

DEPARTMENT OF CURRICULUM AND INSTRUCTION STRATEGIC PLAN

MISSION

The department provides degree and certification programs that meet state and national standards for students seeking careers as professional educators (Early Childhood-G16) in one of the following programs: Bilingual Education, Curriculum and Instruction, Elementary Education, Language Literacy Education, and Secondary Education.

VISION

The Department will be recognized as an effective community of scholars and reflective practitioners dedicated to teaching, research, and service and will be recognized as one of the outstanding teacher educator units in the nation.

VALUES AND BELIEFS

Values and core beliefs shared by the faculty include:

- The dignity and worth of all individuals should be safeguarded and nourished.
- The preparation of a professional educator is a planned developmental process.
- Effective practice is based on sound theory.
- Sound theory grows out of peer-reviewed scholarship.
- The reciprocal interface between theory and practice advances professional identity and viability.
- Educator preparation programs are under girded by strong academic programs that support the teaching fields/specializations.
- Educator preparation programs are recognized and supported as a university-wide responsibility.

GOALS, BENCHMARKS, AND OBJECTIVES (including strategies and assessments)

Goal 1. Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared and diverse student body.

Benchmarks:

- A diversified student body that reflects the diversity of the population of Texas.
- A diversified, holistic approach to admissions.
- Retain at least 80% of students to degree/certification program completion.
- On-going and systematic recruitment of a diverse student body.
- Distance education for unreached/untapped student markets.
- System of student advisement that provides needed, accurate, and timely information.

.Objectives:

Objective 1.1: Recruit students into degree and certification programs.

Strategies

- Implement the COE Statement of Philosophy Regarding Diversity as a working document to guide decision-making, policy, and practice.
- Implement equitable admissions policies that systematically weighs a balance of qualities deemed important to the field of education.
- Collaborate with Office of Admissions and School Relations to recruit prospective teacher education students from high schools and community colleges with large numbers of students of color.
- Collaborate with the Graduate School on recruitment initiatives.
- Recruit students from other units on campus.
- Market degree and certification programs using media, brochures, and web sites.
- Use COE and program web sites to inform prospective students of programs and course offerings.
- Use recruitment booths/tables/receptions at professional meetings to recruit students.
- Develop a cooperative program with colleges and universities in Mexico and Spain to prepare teachers with a bilingual background.
- Seek funding for students from under-represented ethnic and language groups to aid in completion of degree and/or certification programs.
- Increase the number of scholarships and as other forms of financial assistance.
- Support grant proposals that include employment opportunities for students.
- Streamline the graduate student admission process.
- Support and encourage program innovations, including distance education options.
- Offer more graduate courses off-campus for easier access to classes.
- Conduct and use on-going surveys to assess the factors that attract students to the COE.
 - Use analysis of enrollment trends by program to guide continuation or alteration of recruitment strategies.
- Ensure that the TTU Catalogs, both undergraduate and graduate, reflect current and accurate information concerning certification programs and courses.

Assessments:

- Surveys of prospective, current, and past students.
- Number of applications.
- Number of inquiries about programs.
- Ratio of admissions to applicants by program.
- Demographic profile of prospective and admitted students.

Objective 1.2: Increase enrollments from under-represented groups.

Strategies:

- Recruit from organizations of under-represented groups.
- Recruit students from institutions serving under-represented groups.
- Capitalize on the existing positive relationship with ESC-Region 17 schools to recruit students from under-represented groups.

- Submit grants that include funding for programs that support inclusion of under-represented groups.

- Provide opportunities for students from under-represented groups to learn from appropriate faculty who can serve as role-models.
- Recruit at least one faculty member who is bilingual in a highly used Asian language in the state of Texas (Chinese or Vietnamese).

Assessments:

- Survey of prospective, current, and former students.
- Enrollment trends across categories of age, gender, and ethnicity.

Objective 1.3: Improve retention and graduation rates.

Strategies:

- Create and maintain a student file and degree time-line for each student.
- Distribute appropriate college and program materials to appropriate students.
- Align objectives of certification courses with the Texas Examination of Educator Standards (TExES) objectives and alignment will be reflected in course syllabi and course outlines.
- Design methods to collect data as evidence that preservice students achieve knowledge and skills prescribed by State Board for Educator Certifications (SBEC), National Council for the Accreditation of Teacher Educators (NCATE), learned societies, and COE/program expectations.
- Design effective capstone courses to accompany student teaching that will assist students in meeting the demands of student teaching and to successfully complete the required TExES examinations.
- Collaborate with Outreach and Extended Studies to develop short courses and web-based courses for ExCET review purposes.
- Conduct periodic surveys of students to assess their needs.
- Offer courses at times that are consistent with student availability and need.
- Provide a student advisement system that provides needed, accurate, and timely information.
- Provide programs of study, steps/processes to obtaining degrees and forms online for ease of access to students.
- Merge Department data with COE Institutional Research function.

