

College of Education Academic Plan 2017-2023

I. Introduction



State your department/school/college mission statement.

As a premier professional school, Texas State University's College of Education enhances human potential through excellent teaching, relevant scholarship, and community engagement.

Outline briefly your "vision" for the 2017-2023 planning cycle.

The College of Education will focus our innovative and evidence-based professional preparation in areas that are crucial to economic success and quality of life in Texas, the nation, and the world. Our programs will be rigorous, aligned with national standards and accredited when possible. We will conduct important and relevant research and scholarship that is increasingly externally funded. We will work closely with our communities and their institutions to inform and influence practices and make our scholarship and teaching more meaningful.

Using University goals and initiatives as a guide, list and briefly describe your top five priorities for the 2017-2023 planning cycle and indicate the university goal/initiative to which the unit's goal is linked.

1. Increase graduate enrollment to better serve the region, the state, the nation, and the world.

We propose to increase graduate enrollments by attracting ever more highly qualified students by revising our current programs in a timely way; developing and implementing new master's and doctoral programs in areas in which we already have strong faculties; delivering programs in a variety of formats such as hybrid, blended, onsite cohorts, executive models, etc. that meet the needs of students that would otherwise remain unserved by Texas State; reducing net costs to graduate students in several ways to make us more competitive regionally and nationally; building resources for recruitment nationally and internationally, as appropriate; and partnering with the College of Science and Engineering (COSE) in innovative ways to address the STEM education crisis in the state, including increasing the impact and scope of the LBJ Institute for STEM Education and Research. (1.2, 1.3, 1.4, 2.1, 2.2, 2.7, 3.1, 3.2, 3.5, 4.3)

2. Focus on excellent and innovative professional preparation of educators, including an active and inclusive research and scholarly agenda.

We propose to continue and enhance our leadership in quality educator preparation by actively collaborating with all appropriate departments and colleges across campus, especially the COSE, to develop and assess the best, most innovative models of preparation; developing and implementing a rigorous research agenda on cutting-edge teaching and learning modes, especially culturally responsive STEM education in collaboration with the COSE, innovative learning spaces, Honors classes, and a variety of clinical practice improvements in many disciplines; implementing a comprehensive research agenda specifically around educator preparation in the Office of Educator Preparation; maintaining and improving on current accreditation reporting mechanisms; and enhancing our partnerships with cooperating districts and teachers, perhaps including nominal compensation to recognize their crucial roles. (1.6, 1.7, 1.8, 2.2, 2.3, 2.4, 3.5, 4.9)

3. Contribute to NRUF status through increased research and external funding activity.

We propose to greatly increase our research and external funding profiles by continuing to build a supportive infrastructure to facilitate faculty efforts; promoting and supporting cross-college, cross-institutional, and international collaborations; incentivizing research teams in a handful of targeted areas including wellness promotion, the special education and autism spectrums, culturally responsive STEM education, educator preparation, and others as appropriate; developing faculty in grant proficiency, research and evaluation methodology, and project planning; and supporting our already successful externally funded activities in STEM methods and professional development through infrastructure development for the LBJ Institute for STEM Education and Research. (3.1, 3.4, 3.5)

4. Promote success for all students in order to serve all of the students and citizens in Texas and beyond.

We propose to assure the success of all of our students by intentionally moving the demographic composition of our student enrollment, especially our educator preparation students, to reflect the school children of Texas, creating a more diverse and supportive learning community; intentionally building enrollments of veterans, of former foster children, of students with a variety of abilities, and of any other groups we can identify that will represent the broader population; supporting professional development for faculty and staff in culturally responsive pedagogy and student support; increasing the number of bilingual/bicultural educators and other professionals by increasing majors in current programs and by increasing bilingual/bicultural awareness, instruction, and practice in all programs of the COE, to the extent possible; decreasing large class sizes, as practical; developing a budget and evaluation plan for targeted recruiting activities; and developing and supporting faculty learning communities that focus on student retention and success. (1.1, 1.2, 1.3, 1.5, 2.2, 3.5, 4.11)

