COE 5 Year Strategic Plan

1. Promote student success within an evolving marketplace.
   Actions:
   - College of Education Specific
     - Create M.S. in CHFS and take through the curriculum committees, THECB, A&M System and SACSCOC
     - Revamp all graduate courses, except for educational diagnostician testing courses to fit a 7 or 8 week delivery model in anticipation of Academic Partners involvement.

2. Deliver an innovative and relevant global environment that inspires students to academic excellence.
   Actions:
   - Educational Leadership & Tech:
     - Complete redesign of EdD; obtain approvals via TSU committees; implement redesigned program June 2019.
     - Migrate Ed Tech to EDLT; complete modifications to MEd; obtain approvals via TSU committees; implement modified program June 2019.
     - Assess viability of Academic Partnerships as marketing tool
   - Educator Preparation Services:
     - Monthly meetings with students and faculty to update all about testing and certification.
     - Creation of formal Secondary Education Committee, focusing on ways to connect the programs so that all of the admission standards are the same with deadlines being set, recruitment, and retention of 7-12 students.

3. Elevate the academic and research program mix.
   Actions:
   - Curriculum and Instruction:
     - Launch EC-3 New Curriculum; EC-6 New Curriculum; 4-8 New Curriculum
     - Evaluate the “Teacher Work Sample” as a viable measure for assessment – take a stronger look at edTPA to replace it
     - Offer face to face SPED courses at the undergraduate level at all 3 locations
     - Re-evaluate use of STEM trailer for science methods curriculum
     - Seek Head Start Grant for Erath County and Partner with Erath County Head Start Programs to offer assistance
     - Investigate additional space for Stephenville CDC
     - Deliver the majority of graduate courses in a 7 to 8 week format
   - Educational Leadership & Tech:
     - Assess enrollments (growth) of the Ed Tech concentration in the MEd for viability as its own MEd
     - Begin market data collection of Ed Tech for a concentration to be added to the MEd
     - Begin process of aligning programs as a cement master’s level degree for increasing number of dual credit teacher seekers to include locating teacher quality-type grants to fund efforts for ISDs
     - Additional field work with the STEM trailer - may want to expand to Ag dept.
     - Initiate edTPA instead of the Teacher Work Sample
     - Formalize the two research institutes/centers
   - Educator Preparation Services:
     - iPads to be used by supervisors to provide feedback to candidates on their observations: Digital Analytics, Digital Observations.
   - Educational Leadership & Tech:
     - Assess enrollments (growth) of the Ed Tech concentration in the MEd for viability as its own MEd
     - Re-evaluate new curriculum based on new test data (new tests begin Jan. 1, 2020)
     - Launch two concentrations at the master’s level for CHFS.
     - CHFS to become a standalone department
     - Add two concentrations at the master’s level in CHFS. One for Child Life Specialist and one for Family Life Educator – each concentration will allow students to “sit” for national licensure exams
     - Move Stephenville CDC into bigger space to accommodate more student engagement with the very young children
     - Explore partnerships with science departments to “cement” master’s level degree for increasing number of dual credit teacher seekers to include locating teacher quality-type grants to fund efforts for ISDs
     - Continue to work with Ag Dept. and Science Departments to broaden field experience for students
     - With the expanded space for the CDC – have a formal creation of a lab school for very young children on the Stephenville campus – could be a part of a larger charter school

Goal Directives:
1. Promote student success
2. Deliver an innovative and relevant program mix
3. Elevate the academic and research profile

College of Education Specific Actions:
- Strategically add degrees, minors, and/or concentrations over the five year period.
- Launch AP marketed programs in at least two departments.
- Transform on-line teaching methods for AP programs as well as others in the COE.
- Create four new centers in the COE over the next five years to include the following: Child Wellbeing, new CDC (combined offerings) in FW, Problems of Practice, Pre-K thru grade 3 lab school with exceptionalities focus.
- Implement and become System leaders with edTPA for certification.
- CAEP or AAQEP accreditation for education programs