Assessments:

- Percentage passing the TExES.
- Survey of students.
- Reported expenditures.
- Retention and graduation rates of students by program and by demographic categories such as age, gender, and membership in under-represented groups.
- Document qualitative outcomes attributed to recruitment initiatives to identify changes.

Goal 2. Academic Excellence: Attain state and national recognition as a top public education and research university.

Benchmarks:

- Accreditation of the National Council for the Accreditation of Teacher Education (NCATE) and the State Board for Educator Certification (SBEC).
- Ensure educator preparation is recognized and supported as a university-wide responsibility.
- Pass rate of at least 80% of the students taking the professional development section of the Examination for Certification of Educators in Texas (ExCET).
- Growth rate of 3% each year, for the next five years, the number of students graduating and completing teacher certification requirements.
- Growth rate of 3% each year the number of students certified in high need teaching fields (such as math, science, bilingual, and ESL education).
- Student-faculty ratio consistent with requirements of accrediting agencies' as well as other Big-12 universities.
- Number of faculty publications to an annual mean of 2.5 over a five-year period.
- Teaching rated overall "above average" in effectiveness by students.
- Obtain approval for a Ph.D. option.
- Increase level of external funding by 5% for each of the next five years.

Objectives:

Objective 2.1: Programs will obtain and maintain accreditation of the National Council for the Accreditation of Teacher Education (NCATE), State Board for Educator Certification (SBEC) and Specialized Professional Associations (SPA's).

Strategies:

- Provide funds for annual fees to acquire and maintain accreditation status.
- Acquaint faculty with the required accreditation standards.
- Develop a system to continually collect data to document needed information to support accreditation.
- Hire faculty whose professional preparation, professional teaching experience, and workload commitments are consistent with the national and state accreditation standards.
- Work with program coordinators, by reviewing course syllabi and course outlines, to ensure that the curriculum conforms to accreditation and certification standards.
- Maintain positive relationships with academic units in other academic units in other colleges on campus.
- Assist student organizations to be recognized at state and national levels.

Assessments:

- Accreditation status as officially reported by national and state accrediting agencies.
- Results of accreditation reviews by program.

Objective 2.2: Prepare undergraduate preservice students to be effective teachers for grades EC-12 by providing excellent academic programs (general studies and teaching fields), and professional education including meaningful clinical experiences in Local Education Agencies (LEAs).

Strategies:

- Develop programs/courses that meet the standards as prescribed and approved by NCATE and SBEC, as well as approved by the university Teacher Education Council (TEC).
- Develop effective educator preparation programs that are clinically based, developed collaboratively with LEAs, and delivered both by university and clinical faculty.
- Monitor and up-date course syllabi and course outlines to ensure consistency with the prescribed standards as well as the current knowledge base of each discipline.
- Develop professional development school partnerships with selected LEAs.
- Monitor student test scores from the TExES, both in the areas of professional education and the teaching field(s), and make necessary curriculum adjustments.

Assessments:

- Number of students certified.
- Pass rate on the TExES.
- Level of graduates satisfied with their preservice training and success as teachers or other roles as educators.

Objective 2.3: ***Increase the number of preservice students completing teacher certification requirements.***

Strategies:

- Enlarge the pool of qualified students seeking teacher certification.
- Advertise the availability of alternative certification programs (i.e. the post-baccalaureate program at both the elementary and secondary levels).
- Enhance the student advisement system so that students have needed, accurate, and timely information including online information.
- Monitor and adjust curriculum and assessment to correlate with SBEC requirements.
- Monitor student performance/scores on the TExES, both in the professional education section and in the teaching fields, and adjust curriculum where warranted.
- Provide remediation for teacher candidates experiencing difficulty in passing the TExES both in the professional education section as well as the teaching field section(s).

Assessments:

- Number of students certified and/or endorsed.
- Pass rates on exit exams for each program.

Objective 2.4: ***Develop an alternative certification program (post-baccalaureate) that will prepare students to be effective teachers in grades 4-12 by providing appropriate professional education including meaningful clinical experiences in Local Education Agencies (LEAs).***

Strategies:

- Develop programs/courses that meet the standards as prescribed by NCATE and SBEC and approved by the Teacher Education Council.

