

WT 125 Generational Plan

Colleges and Responsibility Areas

Date

March 1, 2018

Area of Responsibility Name

College of Education and Social Sciences

Introduction

The College of Education and Social Sciences at West Texas A&M University is a diverse and inclusive student-centered community of learners. The College is dedicated to the development of tomorrow's leaders through technology-rich, academically rigorous educational programs and empowering co-curricular experiences at the graduate and undergraduate levels. The College is dedicated to the preparation of education and social science professionals who excel academically, are reflective in practice, demonstrate a global perspective, and are committed to ethical behavior. The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

The College excels in the preparation of the education workforce through its accredited educator preparation and professional certification programs; the preparation of school psychologists; the preparation of social work professionals through its nationally accredited programs; the preparation of students for success in graduate programs in psychology and sociology; the direct engagement with the community through its programs in criminal justice and emergency management administration; and the preparation of students to pursue legal studies and careers or graduate studies in political science and public service administration.

The WT 125 vision for the university is to attain doctoral status and become a "regional research university." The goals stated in the university's Executive Briefing entitled "From the Panhandle to the World" (2018) emphasize the following:

We will focus on solving the complex and demanding problems and challenges associated with the constellation of many small communities served by a single metropolitan area. We should aspire to stand alone as an institution that understands the needs of rural communities in pursuits related to agriculture, economic development, education, engineering, health care, and social and cultural progress in a way that is distinctive.

The College of Education and Social Science will contribute to the accomplishment of the above-stated generational vision for the university primarily through development and implementation of high quality doctoral programs in disciplines within the college.

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[Note: The following discussion is primarily focused on the development of doctoral programs in the college. This “generational” discussion should not be interpreted as any diminishment or lack of support or enthusiasm for current programs and initiatives within the college.]

As stated in the Executive Briefing “[a] guiding goal [of WT 125] is to gain doctoral status.” Attaining doctoral status as a regional research institution will transform the university in meaningful ways while maintaining the university’s historic traditions of excellence in teaching and service to the region. In furtherance of the university’s focus on the challenges and opportunities inherent in rural communities, the implementation of high-quality, rural-focused doctoral programs will empower the university to equip professionals to positively impact the future of rural communities by promoting excellence through research-based exploration of current problems and the development of research-based solutions. Proposed doctoral programs will be responsive to the unique discipline-specific, cultural, sociopolitical, economic and emergency management contexts of rural settings. Currently, the Texas Panhandle region does not offer sufficient educational opportunities at the graduate level to equip professionals to meet the specific challenges of rural and small urban areas.

The doctoral programs to be proposed by the college include the following: Doctor of Education in Educational Leadership [proposal pending with The Texas Higher Education Coordinating Board (THECB)]; Doctor of Social Work (proposal in progress); Doctor of Public Administration (preliminary analysis in progress); Doctor of Criminal Justice (preliminary analysis in progress); and a Doctor of Emergency Management Administration or a related field (preliminary analysis in progress). Each proposed doctoral program will focus on professional service delivery in rural and small urban communities and will not only satisfy an unmet need in the state but will reach a broader scope of candidates as the requisite knowledge acquired within these programs will be transferable and applicable to similar rural regions in the United States and globally.

The proposed Doctor of Education degree program in Educational Leadership currently pending before THECB has been externally reviewed by Dr. Meredith I. Honig, University of Washington (2018). In her extensive review, Dr. Honig stated the following:

The proposed Doctor of Education (Ed.D.) program at WTAMU could become a nationally recognized program in several respects. First, the program seeks to demonstrate how leadership programs support the success of rural school district superintendents—a gap in knowledge and practice not just in Texas, but nationally. The proposal suggests that the designers are attuned to the particular socio-cultural dynamics rural superintendents face and must manage successfully to foster student learning.

