AACSB Board of Directors
Ratification to Extend Business Accreditation

May 17, 2023

Florida Atlantic University
College of Business

Business Degree Level(s) Offered: Undergraduate, Masters, Doctoral

Date of visit: 2023-02-26 to 2023-02-28

School Contacts

Daniel Gropper, Dean
Paula Pistola, Business Manager
Marc Rhorer, Assistant Dean, Accreditation and International Programs

Peer Review Team Members

Wm. Gerard Sanders, Chair
Dean
University of Nevada, Las Vegas

Naomi Boyd, Member
Dean, School of Business
Virginia Commonwealth University

Jennifer Troyer, Member
Dean
University of North Carolina at Charlotte

Chair of the Board of Directors Message

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Florida Atlantic University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all of your supporters.

Florida Atlantic University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2027-2028. A timeline specific to the school's next visit year is available on our website.

The school should begin to address the following areas identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1st two years prior to the visit, the school is asked to update the CIRC on the progress made in addressing these areas. The Decision Report is the official record of the school's visit, and therefore the school should report on the issues contained within this report if they are different than what is in the peer review team report.

Standard(s) affected:

9.

The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. For guidance on the societal impact expectations of the 2020 standards, review the AACSB and Societal Impact white paper.

Commendations and Best Practices

1) The school takes assurance of learning very seriously and has broad-based participation.

2) The school has a number of creative engagements with the community and academy that bring both visibility to the school and provide valuable public goods and experiential learning opportunities for students.

3) The executive education programming and attention to the needs of the working professional and part-time students in the area are examples that other similar institutions should study.

Consultative Feedback

a) While the non-tenure track faculty love the institution and the leadership ("you couldn't pry me out of here"), they do voice concerns that the college has not adopted titles for non-tenure track faculty (which the university authorizes) which are less stigmatizing. The word "professor" does not appear in their titles, but a couple of options that use this word are authorized by the university (e.g., clinical professor). Our sense was finding a way to incorporate such a naming convention would buy tremendous goodwill among those faculty. And non-tenure track faculty are vital to FAU's mission and success.

b) Some graduate students were unaware of the career services available through the university and the college. This was not universal, but about half of those interviewed were unaware that career assistance was available. We recommend the college considers revising its communication strategy to graduate students and seek ways to build further careers services resources where possible.

c) The Financial Services industry is growing rapidly in South Florida. The PRT recommends that the college seeks ways to build programs in Financial Technology, Analytics, Investments, and related areas to capitalize on these opportunities.

Comparison Groups

Comparable Peers - Florida Atlantic University

- Kennesaw State University
- Kent State University
- Middle Tennessee State University
- Northumbria University
- The University of Texas at Arlington
- The University of Texas at San Antonio
- University of North Carolina at Charlotte

- University of North Texas
- University of Wisconsin-Milwaukee
- Virginia Commonwealth University

Competitors - Florida Atlantic University

- Barry University
- Florida Gulf Coast University
- Florida International University
- Nova Southeastern University
- University of Central Florida
- University of Florida
- University of Miami

Aspirants - Florida Atlantic University

- Georgia State University
- Texas Tech University
- University of Cincinnati
- University of Houston
- University of Louisville
- University of South Florida

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Doctoral - Doctor of Philosophy (PhD) - General Business - Accounting
- Doctoral - Doctor of Philosophy (PhD) - General Business - Executive
- Doctoral - Doctor of Philosophy (PhD) - General Business - Finance
- Doctoral - Doctor of Philosophy (PhD) - General Business - Information Technology and Operations Management
- Doctoral - Doctor of Philosophy (PhD) - General Business - Management
- Doctoral - Doctor of Philosophy (PhD) - General Business - Marketing
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Accounting
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Entrepreneurial Management
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Finance
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Health Administration
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Hospitality Management
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - International Business
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Management Information Systems
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Marketing
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Operations Management
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Sport Management
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Accounting
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Accounting Information Systems
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Business Valuation
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Executive Master of Accounting
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Forensic Accounting
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Tax
- Masters-Specialist - Master of Health Administration - Health Services/ Hospital Admin - Health Administration
- Masters-Specialist - Master of Health Administration - Health Services/ Hospital Admin - Health Administration
- Masters-Specialist - Master of Health Administration - Health Services/ Hospital Admin - Health Administration
- Masters-Specialist - Master of Science (MS) - Economics/ Managerial Economics - Economics - International Economics
- Masters-Specialist - Master of Science (MS) - Economics/ Managerial Economics - Economics - General Economics

- Masters-Specialist - Master of Science (MS) - Economics/ Managerial Economics - Economics - Financial Economics
- Masters-Specialist - Master of Science (MS) - Finance - incl Banking - Finance
- Masters-Specialist - Master of Science (MS) - CIS/ MIS - Information Technology and Management
- Masters-Specialist - Master of Taxation - Taxation - Taxation
- Undergraduate - Bachelor of Business Administration - Accounting - Accounting
- Undergraduate - Bachelor of Business Administration - Economics/ Managerial Economics - Economics - Business Economics
- Undergraduate - Bachelor of Business Administration - Finance - incl Banking - Finance
- Undergraduate - Bachelor of Business Administration - Hotel/ Restaurant/ Tourism - Hospitality Management
- Undergraduate - Bachelor of Business Administration - International Business - International Business and Trade
- Undergraduate - Bachelor of Business Administration - Management - Management - Leadership and Applied Management Skills
- Undergraduate - Bachelor of Business Administration - Management - Management - Entrepreneurship
- Undergraduate - Bachelor of Business Administration - CIS/ MIS - Management Information Systems - Information Security
- Undergraduate - Bachelor of Business Administration - CIS/ MIS - Management Information Systems - Business Analytics
- Undergraduate - Bachelor of Business Administration - CIS/ MIS - Management Information Systems
- Undergraduate - Bachelor of Business Administration - Marketing - Marketing - Advertising
- Undergraduate - Bachelor of Business Administration - Marketing - Marketing
- Undergraduate - Bachelor of Science (BS) - Accounting - Accounting
- Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - Economics - Business Economics
- Undergraduate - Bachelor of Science (BS) - Finance - incl Banking - Finance
- Undergraduate - Bachelor of Science (BS) - Economics/ Managerial Economics - General Economics
- Undergraduate - Bachelor of Science (BS) - Hotel/ Restaurant/ Tourism - Hospitality Management
- Undergraduate - Bachelor of Science (BS) - International Business - International Business and Trade
- Undergraduate - Bachelor of Science (BS) - Management - Management - Leadership and Applied Management Skills
- Undergraduate - Bachelor of Science (BS) - Management - Management - Entrepreneurship
- Undergraduate - Bachelor of Science (BS) - CIS/ MIS - Management Information Systems - Information Security
- Undergraduate - Bachelor of Science (BS) - CIS/ MIS - Management Information Systems
- Undergraduate - Bachelor of Science (BS) - CIS/ MIS - Management Information Systems - Business Analytics
- Undergraduate - Bachelor of Science (BS) - Marketing - Marketing
- Undergraduate - Bachelor of Science (BS) - Marketing - Marketing - Advertising
- Undergraduate - Bachelors of General Studies - General Business - General Studies
- Undergraduate - Bachelor of Health Services - Health Services/ Hospital Admin - Health Administration

