistant Professor, College of Education, Florida Atlantic University, 1995 - 2001
Certified Trainer/Consultant, African and African American History, Palm Beach County School District and Stetson University Multicultural Institute, 1997 - Present
Assistant Professor, University of New Hampshire, Durham, NH, 1994 - 1995
Lecturer, University of North Carolina, Greensboro, NC, 1987 - 1994
Lecturer, Church Teachers' College, Mandeville, Jamaica, WI, 1977 - 1980
Student Teacher, Shellbank Junior Secondary School and Erasmus High School, Brooklyn, NY, 1974 - 1975

C. Selected Peer-Reviewed Publications

Rhone, A. (2005). Preparing Minority Students for High-Stakes Tests: Who are We Cheating? *Childhood Education*.
Rhone, A. (2005). The Immigrant Caribbean Educator. *International Journal of Arts and Sciences*, Manuscript 128-2005.
Rhone, A. (2002). Implementing multicultural curriculum: Effective teaching techniques to overcome teacher resistance. *Teacher Education Quarterly*, 72(2), 43-46.
Rhone, A. (2001). Practice what you teach: Guidelines for Multicultural Educators. *Multicultural Education*, 8(3), 28-29.
Rhone, A. (2001). Multicultural education: Life styles or chances? *Educational Considerations*, 28(2), 1-5.
Rhone, A. (2001). A pedagogy of connection situated in a historical context of a nation's folklores. *Journal of Caribbean Studies*, 15(3), 171-186.

D. Selected Other Publications or Products/Grants

Rhone, A. (Article in Progress). Teacher Education Department Faculty: Preparing for Diverse Classrooms. *The Educational Forum*.
Rhone, A. (Data collection in progress). The Foundations Perspective in the Context of Multicultural Education.
Rhone, A. (Article in Progress). The Social and Political Foundations of the Progressive Education Movement.
International Literacy Conference: Literacy Makes a Difference for Everyone. Northern Caribbean University in association with Wisconsin - White Water. Mandeville, Manchester, Jamaica, W.I., 2003.
Annual International and Intercultural Communication Conference, Miami, FL. Topic: Jamaican Patois: Its History and Connection to Florida's Educational System, 2000.
Fall 2005: Seed Grant: "Improving the FCAT scores of African American students through teacher training: Teaching the teacher about learning styles." U.S. Department of Education. 1994. \$30,000.
Fullbright Hays Group Project Abroad Program - "Jamaica: Literacy & Culture Study Abroad Program." American Reading Forum. Sanibel Island, FL. Topic: Exploring Literacy Through Poetry: Poems that Celebrate Reading, 1999.
National Education Association. Orlando, FL. Topic: Using Cultural and Ethnic Diversity to Enrich Learning in a Multicultural Environment, 1999.

E. Synergistic Activities

Distinguished Teacher of the Year, College of Education, FAU, 2014
Broward Faculty Member of the Year Award, 2001-2012
Distinguished Teacher of the Year, College of Education, FAU, 2007
Broward Faculty Award Recipient, 2007
Excellence and Innovation in Undergraduate Teaching Award, College of Education, FAU, 2004-2005
Consultant. Palm Beach County School Board, 1997 - present.

F. Collaborators and Other Affiliations

G. Courses Taught

Applied Learning Theory (EDF 3210)
Education in a Multicultural Society
Educating the African American Student
Race, Class and Gender in Education
Design Components of Curriculum
Teaching Diverse Students
Social Forces and Education
Constructive Models of School Curriculum
Teaching Hispanic Students (Dissertation)
Learning Styles in Multicultural Education
Educational Theorists (Dissertation)
Core Instruction Practices

H. Community Engagement or Outreach

Southern Association of Colleges and Schools (SACS)
National Council for Accreditation of Teacher Education (NCATE)
Undergraduate Curriculum Committee
Kappa Delta Pi Counselor
Florida Future Educators Club Counselor
Faculty Advisor for Graduate and Undergraduate Students
Judicial Hearing Committee
Member of Search Committee for Student Services 2004-2006
Search Committee for Coordinator for Academic Advisor, July 2005 – Present
Graduate Assistant Coordinator- Department of Teacher Education, Davie Campus.
University Faculty Council
Undergraduate Curriculum Advisor – 2003 – Present

Abbreviated Curriculum Vitae: Barbara R. Ridener, Ph.D.

