

**Project South Texas
Academic Program Working Groups
Final Report**

January 31, 2014

Working Group Name	Academic Program Working Group for Education
Working Group Co-Chairs	Steve Chamberlain and Paul Sale
Working Group Members	Joseph R. Corbeil, Zumaris Díaz, Joy Esquierdo, Criselda García, Laura Jewett, Karin Lewis, Shirley Mills, Gustavo Valencia

Executive Summary

The **Education APWG** met a total of nine times to discuss the future College of Education for UT-RGV. The committee considered program options and academic structure, in addition to the key foci of the new university: bilingual/biliterate/bicultural education, community engagement, and transdisciplinary opportunities.

The committee decided to keep all existing programs from UTB and UTPA. A variety of new programs were envisioned over the next 11 years, including **Master's of Arts in Teaching (MAT)** in several areas. MATs provide students the opportunity to complete a bachelor's degree and master's degree in five years, with a strong focus on practicum and project-based experiences. Students may then decide to complete a graduate program in a specialty area. The committee is also recommending the introduction of **PhD programs**, in addition to current Ed.D. programs over the next 11 years. The issue of accreditation was also discussed, given that UTB has applied for NCATE accreditation, but it was decided that any decisions about future accreditation endeavors at the new university would be made at a future date. Therefore, the committee addressed new programs without considering implications of one current program being accredited and the other not. The committee operated on the assumption that one set of programs would be offered for the new university.

A strong emphasis is placed on **bilingual/biliterate/bicultural education** throughout this committee's recommendations. An **EC-12 Model Demonstration School** is proposed that will include **dual-language development and instruction**. The committee highly values the linguistic strengths of bilingual students in the Rio Grande Value and believes the new university must capitalize on this strength. The model school student population will reflect the demographics of the RGV and provide opportunities for collaboration with local school districts. In addition to the model school, specific university programs in the college of education are interested in offering dual language instruction. The committee believes this is a desirable extension of an EC-12 focus on bilingual/biliterate/bicultural development.

The committee views these bilingual programs as **transdisciplinary opportunities** with multiple opportunities to collaborate with other university programs and community organizations. Another transdisciplinary opportunity is the proposed creation of **four institutes of innovative theory and practice**: the Institute for Innovative Teaching, Learning, and Assessment: Teachers College; the Institute for Innovative Research and Program Evaluation; the Institute for Innovative Educational Leadership and Policy Studies; and the Institute for Innovative Bilingual and Intercultural Studies (see Appendix B). These institutes will establish theoretical space where faculty can meet for discussion of ideas and submit grant proposals for funding that will result in projects that are housed within specific institutes.

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The College of Education will also seek opportunities to collaborate with other programs to establish **environmental education and coastal ecology awareness initiatives**. Given the geographical location of the new university and the global implications, these initiatives will be paramount for the new university and should include education at the EC-12 level.

The committee recommendations also reflect the need for **strong community engagement**. The committee envisions a **service delivery model** where higher education students and faculty work directly onsite in neighborhood schools and are integrally involved in local communities. This will require strong collaboration with local school districts and community organizations. In addition, the committee recommends **student residential living opportunities** for both undergraduate and graduate students. This should enhance recruitment efforts for students at both levels.

In terms of **academic structure**, the committee recommends one dean and multiple associate deans. In lieu of department chairs, program coordinators will report directly to the dean (see Appendix A). In addition, the committee conceptualizes four distinct institutions of innovation (described above).

Finally, the committee envisions both a College and a University that closely resemble the vision of Northeastern University and Worcester Polytechnic University, both of which have an innovative global vision. Specifically, aligning with Northeastern University’s vision: “a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research.... Northeastern is an innovation leader—in the forefront of expanding global, entrepreneurial, and interdisciplinary programs and creating new models for online graduate studies and use-inspired research.”¹

Working Group Meetings

Date	Location/Format
October 4, 2013	F2F, UTPA
October 18, 2013	F2F, HRAHC
October 25, 2013	F2F, MITC
November 1, 2013	F2F, MITC
November 8, 2013	Skype
November 13, 2013	F2F, MITC
November 22, 2013	Skype
December 13, 2013	F2F, UTPA
January 17, 2014	F2F, MITC

¹ See Northeastern University’s website at <http://www.northeastern.edu> retrieved 11/13/13