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Undergraduate - Bachelor of General Studies - -

Council on Academic Accreditation
Audiology | Speech-Language Pathology

CERTIFIED RETURN RECEIPT

August 17, 2023

Dr. Dale F. Williams
Florida Atlantic University
College of Education
Dept of Comm Sci & Disorders
777 Glades Rd, PO Box 3091
Boca Raton, FL 33431-0991

CAA File #244

Master's program in speech-language pathology, residential

Dear Dr. Williams,

I am pleased to inform you that during its meeting on July 19-22, 2023, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted to continue accreditation for the graduate education program in speech-language pathology at Florida Atlantic University for a period of 8 years beginning July 1, 2023, through June 30, 2031. CAA publishes notice of its accreditation actions, including the basis for the decisions, for all final accreditation decisions resulting from a comprehensive review (applications for candidacy, initial accreditation, or re-accreditation) or that affect an accreditation status (e.g., accredited to accredited-on probation). Recent decisions can be accessed online at http://caa.asha.org/programs/accreditation-decisions/.

The issues related to standards compliance provided in the attached *Accreditation Action Report* must be addressed in the program's next CAA report. At the time of the next report, the program must address the 2017 Accreditation Standards that went into effect August 1, 2017. The CAA expects that the program will demonstrate full compliance with the standards cited by the time of the next CAA report, if any citations were noted. If there is not sufficient evidence of full compliance by that date, the program's accreditation may be in jeopardy with the CAA, in keeping with the U.S. Department of Education's Criteria for Recognition §602.20 Enforcement of Standards.

The program's first annual report will be submitted on August 1, 2024 using the on-line reporting system. Four months prior to the due date of the program's next CAA report, the program director will be sent an email notification indicating the timeline for completing this report.

The CAA considers timely submission of all accreditation reports and fees a critical condition for continued accredited status. Thus, a program will be placed on administrative probation as described in the Accreditation Handbook (Chapter XI Expectations of Programs, D. Administrative Probation) when it has not met its reporting and/or financial expectations to the CAA. Administrative Probation is an action taken by the CAA as a result of failure, by established

deadlines, to complete and file any accreditation report, including all special requests for information or to pay annual accreditation fees.

Public Notice of Accreditation Status:
Effective January 1, 2017, a program must publish on its website the applicable accreditation statement in its entirety as articulated in the Public Notice of Accreditation Status policy; refer to the CAA Accreditation Handbook (Chapter XII Informing the Public) for the appropriate language to use in publicizing your program's accreditation status.

The CAA has clarified that both the degree title, degree designator (abbreviation), and modalities offered must be included in the program's accreditation status statements. For example, the lead in language for the accreditation status statement published by the program should begin, "The Master of Science (M.S.) education program {residential, distance education, satellite location, contractual arrangement}" or "The Doctor of Audiology (Au.D.) education program {residential, distance education, satellite location, contractual arrangement}". Programs would use the title and designator affiliated with their program. Refer to the CAA Accreditation Handbook (Chapter XII Informing the Public) for the appropriate language to use in publicizing your program's accreditation status:

> The [master's degree title (+ designator/abbreviation) education program in speech-language pathology {residential, distance education, satellite location, contractual arrangement} and/or the doctoral degree title (+ designator/abbreviation) education program in audiology {residential, distance education, satellite location, contractual arrangement}] at [name of parent institution of higher education] is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

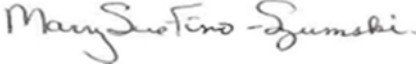
Notification of Changes:
When the CAA awards an accreditation status, it does so based on the expectation that the program will continue to comply with all accreditation standards over the term of accreditation. On occasion, changes occur prior to the next regularly scheduled CAA report and require immediate notification to the CAA. These include:

1. Changes in institutional accreditation status
2. Program director changes
3. Administrative structure changes
4. Program closure

Should any of these changes occur prior to your next CAA report, please refer to the detailed information about the CAA's policies and procedures, which are available in Chapter XI Expectations of Programs of the CAA Accreditation Handbook.

Congratulations to you, the faculty, and staff in the program, as well as the administration, on this national distinction.

Sincerely,



Mary Sue A. Fino-Szumski, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

cc: Dr. Stacy A. Volnick, Interim President - svolnick@fau.edu
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Program file

Council for the Accreditation of Educator Preparation

ACCREDITATION ACTION REPORT

College of Education
Florida Atlantic University
Boca Raton, Florida

Accreditation Council October 2022
Accreditation Application Date: 3/19/2004
This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Fall 2022 and Fall 2029. The next site review will take place in Spring 2029.

SUMMARY OF STANDARDS

CAEP Standards	Initial-Licensure Level	Advanced Level
Standard R1/A1: Content and Pedagogical Knowledge	Met	Met
Standard R2/A2: Clinical Partnerships and Practice	Met	Met
Standard R3: Candidate Recruitment, Progression, and Support **Standard A3:** Candidate Quality and Selectivity	Met	Met
Standard R4/A4: Program Impact	Met	Met
Standard R5: Quality Assurance System and Continuous Improvement **Standard A5:** Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

No Areas for Improvement or Stipulations were identified in this report.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE

or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 1]Candidates in the elementary math program do not demonstrate a deep understanding of the critical concepts of their discipline and by completion are not confident in their abilities to advance the learning of all students. [ITP] (2) [CAEP 1]The EPP does not sufficiently prepare candidates to effectively plan for and actively use technology. [ITP] (3) [CAEP 3]The EPP does not recruit a sufficient number of candidates into Florida-identified critical needs areas. [ITP]	(1) EPP addressed AFI in Standard R1. Team recommends removal. (2) EPP addressed AFI in Standard R1. Team recommends removal. (3) EPP addressed AFI in Standard R3. Team recommends removal.

Continued:

Area for Improvement or Weakness	Rationale
None	None

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
Art Education K-12	Initial	Baccalaureate
Biology Education 6-12	Initial	Baccalaureate
Chemistry Education 6-12	Initial	Baccalaureate
Elementary Education /ESOL/Reading K-6	Initial	Baccalaureate
Elementary Education Plus Certification/ESOL K-6	Initial	Master's
English Education / ESOL	Initial	Baccalaureate
Exceptional Student Education/ ESOL K-12	Initial	Baccalaureate
French Education	Initial	Baccalaureate
Mathematics Education 6-12	Initial	Baccalaureate
Physics Education 6-12	Initial	Baccalaureate
Secondary Education Plus Certification	Initial	Master's
Social Science Education 6-12	Initial	Baccalaureate
Spanish Education	Initial	Baccalaureate
Educational Leadership K-12	Advanced	Master's
Reading Education	Advanced	Master's

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report

Council for the Accreditation of Educator Preparation

1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 18, 2022

Dr. John W. Kelly
President
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

Dear Dr. Kelly:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2022, and I am pleased to inform you that the following accreditation status has been granted:

> The College of Education at Florida Atlantic University is granted **Accreditation** at the initial-licensure level and the advanced level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