Twelve planning principles (Theme Groups) are described in the Executive Briefing. The following discussion will attempt to address the majority of the planning principles as they interface with the development and delivery of proposed doctoral programs and additional relevant initiatives in the college.

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Theme Group Name

The Panhandle and Its Heart – The I-27 Corridor

Aspiration: Our relationship to our community is critical. Schools, industries, businesses, and cultural activity all play a pivotal role in building a quality place to live and study. This is a mutually reinforcing phenomenon.

Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Goal 1:

To establish doctoral programs in Educational Leadership, Social Work, Criminal Justice, Public Administration, and Emergency Management Administration or related discipline and to recruit high-quality candidates from the region who will return to professional service in rural settings.

Historic and meaningful relationships currently exist between all programs within the college and the external professional community in the region. Each program within the college requires or facilitates the participation of undergraduate and graduate students in internships, practica or clinical placements in education and the social sciences. These high impact learning experiences serve to establish and maintain relationships between the university, its faculty and students, and members of the professional community in the region. These relationships will serve the proposed doctoral programs by facilitating meaningful opportunities for research regarding the unique discipline-specific, cultural, sociopolitical, economic and emergency management contexts of rural settings. Likewise, these relationships will provide opportunities to recruit future, high-quality candidates into the proposed doctoral programs with graduates returning to professional service in the region thereby strengthening these relationships and perpetuating the vision of the university as a regional research institution.

Action(s) 1.1:

Development of Doctoral program proposals.

Measurable Outcome(s) 1.1.1:

Establishment of doctoral programs.

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Theme Group Name

Research and Infrastructure

Aspiration: Sustain excellence in research, scholarship and creative activities. Excellence in research and scholarship will attract human and material resources. This is our goal

Key Idea (1)

Key Idea (1)

No information submitted

Goal 1:

No information submitted

Action(s) 1.1:

No information submitted

Measurable Outcome(s) 1.1.1:

No information submitted

Theme Group Name

Financial Resources

Aspiration: The quality to which we aspire will be achieved with appropriate material support. Resources may not lead to quality, but quality always leads to resources. Quality first.

Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Goal 1:

To develop sufficient endowed external financial support to facilitate scholarly research by doctoral candidates and doctoral faculty thereby providing research-based solutions to the challenges facing rural communities and advancing in meaningful ways the mission of WTAMU as a regional research institution.

An initiative is currently being developed and significant funding for said initiative will be actively pursued during 2018 and beyond to establish an endowed scholars program at

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WTAMU that will provide direct financial support to doctoral candidates in the proposed doctoral program in education to facilitate their research on issues of importance to rural schools. Currently, the endowed Dr. John G. O'Brien Distinguish Chair in Education collaborates with rural school districts within the Texas Panhandle region to identify research topics of significance to rural school districts. The proposed endowed scholars program will provide funding to candidates in the proposed doctoral program to engage in research on the specific topics identified thereby satisfying the program requirements that candidates produce scholarly deliverables. The receipt of such external funding will require the candidate to disseminate the results of the research directly to the rural school community. It is important to reiterate that this mechanism will: (1) Facilitate the identification of research topics critical to the rural school community; (2) Provide financial support to candidates in the proposed program to conduct research specifically on the research topics identified; (3) Advance the expertise of the doctoral faculty in the area of rural school leadership through their collaborative contributions to and oversight of the research conducted by candidates in the program; and (4) Disseminate the research findings back to the rural school community. This mechanism will provide financial support to doctoral candidates and provide research-based solutions to the challenges facing rural schools thereby advancing the mission of the regional research institution in meaningful ways.

This model will be duplicated to provide external funding for doctoral students in other proposed doctoral programs. For example, preliminary discussions have taken place with a significant external funding source to develop a similar endowed scholars program designed to support research into social work specific issues confronting rural communities. The potential funding source is interested in identifying research questions with social work implications to the region and funding research on these topics to inform policy and decision making in the region.