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Current Academic Programs

UTB	UTPA
Undergraduate	Undergraduate
1. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with Bilingual Education Specialization	1. Bachelor of Interdisciplinary Studies with Bilingual Education Specialization
2. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with Special Education Specialization	2. Bachelor of Interdisciplinary Studies with Special Education Specialization
3. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with English as a Second Language Specialization	3. Bachelor of Interdisciplinary Studies with Early Childhood Specialization
4. Bachelor of Science in Health and Human Performance - All Level Grades EC-12th	4. Bachelor of Science in Early Care & Early Childhood Studies
5. Bachelor of Science in Mathematics - Grades 4th-8th	5. Bachelor of Science in Health with certification
6. Bachelor of Science in Mathematics - Grades 8th-12th	6. Bachelor of Science in Health non-certification
7. Bachelor of Science in Science - Grades 4th-8th	7. Bachelor of Science in Kinesiology with certification
8. Bachelor of Science in Science/Biology - Grades 8th-12th	8. Bachelor of Science in Kinesiology non-certification
9. Bachelor of Science in Science/Chemistry - Grades 8th-12th	9. Bachelor of Arts with All-Level (EC-12) Certification
10. Bachelor of Science in Science/Physics - Grades 8th-12th	10. Bachelor of Arts in Communication Studies 8-12 Certification
11. Bachelor of Science in Health and Human Performance (non-teaching degree)	11. Bachelor of Arts in Communication Theatre Certification
12. Bachelor of Science in Health and Human Performance/Exercise Science (non-teaching degree)	12. Bachelor of Arts in English Certification 4-8
13. Bachelor of Arts in English Language Arts - Grades 4th-8th	13. Bachelor of Arts in English Certification 8-12
14. Bachelor of Arts in English Language Arts - Grades 8th-12th	14. Bachelor of Arts in English Certification 8-12 w/ESL
15. Bachelor of Arts in History - Grades 8th-12th	15. Bachelor of Arts in History Certification 8-12
16. Bachelor of Arts in History/Social Studies - Grades 8th-12th	16. Bachelor of Arts in Social Studies Composite Certification 8-12
17. Bachelor of Arts in Spanish - Grades EC-12th	17. Bachelor of Arts in Spanish with All-Level (EC-12) Certification
18. Bachelor of Music in Music/Guitar - All Level Grades EC-12th	18. Bachelor of Music with All-Level (EC-12) Certification (Vocal/Choral/Keyboard)
19. Bachelor of Music in Music/Instrumental - All Level Grades EC-12th	19. Bachelor of Music with All-Level (EC-12) Certification (Instrumental)

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20. Bachelor of Music in Music/Keyboard - All Level Grades EC-12th	20. Bachelor of Science in Biology (Life Sciences) 8-12
21. Bachelor of Music in Music/Vocal - All Level Grades EC-12th	21. Bachelor of Science in Math with Middle School Math Concentration (4-8) Certification
	22. Bachelor of Interdisciplinary Studies in Middle School Math (4-8) Certification
	23. Bachelor of Science in Math with Secondary Math Concentration (8-12) Certification
	24. Bachelor of Science in Chemistry with Teacher Certification-UTEACH
	25. Bachelor of Science in Math with Secondary Math Teaching Concentration (7-12)-UTEACH
	26. Bachelor of Science in Life Sciences with Teacher Certification (7-12)-UTEACH
	27. Bachelor of Science in Physical Science with Teacher Certification-UTEACH
Graduate	Graduate
1. M.Ed. in Bilingual Education	1. Elementary Education
2. M.Ed. in Counseling and Guidance <ul style="list-style-type: none"> • Community Counseling • School Counseling 	2. Secondary Education
3. M.Ed. in Curriculum and Instruction <ul style="list-style-type: none"> • Curriculum and Instruction • Elementary Science and Mathematics Education • Health and Human Performance • Mathematics Education • Science Education • Digital Literacy (New) • Reading 	3. Bilingual Education
4. M.Ed. in Educational Leadership <ul style="list-style-type: none"> • Master of Education-Educational Leadership District Leadership Level • Master of Education-Educational Leadership Building Leadership Level 	4. Early Childhood Education
5. M.Ed. in Educational Technology (online)	5. Reading and Literacy
6. M.Ed. in Special Education <ul style="list-style-type: none"> • Educational Diagnostician • Applied Behavior Analysis • Advanced (Interdisciplinary) 	6. Master Reading Teacher
7. M.S. Exercise Science	7. Educational Adm/Leadership
8. Ed.D. in Curriculum and Instruction <ul style="list-style-type: none"> • Bilingual Studies 	8. Principal Certification

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<ul style="list-style-type: none"> • Educational Leadership • Educational Technology • Higher Education Teaching 	
9. Non-degree Certification Programs <ul style="list-style-type: none"> • Educational Diagnostician • Board Certified Behavior Analyst (BCBA) • Master Reading Teacher (online) • Master Technology Teacher 	9. Superintendent Certification
10. Graduate Certificate—E-Learning Certificate	10. School Psychology
	11. Special Education
	12. Guidance and Counseling
	13. Educational Diagnostician
	14. Kinesiology/Science
	15. Educational Leadership

Current Academic Programs to be Offered Fall 2015

We envision a significant policy change: We propose admitting all students wishing to pursue teacher certification into the College of Education during their freshman year upon admission to the New University. As they matriculate through their lower level coursework, they would take courses specifically designed to provide field based, educationally related content.