1) The Accreditation Action Report provides details of the accreditation status.
2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,



Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (emailed to provider leadership), and Information on CAEP Accreditation

cc:

Dr. Stephen Silverman, College of Education;
Dr. Ernest A. Brewer, College of Education;
Dr. Robert E. Shockley, College of Education;
Abbey Stewart, Florida Department of Education

2023 Academic Program Review Summary

College of Education

Department of Communication Sciences and Disorders

Part 1: Overview

A. Degree Programs by Level

Graduate (51.0203) M. S. Speech Language Pathology

B. Mission and Purpose

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

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

Vision:

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

Core Values:

- Research
- Commitment to excellence
- Leadership
- Independence
- Respect
- Mentoring
- Scholarship
- Cultural and ethnic diversity

- Internal and external collegiality and collaboration
- Professional and personal ethics and integrity

C. Major changes since the last program review

The last program review and site visit by the Council on Academic Accreditation was spring, 2015 (note: the program will undergo another in the spring of 2023). The department was reaccredited for the full 8-year reaccreditation term. Several recommendations led to the following changes:

Since March of 2020, all email communication between students and supervisors is conducted using a HIPAA approved email system that uses encrypted formats as required by HIPAA regulations. The change to encrypted emails (the addition of “health” --- @health.fau.edu) was completed in December 2020. All recording of treatment rooms is done on encrypted computers. Sessions are stored and viewed on these encrypted computers. Supervisors are provided with encrypted thumb drives if it is necessary for them to view sessions on other computers.

In addition, the program now has a timeline with degree decision points. This timeline outlines all the aspects of the acquisition of knowledge and skills for the students prior to graduation. Students' performances are assessed throughout their programs. Faculty use critical assignments (CAs), created to evaluate knowledge and skills in various areas of their courses. The faculty keeps track of successful completion of critical assignments in each required course using the Watermark (LiveText) program. Student performance is discussed, as needed, in department meetings throughout the semester. This includes students who are struggling or not meeting expectations.

Part 2: Findings

A. Strengths

- Hard-working dedicated faculty and staff. Significant dedication to the teaching mission of the program and the clinical preparation of students.
- Faculty have been remarkably productive in their scholarship given the very limited workload devoted to research (8.33%), lab space, equipment, travel funds, etc.
- Plenty of students, plenty of placements, plenty of employers
- Strong curriculum, resulting in well-prepared students
- Overall, happy/content students. Students praised face-to-face course experiences and enjoy how engaged they are with the faculty.
- Location, location, location (recruitment for faculty and students)
- The program manager is dedicated and accomplishes a broad range of tasks for the department.

B. Weaknesses/Challenges

- The department needs more faculty to be consistent with institutional, college, and program strategic plans for FAU Health.
- The salary available for the two faculty searches is not competitive. Start-up packages will also need to be increased to be more competitive to effectively recruit within our professional environment. Within our field there is currently a PhD shortage with more positions than candidates for hire. SREB average for an assistant professor in communication disorders is $71,963. Start-up packages for faculty with R1 research expectations often start at $70,000.

- To meet the research and teaching mission of the department, there are not enough resources provided for supplies and equipment. The process for strategically maintaining and accruing needed equipment to meet teaching and clinical training needs is not clear and needs to be established.
- The department does not appear to strategically budget for technological advances or equipment repairs. For example, the system currently used to record sessions is out of date and not easily accessible for students. How could or would the department position itself to update the current system?
- To both meet the institution's goal for increased scholarship and to increase faculty success for promotion and tenure, research lab space and resources appear to be limited for faculty with research expectations.
- The mentoring process for junior faculty to be successful is not clearly defined.
- The service obligations for the department are high. Faculty are overly burdened with outside service given current instructional demands and faculty shortage.
- There are no department bylaws that would provide guidance for how the department would conduct departmental business.
- The process for administrator feedback and review is not clear.
- The program is credit heavy when compared to other communication disorders programs.
- The onboarding process for adjunct faculty needs improvement. Adjunct faculty need to be communicated with more regularly and provided access to university systems (e.g., Canvas, live text etc.) and other systems and resources (e.g., templates) in a timely manner.
- There is a disconnect between the institutional strategic plan and the resources available to the program. The “Race to Excellence”, which clearly includes significantly increased focus on scholarship productivity (moving toward R1 classification) is inconsistent with faculty salaries, workload determinations, equipment and space allocations.
- The clinic lacks visibility, a marketing budget, and standard janitorial services. The budget and cleaning process of the clinic needs to be addressed.
- For the clinic to thrive, there needs to be a clear vision for the services offered (revenue generation, student training, outreach, etc.). That mission must be clearly identified and agreed upon throughout the college.
- Student engagement with the clinic in the first semester could be improved. Student clinic handbook containing clinic policies and procedures is not readily available to students on the website for review.

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 meetings in the Fall 2023 and Spring 2024 semesters.

- During a time with limited budget, faculty, and resources, the program needs to be very strategic in what they devote resources toward.
- The students in the program do not appear to need the core courses required in the College of Education. Given that Communication Sciences is often in various colleges, this curriculum does not align with typical curriculum offering for peer and aspirational programs. The department needs to advocate for a better aligned curriculum.
- Would trimming the curriculum allow the program greater flexibility with workload planning? Many students are coming in with observation hours already.

- What can be done with the clinic to better accomplish the strategic plan and objectives? Clinics are workload intensive. Yet, adjuncts could not clearly articulate their assignment expectations. There needs to be clear expectations for assignments.
- Do you grow the clinic or reduce it and still accomplish its purpose? Is there assurance that if you grow the clinic you would retain revenues to deal with the apparent budget shortfall?
- Would admitting more students justify hiring more faculty? The typical bottleneck for programs admitting more students is the availability of placements. At FAU it appears to be faculty/supervisor availability.
- Students should not be sharing clients if the clinic model is to be utilized.
- Align the department strategic plan with the university and college level strategic plans.
- A clear vision and mission for the clinic needs to be established. Growth and a first-floor location alone are not a vision and mission.
- Ensure that students are getting proper practices in the clinic, such as appropriate sterilization and cleaning protocol. There needs to be money for all cleaning supplies, and time for proper cleaning protocol at all times. This is critical to maintain professional standards, as well as client health.
- Develop a communication plan between entities (academic and clinic, faculty and staff, department, and college). Messages from each differ significantly (e.g., sufficiency of budget, fit of CSD in COE, future growth, etc). It does not appear that tenure/tenure track and clinical faculty are working effectively as a team.
- Develop plans for more IPE
- The team shares concern over the upcoming CAA Site Visit and recommends that the faculty meet and discuss compliance with each standard. They need to have a united message coming from all parties. They need to clarify integration of academics and the clinic for providing a quality program.
- For the program and clinic to grow, there needs to be additional dedicated support staff and infrastructure. Though incredibly engaged and competent, the current person is taking on too many disparate roles for both academic and clinic functions. In the interim, the department and clinic could employ work study students to perform rudimentary tasks.