5. Build infrastructure to support faculty in instructional and research activities.

We propose to address immediate and increasingly troubling needs for facilities, technical staff, and faculty by providing permanent funding for several research coordinator and analyst positions that are absolutely critical for grant proposal support and accreditation and compliance reporting and assessment; requesting and making the case for badly needed instructional and research laboratory space including large portions of a renovated Jowers Center, additional cadaver lab space in Health Professions, collaboration with the Meadows Center for Outdoor Education, and Recreational Sports fields, a vastly enhanced STEM maker

space and active learning facility, and collaborative learning spaces in each department; hiring sufficient new faculty to service burgeoning enrollments and bring faculty teaching loads into line with other, similar institutions, as well as making possible several new doctoral programs; and to ensure that the LBJ Institute for STEM Education and Research becomes sustainably self-supporting. (2.4, 2.6, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.15)

Based on unit goals, list the number of new (not replacement) faculty lines you plan to request in the 2017-2018 academic year and in the remaining 2-6 years.

New positions for 2017-2018:

Three tenure track faculty lines:

- Educational Technology-C&I (1)
- Elementary/ESL Education-C&I (1)
- Rehabilitation Biomechanics-HHP (1)

One program faculty line:

- Non-tenure line faculty for field experiences-C&I (1)

One program faculty line at 50%:

- Educational Leadership-CLAS (1 – conditional on Educational Leadership and AISD partnership)

New positions for 2018-2023:

Ten tenure track faculty lines:

- Reading Education-C&I (1) due to expanded reading Master's course offerings at the Round Rock Campus so that students can complete their degrees in RR.

- Counselor Education & Supervision-CLAS (1)
- School Psychology-CLAS (1)
- Special Education-C&I (1 – conditional on university approval of Special Education doctorate)
- Bilingual Education-C&I (1 – conditional on university approval of Bilingual doctorate)
- Developmental Education-C&I (1 – conditional on university approval of a new Developmental Education Specialization in research, measurement, and assessment)
- Rehabilitation Sciences-HHP (1 – conditional on university approval of interdisciplinary doctorate in Rehabilitation Sciences)
- Counselor Education & Supervision-CLAS (1 – conditional on university approval of Counselor Education & Supervision doctorate)
- School Psychology-CLAS (1 – conditional on university approval of School Psychology doctorate)
- Adult, Professional & Community Education-CLAS (1 – conditional on demonstrating need for research advisors in the Ph.D. program)

Three clinical faculty lines:

- Convert AT Senior Lecturer line to Clinical Assistant Professor in AT-HHP
- Convert PFW Senior Lecturer to Clinical Assistant Professor in Recreation-HHP
- Convert PFW Senior Lecturer to Clinical Assistant Professor in Exercise and Sports Science-HHP

Other:

- Other tenure-track or non-tenure line faculty to accommodate growth or to increase research grant productivity

Based on unit initiatives outlined in your plan, estimate the total amount of new funding that your unit will realistically need in the 2017-2018 academic year and in the remaining 2-6 years.

Maintenance new money:	Year 1	\$606,400
	Years 2-6	\$1,723,000
Program goals:	Year 1	\$395,100
	Years 2-6	\$5,647,500 (this includes \$3,000,000 for Jowers renovation)

(Excludes tenure-track faculty, clinical faculty, and graduate assistants in both cases.)

State the facilities (e.g. offices, research and lab space, classrooms) that will be required for anticipated growth and new unit goals.

The current ongoing renovation of the Jowers Center and the new University Events Center will go a long way toward helping HHP, but they will need additional funding for innovative learning spaces in their new and existing facilities.

Additional classroom space and faculty offices in San Marcos are critical. C&I is four offices short today, with anticipated needs for a dozen more offices over the planning period. CLAS is expected to need additional faculty office space as new programs are added and enrollments grow. We are proposing a new and enlarged maker space in the Academic Services Building-North (ASB-N) first floor, assuming the Writing Lab moves to the new learning commons. This space will support cutting edge activities in research and grant activity, as well as pre-service and in-service instruction.

Research project space.

C&I and CLAS both also need innovative learning spaces, as detailed in the plan. Altogether, the COE needs five such classrooms.

II. Process

Describe, in a brief paragraph, the process used to develop your plan, including the nature and extent of faculty involvement.