The two columns below represent our belief that all current programs should continue—program working groups will merge duplicate programs to one program offered throughout the Valley and beyond.

Undergraduate	Undergraduate
1. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with Bilingual Education Specialization	1. Bachelor of Interdisciplinary Studies with Bilingual Education Specialization
2. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with Special Education Specialization	2. Bachelor of Interdisciplinary Studies with Special Education Specialization
3. Bachelor of Interdisciplinary Studies (EC-6 Generalist) with English as a Second Language Specialization	3. Bachelor of Interdisciplinary Studies with Early Childhood Specialization
4. Bachelor of Science in Health and Human Performance - All Level Grades EC-12th	4. Bachelor of Science in Early Care & Early Childhood Studies
5. Bachelor of Science in Mathematics - Grades 4th-8th	5. Bachelor of Science in Health with certification
6. Bachelor of Science in Mathematics - Grades 8th-12th	6. Bachelor of Science in Health non-certification

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7. Bachelor of Science in Science - Grades 4th-8th	7. Bachelor of Science in Kinesiology with certification
8. Bachelor of Science in Science/Biology - Grades 8th-12th	8. Bachelor of Science in Kinesiology non-certification
9. Bachelor of Science in Science/Chemistry - Grades 8th-12th	9. Bachelor of Arts with All-Level (EC-12) Certification
10. Bachelor of Science in Science/Physics - Grades 8th-12th	10. Bachelor of Arts in Communication Studies 8-12 Certification
11. Bachelor of Science in Health and Human Performance (non-teaching degree)	11. Bachelor of Arts in Communication Theatre Certification
12. Bachelor of Science in Health and Human Performance/Exercise Science (non-teaching degree)	12. Bachelor of Arts in English Certification 4-8
13. Bachelor of Arts in English Language Arts - Grades 4th-8th	13. Bachelor of Arts in English Certification 8-12
14. Bachelor of Arts in English Language Arts - Grades 8th-12th	14. Bachelor of Arts in English Certification 8-12 w/ESL
15. Bachelor of Arts in History - Grades 8th-12th	15. Bachelor of Arts in History Certification 8-12
16. Bachelor of Arts in History/Social Studies - Grades 8th-12th	16. Bachelor of Arts in Social Studies Composite Certification 8-12
17. Bachelor of Arts in Spanish - Grades EC-12th	17. Bachelor of Arts in Spanish with All-Level (EC-12) Certification
18. Bachelor of Music in Music/Guitar - All Level Grades EC-12th	18. Bachelor of Music with All-Level (EC-12) Certification (Vocal/Choral/Keyboard)
19. Bachelor of Music in Music/Instrumental - All Level Grades EC-12th	19. Bachelor of Music with All-Level (EC-12) Certification (Instrumental)
20. Bachelor of Music in Music/Keyboard - All Level Grades EC-12th	20. Bachelor of Science in Biology (Life Sciences) 8-12
21. Bachelor of Music in Music/Vocal - All Level Grades EC-12th	21. Bachelor of Science in Math with Middle School Math Concentration (4-8) Certification
	22. Bachelor of Interdisciplinary Studies in Middle School Math (4-8) Certification
	23. Bachelor of Science in Math with Secondary Math Concentration (8-12) Certification
	24. Bachelor of Science in Chemistry with Teacher Certification-UTEACH
	25. Bachelor of Science in Math with Secondary Math Teaching Concentration (7-12)-UTEACH
	26. Bachelor of Science in Life Sciences with Teacher Certification (7-12)-UTEACH
	27. Bachelor of Science in Physical Science with Teacher Certification-UTEACH