Develop programs that are clinically based, developed collaboratively with LEAs, delivered both by University and clinical faculty, and designed to be responsive to the issues of diversity and exceptionally.

Monitor and up-date course syllabi and course outline to ensure effective connections with the prescribed standards as well as the current knowledge base of each discipline.

Explore possibility of developing a professional development school partnership with selected middle level schools in local area.

Assessments:

- Number of students certified and/or endorsed.
- Pass rates on TExES exams for each program.

Objective 2.5: Strengthen the master's degree (M.Ed.) programs.

Strategies:

Review the existing course requirements for each program awarding the M.Ed. degree. Streamline the admission process by using a holistic process.

Review the expectations and the administering process of the master's comprehensive examination.

Improve the student advisement system for master's degree candidates including who/how degree plans are developed and approved.

Review merits of adding a major or area of emphasis in middle level education.

Develop a combined M.Ed./Post-baccalaureate Certification Program.

Design new graduate courses that address existing and emerging needs of classroom teachers.

Assessment:

Program audits.

Objective 2.6: Strengthen the doctoral degree (Ph.D.) program with the major in Curriculum and Instruction.

Strategies:

Streamline the admissions process, including reviewing the admission criteria, using a holistic process.

Expedite the admission process including the administering process of the doctoral preliminary exam and notification of the results.

Establish a procedure to contact prospective students who request information about the C&I doctoral program in a timely manner.

Encourage all graduate faculty members to assume the responsibility of chairing or serving as a member of doctoral advisory committees.

Review the various existing residency/patterns requirements for the Ph.D. degree.

Assessment:

Program audits.

Objective 2.7: *Maintain and enhance the scholarship of faculty.*

Strategies:

- Recognize scholarly productivity in Annual Faculty Reports, merit pay recommendations, and workload assignments.
- Utilize COE support services such as typing manuscripts and analyzing data.
- Allocate funds for professional development.
- Provide opportunities for faculty to share research interests.
- Provide needed equipment for research.

Assessments:

- Annual Faculty Reports.
- COE faculty survey items pertaining to provided support for scholarship.

Objective 2.8: *Establish and maintain high levels of teaching effectiveness.*

Strategies:

- Recognize effective teaching in Annual Faculty Reports and merit pay recommendations.
- Allocate instructional funds to each program.
- Assign rooms that match the special instructional needs of classes.
- Work with program coordinators to make class assignments that harmonize faculty expertise and support equity of workload.
- Support PTI's and TA's to attend the Arts and Science TA Orientation.
- Establish a teaching academy within the COE.

Assessments:

- Department mean scores and their standard deviations on the instrument "Student Evaluation of Course and Instructor".
- Number of faculty who receive awards and membership in the Teaching Academy.
- COE Survey of Faculty items pertaining to support for improving teaching.

Objective 2.9: *Establish and maintain student-faculty ratios comparable to other Big-12 schools and as required for accreditation.*

Strategies:

- Monitor student-faculty ratios to ensure compliance.
- Hire clinical faculty as needed and appropriate.
- Use differentiated staffing as appropriate.
- Monitor programs/courses to reduce instructional duplication.

- Advocate for hiring program faculty when justified by load or accreditation factors and to support program initiatives that address market demands.

Assessment:

- Student-faculty ratios

Objective 2.10: *Increase external funding.*

Strategies:

- Recognize grant-related efforts in Annual Faculty Reports, merit pay recommendations, tenure and promotion, and awards recommendations.
- Allow grant “buyout” time that allows time for PIs to carry out their grant activities.
- Allocate a percentage of the grant salary savings to the PI.
- Utilize the services of the Office of the Associate Dean of Graduate Education and Research to prepare and administer grants.
- Nurture intra/inter program grant applications.
- Provide incentive workload adjustments to stimulate grant proposal development.

Assessments:

- Level of external funding.
- Number of faculty attaining grants.

Goal 3. *Human Resources: Maintain a quality and diverse work force and work environment.*

Critical Success Factors (benchmarks for success over the next 5 years):

- At least 70% of faculty is tenured or tenure-acquiring.
- Retain at least 90% annually of the tenured/tenure-acquiring faculty and staff (excluding retirements).
- Improve diversity among faculty and staff consistent with the demographics of the region and state.
- Provide each faculty member office space and equipment consistent with assigned duties. Provide continued learning opportunities that involve all members of the faculty and staff.