Curriculum and Instruction:
- Create and submit the EC-3 Certificate Concentration
- Complete syllabi for new teacher ed curriculum
- Create M.S. in CHFS and take through the curriculum committees, THECB, A&M System and SACSCOC
- Explore two research centers: one for teacher ed, which would be for literacy, and one for CHFS, which would be for Children and Family research
- Revamp all graduate courses, except for educational diagnostician testing courses to fit a 7 or 8 week delivery model in anticipation of Academic Partners involvement.

Educational Leadership & Tech:
- Complete redesign of EdD; obtain approvals via TSU committees; implement redesigned program June 2019.
- Migrate Ed Tech to EDLT; complete modifications to MEd; obtain approvals via TSU committees; implement modified program June 2019.
- Assess viability of Academic Partnerships as marketing tool

Educator Preparation Services:
- Monthly meetings with students and faculty to update all about testing and certification.
- Creation of formal Secondary Education Committee, focusing on ways to connect the programs so that all of the admission standards are the same with deadlines being set, recruitment, and retention of 7-12 students.

Educator Preparation Services:
- iPads to be used by supervisors to provide feedback to candidates on their observations: Digital Analytics, Digital Observations.

Educational Leadership & Tech:
- Assess enrollments (growth) of the Ed Tech concentration in the MEd for viability as its own MEd
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- Continue to work with Ag Dept. and Science Departments to broaden field experience for students
- With the expanded space for the CDC – have a formal creation of a lab school for very young children on the Stephenville campus – could be a part of a larger charter school

Educational Leadership & Tech:
- Analyze data for adding the Ed Tech program as its own MEd
- Develop Ed Tech as an EdD concentration
- Plan for a Center for Problems of Practice

Educator Preparation Services:
- Accreditation work-teams formation.
- Data analysis for accreditation writing and self-report: This could require some release time for faculty.
- Secondary Education Committee report for accreditation.

Psychological Sciences:
- Hire new faculty to teach in the specific area related to the concentrations, minor or degree related to assessment growth outcomes
- Develop a School of Behavioral Sciences. There will be a B.S. in General Psychology with concentrations
Implement Advisory committee that is outlined in TAC Rule 228. The committee will be formed with ISD partners, community partners, and college faculty. Including Alumni data.

Psychological Sciences:
- Develop and approve two Concentrations as well as the Neuroscience minor, add a new course at the lower level to comply with the new field of study.
- Create the credit by exam option to help students who are 3 hours short on coursework prior to graduation. This is a revenue generating item.
- Create a business plan for the Center for Child Wellbeing.
- Plan for the creation of a Center for Child Wellbeing. Create a business plan for the center.
- Develop plans and grant funding for a Center for Problems of Practice. Apply for grant funding to support the operations budget for the Center for Child Wellbeing. Begin offering multidisciplinary internships for those in the Health and Human Sciences realm.
- Put in a request to begin offering a Clinical Psychology Master's degree (LPA) program.
- Offer Parent-Child Interaction Therapy (PCIT) at the Center for Child Wellbeing. This will provide regular training for therapists in the southwest.
### COE 5 Year Strategic Plan

**GOAL: Student Transformation**

- Tarleton promotes academic achievement, meaningful engagement and personal development, guided by the university’s core values. Texans will become responsible and ethical citizens, using their abilities as scholars, leaders and servants to transform communities and generations.

**Goal Directives**

1. Advance a transformational learning environment
2. Provide personal growth experiences for students
3. Engage students meaningfully in and outside the classroom

**College of Education Specific Actions:**

- Strategically increase study abroad and study away opportunities in all departments.
- Explore funding opportunities for study abroad/away experiences.
- Host donor events/trips for study abroad/away experiences.
- Increase student participation in research activities in all programs.
- Review and refine field experience placements and opportunities at each location.
- Ensure reflective practices are embedded in all programs.
- Increase interdisciplinary service opportunities for students.