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Graduate	Graduate
1. M.Ed. in Bilingual Education	1. Elementary Education
2. M.Ed. in Counseling and Guidance <ul style="list-style-type: none"> • Community Counseling • School Counseling 	2. Secondary Education
3. M.Ed. in Curriculum and Instruction <ul style="list-style-type: none"> • Curriculum and Instruction • Digital Literacy • Elementary Mathematics and Science Education • Health and Human Performance • Mathematics Education • Science Education • Reading 	3. Bilingual Education
4. M.Ed. in Educational Leadership <ul style="list-style-type: none"> • Master of Education-Educational Leadership District Leadership Level • Master of Education-Educational Leadership Building Leadership Level 	4. Early Childhood Education
5. M.Ed. in Educational Technology (online)	5. Reading and Literacy
6. M.Ed. in Special Education <ul style="list-style-type: none"> • Educational Diagnostician • Applied Behavior Analysis • Advanced (Interdisciplinary) 	6. Master Reading Teacher
7. M.S. Exercise Science	7. Educational Adm/Leadership
8. Ed.D. in Curriculum and Instruction <ul style="list-style-type: none"> • Bilingual Studies • Curriculum and Instruction • Educational Leadership • Educational Technology • Higher Education Teaching 	8. Principal Certification
9. Non-degree Certification Programs <ul style="list-style-type: none"> • Educational Diagnostician • Board Certified Behavior Analyst (BCBA) • Master Reading Teacher (online) • Master Technology Teacher 	9. Superintendent Certification
10. Graduate Certificate—E-Learning Certificate	10. School Psychology
	11. Special Education
	12. Guidance and Counseling
	13. Educational Diagnostician
	14. Kinesiology/Science
	15. Educational Leadership

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A list of consolidated programs might resemble the following list:

Bachelor's	Master's	Doctoral
1. Bachelor of Interdisciplinary Studies with Bilingual Education Specialization	1. M.Ed. Elementary Education	1. Ed.D. Educational Leadership
2. Bachelor of Interdisciplinary Studies with Special Education Specialization	2. M.Ed. Secondary Education	2. Ed.D. Curriculum and Instruction
3. Bachelor of Interdisciplinary Studies with Early Childhood Specialization	3. M.Ed. Curriculum and Instruction • (e.g., STEM)	
4. EC-6 Early Childhood-6 th Grade ESL Generalist	4. Bilingual Education	
	5. Early Childhood Education	
	6. Reading and Literacy	
	7. Master Reading Teacher MRT Certificate	
	8. Educational Adm./Leadership	
	9. Principal Certification *Cert. only	
	10. Superintendent Certification *Cert. only	
	11. School Psychology	
	12. Special Education	
	13. Guidance and Counseling	
	14. Educational Diagnostician	
	15. Kinesiology/Science	
	16. Master Technology Teacher *MIT Cert.	
	17. E-Learning Certificate *UTB Cert.	
	18. Curriculum and Instruction	
	19. Educational Technology	

New Academic Programs for Fall 2015 (Please indicate with an asterisk (*) your top 3 priorities.)

We envision increasing transdisciplinary opportunities by including seminars (e.g., bilingual, special education) taught on-load by faculty in the respective disciplinary areas of expertise.

Bachelor's	Master's	Doctoral
Interdisciplinary Degree with	*M.S. in Educational Psychology	

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<p>student designed strands possibly leading to a certificate. For example but not limited to students pursuing careers in:</p> <ul style="list-style-type: none"> • American Sign Language • Art Therapy • Music Therapy • Computer Science • Deaf and Hard of Hearing • English as a Second Language • Language Arts and Social Studies 4-8 	<p>with two strands: (1) Gifted and Talented, or (2) Research</p>	
	<p>Post Baccalaureate Certificate in Gifted Education with Bilingual option</p>	
	<p>Post Baccalaureate Certificate leading to initial teacher certification</p>	

New Academic Programs for Fall 2017 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's	Master's	Doctoral
	<p>*Master of Arts in Teaching (M.A.T.) (Elementary or Secondary)</p> <ul style="list-style-type: none"> • Elementary—a rigorous 12-month Master's program with research component designed to seamlessly compliment undergraduate degree in elementary education (EC-6 generalist) from our institution • Secondary—a rigorous 12-month graduate program with research component leading to a Texas teaching 	<p><u>Doctor of Philosophy (Ph.D.)</u> *Educational Psychology (includes School Psychology, Counseling); Special Education</p> <p><u>Doctor of Philosophy (Ph.D.)</u> Higher Education Policy Studies; Assessment & Evaluation</p> <p><u>Doctor of Philosophy (Ph.D.)</u> Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Educational Innovation & Civic Ingenuity • *Bilingual/Bicultural/Multilingual

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	<p>certificate (English Language Arts, Spanish Mathematics, History/Social Studies, Biology, Chemistry, Physics) designed to seamlessly compliment Bachelor's degree from our institution. (Coursework completed for either level may also lead toward additional certifications.)</p> <p>M.A.T. Bilingual Curriculum and Instruction</p> <p>M.A.T. Bilingual Special Education</p> <p>M.Ed. Community-based and Action Educational Research</p>	
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New Academic Programs for Fall 2020 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's	Master's	Doctoral
	<u>Master's of Education (M.Ed)</u> *Transnational Learning Organizations, Leadership, and Change	<u>Doctor of Philosophy (Ph.D.)</u> *Curriculum & Instruction: <ul style="list-style-type: none"> • Educational Research

