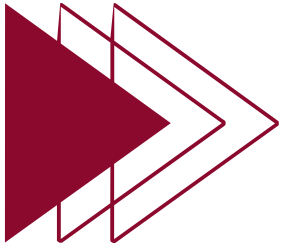


College of Education & Human Development  
*Strategic Plan 2022-2027*



# Overview of the College of Education and Human Development at Texas A&M University-Central Texas



The College of Education and Human Development (CEHD) is one of three colleges at Texas A&M University – Central Texas (A&M-Central Texas), a higher education institution that was born in the spirit of community cooperation on September 1, 1999, as Tarleton State University-Central Texas and became a stand-alone university on May 27, 2009, one of eleven universities within The Texas A&M University System. A&M-Central Texas is an upper-level institution offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate (master's and specialist) degrees. A&M-Central Texas became a separately accredited institution in June 2013 through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), retroactive to January 1, 2013.

Evolving from an 'Area' under the College of Education at Tarleton State University 'School of Education' in the newly formed university, the move to the College of Education was approved by the Texas A&M University System Board of Regents and is home to the Departments of Counseling and Psychology, Curriculum and Instruction, and Educational Leadership and Human Development, Educator Preparation Services, and the Community Counseling and Family Therapy Center.



Academic programs in the College of Education and Human Development include the Bachelor of Science, Bachelor of Applied Arts and Sciences, Master of Arts in Teaching (MAT), Master of Education (MEd), Master of Science (MS), and Specialist in School Psychology (SSP) degrees. Specific undergraduate degree majors are available in education, psychology, and exercise physiology. Graduate degrees are available in Curriculum and Instruction, Teaching, Educational Administration including Principal and Superintendent Certifications, Higher Education Leadership, Applied Psychology, Clinical Mental Health Counseling, Marriage and Family Therapy, School Counseling, and a Specialist Degree in School Psychology. Certifications with master's degrees are also available for Reading Specialist.

The student population in the College of Education and Human Development at A&M-Central Texas is diverse. In fall 2021, 41.51% of students reported that they were White, 24.53% reported they were Black or African American, 26.42% reported they were Hispanic or Latino and 7.55% reported that they were Asian/Pacific Islander/Native American/Other. More than 2000 students in the College of Education and Human Development have graduated with a baccalaureate or graduate degree since 2009.

The College of Education and Human Development continues to strengthen connections to Central Texas communities and the Ft. Hood army installation, answering issues and anticipating opportunities through new and continuously improving programs and services.



## VISION

The College of Education and Human Development at A&M-Central Texas strives to create a dynamic culture of curiosity that engages our learners - students, faculty, staff, and extended community - in the pursuit of professional and life endeavors.



## MISSION

The College of Education and Human Development prepares students for challenging and socially significant careers in fields dedicated to improving human function including education, counseling, psychology, and human performance by offering students quality academic, cultural, service, research, and scholarship experiences in support of the University's mission.



**Employee Excellence-** The College's faculty and staff members are meaningful contributors to a student's experience and the quality of the college's academic programs. Therefore, CEHD courses will be instructed and designed by faculty members who are experts in their fields, and students will be supported by engaging staff members within a diverse and inclusive organizational climate.

## ***Strategic Goal 1.1 Advance relevant content expertise among faculty and staff.***

- Strategy 1.1.1 Identify new and underutilized resources to support faculty engagement in scholarly activities.
- Strategy 1.1.2 Increase funding and release time for professional development related to scholarly engagement and advancement of content expertise.
- KPI: Provide at least 10 scholarly-related course releases over 3 years as determined by Dean and department chairs
- KPI: 100% of faculty will publish or present a scholarly product at least once every three years
- KPI: 100% of staff members will complete at least one national-level professional development experience by the end of three years

## ***Strategic Goal 1.2 Strengthen faculty's pedagogical expertise, including skill in the incorporation of technology to enhance student learning.***