Action(s) 1.1:

Develop endowed scholars program supporting doctoral programs

Measurable Outcome(s) 1.1.1:

Establishment and external funding of endowment

Theme Group Name

Our Relationship to Community Colleges

Aspiration: We must have a modern notion of WT and understand what the historical imperatives of such an

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institution are, especially as these imperatives affect our role in serving students through a 2+2 model for undergraduate education as a means to cost effectiveness, and reach into various communities.

Key Idea (1)

Key Idea (1)

No information submitted

Goal 1:

No information submitted

Action(s) 1.1:

No information submitted

Measurable Outcome(s) 1.1.1:

No information submitted

Theme Group Name

Undergraduate Academics

Aspiration: The quality of our student body, the quality of teaching and advising available to them, and the quality of the faculty who work with undergraduates all contribute to the undergraduate academic experience. The strength of a regional research university is defined in part, by the quality of basic arts and sciences programs offered. While our programs are sound, improvement and strength of identity are needed. The foundation, though, is the quality of the student. We need the very best.

Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Goal 1:

To establish high quality undergraduate degree programs and extracurricular/co-curricular opportunities that reflect the changing demographics in the state and region.

Dr. Steve Murdock (2014) has stated that "demographic change clearly remains a critical factor for Texas elementary, secondary, and higher education." He emphasizes that "the diversification of the elementary and secondary school populations is more extensive than in the general

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population.” Dr. Murdock predicts that “from 2010 to 2050, the Texas elementary and secondary school population will grow by 93.2 percent and all of the projected increase will be accounted for by minority students.”

By 2050, Dr. Murdock anticipates that our state’s “elementary and secondary school population will be 65% Hispanic, 9% African American and 12% non-Hispanic Asian or Other” – in other words, 86% of our school population will be other than White non-Hispanic. This dramatically changed reality will result in a significantly greater demand for bilingual and ELL education programs, educational programs for economically disadvantaged students, and special education. Likewise, these changing demographics have significant implication for the recruitment and retention of university students particularly students transferring from community colleges and the extracurricular/co-curricular support of these students.

In response to these implications and the designation of the university as an Hispanic Serving Institution (HSI), a bachelor’s degree program in sociology with an emphasis in Latino studies is proposed and currently under analysis and development. The proposed degree program will address historic and contemporary cultural and social issues in Central America and South America including politics, education, health, crime, social movements, gender, and family and how these social institutions are created and maintained in Central and South America. In addition, the experience of immigrants and citizens from these diverse groups within the U.S. will be addressed within the curriculum.

Likewise, the college will continue to pursue the addition of undergraduate degree programs including the development of bachelors programs in fire safety management (fall 2019), public safety, and homeland security delivered exclusively through the newly created TAMU System RELLIS campus located in College Station, Texas. Of particular significance is the potential development of an undergraduate certificate program related to agricultural terrorism. As the university becomes a premiere agricultural research center, the development of such a certificate program will be essential to the status of the university as a regional research institution and directly benefit the rural agricultural community in the region and nationally.

To support the recruitment, retention and development of Hispanic students in the college, the COESS Hispanic Leadership Academy was instituted in 2017. The Academy was created to support the development of leadership skills and cultural awareness for Hispanic undergraduate students in the college. Each year 10-15 undergraduate Hispanic students are selected through a competitive process to participate in an ongoing leadership training program and service leadership academy. The program is facilitated by a curriculum developed and delivered by WTAMU faculty members. Membership in the Academy continues throughout the student’s

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undergraduate tenure. Academy members receive two weeks of intensive leadership training and cultural immersion at the Hacienda Santa Clara (a private training and research center operated in partnership with The TAMU System) in San Miguel de Allende, Mexico, at no cost to the student. Please see <http://www.wtamu.edu/academics/hispanic-leadership-academy.aspx>. Initiatives to expand the Academy more broadly within the university and to other universities in The TAMU System are being developed.

