



2016 Academic Program Review Summary

College of Education

Department of Teaching and Learning

Part 1: Overview

A. Degree Programs by Level

Undergraduate

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

Graduate

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

B. Mission and Purpose

Mission

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

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

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

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

C. Major changes since the last program review

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

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

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

Part 2: Findings

A. Strengths

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

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

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

B. Weaknesses/ Challenges

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

C. Recommendations

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

July 2016.

Recommendation 1: *Identifying a Coherent Department Mission*

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

Recommendation 3: *Increasing Research Activity in the Department*

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

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