New Academic Programs for Fall 2025 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's	Master's	Doctoral
	<u>Master of Science (M.S.)</u> *Educational Psychology <ul style="list-style-type: none"> • Learning & Cognition 	<u>Doctor of Philosophy (Ph.D.)</u> *Educational Psychology <ul style="list-style-type: none"> • Learning & Cognition

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Examples of innovative programs

Identify institutions and/or programs that are organized in an innovative way. In what ways are the programs innovative? How does this organization promote student success and/or scholarly activity?

Two models we considered are the iLead and the Uteach programs that are currently implemented at a number of universities nationwide. Our vision is to expand these models to include all disciplines that prepare teachers and leaders.

Coursework is built on a solid foundation of scholarship, research, and real-world experiences.

- **Teachers College:** Innovative Teachers College models include Columbia Teachers College and Vanderbilt's Peabody School of Education. While not new, a Teachers College model (ideal for MATs and other Master's programs related to curriculum, pedagogy, and educational leadership, and action research) would be unique along the Gulf South. This model would be interdisciplinary but primarily housed in the proposed Institute for Teaching, Learning, and Assessment whose mission would be to promote teaching excellence, foster student achievement, and engage EC-12 schools in reform to meet the needs of all learners (children, youth, and adult learners).

Following a Teachers College Model of teacher preparation, we would offer rigorous four-year teacher preparation in academic content knowledge, content pedagogy, and professional dispositions all related to fostering high levels of learning and achievement among all students, including English language learners, students with disabilities, and students who live in poverty. Central to this program would be four years of purposeful, scaffolded field experiences in a diversity of educational settings, including partner schools, the charter school we are proposing, community-based settings, and new international partner schools, which we are also proposing. The fifth year for MAT candidates would consist of an intense nine month rotation of clinical teaching and a research project/thesis. This Teachers College model will require deepening existing partnerships at the local level, expanding community-based and service-learning collaboration, and forging new international relationships. We explored the Office of School and Community Partnerships at Columbia Teachers College as a way of reconfiguring the traditional field-experience office model. Established in 2007, this office serves as a single point of access to coordinate and expand the Teachers College's collaboration and engagement with public schools and community-based educational organizations as well as international partnerships. In this Teachers College model, engaged scholarship—research and service that directly address shared needs of our transnational communities as well as our global learning communities—is an expectation of all undergraduate and graduate programs.

- **iLead:** The aim of iLead is to prepare effective, culturally proficient leadership for public education. We suggest that the New University use the model of iLead. This would build a strong relationship between the New University and the preK-12 school districts. The school districts would nominate prospective students to participate in the leadership intensive 9- to 15-month program where students would participate actively in the school districts' leadership roles supported by the New University's education professors and the school district leadership teams. This ensures that prospective principals will be steeped in the transcultural leadership

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models that are exemplars for culturally relevant leadership by participating in university led courses; additionally, students will be mentored by leaders in the field who are accomplished models/mentors for these prospective principals. This would provide a certification in the principalship².

- **UTeach:** "As a whole, the UTeach instructional program is designed to foster a deep understanding of content of most relevance to future secondary STEM teachers and to build strong connections between educational theory and professional practice. Rigorous learning outcomes are aligned with national, state, and program standards. In order to be recommended for certification, students are required to demonstrate competency across domains ranging from STEM content knowledge to equitable instruction and professional responsibility. Significant time is devoted to preparing for, debriefing, and reflecting on students' actual teaching experiences to help them integrate their learning, develop confidence, and develop clearly identified proficiencies. Throughout the course of field teaching, students are formally observed a minimum of 18 times. In all field-based courses, there is significant emphasis on peer review and individual student reflection throughout all phases of lesson planning and implementation."
- **Northeastern University** is a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research. The university offers a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate in nine colleges and schools.

In a 2013 national survey commissioned by Northeastern, 87% of Americans said higher education must innovate for the United States to maintain its global leadership. Northeastern is an innovation leader—in the forefront of expanding global, entrepreneurial, and interdisciplinary programs and creating new models for online graduate studies and use-inspired research.

“Developing the learning models that meet the needs of tomorrow's students requires a certain institutional character—nimble and adaptive, focused on problem solving, a refusal to stand on the status quo. That describes Northeastern.”