A. Professional Preparation

Ph.D., Mathematics Education, University of Georgia, 1995
M.Ed., Secondary Mathematics Education, University of Central Florida, 1990
B.S., Elementary Education, University of Central Florida, 1982

B. Appointments

Chair, Department of Teaching and Learning, College of Education, FAU, 2007 – Present
Interim Chair, Department of Teaching and Learning, FAU, 2006 – 2007
Associate Professor of Mathematics Education, FAU, 2004 – Present
Content Area Specialist – Mathematics, CompassLearning, Weston, FL, 2004 – 2005
Assistant Professor of Mathematics Education, FAU, 1996 – 2004
Market Development Manager, Texas Instruments, Dallas, TX, 2001 – 2003
Assistant Professor of Mathematics Education, Temple University, 1995 – 1996
Graduate and Teaching Assistant, University of Georgia, 1991 – 1995
Instructor, Mathematics Education, University of Central Florida, 1990 – 1991
Teacher, Private and Public Schools in Orlando, FL, 1982 - 1990

C. Selected Peer-Reviewed Publications

Ridener, B., & P. Fritzer. (2004). Mathematics Content for Elementary and Middle School Teachers. Boston, MA: Allyn & Bacon.
Goldstein, P., & B. Ridener (2007). Achieving state standards by enhancing math vocabulary in young children. Young Exceptional Children.

D. Selected Other Publications or Products/Grants

Ridener, B., Bristor, V., Reilly, E., & Fritzer, P. (2013, January). Onward and Upward with High School Geometry Teachers. Paper presented at the 2013 Hawaii International Conference on Education, Honolulu, HI. [Paper selected by refereed evaluation of the abstract.]
Fritzer, P., Bristor, V., Assuncion, A., & Ridener, B. (2013, January). Onward and Upward with American History Teachers. Paper presented at the 2013 Hawaii International Conference on Education, Honolulu, HI. [Paper selected by refereed evaluation of the abstract.]
Kumar, D., Ridener, B., & Bindu, R.L. (2013, January). Teaching Nanoscale Through Integrated Science and Mathematics. Paper presented at Bombay Teacher Training College UGC Sponsored International Conference – Redefining Education: Expanding Horizons, Mumbai, India. [Paper selected by refereed evaluation of the abstract.]
Reilly, E., Ridener, B.R., Blue, M., & Hoim, T. (2012, October). iTeach Geometry (High School). Florida Council of Teachers of Mathematics annual meeting. Orlando, FL [Paper selected by referred evaluation of the abstract.]
Principal investigator, EXCEED. (\$4.3 million). Florida Center for Excellence in Elementary Education. (2014 – 2017)
Principal investigator, iTeach Geometry. (\$500,000). Florida Teacher Quality Partnership Grant. (2012 - 2013)
Principal investigator, iTeach U.S. History. (\$500,000). Florida Teacher Quality Partnership Grant. (2012 - 2013)
Principal investigator, iTeach Geometry. (\$500,000). Florida Teacher Quality Partnership Grant. (2011 - 2012)
Principal investigator, iTeach U.S. History. (\$500,000). Florida Teacher Quality Partnership Grant. (2011 - 2012)

E. Synergistic Activities

Facilitator, Institute for Academic Leadership Workshops, State Leadership Training, 2011 – present.
Folio Reviewer, State of Florida Department of Education, Initial Teacher Preparation Program Review, 2008 – present
Coordinator, Seminar for International Teaching Assistants training program. Florida Atlantic University.
2007 - 2014.
Member, Executive Committee, College of Education. 2007 - present.
NCATE, Member of College Core Working Group, Member of NCATE Leadership Team, Chair, Standards 1 and 3 Committee. 2010 - present.
Member, International Committee. 2003 – present.

F. Collaborators and Other Affiliations

G. Courses Taught

MAE 4350 Principles and Methods: K9 School Mathematics
MAE 6151 Math: Elementary/Middle School

H. Community Engagement or Outreach

American Association of Colleges of Teacher Education
American Educational Research Association
Association of Mathematics Teacher Educators
Florida Association of Math Teacher Educators
Mathematical Association of America
National Council of Teachers of Mathematics
State of Florida Higher Education Consortia

Abbreviated Curriculum Vitae: Janet Leigh Towell, Ed.D.

A. Professional Preparation

Ed.D, C & I, Reading, Early Literacy, University of Maryland, 1985
M.A., Reading Education K-12, Appalachian State University, 1979
B.S., Early Childhood, Appalachian State University, 1972

B. Appointments

Professor of Reading/Language Arts & Children's Literature, FAU, 2004 – Present
Professor of Teacher Education, Reading/Language Arts, California State University, Stanislaus, Turlock, CA, 1990 – 2004
Adjunct Professor of Teacher Education, Peabody College, Vanderbilt University, Nashville, TN, 1989 – 1990
Assistant Professor of Language, Reading, and Exceptionalities (Interim), Appalachian State University, Boone, NC, 1988 - 1989

C. Selected Peer-Reviewed Publications

Children as authors and illustrators: Teaching writing through the six language Arts. College Reading Association Yearbook (2010, 31, 375-389); co-authored with Jane Matanzo.