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<tr>
<th>Curriculum and Instruction:</th>
<th>Study abroad to Ireland for teacher ed</th>
<th>Study abroad to Paris &amp; Amsterdam for teacher ed</th>
<th>Study abroad to Ireland for teacher ed</th>
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<td>Curriculum and Instruction:</td>
<td>Plan study abroad to Birmingham, UK for CHFS</td>
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<td>edTPA implementation within the curriculum.</td>
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<tr>
<td>Educational Leadership &amp; Tech:</td>
<td>edTPA lesson plan templates</td>
<td>Work with faculty and staff on technology requirements that are needed for edTPA.</td>
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<td>Psychological Sciences:</td>
<td>Rollout the curriculum vitae (CV) point system as a pilot study during the fall/spring/summer of 2018-2019. Students will work to obtain points within five categories: Communication, knowledge base, critical thinking and scientific inquiry, professional development and ethical and social responsibility.</td>
<td>Form Avid workgroup to provide help for local ISD students.</td>
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<td>Psychological Sciences:</td>
<td>Implement the subject pool in the PSYC 2301 course. Expect at least 20% participation in the course.</td>
<td>Student teaching experience in another country (study abroad).</td>
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<td>Psychological Sciences:</td>
<td>Study abroad programs: Educational Psychology in Iceland, Sensation and Perception in Spain, South France and Italy (Spring, 2019), Galapagos Psychology in Ecuador and the Galapagos Islands, Child Psychology</td>
<td>Study abroad programs: Educational Psychology in Costa Rica (Spring, 2021), others TBD. We plan to pair up with</td>
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### Study abroad programs-TBD

- Study abroad to Paris & Amsterdam for teacher ed
- Study abroad to Birmingham, UK for CHFS
- Study away for Block 3 students to RGV (ESL/Bilingual experience) – twice per year
- Engage CHFS and teacher ed students on FW campus with CDC on FW campus
- Engage CHFS and teacher ed students on FW campus with CDC on FW campus
- Study abroad programs: Educational Psychology in Costa Rica (Spring, 2021), others TBD. We plan to pair up with

### Study abroad programs-TBD

- Study abroad for teacher ed
- Study abroad to Birmingham, UK for CHFS
- Study away for Block 3 students to RGV (ESL/Bilingual experience) – twice per year
- Engage CHFS and teacher ed students on FW campus with CDC on FW campus

**Psychological Sciences:**

- Expect the subject pool participation from the PSYC 2301 participants to increase to at least 50%
- Study abroad programs: TBD

**Psychological Sciences:**

- Expect the subject pool participation from the PSYC 2301 participants to increase to at least 50%
- Study abroad programs: TBD
Across Cultures, Social Psychology in Nepal (Summer, 2019)
Apply for the Dean's Innovation grant. We plan to apply for a **mentorship** and a **certification** for students traveling to Mexico.

**Research Initiatives**
Students will work in the Neuroscience, Numerical Cognition, Applied Cognition and Group labs in order to build research profiles with faculty members.

Students will attend the Society for Neuroscience, Southwestern Psychological Association Psychonomics and APA to present poster or oral presentations with faculty.

Continue working with the VA internship program to engage students in Waco.

Work with the early college **high school programs** in Waco to develop opportunities for students.

**SWPA**
Students will attend the Southwestern Psychological Association and present poster or oral presentations with faculty.

Begin a **student mentoring** program related to research.

Begin a train the trainer program for Mexico.

**Research Initiatives**
Continue to foster student research programs, attend the Society for Neuroscience, Southwestern Psychological Association Psychonomics and APA to present poster or oral presentations with faculty.

Agriculture, Wildlife or Biology to offer cross disciplinary experiences.

Expand the **VA internship** to create a course every semester related to the experience.