2023 Academic Program Review Summary

College of Education

Department of Counselor Education

Part 1 Overview

A. Degree Programs by Level

Graduate (13.1101)

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

B. Mission and Purpose

Mission

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

Goals

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

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

C. Major changes since the last program review

Since the last program review, the Department of Counselor Education underwent multiple changes related to faculty, accreditation, and the formal establishment of rigorous, measurable student learning outcomes. The major changes since the last program review include, but are not limited to the following:

1. Two of the accrediting bodies merged between 2014 and 2017, which resulted in the department converting the Rehabilitation Counseling program to a Clinical Rehabilitation Counseling Program. The program was fully converted and accredited through 10/31/2023, and is currently undergoing re-accreditation from CACREP. Despite multiple competing programs in the area, the department's accreditation by CACREP elevates their degree programs above competing programs in the region.
2. Approximately around the time of the previous academic program review , the department hired three faculty members that have contributed extensively to elevating the program through research, service, and teaching. The two new faculty hires will be replacement hires for faculty that have retired since the previous academic program review.

3. The program has an extensive evaluation process of student learning outcomes (SLOs) at the master's and doctoral levels. Their process is multifaceted and addresses all the critical curricular, practice, and dispositional standards we (as a profession) look for in an emerging counselor/counselor educator.

Part 2 Findings

A. Strengths

1. Faculty/staff/student interaction and research opportunities
    a. The level of interaction appears to be extremely high and positive within the department.
    b. Students discussed multiple research opportunities with multiple professors, enabling them to better understand their coursework and pathways to professions and research.
    c. Adjuncts also discussed continuing research with faculty and/or collaborating on new research with faculty.
2. Students discussed the program as being extremely supportive and having a very connected cohort. One major theme discussed multiple times revolved around the opportunities for developing and/or expanding leadership abilities in multiple courses and experiences.
3. Training grant
    a. Creates community engagement by strengthening connections to the community between FAU, Counseling Education, and addressing community mental needs.
4. Highly involved with professional organizations and editorships, without any financial or related compensation such as course releases.
5. Faculty credit for chairing dissertations creates an incentive to chair and ensure that students graduate to get compensation.
6. Great reputation – 90 quality applicants with minimal recruitment competing for 18 spots in the Clinical Mental Health Counseling program.
7. Every single group we interviewed mentioned the amazing work done by department staff (Mikaela Kursell) to make sure everything runs smoothly between faculty, students, and adjuncts within the program.
8. Many of the faculty have obtained tenure and promotion at FAU, demonstrating long-term stability of the faculty and the program. Additionally, the department's faculty as a whole are the most research-productive and grant-productive in the College of Education.
9. New Dean is very supportive of the program and faculty in trying to change the culture for the better.

B. Weaknesses/Challenges

1. Doctoral level Statistics Course within Program
    a. One of the only major hurdles discussed by all students stemmed from the quantitative statistics course required and taught by the Educational Leadership and Research Methodology Department. The course is a pure statistics course without direct examples and application to data and topics in Counseling Education. As a result, students have many issues trying to get through the class, even with the tutoring available. Whether a current faculty member or one of the new hires could teach a quantitative class related to counseling to address this issue is unclear.
2. Programmatic activities somewhere on campus if space is unavailable within the department.
    a. We know that there is a conference room available to students when not in use, but there is a minimal amount of dedicated space within the department and building for students to meet and/or congregate. Possible programming activities elsewhere on campus provide opportunities for strengthening student cohesiveness.
3. Clerical support
    a. The department previously had two clerical support staff to cover all aspects of the program, including field placement. While everyone from the department head to students raved about Mikaela, the department could benefit greatly with additional clerical support. If a full-time person cannot be hired, possibly explore hiring someone at 50% or co-hiring someone with another department in the College of Education.
    b. Additional support is needed for clinical placements, internships, practicum, and related administrative work

4. Funding for recruitment of doctoral students
    a. While doctoral student stipends and related benefits have increased significantly, the cost of living in South Florida may still not make these offers competitive.
5. Need for additional pre- and post-award grant support to ensure that grants and related expenses, such as paying adjunct faculty when grants result in faculty course buyouts, are paid for in a timely manner.
6. Discretionary funding for travel to conferences, software, and related uses above and beyond current levels. The current levels - $700 to attend a conference if the attendee is not presenting a paper and $1,1000 if the attendee is presenting a paper - is extremely low. While it is preferred that grants fund these types of expenses, for new faculty, these amounts only partially cover expenses.
7. Lack of course/program diversification. The course offerings are standard related to core CACREP course requirements, but the program needs to diversify course offerings to better differentiate their programs from competing programs.

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 meetings in the Fall 2023 and Spring 2024 semesters.

Recommendation 1: Support the Maintenance of CACREP Accreditation
Recommendation 2: Support High Research Productivity
Recommendation 3: Support High Quality Training
Recommendation 4: Support Faculty Involvement in University Strategic Plan
Recommendation 5: Support Department Faculty Leadership and Program Visibility in the Counseling Field

2023 Academic External Program Review Report
Department of Curriculum and Instruction College of Education
Florida Atlantic University
Site Visit: March 1-2, 2023

Review Team Members:

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Part 1: Overview

The Department of Curriculum and Instruction (DCI) at Florida Atlantic University offers three baccalaureate degree programs, eight master's programs, one educational specialist program, and one PhD program. The department reports nine faculty at the rank of full professor, fifteen faculty at the rank of associate professor, one faculty at the rank of assistant professor, one visiting professor, one instructor, and fifty adjuncts (including sixteen current doctoral students serving as course instructors).

The Department of Curriculum and Instruction was constituted in July 2021 through the merger of two departments (Teaching and Learning; Curriculum, Culture, and Educational Inquiry). This restructuring occurred in the midst of the COVID-19 pandemic. According to the Self-Study Report 2022,

In 2021, the College of Education re-organized. As part of the reorganization, two departments– Teaching and Learning (TL) and Curriculum, Culture, and Educational Inquiry (CCEI) merged in July 2021 to form the Department of Curriculum and Instruction (DCI). This reorganization brought together two dynamic departments with diverse programs (undergraduate and graduate), faculty, and support staff. Merging the two departments is a process requiring a great deal of resources, including time. The end goal can only be accomplished through a meticulous process. While the end product, one department, is obvious, the pathway to produce the desired product is not. Departmental functions did not/could not stop. Merger activities and normal departmental functions have to be conducted simultaneously. There was very little that did not require some attention. Clearly, some issues required more attention than others. The department has and continues to move forward, with the recognition that while much has been accomplished, there is still much more to accomplish.

The report also makes clear that, "[t]o work as a department, it is necessary to know and trust colleagues. This was challenging in light of the COVID pandemic. Each department entered the merger with different ideas about how the process might be facilitated, as expected. Thus, the merger has/will require an approach that appreciates and respects what has been done with an eye toward what can be."

The organizational structure of DCI includes a department chair (currently interim), a program assistant who serves as the coordinator for doctoral programs, and a second program assistant who serves as the coordinator for master's programs. The review team observed that DCI continues to work toward a unified department identity, articulate its mission as an academic unit, and create a dynamic departmental culture conducive to fostering excellence in such areas as teaching, research, service, and community engagement. The team encourages faculty and leadership to continue prioritizing this work.