Creative Literacy in Action: Birth Through Age Nine, with Katherine Powell and Susannah Brown (under contract with Cengage; anticipated publication date of Spring 2016)

Engaging young writers through book design: Kappa Delta Pi Record (in press); co-authored with Susannah Brown (publication date of October, 2015)

D. Selected Other Publications or Products/Grants

Changing Lives: Reading and Writing Workshops of Teachers College: WinkWorld (August/September 2011, 3)

Hooked on Books: Language Arts and Literature in Elementary Classrooms: Second Edition (2013). Dubuque, IA: Kendall Hunt.

E. Synergistic Activities

Presenter, International Reading Association, May 2014, in New Orleans, LA: Get your students hooked on books – Children's books and strategies for increasing reading comprehension

Presenter, National Council for Teachers of English, November 2012, in Las Vegas, NE: Motivating Reluctant Writers, K-4

Honorable Mention for Academic Advisor of the Year by the FAU Student Association (Fall 2012)
Professor of Teacher Education, Emerita; California State University, Stanislaus

Teacher's College Reading and Writing Project Saturday Reunion at Columbia University in New York City (March 28, 2015)

Teacher's College Reading and Writing Project Saturday Reunion at Columbia University in New York City (October 18, 2014)

Reading and Writing Workshop at The Bridge Hotel in Boca Raton, FL (December 8, 2012) for FAU, Department of Teaching and Learning

Teacher's College Reading and Writing Project Saturday Reunion at Columbia University in New York City (October 27, 2012)

Teacher's College Reading and Writing Project Saturday Reunion at Columbia University in New York City (October 2011)

Teacher's College Writing Institute (June 27-July 1, 2011) and Teacher's College Reading Institute (July 5-9, 2011) at Columbia University in New York City

F. Collaborators and Other Affiliations

G. Courses Taught

RED 4308 Reading Development I: Birth through Grade 3
RED 4552 Reading Diagnosis and Remediation: PreK-Grade 8
RED 4750 Reading Development 2: Grades 3-8
RED 6356 Picture Books for Content Learning
RED 6518 Reading Practicum for Classroom Teachers
RED 6546 Reading Diagnosis & Remediation
RED 6548 Remedial Reading
RED 6836 Reading Practicum
RED 6303 Beginning Reading K-3
LAE 4353 Language Arts and Children's Literature K-8
LAE 6415 Children's Literature: Elementary Education
EDG 5931 Special Topics: Teaching Literacy through the Arts

H. Community Engagement or Outreach

Association of Literacy Educators and Researchers (ALER)
Co-Chair of the Reading Room for ALER conference (2009+)
Member of Ad Hoc Steering Committee for ALER service project (2009)
Member of ALER One Book Project (2009)
Member of the ALER Program Committee (2009)
Member of the review board for The California Reader (1999-present)
California Reading Association (Executive Board Member from 1996-1999)
International Reading Association (now International Literacy Association)
National Council for Teachers of English
Organization of Teacher Educators in Reading
United Faculty of Florida (UFF) 2004+

Abbreviated Curriculum Vitae: Patricia Pulido Willems, Ph.D.

A. Professional Preparation

Ph.D., Educational Psychology, University of Florida, 2000
M.Ed., Educational Psychology, University of Florida, 1997
B.A., Sociology, University of Florida, 1995

B. Appointments

Associate Professor, Educational Psychology, Department of Teacher Education, FAU, 2000 – Present
Graduate Teaching Assistant, Department of Educational Psychology, University of Florida, 1996 - 2000

C. Selected Peer-Reviewed Publications

Gonzalez-DeHass, A. R., & Willems, P. P. (2013). Theories in Educational Psychology: Concise Guide to Meaning and Practice. Lanham, MD: Rowman & Littlefield. (editorial and blind peer-reviewed)
Willems, P. P., & Gonzalez-DeHass, A. R. (2005) Case Studies in Educational Psychology. Boston, MA: Allyn & Bacon. (editorial and blind-peer reviewed)
Willems, P. P., & Gonzalez-DeHass, A. R. (2012) School-community partnerships: Using authentic contexts to academically motivate students. School Community Journal, 22(2), 9-30.

D. Selected Other Publications or Products/Grants

Gonzalez-DeHass, A. & Willems, P. (2013, February). Effective case study instruction in educational psychology. Roundtable presented at the annual meeting of the Eastern Educational Research Association (EERA), St. Petersburg, FL.
Gonzalez-DeHass, A. & Willems, P. (2012, February). Parental involvement in students' learning strategy acquisition. Roundtable presented at the annual meeting of the Eastern Educational Research Association (EERA), Hilton Head, SC.
Gonzalez-DeHass, A. & Willems, P. (2011, February). Children's acquisition of learning strategies. Roundtable presented at the annual meeting of the Eastern Educational Research Association (EERA), St. Petersburg, FL.