- Strategy 1.2.1 Facilitate faculty participation in high quality professional development experiences focused on pedagogy (e.g., FCTL and TEL initiatives) and course design (e.g., QM training).
- Strategy 1.2.2 Promote interdepartmental discussions of best practices in teaching.
- KPI: 100% of faculty will receive a credential related to pedagogy or engage in a structured institutional learning experience (e.g., writing fellow or service-learning)
- KPI: Provide 1 pedagogically-related course release per program by the end of 3 years
- KPI: 100% of faculty will engage in a peer review of course instruction (either as reviewer or reviewee) at least once over 3 years

## ***Strategic Goal 1.3 Recruit, develop, and retain an outstanding faculty and staff that support the mission of the college.***

- Strategy 1.3.1 Develop and enhance existing programs to recognize faculty and staff excellence.
- Strategy 1.3.2 Foster an institutional climate that promotes a strong sense of belonging in the college where individuals with varying life experiences, attitudes, and beliefs all feel welcome.
- Strategy 1.3.3 Clarify existing operational policies and procedures related to faculty and staff functioning (e.g., create and maintain a faculty handbook).
- Strategy 1.3.4 Identify new methods of marketing faculty openings to historically underrepresented demographics.
- KPI: Create at least 2 faculty excellence awards to begin awarding by the end of three years
- KPI: 90% of faculty and staff members will "agree" or "strongly agree" they feel recognized for their contributions on college climate survey by the end of 3 years
- KPI: 90% of faculty and staff members will "agree" or "strongly agree" the college promotes a strong sense of belonging on the college climate survey by the end of 3 years
- KPI: 90% of faculty and staff members will "agree" or "strongly agree" the college's practices and actions are inclusive on college climate survey by the end of 3 years
- KPI: Develop a college-level handbook by the end of 3 years
- KPI: 100% of faculty postings will be shared with at least 4 doctoral programs at minority serving institutions (e.g. HBCUs, Tribal HSIs)

**Program Quality-** Programs that promote student engagement are most likely to provide high levels of professional preparation and positive perceptions with graduates and external stakeholders. In order to meet this objective, CEHD programs will adhere to research-based teaching strategies and established standards.



***Strategic goal 2.1 Programs will utilize research-informed instructional methods to promote students' achievement, cultural competency, and community engagement***

- Strategy 2.1.1 Promote the quality of writing instructive courses (including student research courses)
- Strategy 2.1.2 Facilitate faculty engagement in service-learning
- Strategy 2.1.3 Ensure effective implementation of culminating experiences (i.e., internships, capstones, research courses)
- KPI: At least 85% of students will “agree” or “strongly agree” WI courses met stated learning objectives on EOC evaluations at the end of three years
- KPI: At least 75% of students will “agree” or “strongly agree” faculty members provided adequate feedback in WI courses on EOC evaluations at the end of three years
- KPI: Designate at least 3 courses within the college as service-learning each year
- KPI: Designate at least 12 courses within the college as service-learning by the end of the third year
- KPI: Label one course in each undergraduate program as service-learning for a continual basis
- KPI: At least 75% of students will “agree” or “strongly agree” culminating experience courses were rigorous on EOC evaluations at the end of three years
- KPI: At least 75% of students will “agree” or “strongly agree” culminating experience courses met stated learning objectives on EOC evaluations at the end of three years



***Strategic goal 2.2 Programs will meet stakeholder expectations of quality***

- Strategy 2.2.1 Ensure positive perceptions of programmatic quality with internal stakeholders
- Strategy 2.2.2 Ensure positive perceptions of programmatic quality with external stakeholders
- KPI: 85% of faculty will “agree” or “strongly agree” the college offers quality academic programs on climate survey
- KPI: 85% of faculty will “agree” or “strongly agree” their specific program is of high quality on climate survey
- KPI: 80% of students will “agree” or “strongly agree” that their academic program was quality on graduation survey
- KPI: Each academic program will develop and maintain an external advisory board
- KPI: All programs will maintain existing external accreditations (e.g., TEA, CACREP)