Develop a minor in interdisciplinary studies that is workforce driven in order to develop marketable skills. This would be beneficial for those in psychology, sociology, CJ and child and family studies. The minor will be related to community and agency work.
## GOAL: Distinctive Engagement

Tarleton collaborates to promote an improved quality of life and enhanced access to learning. The university will be a leader in contributing to the improvement of our community and society.

### Goal Directives

1. Strengthen outreach, partnerships and community engagement
2. Elevate effective communication and marketing strategies
3. Enhance philanthropic activity internal and external to the university

### College of Education Specific Actions:

- Implement active advisory groups in all program areas.
- Continue building strategic partnerships with area ISDs, specifically those seeking "grow your own" programs.
- Build the speaker series in at least two areas.
- Create the Center for Problems of Practice to impact all program areas in the COE
- Engage alumni and donors through planned events in conjunction with the Alumni Association and Development.
- Become a known service provider for education, kinesiology, and psychological services: testing, interventions, home-school services, etc.

## 2018-2019

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<td>Plan Speaker Series as a fund raising event. The potential name is Difference Makers. High profile speakers can come to the new Fort Worth campus and we highlight how these people have made a difference in education.</td>
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## Educator Preparation Services:

- Advisory committee that is outlined in TAC Rule 228. The committee will be formed with ISD partners, community partners, and college faculty.
- Recruitment events for new students.

## Educational Leadership & Tech:

- iKids Tech Camp
- Partnership for Impact
- CORE Academy
- Cross Timbers School Development
- Doctoral Reception
- Effective Schools Project
- Doctoral Student Orientation
- Continue recruiting & marketing
- Annual Speaker Series
- Dinner & a Doctorate

## Psychological Sciences:

- Psi Chi will decide on a community partnership and become involved
Survivor speaker series: Invite the community to be involved in the speaker series event. Jamie Richards, will discuss survival and moving on with her degree (this is paired with our exemplary service project, all proceeds will benefit Jamie Richards and her medical expenses).

Escape Room: Proceeds benefit students traveling on study abroad programs.

Create alumni videos to share with future Texans at Texan Tour. Pull in alumni who are working in the field of Psychology.

Robert W. Newby scholarship officially rolled out in the spring of 2018. We had a 25th anniversary celebration and asked alumni to donate to this cause. We will continue to advocate to get this scholarship endowed over the next year.

As part of a 5-year partnership with the Hacienda Santa Clara, Texas A&M System Colleges of Education, and the Secretary of Education for the state of Guanajuato are delivering educational content in a rural village primary school. The Psychology students work directly with children and parents in the school.

Host a regional edTPA conference on campus.
Grants for edTPA submission costs.
Recruitment events for new students.
Advisory committee that is outlined in TAC Rule 228. The committee will be formed with ISD partners, community partners, and college faculty.
Work with community colleges to provide a streamlined process for the transition to a four year institution.

Pai Chi will implement the community partnership and begin service activities.

Survivor Speaker series, 9/11 speaker (this is paired with a study away program to New York. Students will receive scholarship funding for this program).

Recruitment events for new students.
Host a regional future teachers conference.
Advisory committee that is outlined in TAC Rule 228. The committee will be formed with ISD partners, community partners, and college faculty.
Student teaching experience in another country (study abroad).

Work with community colleges to provide a streamline process for the transition to a four year institution.

Survivor speaker series, 9/11 TBD

Psychological Sciences: Accreditation marketing and communication with educational community.

Work with community colleges to provide a streamline process for the transition to a four year institution.

Psychological Sciences: Survivor speaker series, TBD

Psychological Sciences: Survivor speaker series, TBD
## GOAL: Exemplary Service
Tarleton develops deep and broad strengths and skills that provide high standards of care and quality service. The university will engage and serve with civility and genuine consideration.