E. Synergistic Activities

Nominated for Distinguished Teacher of the Year Award, 2002

F. Collaborators and Other Affiliations

G. Courses Taught

EDF 6229 Educational Psychology (FAU)
EDF 6142 Thinking Processes and Styles in the Classroom (FAU)
EDF 6339 Concepts of Self (FAU)
EDF 3210 Applied Learning Theory (FAU)
EDF 3210 Educational Psychology (UF)
EDF 3110 Human Growth and Development (UF)
EDF 3214 Learning and Cognition (UF)
EDF 3115 Child Development (UF)

H. Community Engagement or Outreach

Reviewer of manuscripts for School Community Journal, 2010 - Present
Proposal Reviewer for Florida Educational Research Association (FERA), 2010
Reviewer of manuscripts for Research in Educational Reform Journal, 2004-2009
Reviewer of manuscripts for Florida Journal of Education, 2004-2009
Proposal Reviewer for Florida Educational Research Association (FERA), 2002
Proposal Reviewer for American Educational Research Association (AERA), 2005
Department of Teaching and Learning Graduate Programs Committee, 2011-present
Department of Teaching and Learning Graduate Programs Curriculum Sub-Committee, 2011-2012
Department of Teaching and Learning University Library Liaison, 2011
Department of Teaching and Learning Proposal Reviewer for Graduate and Undergraduate Annual
Symposium, Davie Campus, 2011
American Educational Research Association
American Psychological Association
Florida Educational Research Association
Eastern Educational Research Association
Pi Lambda Theta International Honor Society and Professional Association in Education
Empire Who's Who

Appendix H

Student Perception of Teaching

Term: Fall, 2014
 College: All – Department: All
 Campus: All
 Course Type: All – Course Level: All – Course Size: All
 Number of Classes: 2,018
 Number of Respondents: 40,670
 Percentage of Enrolled Students Responding: 50.4%

College of Education

| 1. Clearly stated the objectives of the course | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.28 | 76.62% | 15.52% | 3.30% | 2.31% | N/A |

| 2. Covered what was stated in the course objectives | | | | | | |
|---|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.28 | 76.62% | 15.52% | 3.30% | 2.30% | N/A |

| 3. Was organized and prepared for class | | | | | | |
|---|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.33 | 75.52% | 13.79% | 4.26% | 3.22% | N/A |

| 4. Communicated ideas effectively | | | | | | |
|-----------------------------------|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.45 | 69.69% | 18.52% | 6.95% | 4.80% | N/A |

| 5. Told students how they would be evaluated | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.32 | 77.25% | 15.10% | 4.22% | 3.16% | N/A |

| 6. Gave assignments that assisted in learning the material | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.35 | 74.44% | 16.53% | 3% | 3.62% | N/A |

Term: Fall, 2014
 College: Education – Department: TEACHING & LEARNING
 Campus: All
 Course Type: All – Course Level: All – Course Size: All
 Number of Classes: 108
 Number of Respondents: 1,328
 Percentage of Enrolled Students Responding: 52.3%

TEACHING & LEARNING

| 1. Clearly stated the objectives of the course | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.22 | 83.8% | 11.62% | 2.57% | 1.93% | N/A |

| 2. Covered what was stated in the course objectives | | | | | | |
|---|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.22 | 83.92% | 11.29% | 2.6% | 2% | N/A |

| 3. Was organized and prepared for class | | | | | | |
|---|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.25 | 83.07% | 11.32% | 3.17% | 2.44% | N/A |

| 4. Communicated ideas effectively | | | | | | |
|-----------------------------------|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.33 | 78.21% | 17.81% | 4.5% | 3.0% | N/A |

| 5. Told students how they would be evaluated | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.22 | 83.64% | 11.72% | 3.19% | 1.45% | N/A |

| 6. Gave assignments that assisted in learning the material | | | | | | |
|--|------|---|----------------|-------------------|---------------------|-------------|
| | Mean | Percentage of Students Selecting Response | | | | |
| | | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| | | -1 | -2 | -3 | -4 | % |
| | 1.24 | 81.7% | 16.81% | 2.6% | 2.56% | N/A |

7. Gave useful feedback on coursework

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.47 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 63.47 | 17.8 | 7.16 | 5.25 | |

8. Made the subject interesting

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.52 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 66.46 | 19.73 | 7.13 | 6.39 | |

9. Encouraged students to think critically

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.36 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 74.01 | 17.43 | 4.49 | 3.70 | |

10. Was willing to listen to students questions and opinions

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.29 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 79.55 | 13.24 | 3.42 | 3.51 | |

11. Was available during office hours or appointment times

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.25 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 79.04 | 14.72 | 2.28 | 3.16 | |

12. Showed respect for students

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.24 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 82.67 | 11.76 | 2.58 | 2.81 | |

13. Was concerned with whether students learned

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.39 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 78.36 | 15.36 | 4.32 | 3.70 | |

7. Gave useful feedback on coursework

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.29 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 81.22 | 11.94 | 2.87 | 3.92 | |

8. Made the subject interesting

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.34 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 76.72 | 15.79 | 3.63 | 3.78 | |