The Office of the Provost invited one internal and three external team members to conduct a review of the Department of Curriculum and Instruction. The following program review report provides a summary and evaluation based on the provided Self-Study Report 2022, copies of various documents such as the FAU Strategic Plan and course syllabi, and a two-day virtual site visit.

A. Degree Programs by Level

Three Bachelor's (BA Programs):

1. Elementary Education with Reading and ESOL Endorsement
2. English Education with Reading and ESOL Endorsement, Mathematics Education, Science Education (including Biology, Chemistry or Physics), and Social Sciences Education
3. Early Care Education

Eight Master's (MA) Programs:

1. Elementary Education
2. Elementary Education with Reading and ESOL Endorsement plus Certification
3. Secondary Education plus Certification (English-with Reading and English Endorsements, Mathematics, Biology, Chemistry, Physics, Social Science)
4. Curriculum and Instruction
5. Reading Education
6. Education Psychology
7. Instructional Technology
8. Environmental Education

One educational specialist degree program:

1. Graduate (Ed.S.): Curriculum and Instruction

One doctoral degree program:

1. Graduate (Ph.D.): Curriculum and Instruction

B. Major Changes since Last Program Review

According to the Self-Study 2022, DCI has made the following major changes:

- Merged two departments (Teaching and Learning; Curriculum, Culture, and Educational Inquiry) to form the Department of Curriculum and Instruction (DCI), July 2022.

- Adopted use of Live Text, an assessment tool that tracks competencies evaluated within coursework across programs.

- Developed three online master's degree programs in Curriculum and Instruction, Educational Psychology, and Instructional Technology.

- Created a master schedule that includes undergraduate and graduate courses, reflecting a one-year course rotation for all programs at all levels.

- Initiated a modified doctoral admission process to help standardize the process. For example, the process now includes a common set of questions all applicants answer as part of the application packet, allowing faculty to learn specific information about applicants.

- Standardized the admission process for all seven master's programs.

- Launched recruitment campaigns for the Master's in Curriculum and Instruction, Educational Psychology, and Instructional Technology.

- Initiated review and revision of program sheets for all seven master's programs. Program sheets provide students with course rotations for their respective programs.

- Initiated streamlining of the master's advising process to ensure the timely selection of advisors and efficient student advising.

- Initiated a process to develop and institute a fall orientation for undergraduate students.

- Established a relationship with University Advising Services to ensure that admission information about the department's undergraduate programs is accurate and up-to-date for first time college students. Undergraduate students are not formally admitted into the College of Education until their junior year, so it is critical to provide students with accurate information early to ensure later success.

C. Summary of Visit

The review team was charged with identifying strengths and weaknesses, challenges, and opportunities based on a variety of data sources. The site visit was conducted virtually via Zoom over a two-day period on March 1 and 2, 2023. All review team members were present and actively participated in all interviews. The team thanks the university for its organization and preparation for the site visit. Faculty, administrators, and students were articulate, knowledgeable, and highly engaged in the opportunity to discuss their experiences at FAU.

Day One of the site visit included 7 interviews that ranged from 30 minutes to 1.25 hours. Participants included the Director of Assessment, Accreditation, and Articulation; Dean of the College of Education; Interim Chair of the Department of Curriculum and Instruction; undergraduate students; the Executive Associate Vice President for Research; Associate and Full Professors; and Assistant Professors.

Day Two included 8 interviews with representative adjunct faculty, graduate students, the past and present Directors of Accreditation and Assessment, the Interim Dean of Undergraduate Studies, the Interim Dean of Graduate Studies, and opportunities for closing questions and comments with the Dean of the College of Education followed by the Director of Assessment, Accreditation, and Articulation.

The review team extensively discussed these interviews, the department’s self-study report, and several supporting documents, including those provided (e.g., the FAU Strategic Plan and the FAU 2022 Accountability Plan) and those requested (e.g., Promotion and Tenure document, course syllabi). The following sections outline the team’s findings based on 15 interviews, documents, and ongoing team discussions. Major changes since the last program review, the department’s strengths, comments on student learning outcomes, and weaknesses are included here. Recommendations for the Department of Curriculum and Instruction continued growth and development conclude the report.

D. Context

The review committee emphasizes the importance of affirming and promoting those permutations of diversity that are directly tied to the K-12 student performance, academic freedom, and representational gaps correlated with a history of racial injustice and discrimination. After carefully listening to concerns expressed by various stakeholders in DCI, the members of the review committee consider it critical to mention the serious apprehension expressed by many participants regarding the current developments targeting Diversity, Equity, and Inclusion (DEI) programs and initiatives at state-funded colleges and universities across Florida. The review committee is mindful that university administrators must operate under a regime of statutory constraints and other legal restrictions that are negatively impacting higher education, and teacher education (including teacher recruitment and retention) in Florida.

Nevertheless, the review committee believes that it is necessary to underscore the actual and potential damage caused by the current assault on DEI programs and initiatives. These damages include but are in no way limited to the erosion of academic freedom, the suppression of free speech, the inability to recruit talented and exemplary faculty, and the ability to retain the accomplished and dedicated faculty and administrators who have ensured FAU's success. As well, similar damage will also frustrate and/or compromise efforts to recruit and retain undergraduate and graduate students. Due to the unique geographical profile of the South Florida area, which contributes to its tremendously diverse populations, the education and training of teachers cannot escape the ethical and educational imperative of implementing supportive DEI programs and initiatives.

This concern is further strengthened by the role of education in a pluralistic democracy such as the United States. Education, duly infused with the realities of cultural pluralism, is a nonnegotiable feature of cultivating citizens who are democratically literate—those who stand ready to embrace and continue the traditions and institutions of a democratic society. The DCI at Florida Atlantic University, deeply dedicated to the education and training of teachers, depends on courageous, principled leadership by FAU administration in order to execute its goals and achieve success. This review committee recommends that faculty and administrators collectively raise their voices to combat this repression of freedoms that has made Florida a compelling collective of diverse individuals.

Part 2: Findings

A. Strengths

- The graduate and undergraduate programs have met all criteria for national CAEP accreditation, as well as program approval by the Florida Department of Education.

- The general trajectory of DCI is consistent with the pillars and platforms of the FAU Strategic Plan for The Race to Excellence.

- Undergraduate teacher education candidates report that faculty are supportive and knowledgeable.

- Courses have been redesigned to meet the needs of partner school districts, and the metrics designated by the state of Florida demonstrate that the teacher education programs are high quality.

- The undergraduate teacher education certification programs, master's programs, and the doctoral program have strong enrollments.

- By streamlining the curriculum and supporting the cross-listing of courses, the master's certificate and master's degree programs are aligned.

- Organizations and intentional on-campus activities are being implemented to engage teacher candidates and develop a sense of connectedness with the campus community.

- Field experiences provide teacher education candidates opportunities to interact with PK-12 students from various backgrounds.

- Many faculty are committed to and knowledgeable about instructional practices that support the learning of students from diverse backgrounds.

- Faculty and graduate students pursue research that addresses important educational issues in the local school systems and broader educational community.