Global competence is a critical component of education in the 21st century and is an essential learning outcome mandated by the Association of American Colleges and Universities. Global competence is rooted in the changing reality of our public school classrooms – a reality of dramatically increasing economic, linguistic, and cultural diversity. Strategies under development include curricular enhancements supporting globalization; increased clinical and service leadership opportunities for future educators and social science professionals in culturally, economically and linguistically diverse educational and rural community settings within the region and internationally. Increased opportunities for student participation in international field experience in disciplines within the college through existing and future initiatives including The Texas A&M University System Colleges of Education Las Clavellinas, Mexico Education Collaborative (Collaborative) are being formulated.

The Collaborative, which has been created through the leadership of WTAMU, represents a partnership between public institutions of higher education; a private study and research center in central Mexico; local, regional and national governmental officials and entities; private citizens; and commercial enterprise. The Collaborative provides opportunities for The TAMU System faculty members, undergraduate and graduate students to participate in service leadership, discipline-specific clinical field experience and meaningful scholarly research in a rural community situated in central Mexico near the city of San Miguel de Allende, Guanajuato. These opportunities are made available to faculty members and university students through short-term, faculty-directed study abroad offerings at participating universities.

The Collaborative is designed and delivered in conjunction with the Hacienda Santa Clara Research and Study Center (HSC) which has a significant partnership with The Texas A&M University System. The HSC provides outstanding accommodations for participating faculty members and students, excellent dining, classroom space and state-of-the-art technology in an art and culturally-rich garden campus. Additionally, the HSC facilitates the delivery of authentic cultural immersion experiences for participants. Participating students and faculty members live at the HSC during the clinical field experience component of the Collaborative.

Participating TAMU System Colleges of Education faculty members design and deliver academic

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enrichment experiences for the primary school children in the host community. Each participating university determines the academic area in which it will focus its clinical field experience and scholarly activity with an over-arching emphasis in literacy, English language learning and mathematics/science. Concurrently, participants design and deliver professional development opportunities for the public school teachers in the host community that correspond to the academic enrichment experiences being provided for the children. It is anticipated that continuity/communication between the University participants and the host community will be maintained via technology when the university participants are not on-site in the host community.

Doctoral candidates in the proposed programs will have opportunities to conduct research in connection with the rural Collaborative. Dr. Meredith I. Honig, in her previously cited external review of the pending proposal for the establishment of a Doctor of Education degree program at WTAMU, stated that " [t]he partnership with the Hacienda Santa Clara Study and Research Center [the Collaborative] could provide an important model of university-community collaboration in leadership preparation."

In addition to the service leadership and clinical field experience components of the Collaborative, university students and faculty members participate in experiences designed to increase their knowledge of Mexican culture (art, history, language, architecture, food, music, etc.) and increase their cross-cultural competence.

Action(s) 1.1:

Continue the development and implementation of programs supporting transfer students and undergraduate education.

Measurable Outcome(s) 1.1.1:

Development and implementation of programs supporting transfer students and undergraduate education

Theme Group Name

Graduate Academics

Aspiration: Good faculty attract good graduate students. The best universities have the best graduate students and research programs. It is that simple. Our move to doctoral programs must be responsive to the needs of the Texas Panhandle and similar geographic regions

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Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Goal 1:

To develop master's level degree programs and certificate programs in disciplines within the college that support and facilitate the establishment of related doctoral programs. To establish doctoral programs in Educational Leadership, Social Work, Criminal Justice, Public Administration, and Emergency Management Administration or related discipline and to recruit high-quality candidates from the region who will return to professional service in rural settings.

Successful doctoral programs are generally founded upon successful master's level graduate programs. The development of faculty resources necessary to support doctoral education initially begins and is supported by the recruitment, retention, and development of faculty in related master's degree programs. Likewise, doctoral candidates are often recruited from successful masters programs within the institution. For example, the proposed doctoral programs in education and social work will be supported by the existing successful master's degree programs in education and social work in that existing graduate faculty will support the proposed doctoral programs and existing graduate students in these disciplines will serve as a source of future doctoral candidates.

