**Department of Curriculum, Culture, and Educational Inquiry**

**2010-2011 Departmental Meeting Discussions Related to Degree Programs**

**BECE, M.Ed., Ed.S., and Doctoral**

**August 16, 2010 (Retreat)**

**Discussion Points**

• Proposal for change from Ed.D. to Ph.D. (Gail Burnaford) *(sent to faculty)*

**Discussion and vote**

• Proposal for certification programs in Early Childhood Education (Nancy Brown)

**Discussion and vote**

• Changes in TESOL Standards (Evelyn Torrey) *(inserts)*

• Changes in FEAPs (ongoing)

• Forms of data that we might generate

*Perceptual:*

*Exit Interviews of Graduating Students*

*Annual Surveys of Current Students*

*Interviews and Survey with Alumni*

*Performance:*

*Critical Assignments (in 3 courses per graduate program)*

*Analysis of Student Writing and Other Work Products*

*Analysis of Student Electronic Portfolios*

*Analysis of Results of Qualifying Examinations*

*Admission, Enrollment, and Completion:*

*Mean GRE, GPA, and Writing Sample Scores*

*Headcount and Seat Enrollment*

*Graduation/Retention Rate*

**Program Area Analysis and Planning**

Analyze the Data about Your Degree Programs and Courses

Admissions, Headcount Enrollment, Seat Enrollment, Graduation *(sent in Annual Report)*

Note the questions at the top of page 10 in the data charts that accompanied the Annual Report that was sent to you in June.

Programmatic Priorities for the Year

• **Course and Program Development** (e.g., creating an online section of

EDG 6223)

*Should we place a cap on admissions to other degree programs, as we have done in the doctoral program? If so, what should the cap be?*

*Which courses in the program need to be revised, and for what purposes? What process do you want to follow for revising them?*

*Is there a program that needs revision? What needs to be revised in it, and why?*

*Are there courses that have not been taught recently, which should be taught?*

*How will you fit them into the course schedule and rotation?*

• **Assessment** (e.g., creating a way to analyze student writing across courses)

*Which data do we want to collect or generate?*

*When and how should we collect it?*

*Which data should be generated by program areas, and which data should be department-wide?*

• **Communication with Adjuncts and Students** (e.g., setting a schedule for adjunct meetings)

*How might we improve our student advising in this degree program?*

*How might we work even more closely with Adjunct Faculty?*

*How might we communicate better with alumni of our programs?*

• Please summarize your priorities and plans on chart paper, so that we can send it to you before the Department Meeting on September 8.

Keystone/Cornerstone/Capstone courses in degree programs

• Overview of Keystone/Cornerstone/Capstone plan, and possible courses to be designated *(insert)*

*What will be the Keystone/Cornerstone/Capstone courses in your degree program?*

*What are the Critical Assignments (CAs) for Keystone/Cornerstone/*

*Capstone courses?*

*What is the rubric you will use to assess each CA?*

*Which adjuncts will need LiveText training?*

• Please summarize in writing your discussion of these issues, and have someone send the summary to Jim McLaughlin before the Department Meeting on September 8.

Finalize Rotations and Schedules

• Course Rotations and Campuses *(insert)*

Overview of the rotations

Rationale for the rotations

• Please determine your preferred rotations, and have someone send that information to Jim McLaughlin before the Department Meeting on Sept. 8.

• Course Schedule for Spring 2011 *(insert)*

• Faculty teaching schedule for Spring and Summer 2011 *(electronic follow-up)*

• *Which adjuncts will you ask to teach?*

**September 8, 2010**

**Program Area Priorities for the Year**

**Keystone/Cornerstone/Capstone courses in degree programs**

• Overview of Keystone/Cornerstone/Capstone plan, and possible courses to be designated

*What are the* ***standards*** *for your degree program?*

*What will be the* ***Keystone/Cornerstone/Capstone courses*** *in your degree program?*

*What are the* ***Critical Assignments (CAs****) for Keystone/Cornerstone/Capstone courses?*

*What is the* ***rubric*** *you will use to assess each CA?*

*Which* ***adjuncts*** *will need LiveText training?*

• CA’s will only be designated in *keystone, cornerstone*, and *capstone* courses

• Student performance on CA’s in graduate programs will be entered beginning in January 2011, so that all faculty will need to understand the LiveText process by the end of Fall term, 2010

• Discuss at today’s meeting

• Then, please summarize in writing your discussion of these issues, and have someone send the summary to Jim McLaughlin by October 13

**Finalize Rotations and Schedules**

• Course Rotations and Campuses *(insert from Retreat)*

Provide an overview of the rotations, including course formats, dates, times, and campuses

Provide a rationale for the rotations

• Please determine your preferred rotations, and have someone send that information to Jim McLaughlin by October 13

**Course and Program Development** (e.g., create an online section of EDG 6223)

*Should we place a cap on admissions to other degree programs, as we have done in the doctoral program? If so, what should the cap be?*

*Which courses in the program need to be revised, and for what purposes? What process do you want to follow for revising them?*

*Is there a program that needs revision? What needs to be revised in it, and why?*

*Are there courses that have not been taught recently, which should be taught?*

*How will you fit them into the course schedule and rotation?*

• Please discuss and report at the Department Meeting on October 20

**Assessment** (e.g., creating a way to analyze student writing across courses)

*Which data do we want to collect or generate?*

*When and how should we collect it?*

*Which data should be generated by program areas, and which data should be department-wide?*