- Some faculty see the merger of the two departments as an opportunity to re-envision the direction of the two departments and create a coherent vision for teacher education.

- Many faculty and graduate students have embraced the new collaborative opportunities provided by the department merger.

- Department activities are aligned with the research goals in the FAU campus strategic plan.

- The department implemented effective strategies as students transitioned from virtual instruction to face-to-face instruction post-pandemic.

- Since 2015 the PhD program has graduated 37 candidates, evidence that there is strong demand for this program.

- Faculty have established solid partnerships with local school districts, including two of the largest in the country: Broward and Palm Beach counties.

Student Learning Outcomes

- The college collects detailed information on student progress toward mastering the curricular goals that ground all FAU teacher education programs. This data is managed and disseminated by a central Office of Accreditation and Assessment. Called Student Learning Outcomes (SLOs), these measures are determined by faculty, with target objectives in each program that are linked to specific assessments in selected courses and scored by faculty using approved rubrics. Faculty use this information to direct program improvements, monitor student progress, and inform their work. This system of instrument design and data collection, analysis, and use ensures program success and is on par with industry standards. This College of Education strength is validated by both the 2022 CAEP review and program reviews conducted by the Florida Department of Education.

B and C. Weaknesses and Recommendations (combined)

Weakness:

1. The department lacks a shared vision and sense of community.

Recommendations:

a. Faculty need to work collaboratively and immediately to develop the DCI mission statement.

b. Intentional emphasis must be placed on enhancing DCI's academic community and culture. Within this, the focus should be on developing a departmental culture that values the perspectives of all faculty members, and particularly faculty of color.

Weakness:

2. There is a lack of clarity regarding the department and college research and other workload expectations.

Recommendations:

Given the desire of FAU to increase faculty research productivity, workload expectations should be clarified and formalized to eliminate confusion surrounding issues of teaching, service, and research expectations, including:

a) As a department, work within college boundaries to either lead the College of Education in the establishment of a clear workload policy for all faculty or, if not feasible, develop a department policy immediately. This should be completed in tandem with the on-going revision of the college's Promotion and Tenure document.

i) Consider other aspects of workload related to teaching (e.g., number of credit hours generated in addition to the number of courses taught).

ii) Consider implementing differentiated teaching and research tracks within the policy so that faculty can opt into more teaching or additional research responsibilities as part of their individual workload.

iii) Include clear expectations for the amount of service faculty are expected to engage in.

iv) Develop a common departmental understanding of the research expectations for promotion and/or tenure and institute ways to support faculty research.

v) Implement a formal mentoring program for new faculty. Consider this when assigning workload.

b) Allot resources (e.g., designate a grant writer) toward an external grant support in the college. Such positions often pay for themselves in terms of increased grant funding for the college and department.

c) Include expectations within PhD coursework that can be submitted by candidates for publication. For example, in addition to a traditional dissertation option, consider offering an option featuring two or more manuscripts ready for publication (or recently published). Finally, discuss adding a dissertation project that is more practitioner focused for those candidates not seeking research intensive positions.

d) Consider how to allocate resources to support full-time doctoral students who can work collaboratively on faculty research projects (simultaneously increasing faculty research productivity while preparing doctoral candidates for the professoriate).

e) Develop an equitable structure (regularly reviewed) for assigning doctoral students to DCI faculty.

Weakness:

3. Aspects of DCI teacher education programs lack continuity, including aspects of diversity and inclusion.

Recommendations:

a) Address DEI in all courses as a curricular thread that connects classes, field experiences, curriculum mapping, and theory and practice. Give particular emphasis to Title I schools.

b) Hire an associate chair to share the duties of the department.

c) Appoint a course coordinator for those courses with multiple sections or heavy reliance on adjunct faculty. This will ensure both consistency in instruction and effective communication across sections.

Weakness:

4. Enhance regular communication among college administration, faculty, staff, and students.

Recommendations:

a) Update the DCI website both to meet the information needs of stakeholders and to visually showcase the department. Audit the website regularly to ensure accuracy of information.

b) Design and implement a marketing plan, including the designation of particular individuals who will support the college and department marketing goals.

c) Provide "just in time" information for students related to state assessments and other program requirements, possibly using the Canvas platform.

d) Determine strategies to support communication between faculty and the Director of Assessment and Accreditation.

Weakness:

5. Develop a supportive community for recruiting and retaining graduate students, undergraduate students, and faculty.

Recommendations:

a) Analyze barriers to student success and remove those that are feasible (e.g., provide focused mentoring and communication about standardized exams, assist with finding financial support through working in partner school districts, address increased class sizes).

b) Develop and implement retention strategies for undergraduate students (e.g., academic support, financial resources, and sense of belonging).

c) Increase involvement with the Office of Undergraduate Studies (e.g., undergraduate research, standardized exam support).

d) Develop structures, activities, and organizations that are intentionally designed to provide a supportive community for underrepresented graduate students, undergraduate students, and faculty.

2023 Academic Program Review Summary

College of Education

Department of Educational Leadership and Research Methodology

Part 1: Overview

A. Degree Programs by Level

Graduate (13.0401)

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

B. Mission and Purpose

In September of 2018, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project lead by the department's Quality Committee that culminated in the document presented below identifying our vision, mission, and values. The faculty unanimously voted to approve this foundational document in September of 2019.

Our Vision

We strive for a transparent, caring and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Our Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four program areas: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders and researchers in Florida, the nation and the international community through our research, courses, undergraduate and graduate programs, professional learning and community service.

Our Five Values

Integrity
We strive to act with honesty, transparency, and respect.

Learning Community
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.

Social Justice, Diversity, Equity and Inclusion
We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

Innovative Action
We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.

Excellence
We strive for quality in everything we do individually and collectively.
With our values, we strive to align our words and actions.

Link to FAU Strategic Plan for the Race to Excellence

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

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

C. Major changes since the last program review

- A key area of concern from the previous review was the lack of consistency regarding expectations related to research productivity. It is evident from the 2023 review that faculty members have dedicated their efforts to establishing and maintaining strong publication portfolios. They are published in well-respected journals and disseminate their research findings at international and national conferences. Several faculty members also engage graduate students in research efforts and take them to conferences and have incorporated national conference attendance into the curriculum. These efforts help to extend the visibility of FAU and the leadership programs, and they extend student socialization within academia.
- A related change since the last program review was an increase in securing external funding. This was a recommendation by the review team to help establish a stronger research culture. Today, a few program faculty members are highly engaged in grant-getting efforts. Such engagement helps to support funding for graduate students and for research enhancement. External funds help to establish research projects.
- Since the last program review, faculty members participated in a joint review of curriculum for program improvement. A key takeaway from previous recommendations has been the addition of more quantitative methodology courses that are offered by experts in this area. Having a dedicated team to teach such courses adds value to the doctoral experience for students. Such courses offer structured methodological experiences that guide students toward decisions about their own dissertation research studies.