Leading to the establishment of a Doctor of Public Administration program and a Doctoral of Emergency Management Administration or a related field will require the development of a successful master's degree program in each these disciplines including a master's degree program in Security Studies. Faculty members in these disciplines are currently conducting analysis of issues associated with the development and implementation of these new programs and will be submitting proposals for the development of these degree programs.

Action(s) 1.1:

Establish additional academic programs.

Measurable Outcome(s) 1.1.1:

Establishment of additional academic degree programs.

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Theme Group Name

Residential Education Experience

Aspiration: Our identification with and capabilities for providing a complete experience that includes leadership development and life skills should never fall below any other priority of the institution.

Key Idea (1)

Key Idea (1)

No information submitted

Goal 1:

No information submitted

Action(s) 1.1:

No information submitted

Measurable Outcome(s) 1.1.1:

No information submitted

Theme Group Name

Intellectual Resources

Aspiration: The core of the campus, its heart, is the flow of intellectual resources, insight and wisdom. No aspiration of WT 125 will be achieved without substantial commitments in information technology, the library, the PPHM, and other resources that power the mind and provide insights to students, faculty and the Panhandle community.

Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Goal 1:

To develop resources necessary to effectively support undergraduate and graduate programs in the college including the establishment of a magnet public school STEAM program on the WTAMU Canyon, Texas, campus.

A proposed WTAMU magnet school could provide on-campus opportunities for teacher

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certification candidates to satisfy TEA required structured observation requirements (40 hours). These requirements are generally satisfied during the semester preceding clinical teaching in education methodology courses. For the 7-12, 8-12, and EC-12 teacher candidates, these requirements emphasize experiential learning in the secondary school environment. A magnet school situated on the WTAMU campus could provide meaningful opportunities for enhanced experiential learning and the integration of WTAMU coursework within the public school classroom. For example, in fine arts certification areas, WTAMU teacher certification candidates could provide private, unpaid music or art lessons in fulfillment of required experiential learning hours associated with teacher certification.

Teacher certification candidates seeking certification in secondary teaching fields could satisfy TEA requirements for clinical teaching (formerly "student teaching") totaling 14 weeks during the spring or fall semester. While TEA prefers that clinical teachers complete their training in a highly diverse school setting, the current Texas Administrative Code does not require clinical teaching in a highly diverse school. It is feasible that WTAMU 7-12, 8-12, and EC-12 candidates could clinically teach in the proposed magnet school provided there are a sufficient number of highly qualified staff teachers to serve as supervising teachers. Additionally, a magnet school could provide opportunities for the supervised, full-time employment of WTAMU alternative certification candidates. Likewise, a magnet school could provide opportunities for clinical experience for graduate students seeking professional certification in educational diagnostics, school counseling, educational leadership, school psychology, and social work.

From 2013-2017, approximately 48% of WTAMU teacher certification candidates acquired a certification in a 7-12, 8-12, or EC-12 content certification area. Of these teacher candidates, 26.95% received EC-12 certifications in art, music, and special education and 20.96% received certifications in math and science.

For WTAMU education faculty and master's and doctoral graduate students, the proposed magnet school could provide on campus research opportunities. These research opportunities could benefit school district faculty in that such opportunities could result in collaborative research studies and publications authored jointly by WTAMU and public school faculty. For example, the research activities of The John G. O'Brien Distinguished Chair in Education could be accomplished in part through collaboration with the magnet school as follows: Working in collaboration with magnet school partners and the WTAMU Department of Education faculty, the Chair would identify current issues in education relating to "best teaching" practices and conduct in-depth scholarly research concerning such issues/questions to determine research-based best practices. Utilizing research findings, the Chair would provide professional development opportunities for WTAMU Department of Education faculty as well as school

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administrators and teachers in area public school districts. The Chair would identify opportunities to deliver research findings on state, national, and international platforms and to publish research findings in professional journals.