### Goal Directives
1. Embrace a culture of exemplary care and service among faculty, staff and students
2. Invest in efficient and effective development of students and service among faculty, staff and students
3. Promote faculty and staff growth and development

### College of Education Specific Actions:
- Begin hosting two new annual discipline specific conferences: edTPA for the region and an Early Childhood Conference in FW.
- Refine best practices in each "office of" entity in the COE.
- Seek funding sources to assist with the growing certification expenses for testing.
- Provide general and discipline specific professional development for each area in the COE.

### Curriculum and Instruction:
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<td>Plan w/CHFS Faculty for Early Childhood Conference to be held on FW new campus</td>
<td>Host w/CHFS Faculty for Early Childhood Conference to be held on FW new campus</td>
<td>Explore the problems of practice in conjunction with the EDLT dept.</td>
<td>Offer to send faculty to become certified in dyslexia remediation methodology</td>
<td>Initiate graduate course online template that is QM compliant that all faculty teaching any CUNI course would be mandated to use.</td>
</tr>
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<td>ALL faculty who are teaching online go through the Quality Matter IYOC training.</td>
<td>Create a graduate course online template that is QM compliant that all faculty teaching any CUNI course would be mandated to use.</td>
<td>Offer to have faculty trained by OLC for online teaching</td>
<td>Educational Leadership &amp; Tech:</td>
<td>Continue to clean up the “books” with students not-progressing in the program.</td>
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<td>Create a graduate course online template that is QM compliant that all faculty teaching any CUNI course would be mandated to use.</td>
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<td>Assess effectiveness of redesigned EdD and modified MEd</td>
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<td>Digital files for all candidates. Starting with applications and student observations. Building of data base.</td>
<td>Develop advisory boards for the MEd and EdD</td>
<td>Educational Leadership &amp; Tech:</td>
<td>Continue to clean up the “books” with students not-progressing in the program.</td>
<td>Advisory board meetings</td>
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<td>In office cross training to develop a plan on how each EPS staff member conducts their job responsibilities.</td>
<td>Educator Preparation Services:</td>
<td>Educational Leadership &amp; Tech:</td>
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<td>EPS Website update.</td>
<td>edTPA Local Scoring training for faculty and supervisors.</td>
<td>CPED Convening</td>
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<td>Continue to clean up the “books” with students not-progressing in the program.</td>
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<td>List of subs for all coursework.</td>
<td>Host a regional edTPA conference on campus.</td>
<td>Faculty attend professional development meetings and conferences relevant to their field</td>
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<td>Psi Chi will work with the community and provide service to those in need</td>
<td>Develop a way to fund a portfolio program. Grants and scholarships for students who cannot afford the program cost.</td>
<td>Educational Leadership &amp; Tech:</td>
<td>Educational Leadership &amp; Tech:</td>
<td>edTPA Local Scoring training for faculty and supervisors. (new faculty and staff)</td>
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<td>Psychology Club will volunteer at events put on by the Department and beyond.</td>
<td>edTPA Local Scoring training for faculty and supervisors. (new faculty and staff)</td>
<td>Psychological Sciences:</td>
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<tr>
<td>Passport Camp:</td>
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<td>Brain Camp</td>
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### Educational Leadership & Tech:
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### Educator Preparation Services:
- edTPA Local Scoring training for faculty and supervisors.
- Host a regional edTPA conference on campus.
- Start a self-study for use in a national accreditation system.

### Psychological Sciences:
- Service Day theme related to a particular area.

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Brain Camp

Hospice  Graduate students will work with Solaris Hospice to serve a community partner that is underserved (this is also paired with distinctive engagement).

Service Day Perseverance survivor walk/run project to benefit Jamie Richards (this is paired with our distinctive engagement information).

Faculty will attend the National Institute of the Teaching of Psychology (NITOP) in order to gain skills related to best practices in teaching psychology at the masters level. The plan is to have students receive the best possible education from highly qualified and trained individuals.