Northeastern started with an innovative idea: that education is about engaging with the world to solve problems and lead change. That distinctive approach, founded in cooperative education, has created an academic culture that infuses both undergraduate and graduate studies. We empower our undergraduates to chart their own academic path...graduate programs prepare students for emerging new fields; students are able to take courses on campus, online, or in hybrid formats, creating the educational experience that best meets their needs.³

- **Worcester Polytechnic Institute:** There are at least three programs of interest at Worcester: Project-based Learning, Global Perspectives, and STEM.

Project-based Learning

Project activity is an integral part of the WPI educational experience. The Major Qualifying Project

² <http://education.asu.edu/research/ileadaz-leadership-training> retrieved 11/13/13

³ This information copied from Northeastern University's website at <http://www.northeastern.edu> retrieved 11/13/13

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(MQP) reflects the student's major field of study. The Interactive Qualifying Project (IQP) relates technology and science to society or human needs. Students can also make a difference worldwide through the Global Perspectives program. Project activity is an integral part of the educational experience for all students under the WPI Plan. The two types of qualifying projects are:

- **A project in the major field of study.** Called the Major Qualifying Project, or MQP, this project should focus on the synthesis of all previous study to solve problems or perform tasks in the major field with confidence, and communicate the results effectively.
- **A project which relates technology and science to society or human needs.** This project, known as the Interactive Qualifying Project, or IQP, should challenge students to relate social needs or concerns to specific issues raised by technological developments.

Many project opportunities originate with [off-campus sponsors](#), and provide challenges to solve real-world problems and thus gain experience invaluable for seeking [jobs](#) and for professional practice. Students are also encouraged to develop their own projects, to solicit support for their ideas from potentially interested faculty, and to form teams to pool resources and share points of view.

Global Perspectives

From renewable energy to clean water to economic development, WPI has been preparing engineers, scientists, innovators, and entrepreneurs to change the world for nearly 150 years. Through the Global Perspective Program (GPP), students collaborate with faculty advisors and community members at more than 30 Project Centers around the world to find solutions to issues that impact the people who make up those communities. The GPP provides WPI students with the opportunity to complete any of their projects: IQP, MQP, or HUA Requirement off campus at one of our Project Centers.

STEM

At WPI, education has always been distinguished by combining rigorous theory with practical experience, preparing students to be innovative thinkers who can solve problems. WPI has also been a leading force for reinvigorating K-12 science, technology, engineering, and mathematics (STEM) for more than a decade. Over the years of working with educators and K-12 student programs, it became increasingly more obvious that while spending time on K-12 activities for students is important, educators needed more resources and support than what was currently available to them in the STEM fields. Across the nation there were too few students interested in pursuing STEM careers, the primary drivers of the American economy and here in Worcester there were too few opportunities for educators to receive rigorous support in any STEM area so that they could stand in front of their classrooms and mold new generations of youth to be excited about and ready to jump into STEM professions.

Armed with leading-edge educator skills and a mastery of your chosen discipline, you'll be prepared to become a new kind of teacher—a teacher who engages and challenges students in STEM (science, technology, engineering, and math) subjects and meets the future challenges of American education.⁴

⁴ This information copied from Worcester Polytechnic Institute's website at <http://www.wpi.edu> retrieved 11/13/13

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Possible consultations

Identify campuses that faculty and administrators who are engaged in further planning may wish to study or visit and/or leaders/scholars that planners may wish to consult.

Northeastern University
Worcester Polytechnic

³ This information copied from Worcester Polytechnic Institute's website at <http://www.wpi.edu> retrieved 11/13/13

Trans-disciplinary Opportunities

Describe the trans-disciplinary opportunities that extend beyond your group of disciplines.

- **Dual Language Model Demonstration Charter Day School**—We propose that the New University establish an English and Spanish dual language Model Demonstration Charter Day School that will serve students from birth through age 18, beginning with a Parent-Infant Program and ending in grade 12, yet with opportunities for advanced high school students to enroll concurrently in college courses at the New University. The establishment and operation of the Model Demonstration School will be on the campus(es) of the New University and the teachers and staff of the Model School will be employees and faculty of the New University. Model school students will come from the Rio Grande Valley area and will fully represent the diversity of the RGV population. This diversity will include students with disabilities, students with varying degrees of English and Spanish proficiency, and students from diverse cultural and economic backgrounds. In addition, the Model School will include children of undergraduate and graduate students enrolled in the New University, and children of faculty and staff.

The Model School will be designed to provide an opportunity for New University undergraduate and graduate students from a broad range of programs of study to observe, research, and be assigned practicum and student-teaching experiences on campus or virtually. The Model Demonstration School would contribute to RGV public school systems by offering professional development designed to provide public school teachers access to cutting edge best practices and next practices. Faculty and administrators from RGV public schools (and beyond) could apply for academic year fellowships to come teach and learn in the Model Demonstration School and then return to lead effective improvement in their home school. The Model Demonstration School would be an exemplar for innovations in curriculum, pedagogy, leadership, and learning. An emphasis of this secondary curriculum would be connecting students to global learning communities via international, virtual classrooms.