9. Encouraged students to think critically

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.26 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 81.09 | 13.59 | 2.88 | 2.45 | |

10. Was willing to listen to students questions and opinions

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.26 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 83.61 | 9.96 | 2.53 | 3.88 | |

11. Was available during office hours or appointment times

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.2 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 83.3 | 17.01 | 1.51 | 2.63 | |

12. Showed respect for students

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.22 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 85.64 | 9.58 | 1.86 | 2.92 | |

13. Was concerned with whether students learned

| Mean | Percentage of Students Selecting Response | | | | |
|------|---|----------------|-------------------|---------------------|-------------|
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response |
| 1.22 | -1 % | -2 % | -3 % | -4 % | N/A |
| | 84.78 | 16.04 | 2.39 | 2.8 | |

| 14. Was interested in teaching | | | | | | |
|--------------------------------|---|----------------|-------------------|---------------------|-------------|-----|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response | |
| 1.29 | 78.15% | 13.51% | 3.32% | 3.59% | 0% | N/A |

| 14. Was interested in teaching | | | | | | |
|--------------------------------|---|----------------|-------------------|---------------------|-------------|-----|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response | |
| 1.2 | 86.51% | 8.1% | 2.34% | 3.99% | 0% | N/A |

| 15. Gave exams that reflected the material covered | | | | | | |
|--|---|----------------|-------------------|---------------------|-------------|-----|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response | |
| 1.31 | 67.11% | 12.67% | 3.29% | 14.57% | 0% | N/A |

| 15. Gave exams that reflected the material covered | | | | | | |
|--|---|----------------|-------------------|---------------------|-------------|-----|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Completely Agree | Somewhat Agree | Somewhat Disagree | Completely Disagree | No Response | |
| 1.19 | 71.89% | 8.15% | 1.91% | 16.72% | 0% | N/A |

| 16. How difficult was this course for you? | | | | | | |
|--|---|--------------------|-------------|-------|-----------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Very Difficult | Somewhat Difficult | About Right | Easy | Very Easy | No Response |
| 2.58 | 11.32% | 39.43% | 45.33% | 8.64% | 5.1% | N/A |

| 16. How difficult was this course for you? | | | | | | |
|--|---|--------------------|-------------|-------|-----------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Very Difficult | Somewhat Difficult | About Right | Easy | Very Easy | No Response |
| 2.9 | 4.54% | 20.01% | 58.25% | 9.74% | 5.9% | N/A |

| 17. How was the pace at which the instructor covered the material? | | | | | | |
|--|---|-------------------|-------------|-------------------|---------------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Much Too Fast | A Little Too Fast | About Right | A Little Too Slow | Much Too Slow | No Response |
| 2.79 | 5.13% | 14.68% | 74.97% | 2.94% | 1.77% | N/A |

| 17. How was the pace at which the instructor covered the material? | | | | | | |
|--|---|-------------------|-------------|-------------------|---------------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Much Too Fast | A Little Too Fast | About Right | A Little Too Slow | Much Too Slow | No Response |
| 2.9 | 2.8% | 7.57% | 86.2% | 1.2% | 1.62% | N/A |

| 18. What grade do you expect to receive in this course? | | | | | | |
|---|---|--------|-------|-------|-------|-------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | A | B | C | D | Fail | Pass |
| N/A | 50.16% | 32.73% | 8.72% | 0.86% | 1.24% | 5.65% |

| 18. What grade do you expect to receive in this course? | | | | | | |
|---|---|--------|-------|----|-------|-------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | A | B | C | D | Fail | Pass |
| N/A | 76.35% | 18.34% | 1.89% | 0% | 0.40% | 2.29% |

| 19. How much do you think that you have learned in this course? | | | | | | |
|---|---|-----------------|------------------------|-----------------|---------------------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | An Exceptional Amount | More Than Usual | About as Much as Usual | Less Than Usual | Almost None/Nothing | No Response |
| 2.19 | 30.85% | 36.92% | 27.63% | 6.60% | 3.45% | N/A |

| 19. How much do you think that you have learned in this course? | | | | | | |
|---|---|-----------------|------------------------|-----------------|---------------------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | An Exceptional Amount | More Than Usual | About as Much as Usual | Less Than Usual | Almost None/Nothing | No Response |
| 1.99 | 38.64% | 37.02% | 21.79% | 5.35% | 2.23% | N/A |

| 20. This course as a whole was: | | | | | | |
|---------------------------------|---|-----------|-------|-------|-------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Excellent | Very Good | Good | Fair | Poor | No Response |
| 2.35 | 37.28% | 27.51% | 23.0% | 8.67% | 5.19% | N/A |

| 20. This course as a whole was: | | | | | | |
|---------------------------------|---|-----------|--------|-------|-------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Excellent | Very Good | Good | Fair | Poor | No Response |
| 1.83 | 52.2% | 24.47% | 13.25% | 5.72% | 1.79% | N/A |

| 21. Rate the instructor's overall effectiveness in this course: | | | | | | |
|---|---|-----------|--------|------|-------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Excellent | Very Good | Good | Fair | Poor | No Response |
| 1.97 | 47.65% | 23.52% | 15.96% | 7.1% | 5.42% | N/A |

| 21. Rate the instructor's overall effectiveness in this course: | | | | | | |
|---|---|-----------|--------|-------|-------|-------------|
| Mean | Percentage of Students Selecting Response | | | | | |
| | Excellent | Very Good | Good | Fair | Poor | No Response |
| 1.73 | 59.28% | 20.81% | 11.13% | 4.38% | 4.29% | N/A |