Part 2: Findings

A. Strengths

- **Purposeful Redesign of the Curriculum** - Faculty members make a concerted effort to keep the curriculum current and voiced a commitment to blending theory and practice in all programs. They attend to state and national standards for their respective program areas. There is a strong commitment from faculty in engaging in curriculum development that fosters contextual knowledge as well as professional growth for students. Faculty members offered examples of the time and effort that they engage in for purposeful redesign, and the department chair commented that this was a highly dedicated faculty regarding such efforts. Faculty members are able to pool their expertise and work collaboratively toward program improvement across programs and program areas within the department. This collaboration extends to Tenure-Track faculty members supporting non-tenure track (NTT) faculty members with course development. Lead faculty instructors' mentor and provide support to NTT faculty who teach courses for the department. Such alignment extends the purpose of the curriculum redesign and affords students consistency in course expectations and instructional delivery.
- **Strong Ties with District and Community Partners** - There is evidence of relational trust and team building between program area faculty members and community partners. Such endeavors foster a community connection to FAU, to the School of Education, and to the Department of Educational Leadership and Research Methodology. This is positive in the resulting commitment by district partners to teach courses for the program area, and to be supporters of FAU as an institution of first choice for students across Florida. By having adjunct faculty members, some of whom are alumni from this department, who have positive experiences with faculty and students are better positioned to speak favorably of the program and the institution. Strong ties also align to the context of the greater community where students reside and work. Such professional connections are mutually beneficial for district partners and FAU faculty members. In this way, students benefit from both the research expertise of the faculty and the practical experience of district partners. The various cohorts in the K-12 educational leadership program area that exist within and outside of FAU's proximity are evidence of strong student recruitment efforts and increases to graduate student enrollment.
- **High Degree of Student Satisfaction** - Students who shared their learning experiences with the committee, both in-person and through Zoom, confirmed their high degree of satisfaction with the curriculum and the dedication of faculty members. Students felt that the programmatic curriculum, overall, was what they needed to move forward in the program through scaffolding of course content in course sequencing (additional discussion of dissertation sequencing is included in the section below). Several students used the word 'amazing" to describe faculty members in the department. It was evident that the relationship-building efforts by faculty members helped students feel a sense of belonging in the programs. Various students offered examples of times when faculty members had gone "above and beyond" to help them. Alumni, some of whom are also adjunct faculty, stated that they felt prepared to assume their current positions. This is key, given that alumni serve as primary examples of program quality, and the support and mentorship of program faculty.

B. Weaknesses/Challenges

- **Lack of Congruence in Priorities** - Overall, there seems to be a lack of congruence between department goals, leadership priorities, and policy mechanisms to meet the needs of students and faculty. One notable example is the removal of Graduate Assistant tuition benefits for master's students, which has a deleterious effect on enrollments in the higher education program putting FAU at a competitive disadvantage with other universities. Another example is the incongruence that stems from bringing the College of Education in line with the rest of the university that does not pay faculty for summer theses or dissertation work. With more than 50 Ph.D. students in the dissertation stage, and only 11 department faculty who can chair dissertations, faculty are struggling to meet their needs, and the students are aware, which seems to be a threat to the future sustainability of the program. In addition, the standard 3:2 teaching load of faculty with no release time for dissertations or program

direction service, places a significant burden on them and creates an environment where the university is at risk of losing faculty and students. In addition, the department feels pressure to keep enrollments high to support the pursuit for R1 status and meet course enrollment thresholds, while another perspective provided during the visit was to lower doctoral enrollment and consider alternate year admission.

- **Dissertation Sequencing** – In addition to the dissertation support issues above, the curriculum may be structured in a way that does not provide the most efficient path to the degree. For instance, students called for earlier and more sequenced dissertation support throughout the program, from literature synthesis early in the program, to an opportunity to focus on the research methods most aligned with their dissertation, to additional support through tutoring and supplemental instruction particularly around statistics. The current situation is further exacerbated by the inability to receive dissertation mentoring during the summer due to the change in policy. One student noted, "If I could defend my proposal during summer, I could begin dissertation in the Fall."
- **Delivery Mechanisms** – Some program offerings have continued to be all online since the onset of COVID-19. While some students communicated the value of convenient online offerings, others noted the lack of social capital built in the online setting, some noting that they were meeting classmates in person for the first time during the review committee's meeting with them. Additionally, students saw the value in blending some foundational courses at the doctoral level among students from different concentrations (e.g., school leaders and higher education), but at this time some of those courses are being offered separately, also placing pressure on the department to meet enrollment thresholds in multiple sections.
- **Social Environment** – Both students and faculty noted the strained political environment in Florida creates uncertainty about program/course content and results in uneasiness about the university's priorities and whether they can be achieved considering the social and political pressures.

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 meetings in the Fall 2023 and Spring 2024 semesters.

Recommendation 1: Dissertation Relief
Recommendation 2: Engage in Strategic Enrollment Management
Recommendation 3: Provide Greater Support to Students on Research
Recommendation 4: Inform students about Student Learning Outcomes (SLOs) directly
Recommendation 5: Grant Seeking Support
Recommendation 6: Assured and Deliberate Professional Development
Recommendation 7: Offer Targeted Professional Development to Support Instruction
Recommendation 8: Need more tenure-track faculty lines
Recommendation 9: Establish a departmental mentoring program for new faculty members

2023 Academic Program Review Summary

College of Education

Department of Special Education

Part 1: Overview

A. Degree Programs by Level

Undergraduate (13.1001)

Exceptional Student Education

B.A. and B.A.E. in ESE

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

Graduate (13.1001)

M. Ed. In ESE Ed.D. in ESE

Ph.D. in SPE

B. Mission and Purpose

The mission of the Department of Special Education is to provide leadership in our local, state, national and international communities in the areas of teaching, research, and service.[1] Faculty and Department efforts promote research-based practices that reflect changing societal needs of people with disabilities, their families, and the professionals and organizations who work with them. This is accomplished by bringing faculty, students, and members of our various communities together to improve the quality of education for all members of an increasingly diverse, technological, inclusive, and global society.

The Department of Special Education's mission and degree programs align with FAU's Strategic Plan for the Race to Excellence. The ESE *degree programs* connect to the Pillars that "define institutional programs focused on creating knowledge that benefits society." ESE programs most closely align with the Pillar of **Healthy Aging** by preparing educators who prepare students and adults across the aging and developmental lifespan. ESE *scholarship and grant activities* are aligned to the Platforms of **Community Engagement; Diversity; Leadership,** and **Innovation and Entrepreneurship**.
Additionally, the Department and faculty embrace the Strategic Plan Goals of *synergy, place, quality, and strategy*. The FAU Strategic Plan for the Race to Excellence is found at: https://www.fau.edu/provost/documents/approved.plan2018.pdf

C. Major changes since the last program review

Since the previous program review from 2016, the DSE has made some targeted changes to advance the program as a whole and degree offerings specifically. Notable changes at the undergraduate and graduate degree levels should provide support for the special education program to increase revenue generation and research output.

1 The name of the Department was officially changed in January 2022 and will henceforth be referred to as the Department of Special Education.