Objectives:

Objective 3.1: *Recruit needed and qualified faculty.*

Strategies:

- Monitor the ratio between the number of regular and adjunct faculty.
- Identify, by program, needed faculty positions in a timely fashion.
- Provide appropriate and specific guidance to search committees.
- Develop and disseminate informative/accurate job descriptions.
- Advertise faculty vacancies in relevant national publications/websites including the TTU and COE websites.
- Utilize professional networks to solicit nominations of qualified candidates.
- Recruit new faculty from institutions of equal or higher standing than TTU.
- Enlist active participation of faculty during campus interviews

Assessments (measures):

- Number of advertising outlets used in searches.
- Ratio of position offers made to those accepted.
- Surveys of faculty concerning recruitment effectiveness.
- Administrative reports of recruitment efforts.

Objective 3.2: *Retain productive faculty and support personnel.*

Strategies:

- Ensure that all faculty understand their professional responsibilities in the areas of teaching, scholarship, and service.
 - Ensure that faculty starting their career understand the requirements/expectations, as well as the realities, for the granting of tenure and promotion to higher levels.
 - Provide support for professional development of faculty (i.e. funds for professional development including travel, research funds, instructional supplies, computers, and RA's).
 - Assign faculty (tenured/tenure acquiring) a five-course teaching load during the two regular semesters (excluding first-year faculty, grant buy-outs, and/or special assignments).
 - Monitor and adjust workloads within and across programs to ensure equity of workload, especially in the field-based courses and Professional Development Schools.
 - Encourage collaboration in the areas of teaching, scholarship, and service.
 - Encourage faculty to participate in the COE mentoring program and assist in the orchestration of both formal and informal mentoring relationships.
 - Review recommendations from the Review Committee for Tenure Acquiring Faculty concerning progress of the tenure-acquiring faculty.
 - Use scheduled conference sessions between the chair and faculty concerning Annual Faculty Reports, third-year review, tenure and/or promotion review, and merit review as a springboard for the formulation of faculty growth plans/contracts.
 - Make available dossiers of recently tenured and/or promoted faculty to other interested faculty seeking a model to start their dossier.

 - Develop appropriate evaluation mechanisms and measures to assess teaching, scholarship, and service.
 - Identify and assist faculty who are not making timely progress toward acquiring tenure and/or promotion.
 - Provide appropriate professional development for faculty and staff.
 - Promote sense of community through Department meetings with open discussion of concerns, issues, creative problem solving, and other activities to build trust and cohesion.
- Use data reported in the Annual Faculty Report (teaching, research, and service) as a major evaluative tool in considering the granting of tenure, promotion, and merit pay.
- Recommend reappointment or non-reappointment of tenure-acquiring faculty in a timely manner.

Assessments:

- Faculty resignations.
- Exit interview with administrators.
- Evaluative data on teaching, research, and service as documented in the Annual Faculty Report.

Objective 3.3: *Recruit and retain a diverse faculty.*

Strategies:

- Use the COE Philosophy Statement on Diversity as a basis for establishing and maintaining a quality and diverse work force.
- Organize a joint initiative of faculty and administrators to develop programs emphasizing special concentration on underrepresented groups.
- Provide professional development forums where all faculty actively share their diverse research interests and discuss how diverse cultures form and influence unique scholarly and teaching agenda.

Assessments:

- Diversity among faculty.
- Number of faculty hires and resignations by gender, race, and age.

Goal 4. Partnerships and Engagement: Build strategic partnerships, alliances, and community outreach.

Benchmarks:

- Partnerships with local education agencies (EC-12) and other state educational agencies.
- Increase participation in professional organizations and societies.
- Alliances with local education agencies.

Objectives:

Objective 4.1: Implement new partnerships and extend existing alliances with local education agencies, state education agencies, and professional organizations and societies.

Strategies:

- Develop new professional development schools and expand the development of existing ones.
- Develop methods for programs to identify appropriate partnership opportunities.
- Collaborate with local education agency teachers and administrators to design, implement, and evaluate certification programs and the accompanying clinical experiences required for all preservice teachers.
- Involve faculty with local education agency teachers and administrators in planning and supervising clinical experiences for students seeking teacher certification.
- Encourage faculty to support the mission of area local education agencies.
- Involve faculty in the induction program for new teachers in area local education agencies.
- Involve faculty in action research projects with area local education agency teachers and administrators.
- Provide professional development opportunities for local education agency teachers through distance education courses and short courses.
- Collaborate with local education agency teachers and administrators in the development and conduct of funded teacher enhancement programs, instructional materials development, and research projects.

- Collaborate with state Educational Regional Service Centers and local education agencies in planning and implementing staff development programs designed to improve teacher knowledge and skills.