Form Date: August 4, 2016
 Program: SPOT_Report_AltItems_v3Less

Office of Institutional Effectiveness & Analysis
 Student Perception of Teaching Survey

Institutional Effectiveness & Analysis | Contact us: iea@fau.edu

Appendix I

M.Ed. Curriculum and Instruction Plus Florida Teaching Certifications 2013-2014 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

Candidates will demonstrate the Student Learning Outcome (SLO) of Content Knowledge by aligning instruction with state-adopted standards at the appropriate level of rigor, by creating relevant lesson plans while enrolled in RED 4335 through a lesson plan and a content adaption lesson. Candidates will also sequence lessons and concepts to ensure coherence and required prior knowledge, and to meet expectations on Florida Educators Accomplished Practices (FEAPs) A.1.a and A.1.b. The candidate's ability to develop sequenced classroom lesson plans aligned to state-adopted standards with coherent concepts is also required by the Florida Department of Education (FLDOE) for all candidates who are enrolled in an initial teacher certification program for secondary education.

Academic Learning Categories related to this outcome:

Content Knowledge
Procedural Knowledge (Technical Skills)
Procedural Knowledge (Research skills)
Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience
Objective 2: Strengthen and expand graduate programs

Implementing Strategy:

Candidates enrolled in RED 4335 will demonstrate content knowledge of and support outcomes described in the Florida Next Generation Sunshine State Standards (Common Core) and in FEAPs A.1.a and A.1.b to help

students improve academic achievement through the design of rigorous concepts and sequential lesson plans and by adapting content to address differing grades and learning styles. Candidates will be able to develop lessons aligned to the appropriate standards for the discipline they are teaching. This knowledge will also be included in content courses taught by faculty outside the College of Education.

Candidates are required to take the Florida Teacher Certification Examinations (FTCE) in their area of study. They will be required to pass the Subject Area component to demonstrate Content Knowledge. This subject exam must be passed prior to placement for Student Teaching.

Assessment Method:

Candidates enrolled in RED 4335 will be assessed on content knowledge and FEAPs A.1.a and A.1.b using rubrics. These rubrics will be recorded in the College of Education Livetext Assessment system.

Data will be collected as to the performance of students on the Subject Area (in their area of study) portion of the Florida Teacher Certification Exam (FTCE). The department will report (a) the number of students who sat for the elementary education FTCE and (b) the number of students who passed the FTCE, any Department of Education (DOE) data provided to the college will be analyzed.

Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes. The assessment templates/forms and rubrics will be used as the candidates Student Learning Outcome Assessment for Knowledge and as an assessment for FEAPs A.1.a and A.1.b.

Criterion for success

95% of candidates enrolled in RED 4335 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a. and A.1.b by demonstrating their SLO of knowledge to prepare classroom lessons that are aligned to state-adopted standards at the appropriate level of rigor through lesson plan assignments.

As in last year, 100% of candidates who have taken the Subject Area Examination portion of the FTCE in their area of study are required to pass prior to student teaching.

Results

Data Summary

M.Ed in Curriculum and Instruction plus Certification

A.1.a

RED 4335

Fall 2013 & Spring 2014

| Rubric Score | Number (Percentage) |
|----------------------------|----------------------------|
| Exceeds Expectations | 98 (81%) |
| Meets Expectations | 11 (9%) |
| Does Not Meet Expectations | 0 |
| No Attempt | 12 (10%) |

Candidates in the M.Ed in Curriculum and Instruction plus Certification have to take RED 4335, which is their Content Area Reading Class. While in RED 4335 candidates have to complete a Lesson Plan and Content Adaptation Assignment to fulfill the SLO of content knowledge and to at least meet expectations on FEAP A.1.a.

The above table shows the aggregate of candidates work on the candidates' lesson plan and content adaptation assignments within RED 4335 for fall 2013 and fall 2014.

The graph shows that 81% of candidates scored Exceeded Expectations on the assessment cycle, and that 9% meet expectation, which means that 90% of candidates at least met expectations, which is 5% below our criteria for success. These benchmarks are used by the department to determine if the candidate can continue to progress through the program. The number of No Attempts reflects the number of students who have dropped the course or were not in attendance when the assignment was given (e.g., incomplete).