- September-November 2016: Faculty from each academic program in each department met to develop priorities.
- November 2016: Program coordinators met with department chairs to draft department plans based on faculty and program identified needs. The process was extremely faculty driven in each department.
- December 2016: Department Chairs and Associate and Assistant Deans finalized draft strategic initiatives and further refined department initiatives.
- January 2017: College Council met in a retreat to finalize the COE priorities and draft initiatives. Dean and Council then engaged in an iterative composition process to finalize a draft plan.
- February 2017: College strategic plan shared with all COE faculty for review and input.
- March 2017: College Council finalized plan based on faculty input.

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III. Program Maintenance

Maintenance Need	Reason for Need	Cost	Result of Funding
New furniture for classrooms: replace broken chairs and tables, purchase new whiteboards	Many of the tables and chairs are broken.	\$50,000	
Salary increase for per course faculty of \$1000 per course taught	Our per-course instructors have received the same salary since 2010. In order to continue to hire talented per-course faculty, this increase is needed.	\$80,000 per year	This additional funding will play a key role in hiring well-qualified talented faculty to teach our undergraduate and graduate courses.

Science education lab materials	The maintenance of the lab materials is an ongoing cost for C&I. Additionally, we plan to offer our science education labs on the Round Rock campus so that students can complete their coursework in that location. This will require purchasing lab materials.	Initial cost for Round Rock lab \$10,000 then \$3,000 per year to maintain supplies	We will be able to offer our students quality lab experiences at both campuses to better prepare them for classroom teaching.
Hire additional graduate assistants	C&I currently has five funded GIA positions and there is a need for five additional GIA/GRAs in the department to (a) accommodate the increased need for faculty research assistance as we pursue NRUF status and (b) help offset declining graduate enrollment.	\$65,000 per year	Additional GIA and GRAs will play an important role in recruitment of graduate students and will also provide more support to faculty to teach larger section courses and in research endeavors.
Server for CARES and Counseling and Assessment clinic	The server is outdated and needs replacing every five years.	\$16,000 (\$8,000 in year 1 and \$8,000 in year 6)	The CARES clinic will be able to continue to serve the children of Texas while also collecting high-quality research data.

<p>Convert BESS bachelors in pre-rehabilitation sciences into an interdisciplinary BS in pre-rehabilitation sciences; seek CEPH certification for bachelors in H ED, and NSCA recognition. Revise MS and MEd in ESS into a unified MS with common core with career-oriented targeted electives.</p>	<p>To keep programs aligned with trends in the disciplines, accreditation or advanced certifications, and changing graduate admissions requirements.</p>	<p>Occasional course release funded by the department</p>	<p>Cutting edge academic programs that attract top undergraduate and graduate students.</p>
<p>School Psychology Test Kits for training use by students to meet degree requirements</p>	<p>New kits have to be purchased when the tests are upgraded. Kits are expensive, and the implementation of the Spanish-English Bilingual training track has added a new need for Spanish language kits. Replacement costs are prohibitive for the department budget to bear as sole source.</p>	<p>\$40,000 over 6 years</p>	<p>Specialist degree students have current resources for quality training and for accredited degree and licensure requirements; Bilingual School Psychologists are trained.</p>

<p>Additional software required for quantitative analysis in doctoral courses, supporting online instruction, and faculty research, including SPSS AMOS in CLAS department computer lab/classroom</p>	<p>The software is unfunded and is required for effective quantitative research courses at the doctoral level and for faculty research. As an emerging research institution, our faculty has an increased need for advanced research software packages.</p>	<p>\$19,500 annually</p>	<p>Doctoral students receive quality instruction in research design, doctoral students produce quality dissertations, faculty have resources required for rigorous research.</p>
<p>Parking for Counseling & Assessment Clinic clients at main campus & RRC</p>	<p>Since all parking spaces were monetized several years ago, CLAS now pays Parking Services \$4,500 annually to provide parking for lower income clients. Client services are essential to graduate students' timely graduation and professional licensure. The CLAS budget construction does not support this recurring expense.</p>	<p>\$4,500 annually</p>	<p>Clients from the community are served; a sufficient and consistent client flow allows graduate students to graduate on time.</p>