Likewise, the magnet school could serve as a research opportunity for doctoral candidates in the proposed doctoral programs in education and social work. An initiative is currently being developed and significant funding for said initiative will be actively pursued during 2018 to establish an endowed scholars program that will provide direct financial support to doctoral candidates in the proposed doctoral program to facilitate their research on issues of importance to rural schools and communities providing research-based solutions to the challenges facing rural schools thereby advancing the mission of the regional research institution in meaningful ways.

Action(s) 1.1:

Establish STEAM magnet school on WTAMU campus

Measurable Outcome(s) 1.1.1:

Establishment of STEAM magnet school.

Theme Group Name

Human Capital

Aspiration: Faculty and staff are the University. We must recruit, reward and retain, retain the very best. The *conditio sine qua non* of all faculty and staff, at every level, must be teaching and the support thereof in its diverse manifestations.

Key Idea (1)

Key Idea (1)

The College serves as a catalyst for the economic development and the enhancement of the quality of life of the Texas Panhandle region through education, research, professional service, and consultation.

Adequate faculty resources are critical to the THECB approval of proposed doctoral programs and to the ultimate success of these programs. The university must remain committed to funding adequate faculty resources to support doctoral education. In an effort to support multiple proposed doctoral programs as described above a unique staffing arrangement has been developed and will be implemented in the future. The proposed doctoral program in educational leadership will engage in an interdisciplinary relationship with the existing Ph.D. program in Agriculture through the WTAMU Doctoral Research Curricular Core (DRCC). To efficiently and effectively manage resources, WTAMU

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doctoral programs will implement the DRCC to provide doctoral research courses and support in the publication requirements of doctoral programs. The DRCC will build broad cross-disciplinary understanding, share interdisciplinary faculty expertise and provide efficiency and cost effectiveness, thereby avoiding university-wide course duplication and curricular creep. A doctoral curricular core committee (D3C) facilitated by the WTAMU graduate school and inclusive of the departments/colleges with doctoral programs will provide advisory support to the internal process of scheduling and supporting the needs of doctoral programs. The D3C will work in conjunction with the Office of the Vice President of Academic Affairs (VPAA) and the Office of Institutional Effectiveness, Data and Analytics.

Goal 1:

To recruit, retain and develop adequate faculty and staff resources necessary to sustain the proposed doctoral programs.

Action(s) 1.1:

Recruit, retain and develop adequate faculty and staff resources necessary to sustain the proposed doctoral programs.

Measurable Outcome(s) 1.1.1:

Recruitment and retention on doctoral faculty and staff.

Theme Group Name

Leadership Governance and Organization

Aspiration: Great universities exist where there is enlightened leadership. This is true at the state, system and university levels. It is true from within, and from the outside. It comes from every rank of university life: staff, faculty and administration. No segment has the corner on the market of innovation and insight, and recognition will make WT better

The accomplishment of the goals and their related initiatives outlined above rely upon developing and maintaining highly effective and collaborative relationships between the university, its administration, faculty and students and the external community, particularly professional constituencies in regional rural settings. A regional research university requires that the university and the external community remain integrally intertwined for the benefit of both. The leadership, governance, and organization of the university and its external constituencies must collaboratively facilitate the identification of research topics critical to the rural community; (2) conduct research specifically on the research topics identified; (3) advance the expertise of the doctoral faculty in the area of rural service delivery through collaborative contributions to and oversight of the

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research conducted; and (4) disseminate the research findings back to the rural constituencies.

Key Idea (1)

Key Idea (1)

No information submitted

Goal 1:

No information submitted

Action(s) 1.1:

No information submitted

Measurable Outcome(s) 1.1.1:

No information submitted

Appendices and Additional Facts and Analysis

No information submitted

References

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