For course specific data please see supporting documents entitled Fall 13 RED 4335 FEAP 2013 A.1.a and Spring 14 RED 4335 FEAP 2013 A.1.a

M.Ed in Curriculum and Instruction plus Certification

A.1.b

RED 4335

Fall 2013 & Spring 2014

| Rubric Score | Number (Percentage) |
|----------------------------|----------------------------|
| Exceeds Expectations | 100 (81%) |
| Meets Expectations | 11 (9%) |
| Does Not Meet Expectations | 0 |
| No Attempt | 12 (10%) |

Candidates in the M.Ed in Curriculum and Instruction plus Certification have to take RED 4335, which is their Content Area Reading Class. While in RED 4335 candidates have to complete a Lesson Plan and Content Adaptation Assignment to fulfill the SLO of content knowledge and to at least meet expectations on FEAP A.1.b.

The above table shows the aggregate of candidates work on the candidates' lesson plan and content adaptation assignments within RED 4335 for fall 2013 and fall 2014.

The table shows that 81% of candidates scored Exceeded Expectations on the assessment cycle, and that 9% meet expectation, which means that 90% of candidates at least met expectations, which is 5% below our criteria for success. These benchmarks are used by the department to determine if the candidate can continue to progress through the program. The number of No Attempts reflects the number of students who have dropped the course or were not in attendance when the assignment was given (e.g., incomplete).

For course specific data please see supporting documents entitled Fall 13 RED 4335 FEAP 2013 A.1.b and Spring 14 RED 4335 FEAP 2013 A.1.b

As in last year, 100% of candidates passed the Subject Area Exam part of the FTCE.

Program Improvement

To increase the percentage of "Exceeds Expectation" and Meets Expectation" for FEAPs A.1.a and A.1.b to 95%.

Program Improvement Codes

Learning Outcome 2

Description and Methodology

Outcome Description

Candidates will demonstrate the Student Learning Outcome (SLO) of Critical Thinking and the Florida Educators Accomplished Practices (FEAPs) of A.4.a and A.4.c by analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process. The candidate also shows critical thinking by using a variety of assessment tools to monitor student progress, achievement and learning gains. The candidate demonstrates the SLO of critical thinking while enrolled in EDF 3210 and ESE 3940.

The candidate's ability to acquire performance assessment techniques and strategies that measure higher order thinking skills in students and building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively will demonstrate the SLO of critical thinking, achievement and learning gains.

Academic Learning Categories related to this outcome:

Critical Thinking
Practical Skills
Creative Skills
Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Implementing Strategy:

Candidates enrolled in EDF 3210 (Applied Learning Theory) complete an Educational Psychology Analysis: Learning Environments and Evaluation. In this paper the candidates assess student learning gains and monitor progress in achievement through the analysis of assessment data.

Candidates enrolled in ESE 3940 (Secondary School Effective Instruction) complete an Assessment Cycle assignment. This assignment requires the candidates to analyze the effectiveness of their lesson plans and the intensive instruction based on students' achievement. It consists of the creation of a pretest with analysis, three consecutive thematic lessons with post-teaching reflections, and a posttest with analysis.

Assessment Method:

Candidates enrolled in EDF 3210 will be assessed for critical thinking and FEAP A.4.c by using a rubric. This rubric will be recorded in the College of Education Livetext Assessment system.

Candidates enrolled in ESE 3940 will be assessed for critical thinking and FEAP A.4.a by using a rubric. This rubric will be recorded in the College of Education Livetext Assessment system.

Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate the student learning outcome of critical thinking and the FEAP A.4.a. and A.4.c

Criterion for success

95% of students enrolled in EDF 3210 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.4.c by earning a rating of "M" on the Educational Psychology Analysis: Learning Environments and Evaluation rubric to demonstrate the SLO of critical thinking.

95% of students enrolled in ESE 3940 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.4.a by earning a rating of "M" on the Lesson Plan 3 and Reflection rubric and the Posttest Analysis rubric to demonstrate the SLO of critical thinking.

Results

Data Summary

M.ED Curriculum and Instruction plus Certification

A.4.a

ESE 3940

Fall 2013 and Spring 2014

| Rubric Score | Number (Percentage) |
|----------------------------|----------------------------|
| Exceeds Expectations | 4 (44%) |
| Meets Expectations | 5 (56%) |
| Does Not Meet Expectations | 0 |
| No Attempt | 0 |

Candidates in the M.ED Curriculum and Instruction plus Certification program have to take ESE 3940 and successfully complete in order to fulfill their degree. While in ESE 3940 candidates have to successfully complete an Assessment Cycle to fulfill the SLO of critical thinking and at least meet expectations on FEAP A.4.a.

The above table shows the aggregate of candidates work on Assessment Cycle within ESE 3940 for fall 2013 and spring 2014.