The Model Demonstration School will provide a tuition-free, comprehensive, dual language day school program. Students will be prepared for and be expected to graduate ready for college or a viable career and the challenges of adult life in a global world. The goal is to provide an exemplar of theory to practice in an academically rigorous program for students to become self-directed, independent, resourceful learners who demonstrate essential knowledge, bilingual and dual literacy, and the intercultural social and communication skills necessary to be effective, productive, and contributing members of a global society. Within the context of innovation in

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theory to practice, the Model Demonstration School will be a signature hub for programs across the New University that helps students become active, engaged learners.⁵

- **Environmental Education and Coastal Ecology Awareness**—Although no specific degree plans are proposed in the above section, education must play an integral role in any environmental sustainability efforts of the new university. The College of Education will collaborate with other university programs to fully participate in and initiate programs that focus on local and global environmental issues. Programs focusing on coastal ecology should incorporate curricula both in and out of the classroom, as there are many local opportunities for onsite experiential learning. This curricula should be introduced at the elementary school level and continue through higher education programs. Given the enormity of environmental awareness and protection at both the local and global levels, it is paramount that such programs be an integral part of the new university, and the College of Education will address such programs during future planning endeavors in collaboration with other programs in the university.
- **Creation of Four Transdisciplinary Institutes**—These institutes will serve as flexible curricular portals that coordinate teaching, research, and service. See “Academic Structure” below and Appendix A.

Bicultural/ Biliterate/Bilingual

Describe how the proposed academic programs reflect the bicultural/bilingual/biliterate mission of the new university and culture of our region.

* See also new programs and EC-12

In an era in which more than 5.3 million bilingual learners attend U.S. schools (National Clearinghouse for English Language Acquisition, 2009)⁶, of which 79-85% speak Spanish (Uro & Barrio, 2013)⁷, it should be expected that educators who are trained and certified to serve their specific needs are teaching them. However, only 29.5% of teachers with bilingual learners in their classrooms have participated in professional development training to educate them effectively (Ballantyne, Sanderman, & Levy, 2008)⁸. At the state level, the numbers of Latino students has steadily increased in Texas to over 51% of the student population (Texas Education Agency [TEA], 2012)⁹. Additionally, over 17% of students in Texas are labeled limited English proficient (LEP). Federal and state agencies define LEP students as those whose primary language is not English and who have not developed fluency in the English

⁵ See Gallaudet’s program at http://www.gallaudet.edu/about_gallaudet/birth - grade_12.html retrieved 11/13/14

⁶ National Clearinghouse for English Language Acquisition. (2011). “The Growing Number of English Language Learners,” http://www.ncela.gwu.edu/files/uploads/9/growingLEP_0809.pdf (accessed July 11, 2013).

⁷ Uro, G., & Barrio, A. (2013). English Language Learners in America’s Great City Schools: Demographics, Achievement, and Staffing. Council of Great City Schools. Washington, DC.

⁸ Ballantyne, K., Sanderman, A. R., & Levy, J. (2008). Educating English Language Learners: Building Teacher Capacity. Washington, DC: National Clearinghouse for English Language Acquisition.

⁹ Texas Education Agency (TEA). (2012). Enrollment in Public Schools 2011-12. Retrieved from www.tea.state.tx.us/acctres/Enroll_2011-12.pdf. (accessed November 1, 2013).

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language. In Region I, the TEA education service center for the RGV, the Latino student population comprises 97.4% of all students (TEA, 2012)¹⁰, with over 35% identified as LEP (AEIS report, 2012)¹¹. The demand for bilingually certified teachers and trained educators and other professional education staff in bilingual issues/topics continues to increase. However, many colleges and universities are not effectively addressing this lack of educator preparation.

The new university will generate the largest number of bilingual certified teachers in the state of Texas and we are likely to be in the top 5% nationwide in preparing teachers with bilingual certification. It is imperative that the new university designs teacher preparation programs that address the needs of the local community, our binational region, the state, and the nation. Not all students in the teacher preparation program or other education graduate programs have the language capability to become certified as bilingual educators. They can, however, be prepared to address the academic and socio-cultural needs of bilingual students. In order to accomplish this goal, the educational programs, both undergraduate and graduate, need to infuse and purposefully teach topics and issues that are specific to bilingual students' needs, including those issues related to oral language development, literacy, and cultural diversity. These programs could also lead to a certificate of excellence in addressing bilingual learners. For example, the Master's degree in reading might focus on how to address the reading development and advancement of bilingual students in both their native language and English.