<p>Online training in Danielson Framework for Teaching for university student teaching faculty</p>	<p>All student teaching faculty who work with student teachers are required to be certified observers for the Danielson Framework. Resources are needed to train and certify new ST faculty each semester and to provide calibration exercises for returning faculty in order to ensure validity and reliability of observation evaluations.</p>	<p>\$20,000 per year</p>	<p>This is fundamental to our reconstructed program and our accreditation depends on it.</p>
<p>Required state fee for each new student admitted to all educator preparation programs</p>	<p>The State Board of Educator Certification instituted a new \$55 per student fee that is effective March 2017. OEP will need funding in order to maintain state educator preparation programs, or a new student fee will need to be assessed.</p>	<p>\$45,000-\$55,000 per year</p>	<p>This fee is mandatory and newly imposed. It must be paid and we currently have no source.</p>

Purchase of data from state	Each year, the state charges educator preparation programs a fee to provide data needed for state and national accreditation reporting.	\$8,000 per year	Data needed for management of the program, for continuous improvement of all educator preparation programs, and for compliance and accreditation.
Research Incentive Opportunity	To increase the number of submissions over \$100,000.	\$1,500/PI	Too early to tell, but at this time 6 PIs are engaged in the RIO process and working toward submitting first drafts of concept papers.

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IV. Planning Goals (University Goal Statements)

Dept.	Unit Goal	1 yr	2-6 yrs	New Resources Required	Cost	Source of Resources	Assessment Criteria	University Initiative
University Goal 1: Promote the success of all students.								
COE	Increase external funding to hire 10 additional GRA's, including at least 2 for LBJ/STEM	X	X	None. Make sure that external grants include money for GRA's	None	N/A	10 new fulltime GRA's	1.2, 1.4, 1.9, 3.1, 3.3 COE 1, 4, 5
COE	Increase funds for targeted graduate student recruiting	X	X	Budget to implement a recruitment plan	\$10,000/year in addition to what is provided now	Graduate College/ University Marketing	Enrollment increases	1.2, 1.4, 1.9, 3.1 COE 1, 4
COE	Provide small stipends for faculty who participate in learning communities around issues related to student success	X	X	\$250 per semester for up to 20 faculty	Up to \$5k/year	Departments & COE	Better retention and graduation rates	1.1, 1.3, 1.5, 1.7, 1.8, 1.9, 2.2, 3.5, 4.11 COE 2,4
CLAS	Add a Graduate Staff Advisor to facilitate recruitment, admissions, advising, and time to completion	X	X	Graduate Staff Advisor	\$55,000	Academic Affairs	Increased graduate enrollment; effective advising that advances timely graduation rates	1.2, 1.5, 1.8, 1.13 COE 4, 5
COE	50 tuition fellowships per year for outstanding graduate students	X	X	100 tuition fellowships to recruit outstanding full-	\$500k in year 1; \$1M/year thereafter	Provost/ Graduate College	Higher quality and more out of state students in competitive programs	1.2, 1.4, 1.9, 2.1, 3.1, 3.3

	(total of 100 in year 2 and ongoing)			time graduate students				COE 1, 2, 4
COE	Implement a graduate student tracking system for doctoral as well as master's students, integrated with Banner, etc		X	Technology program purchase or development	\$20,000	The Graduate College	Real time view of student benchmarks to support retention and timely graduation	1.2, 1.3, 4.15 COE 1, 4, 5
University Goal 2: Offer high quality academic and educational programming.								
HHP	Revision of MED for Teachers and Coaches (Hybrid/blended program)	X	X	Up front curricular development	\$8-12K for course releases	HHP and electronic course fees	Double enrollment	2.1 COE 2
C&I	Make the Developmental Education master's completely online	X		Complete development and recruitment materials	\$3K	C&I	20-50 students in years 2-6	1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.2, 4.9, 4.11 COE 1, 2, 4
C&I/OEP	Provide stipends for coordinators in other Colleges to help with increased reporting, curriculum, and compliance requirements in teacher education	X	X	\$4k/year stipends for one faculty member in each of 6 academic colleges that include educator preparation programs	\$24k/year	Provost	Support continuous improvement, student success, and ease and quality of data collection and reporting	1.1, 1.5, 1.9, 2.2, 4.3 COE 2, 4, 5
C&I (2), HHP (2), CLAS (1)	Five advanced learning and collaborative classrooms that provide multiple ways to configure the classroom, opportunities for collaboration, and	X	X	75 tables/ workspaces 400 chairs projectors, whiteboards, computers	\$700,000	Provost	Increased capacity to offer multimodal approaches to teaching and learning to better prepare future teachers and other educators.	1.1, 1.11, 1.12 2.4, 2.6, 4.9 COE 2, 4, 5