• These issues will be discussed at the Department Meeting on October 20

**Communication with Adjuncts and Students** (e.g., scheduling adjunct meetings)

*How might we improve our student advising in this degree program?*

*Which adjuncts will you ask to teach?*

*How might we work even more closely with Adjunct Faculty?*

*How might we communicate better with alumni of our programs?*

• These issues will be discussed at the Department Meeting on October 20

**January 26, 2011**

**Department Updates**

Yash: **Research Brown Bags**

Dilys, Carlos, Gail, Jim: **Ed.D. to Ph.D. Proposal**

Dilys: **OPEAA Award** (Outstanding Alumni)

**Compensation/perks for Adjuncts**

Jim: **Contract Courses and Programs**

• St. Andrews: Teaching EDG 6625 this semester on Thursdays, on site

• Palm Beach Day Academy: Exploring the best program structure and elective courses for the teachers; classes will begin in Summer 2011 and it will be a 3-year Master’s degree program

Jim: **NCATE Committees**

Nancy: **Project in the Glades**

**Interfaith Forum:** Friday, March 25th from 2:30 – 8:00 pm in the Alumni Center on the Boca Raton Campus

**Idea for a Special Topics Course**

Evelyn: **FEAP Changes**

**February 16, 2011**

**Discussions**

• Carlos, Hani, Jim: **NCATE Target Standard** -- #3, #4, or #5?

• Evelyn, Michelle, Rachida, Hani, Jim: **Writing Grant**

• Jim: **QEP –** Writing? Civic and global awareness? Other ideas?

• Jim, Dilys: **Compensation/perks for Adjuncts**

• Dilys: **OPEAA** nominations

**Faculty Assembly** offices

• Rachida: **Sea Star School**

**Department Updates**

• Dilys, Carlos, Gail, Jim: **Ed.D. to Ph.D. Proposal** will be heard at FAU Faculty Senate meeting on Friday, February 18

• Noorchaya, Jim: **Strategic Planning**

**•** Jim, Ilene, Yash, Dilys**: Secretarial Search Committee**

• Nancy: **Early Childhood Education** **Project in the Glades**

**•** Jim: **Summer Salaries and Courses**

**Doctoral Program Coordinator, and other Program Coordinator positions**

**March 23, 2011**

**Events:**

• Dr. Shirley Steinberg’s visit – workshop at 4:30 today on Writing for Publication, in Business 112, and presentation on “Freirean Pedagogy and Radical Love” on Thursday (reception at 4:00 and talk at 4:30, in FAU High School)

• Doctoral Student Gathering on April 1 from 4:30-6:30; a combination of a Dissertation Writing Workshop and a “Topic Talk” to give doctoral students a chance to share ideas

• Graduate Student Research Day on April 8

• Adjunct Faculty Reception on April 15, from 4:00-6:00, in Patch Reef State Park – potluck?

• Research Brown Bag on April 22, 4:30-6:00

• Slattery Auction on April 29

**Discussions**

• Carlos, Hani, Jim, Ilene, Roberta: **NCATE Target Standard** -- The Governance Committee will recommend Standard 4, Diversity, to be our Target

• Evelyn, Michelle, Rachida, Hani, Jim: **Writing Grant** and our ideas for a departmental initiative

• Dilys: OPEAAnominations for **Outstanding Alumni**?

• Jim: Nominations for **Outstanding Undergraduate and Graduate Students**?

Awards Ceremony will be on **Thursday, May 5, at 1:30**; nominations are due by **April 11**

• Elections:

**Faculty Assembly Steering Committee**

**College GPC**

**College P&T**

**Department Updates**

• Dilys, Carlos, Gail, Jim: Our **Ed.D. to Ph.D. Proposal** was approved by the FAU Faculty Senate on Friday, February 18, with only 2 members opposed, on a voice vote. Jim met with Barry Rosson and Graduate College staff on March 9 to clarify the process for our students to receive the Ph.D. designation on their diplomas and transcripts. The first Ph.D. graduates will be in Summer 2011.

• Nancy: **Early Childhood Education** **Project in the Glades**

• Noorchaya, Jim: **Strategic Planning**

• Roberta: **London Study Abroad** update

• Rachida: **Sea Star School**

**April 20, 2011**

**Opening Discussion of Standard 4: Diversity**

• How should we interpret the requirements for meeting the “Target” level? (Whole)

• What are we already doing at the Target level? How does our curriculum address issues of diversity? (Program Area)

• What do we need to know (data sources) and to do (actions) in order to meet the Target? (Whole)

***For the other 5 Standards, we need to provide evidence of “Acceptable” performance and ask pertinent questions such as the following. We will consider these questions at our Retreat on August 16, 2011.***

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

*What sorts of outcomes do we need to assess for each degree program, using the “FEAPs” and “3 C’s”?*

*How will we assess students’ dispositions?*

*How could our Writing Grant project help with this?*

**Standard 2: Assessment System and Unit Evaluation**

*What are our FAU Assessment System goals for student outcomes, faculty research, and faculty service?*

*What data do we need to collect or generate, in order to make good decisions about our programs?*

*When and how should we collect it?*

*What data should be generated by program areas, and what data should be department-wide?*

*How might we communicate better with alumni of our programs?*

**Standard 3: Field Experiences and Clinical Practice**

**Standard 5: Faculty Qualifications, Performance, and Development**

(in Teaching, Scholarship, and Service)

*How might we improve our student advising?*

*How are we working with Adjunct Faculty, and how might we work even more closely with them? How should the work of Adjunct Faculty be evaluated?*

**Standard 6: Unit Governance and Resources**

**General:**

*Which courses in the program need to be revised, and for what purposes? What process do you want to follow for revising them?*

*Is there a program that needs revision? What needs to be revised in it, and why?*

*Are there courses that have not been taught recently, which should be taught?*

*How will you fit them into the course schedule and rotation?*

***How should we organize ourselves to address these standards over the next 2.5 years?***

***What should be the role of Program Coordinators and NCATE Committee reps?***