The table shows that 44% of candidates exceeded expectations and 56% of the candidates met expectations on the Assessment Cycle which means 100% of the candidates at least met expectations, which is 5% better than our criteria for success. These benchmarks are used by the department to determine if the candidate can continue to progress through the program. Students who Do Not Meet Expectations are remediated within the course or through retaking the course.

For course specific data please see supporting documents entitled Fall 13 M ED Curr Instruct FEAP 2013 A.4.a and Spring 14 M ED Curr Instruct FEAP 2013 A.4.a.

M.ED Curriculum and Instruction plus Certification

A.4.C

EDF 3210

Fall 2013 and Spring 2014

| Rubric Score | Number (Percentage) |
|----------------------------|----------------------------|
| Exceeds Expectations | 5 (71%) |
| Meets Expectations | 2 (29%) |
| Does Not Meet Expectations | 0 |
| No Attempt | 0 |

Candidates in the M.ED Curriculum and Instruction plus Certification program have to take EDF 3210 and successfully complete in order to fulfill their degree. While in EDF 3210 candidates have to successfully complete an Educational Psychology Analysis: Learning Environments and Evaluation to fulfill the SLO of critical thinking and at least meet expectations on FEAP A.4.c.

The above table shows the aggregate of candidates work on Educational Psychology Analysis: Learning Environments and Evaluation within EDF 3210 for fall 2013 and spring 2014.

The table shows that 71% of candidates exceeded expectations and 29% of the candidates met expectations on the Educational Psychology Analysis: Learning Environments and Evaluation which means 100% of the candidates at least met expectations, which is 5% better than our criteria for success. These benchmarks are used by the department to determine if the candidate can continue to progress through the program. Students who Do Not Meet Expectations are remediated within the course or through retaking the course.

For course specific data please see supporting documents entitled Fall 13 M ED Curr Instruct FEAP 2013 A.4.c and Spring 14 M ED Curr Instruct FEAP 2013 A.4.c.

Program Improvement

Program Improvement Codes

Learning Outcome 3

Description and Methodology

Outcome Description

Candidates will demonstrate the Student Learning Outcome (SLO) of Communication and the Florida Educators Accomplished Practices (FEAP) of A.2.e by modeling clear, acceptable oral and written communication skills.

While enrolled in content methods courses (e.g. LAE 4360, SCE 4360, SSE 4361) candidates will demonstrate the ability to communicate effectively verbally and in writing by creating a written lesson or unit plan. They recognize the need for effective communication in the classroom and are in the process of acquiring techniques which they will use in the classroom.

Academic Learning Categories related to this outcome:

Communication
Team/Collaborative communication
Multimedia/Graphic communication
Oral Communication
Written Communication

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Candidates enrolled in methods courses (e.g., LAE 4360, SCE 4360, SSE 4361) candidates will write an appropriate lesson or unit plan and practice delivery to model effective written and oral communication skills. This assignment will demonstrate the SLO of communication as well as the FEAP A.2.e.

Assessment Method:

Methods courses (e.g., LAE 4360, SCE 4360, SSE 4361) instructors will evaluate the quality of the written lesson, or unit, plan and the presentation of the lesson plan or unit plan. The quality of the written lesson plans and their presentations will be the candidates Student Learning Outcomes Assessment (SLOA) for Communication and a demonstration of FEAP A.2.e.

Criterion for success

Candidates must score at least a 95% of at least Meets Expectation on rubrics in livetext to show an understanding of the SLO communication and the FEAP A.2.e, and to receive a passing grade. Candidates may receive remediation in communication based upon their individual needs.

Results

Data Summary

M.Ed. Curriculum and Instruction plus Certification

A.2.e

Methods Courses

Fall 2013 and Spring 2014

| Rubric Score | Number (Percentage) |
|----------------------------|----------------------------|
| Exceeds Expectations | 111 (83%) |
| Meets Expectations | 21 (16%) |
| Does Not Meet Expectations | 1 (1%) |
| No Attempt | 0 |

Candidates in the M.Ed. Curriculum and Instruction plus Certification are required to successfully complete methods courses (e.g., LAE 4360, SCE 4360, SSE 4361) in order to fulfill their degree. While in their methods courses candidates have to successfully complete and present a content-based lesson or unit plan to fulfill the SLO of communication and to at least meet expectations on FEAP A.2.e.

The above table shows the aggregate of candidates work and presentation of their content-based lesson or unit plans within their methods courses for fall 2013 and spring 2014.

The table shows that 83% of candidates scored Exceeded Expectations and that 16% of the candidates scored Meets Expectations on writing and presenting their lesson or unit plans, which means that 99% of candidates at least met expectations, which is 4% better than our criteria for success. These benchmarks are used by the department to determine if the candidate can continue to progress through the program. Students who Do Not Meet Expectations are remediated within the course or through retaking the course.

For course specific data please see supporting documents entitled Fall13 FEAP 2013 A.2.e.