	the latest instructional technology and pedagogies. This plan will encompass equipment and software, faculty development, and technical support							
C&I; LBJ Institute	STEM Education Design & Discovery Labs – a comprehensive space with flexible laboratory stations, a classroom, STEM exhibit space and open work spaces for faculty, staff, and grad students	X	X	Funds primarily for renovation; much of the necessary equipment has been or will be provided by grant funding	\$250,000	Provost	Increased capacity to offer multimodal approaches to teaching and learning to better prepare future teachers and attract additional multi-million funding to the University	1.1, 1.7, 1.11, 1.12, 2.4, 2.6, 3.3, 3.5, 4.9 COE 1, 2, 3, 4, 5
C&I/OEP	Devise and implement a curricular alignment plan that will meet new CAEP accreditation and TEA standards including an instructional technology plan	X	X	Funds for faculty development, course releases for curricular work, travel to exemplary programs, materials, and equipment	\$15,000 per year	Provost	Successful CAEP re-accreditation and TEA Audit.	1.1, 1.7, 2.2, 2.6, 4.3, 4.14 COE 2, 4, 5
C&I	Reduce class size of large undergraduate courses	X	X	six per-course lecturers @ \$4,000 each	\$24,000 per year	Provost/ Department (50/50 split)	Improved student engagement in courses and improved scores on TExES certification	2.4, 2.6, 4.2 COE 2, 4, 5

							exams.	
C&I	Supporting school district partnerships for field block experiences \$150 per cooperating teacher (\$50 to attend a training; \$100 once all paperwork is complete)	X	X	\$150 per cooperating teacher	\$22,500 per year	Provost or student fee	Improved partnerships with local schools.	1.5, 2.2, 4.1, 4.2 COE 2, 4, 5
HHP	Revise Athletic Training (AT) and Therapeutic Recreation (TR) master's degrees to retain national accreditation for a masters entry-level programs. Revise blended/online MEd in PE and coaching		X	Accreditation Fees Course release	\$6,000 annual \$8,000-12,000	Provost		2.1, 2.6, 3.2 COE 2
CLAS	Transition the externally funded Spanish-English Bilingual track in School Psychology from an externally funded initiative to a permanent program	X		1. Bilingual marketing materials 2. Scholarships 3. Immersion experience	1. \$4,000 one time — 3. \$15,000	1. Dept, COE, Graduate College 2. Donors 3. Intent to access Study Abroad & other sources	Increased graduate enrollment in School Psychology; statewide impact through consistent graduation of bilingual School Psychologists ready to serve Texas schools and families; regional and national reputation for exemplary program	2.1, 2.2, 4.4 COE 1, 2, 4

							supporting K-12 schools in addressing needs of bilingual students and families	
CLAS	Fully implement the M.A. in Adult Education online degree delivery, with attention to recruitment and innovative course delivery	X	X	Marketing materials and faculty professional development	\$2,000.00	Department E-course fees	Increased graduate enrollment; regional and national reputation for innovative online education of adults	1.2, 2.1 COE 1, 2, 5
CLAS	Study and implement innovative bilingual and/or bicultural graduate academic program initiatives that impact service to Hispanic communities in and beyond Texas	X	X	Training, outreach, translation, and discipline specific implementation resources	\$25,000	College of Education	Increased graduate enrollment; increased diversity of graduate students; statewide impact advancing the service of agencies and schools to Hispanic communities; regional and national reputation for exemplary programs serving Hispanic communities and all communities	1.2, 1.7, 2.1, 2.2 COE 1, 2, 4
CLAS	Advance internationalization of graduate studies (coursework and related research)	X	X	International travel funds for student learning	\$10,000	Study Abroad & external funding	Sustained number of graduate students participating with their professors in international learning opportunities; evidence of contributing to the university's Generation Study Abroad and Latin American Engagement Plan goals	2.2, 2.7 COE 1, 2, 4