Part 2: Findings

A. Strengths

The major strengths of the DSE are the dedication, expertise, and work ethics of the faculty. As the program has experienced personnel drain due to retirements, university changes, and the unexpected passing away of faculty, the remaining faculty have proven to be flexible in attempts to keep the program not only viable but progressing. The passion that the faculty have for the profession of special education, for advancing the DSE, and for improving FAU as a whole was expressed in interviews with administrative personnel, faculty, staff, and students. Students provided positive assessments of the faculty, particularly in their personal interactions. DSE is well positioned with their other programs (CARD and ACI) to support individuals with disabilities from the surrounding community, which provides a well-received service and enhances the stature of the department and university writ large. The programmatic changes that have occurred in the last 6 years have supported the continuous improvement of the DSE.

An additional strength has been the development, implementation, and accomplishment of the Student Learning Outcomes (SLO) Assessments. Based on the self-study report the development of the SLOs appear appropriate and valid for the purposes of the programs and degree options. The implementation of the SLOs also appears appropriate as they are tied to specific courses that align with the outcomes. Lastly, based on the self-study report and as reported by student interviews, the students are ultimately accomplishing the goals.

B. Weaknesses/Challenges

The main weakness identified by the review team is program capacity This weakness may stifle the ability of the department to grow and improve. There has been a persistent lack of faculty due to various forms of attrition. The need for additional faculty can be seen in the level of responsibilities that have been taken on by each member of the current faculty. If the effects from the changes that have already been enacted occur (i.e., increases in students entering the DSE degree programs), the tensions that already exist in course coverage will be exacerbated. Beyond the courses offered, the desire to increase research production is hampered by the level of advising, teaching, and service obligations that are occurring. The weakness in capacity can also be heard in the opinions of the undergraduate students who expressed that they enjoy their classes but would prefer them be in-person opposed to online. Their observation is directly related to the capacity of the program to offer in-person classes. Issues related to program capacity can also be seen in the DSE's joint degree program in early childhood education. While it is a successful offering, how it is attributed to the DSE is unclear. This may be problematic in an era of tightening budgets and responsibilities. The program capacity issue is also evident when reviewing the outreach programs of ACI and CARD. The need for faculty affects the staff of the ACI and CARD as they are now also responsible for additional course coverage as well as program duties.

An additional weakness considered by the review team is related to the SLOs. During the interview process, the students reported problems with classes and offerings throughout their respective programs. They report the cancellation or delayed offerings of courses which alters graduation schedules or results in unnecessary and irrelevant courses being taken. As this relates to SLOs, the issues with faculty and staff capacity impacts the efficiency of the program and accomplishing the SLOs in a timely manner.

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 meetings in the Fall 2023 and Spring 2024 semesters.

1) Additional 4-5 tenure track faculty across the next 3 years to support the number of programs required in the field of special education

2) Reconsider moving the undergraduate program to be an online format for traditional students

3) investigate the expansion of cohorts of paraprofessionals (UG) and emergency certified teachers (Masters) for online courses

4) For BECE, figure out how student credit hours and faculty teaching loads can be allocated across colleges and departments to support the continuation of unified collaborative program

5) For CARD and ACI faculty, do not replace tenure track faculty lines in personnel preparation programs; facilitate their engagement in department activities (equity – find ways to empower faculty in outreach programs within the department activity)

6) Investigate the possibility of collaboration with other colleges at FAU for both internal and external funding opportunities and research directly tied to the Pillars (IBRAIN?) and Platforms, or future university strategic plans

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

July 1, 2026

FLORIDA ATLANTIC UNIVERSITY
Department of Music

Action:

Action 1 of 1: Application for renewal of Membership – Response (Now Termed Further Information)

The Commission voted to accept the requested Response, approve the application, and grant renewal of Membership with the degree listing indicated below.

NASM Degree Listing:

Bachelor of Arts in Music (General).
Bachelor of Music in Commercial Music (Commercial Music Composition, Music Business, Music Technology).
Bachelor of Music in Music Education (Choral, Instrumental).
Bachelor of Music in Performance (Piano [Piano Pedagogy], String, Vocal, Wind).
Master of Music in Commercial Music.
Master of Music in Performance (Choral Conducting, Composition, Instrumental, Vocal, Wind Conducting).

Next Full Review:

2032-2033 Academic Year.

Note:

Should the institution offer curricular programs which fall under the purview of NASM that are delivered through distance learning means, the institution is asked to note that NASM's standards pertaining to distance learning were amended recently (see NASM *Handbook 2025-26*, Standards for Accreditation III.I.). The institution is asked to review current standards with regard to the delivery of coursework through distance learning means, ensuring that compliance with standards is maintained by the institution. Although the entirety of III.I. should be reviewed, the institution is asked to note in particular that 1) all programs of study falling under the purview of NASM delivered entirely or partially away from regular face-to-face interactions must be submitted for review by NASM; and 2) institutions must provide, in

institutional publications as appropriate, a listing, or designation, or indication of all music programs offered either entirely or partially through distance learning means. Further, the institution must designate in publications whether required courses are offered through distance learning and/or on ground in-person means. The institution is asked to refer to the NASM *Handbook 2025-26*, Standards for Accreditation III.I. Should questions arise, the institution is asked to contact the staff in the National Office.

Commendation:

The institution is commended for the diligence displayed throughout the accreditation process.

Completion of Process:

The acceptance of this Response brings to a close the comprehensive evaluation process that began in 2022. NASM appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2032-2033 academic year.

Karen P. Moynahan
Executive Director

KPM:jrk

NASM *Handbook 2025-26*, Rules of Practice and Procedure, Part II

ARTICLE XIII
DISCLOSURE AND CONFIDENTIALITY

Section 1. NASM provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public, some for a fee. Upon request, NASM will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

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Section 4. Should an institution release information regarding its NASM accreditation status, the content of documents submitted in support of an NASM accreditation application, and/or notice of accreditation actions taken by an NASM Commission, each must be clear, true, and accurate. NASM will monitor an institution's attention to this requirement and those pertaining to "Published Materials and Websites" as a matter of course during accreditation reviews and reviews of required annual reports (see Rules of Practice and Procedure, Part II, Article III., and Standards for Accreditation II.I.1.).

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The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASM.

NASM reserves the right to correct false or misleading information at any time.

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OFFICE OF THE EXECUTIVE DIRECTOR

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EMAIL: INFO@ARTS-ACCREDIT.ORG WEBSITE: NASM.ARTS-ACCREDIT.ORG

July 1, 2026

Kevin Wilt
Chair, Department of Music
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

Dear Professor Wilt:

Thank you for submitting your application for review by the NASM Commission on Accreditation. The Commission, at its June 2026 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This Report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of Florida Atlantic University according to the NASM accreditation standards in effect in June 2026.

As an accredited institutional member of NASM, the institution is reminded of its responsibility to participate in reviews and revisions to the NASM *Handbook*, and to maintain its operations and programs current with NASM standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASM accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of music and higher education.

Please contact the NASM National Office staff if you have questions or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution.

Thank you.

Sincerely yours,

Karen P. Moynahan
Executive Director

KPM:jrk
Enclosure

cc: Adam Hasner, President
Florida Atlantic University

National Association of Schools of Music
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Department of Music

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