Assessment:

- COE Survey of Partners and documentation from individual programs.

Objective 4.2: *Enhance the engagement and liaison with other colleges and departments on the TTU campus.*

Strategies:

- Collaborate with administrators and faculty of other TTU colleges and departments in the design and evaluation of teacher certification programs.
- Collaborate with administrators and faculty of other TTU colleges and departments in the conceptualization and development of major proposals to support various aspects of EC-12 education.

Assessment:

- COE Survey of Partners and documentation from individual programs.

Objective 4.3: *Enhance the engagement and partnerships with state and national professional organizations and societies.*

Strategies:

- Encourage and support faculty to become involved in the activities and leadership of state and national professional organizations and societies.
- Encourage and support involvement of faculty in the state agencies responsible for developing certification standards, TExES examinations, developing curriculum standards, examinations used for accountability purposes, and other matters concerning teacher education and certification.

Assessment:

- COE Survey of Partners and documentation from individual programs.

Goal 5 Recognition: *Develop a positive image based on the Department of Curriculum and Instruction's activities and achievements.*

Benchmarks:

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Objectives:

Objective 5.1: *Use publications and web sites to promote a positive image.*

Strategies:

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Assessments:

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Objective 5.2: Develop better connections with alumni and donors to promote a positive image.

Strategies:

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Assessments:

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Objective 5.3: Use community collaborations and community participation to promote a positive image. (Greatly overlaps with Goal 4, Partnerships and Engagements.)

Strategies:

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Assessments:

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Objective 5.4: Promote a positive image through activities that recognize college, university and community personnel.

Strategies:

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Assessments:

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Goal 6. Technology: Maximize the effective use of technology for academic and administrative programs and services.

Benchmarks:

- Appropriate technology to achieve teaching, research, and administrative goals.
- Technology for the support of all students.
- Permanent, effective, and supportive professional development program in technology.
- Increase the number of courses that incorporate features of technology, such as web sites, by 1 per year.

Objectives:

Objective 6.1: Increase the technology competencies of the faculty and staff.

Strategies:

Provide faculty time for professional development in technology.

- Offer technical support for faculty and staff.
- Provide appropriate software to faculty.
- Provide training in technology for faculty and staff.

Assessments:

- COE Survey of Faculty items pertaining to use of technology.

Objective 6.2: Increase the use of technology for student support and program administration.

Strategies:

Create and maintain updated list serves of active and past students for the purpose of advisement and the disseminating of information.

- Create and maintain list serves of active and past students as a means of conducting yearly surveys of the effectiveness of programs, courses, and faculty.
- Incorporate class list serves in selected classes as a communication medium for instruction.

Assessment:

- COE Survey of Students items pertaining to use of technology.

Objective 6.3 Integrate technology in coursework and program delivery.

Strategies:

Train selected faculty in the use of software to create and use web sites.

Develop selected courses to be offered through distance education.

Pilot course development support.

Utilize technology professionals to assist faculty to infuse technology in their teaching and scholarship.

Connect faculty and students with more on-line data bases to increase the span of possible research projects.

Assessments:

- COE Survey of Faculty items pertaining to use of technology.
- Number of courses, by program, employing technology.
- Number of programs/courses on-line.

Goal 7. Organizational Structure and Accountability: Strengthen mechanisms inside the department to conduct academic and student affair matters effectively and equitably.

Critical Success Factors

- Revised Department organizational structure.
- Ongoing assessment linked to continuous planning.
- Use human and financial resources effectively and equitably.
- A decision-making structure and process that is inclusive and participatory.

Objectives:

Objective 7.1: Reorganize and improve the administrative structure of the Department in accordance with sound organizational principles and to create a decision-making structure and process that is inclusive and participatory.

Strategies:

- Provide necessary orientation and training for the program coordinators.
- Review the possibility of consolidating some of the programs.
- Review the appropriateness of adding another program such as middle level education.
- Clarify the roles, expectations, and responsibilities of the program coordinators.
- Add the position of an associate chair to the Department office.

Assessments:

- COE Survey of Faculty items that relate to decision making.
- Annual review of Department chair.

Objective 7.2: Implement an ongoing program review and assessment mechanism.

Strategies:

- Conduct program audits.
- Improve the availability and filing/storage of various documents such as course syllabi and course outlines and minutes of meetings of programs and task forces.
- Conduct program and personnel reviews yearly and adjust resource allocations as needed.
- Engage programs in on-going strategic planning.

Assessment:

- Program audits and revisions to strategic plan.