CLAS	Study feasibility of a TESOL graduate degree/program, and implement if indicated	X	X	Per course faculty in ESL if warranted by enrollment	\$8,000	Academic Affairs	Increased graduate enrollment	1.2, 2.1, 2.2 COE 1, 2, 4
University Goal 3: Achieve significant progress in research and creative activity as measured by national standards.								
C&I; LBJ Institute	Provide modest stipends for COE and COSE STEM Education Faculty Fellows to meet periodically to discuss STEM education practices and research, as well as explore grant proposals and research using LBJ Institute data	X	X	\$5k/year for 6 faculty	\$30k/year	Provost/OSP/IDC	Periodic reports from Fellows; grant proposals	3.1, 3.4, 3.5, 4.1, 4.2 COE 2, 3, 5
COE	Provide permanent funding for Senior Research Analyst/Methodologist	X	X	Position is grant funded now, but this restricts how many hours can be committed	\$80k/year	Provost/OSP	Increased submission and success rates for grant proposals	3.1, 3.4 COE 3, 5
C&I; LBJ Institute	Provide a permanent Research Coordinator for the LBJ Institute to work on STEM Education research with faculty from COE and COSE (among others)		X	Temporarily funded for 2 years, so funding need in 2-6	\$55k/year	Provost/COE	Increase in proposals and number off PI's	3.1, 3.4, 3.5, 4.1, 4.2 COE 2, 3, 5
COE; departments	Provide 8-12 new faculty lines to move the COE toward 3/2 loads in	X	X	Phase in at 2-3 per year; use per course faculty to speed up	8 * \$70k = \$560k in year 6; \$50,000 for per course	Provost	Increased research and external funding	3.1, 3.4, 3.5, 4.1, 4.2, 4.3

	order to reflect and encourage increased research and external funding success			transition	faculty per year			COE 2, 3, 5
COE	Expand the Research Incentive Opportunity plan to include research teams	X	X	Provide up to \$30k for faculty incentives to write proposals in excess of \$100k for individuals and \$250k for teams	Up to \$30k/year	COE	Increase in grant proposals and potential PI's	3.1, 3.4, 3.5 COE 3
COE; Departments	Up to \$25k for course releases for writing grant proposals	X	X	Provide course releases for faculty to write grants	Up to \$25k/year	COE and depts. split the cost	Increase in grant proposals and potential PI's	3.1, 3.4, 3.5 COE 3
C&I	Fund new faculty lines for proposed doctoral program in bilingual-biliteracy education and doctoral program in Special Education		X	2 Assistant Prof lines @ \$65,000 = \$130,000 2 Assoc Prof lines @ \$80,000 = \$160,000	\$290,000 per year when implemented	Provost	Successful searches	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 COE 1, 2, 3
HHP	Expand interdisciplinary research to underserved populations	X	X		None			3.1 & 3.5 COE 3
CLAS	New Doctoral Program Proposal: Ph.D. in School Psychology		X	2 net new tenure track faculty	\$130,000 - 140,000 (2 Assistants or 1 Assistant/ 1 Associate; based on 2016 CUPA & salary review)	Academic Affairs	Implementation of new Ph.D. in School Psychology program with sustained net new enrollment, timely graduation rates, increased research productivity, and	2.1, 3.1, 3.2, 3.3 COE 1, 3

				<p>Doctoral Research Assistants (7, phased in)</p> <p>\$243,000 (DRAs @ 9 months)</p> <p>\$61,000 (DRAs @ 3 summer months)</p> <p>Total: \$444,000</p>		<p>graduates impacting practice and research in School Psychology</p>	
CLAS	New Doctoral Program: Ph.D. in Counselor Education & Supervision	X	<p>2 net new tenure track faculty</p> <p>Doctoral Research Assistants (7, phased in)</p> <p>Admin Assistant II (combined with other needs)</p>	<p>\$130,000 - 140,000 (2 Assistants or 1 Assistant/ 1 Associate; based on 2016 CUPA & salary review)</p> <p>\$243,000 (DRAs @ 9 months)</p> <p>\$61,000 (DRAs @ 3 summer months)</p> <p>\$38,000</p>	Academic Affairs	<p>Implementation of new Ph.D. in Counselor Education program with sustained net new enrollment, timely graduation rates, increased research productivity, and graduates impacting practice and research in Counseling</p>	<p>2.1, 3.1, 3.2, 3.3</p> <p>COE 1, 3</p>

				to resolve work flow issues)	Total: \$472,000			
HHP	Implement interdisciplinary MS and propose PhD in rehabilitation sciences		X	Two TT faculty	\$150,000	Provost	If the THECB approved, there could be an increase of 4-5 doctoral graduates per year	2.1, 2.4, 2.6, 3.1, 3.2, 3.3 COE 3
Other initiatives supported by the COE found in departmental plans.								
CLAS	Study feasibility of a Center for Community Professional Training and Research, led by the Adult, Professional, and Community Education programs and integrating cross-department and cross-disciplinary efforts, and begin implementation in 2019 based on results	X	X	Post-doctoral Research Associate Two new per course sections per academic year	\$50,000 @ 9 months \$8,000	External funding Fee for service Academic Affairs	Active Center leading in the practice and research of professional development across a range of COE disciplines affecting schools, agencies, and organizations; increased external service and research funding	3.4, 3.5 COE 2, 3, 5
CLAS	Study feasibility of an Animal Assisted Counseling Institute led by Professional Counseling, and begin implementation based on results.	X	X	Faculty professional development time	\$12,000	Fee for service External funding	Institute leading in the professional development and research of Animal Assisted Counseling, increased external service and research funding	2.1, 2.7, 3.5 COE 2, 3, 5

C&I	Add Research Methodology/ Assessment Track to the Developmental Education Doctoral Program		X	2 Assistant professor lines @ \$65,000	\$130,000	Provost	Increase in research capacity within the COE by adding faculty expertise in research methodology	2.1, 3.1, 3.2, 3.3 COE 1, 3, 4
University Goal 4: Provide the necessary services, resources, and infrastructure to support the university's strategic direction.								
C&I; OEP	Hire a data analyst to manage dramatic increases in state and federal compliance and accreditation reporting, as well as the Teacher Education research agenda	X	X	\$65,000-70,000/year	\$70,000/year	Provost	Meet all deadlines and compliance and reporting tasks	1.9, 4.1, 4.2, 4.3, 4.7, 4.9 COE 2, 5
C&I; OEP	Gain access to additional appropriate data from TEA to manage dramatic increases in state and federal compliance and accreditation reporting, as well as the Teacher Education research agenda	X	X	\$10,000/year	\$10,000/year	Provost	Meet all deadlines and compliance and reporting tasks	1.9, 4.1, 4.2, 4.3, 4.7, 4.9 COE 2, 5
C&I; OEP	Provide very modest stipends for cooperating teachers in our partner districts to	X	X	\$100 per cooperating teacher	Approximately \$100k/year	Provost	Ability to ask for more reporting and accreditation tasks	1.8, 1.9, 4.1, 4.2, 4.3, 4.9, 4.12

	ensure their help with dramatically increased compliance and reporting requirements							COE 2, 5
COE	Provide 2 international teaching and research travel fellowships per year to partially fund international travel	X	X	2 @ \$3,500	\$7,000	Split between Department and COE	MOU's, proposals, research articles	3.3, 3.4, 3.5, 2.7, 4.2, 4.11, 4.12 COE 2, 3, 5
C&I	Hire additional administrative assistant to provide pre and post award administrative support		X	Staff Salary	\$35,000	Provost	Increased external funding due to better administrative support for faculty	3.4, 4.1, 4.2, 4.3 COE 2, 3, 5
C&I	Hire field-based block coordinator	X		Lecturer Salary	\$45,000 per year	Provost	Increase our capacity to work with local schools	1.1, 1.5, 1.6, 1.7, 4.1, 4.2, 4.3 COE 2, 4, 5
HHP	Renovate Jowers to support enrollment growth and research	X	X	Space allocation and renovation funds	\$3 Million	Provost/HEAF		2.4, 4.9 4.13, 4.15 COE 5
CLAS	Develop systems and support to engage alumni and external constituencies to enhance program excellence, recruit students, and generate community support	X		Databases and group email capacity, logistical and technical support	Technical support from existing staff and technologies	Development Office/ Alumni Office	Communication with alumni to share academic programs' news/ accomplishments, to conduct outreach/recruitment; and to celebrate alumni accomplishments	2.4, 4.9 4.13, 4.15 COE 5