Although this section of our report specifically addresses bilingual learners, we also advocate for high quality and appropriate education for other traditionally marginalized diverse learners. In some instances, students belong to multiple such groups of students. For example, some students require both bilingual and special education services. Both bilingual and special needs students represent highly diverse populations in terms of strengths and needs. Students who belong to both groups have needs that are specific to their bilingual status, needs that are specific to their special education status, and needs that arise from their affiliation as members of both groups. If educators do not understand the varied needs of these students, these students will not be adequately served. For example, school districts often erroneously give precedence to students' disability-related needs without addressing students' language-related needs. Very few universities currently prepare teachers how to appropriately serve bilingual children with disabilities. The undergraduate teacher preparation program for special education would transform this practice by cultivating teachers who can identify and effectively meet the academic and socio-cultural needs of bilingual students needing special education services.

All programs in the College of Education have a responsibility to prepare teachers, leaders, and other educational professionals to have a deep understanding of how to appropriately address the educational needs of bilingual students in a transnational community. Preparing educators to address the pressing needs of our transnational communities while simultaneously capitalizing on emerging educational and intercultural opportunities must be central to the new university's mission.

As it currently stands, educational policy is often channeled uni-directionally from the U.S. to Mexico and Latin America. Though often culturally, linguistically, and economically conjoined, border

¹⁰ Texas Education Agency (TEA). (2012). Enrollment in Public Schools 2011-12. Retrieved from www.tea.state.tx.us/acctres/Enroll_2011-12.pdf. (accessed November 1, 2013).

¹¹ Texas Education Agency (TEA). (2012). Academic Excellence Indicator System (AEIS) 2011-12 Region Performance Report Region 1: Edinburg. Retrieved from <http://ritter.tea.state.tx.us/cgi/sas/broker> (accessed November 1, 2013).

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communities tend to develop educational policy separately. As a result, essential educational issues related to transnational educational policy that have a profound impact on curricular and pedagogical quality, and concomitant issues of educational equity that directly influence our shared, local communities of practice, are often relegated to the margins of national educational discussions. By cultivating engaged practitioners and scholars prepared to reconfigure the curricular terrain in a transnational context, the binational curricular challenges and opportunities that directly influence educational access and attainment in our local, binational communities are moved from the periphery to the center. *Our new university is uniquely poised to be a leader in these discussions.* The College of Education and Human Development at the New University would serve as a hub of bi-lingual and bi-national educational policy and inquiry.

In the midst of a complex shift from a post-industrial economy toward an increasingly global economy characterized as knowledge-based and creative, education becomes the economic development issue of our relatively new century. In addition to exploring cutting edge curricular, pedagogical, policy, and leadership issues, particularly those related to linguistically and culturally diverse populations, graduate programs at The College of Education and Human Development of the new university would generatively be aimed at critically exploring the challenges and possibilities of this shift in terms of educational innovation and entrepreneurship, as well as civic ingenuity. The focus of these programs would be to develop educational leaders and innovators prepared to re/invent sustainable global networks of educational opportunities linked with viable transnational economic sectors. A central focus of these efforts would be the development of an educational innovation incubator aimed at fostering educational technology and knowledge transfer that meets the needs of our local communities while generating resources and revenue to support ongoing transformation. Using our local and transnational expertise, faculty would work side-by-side with students to develop resource-prudent educational products and processes accessible to a wide range of learning communities and knowledge-based sectors in which teaching and learning are central. These products and processes would be useful to school districts, NGO's, NFPs, government organizations, and commercial interests who would benefit from the research and development of educational products, processes, applications, materials, and services tailored to the nested educational, social, civic, and economic needs of transnational communities.

The Lower Rio Grande Valley already serves as a hub of educational innovation, particularly in terms of high-quality educational programs and practices for students classified as ELL and high poverty, promising models for recruiting and retaining high quality Hispanic/Latino teachers (particularly in Math and Science), and innovative programs and practices in Educational Technology. Lacking a coherent model of technology-transfer for curricularly-embedded, interdisciplinary educational innovation, the potential impact of these economically viable products, processes, and services fails to reach beyond the lower RGV and thus misses opportunities to serve as further-reaching solutions to enduring educational challenges that face local communities and more broadly those of the global south. Concomitantly, these educational innovations fail to generate the institutional revenue they are already poised to deliver. Drawing from established processes of technology transfer within hard sciences and business, one of the foci of the College of Education and Human Development at the new university would be to serve as an *innovation incubator* for all things educational in order to more effectively research, develop, mature, and disseminate actual products and processes of educational innovation and civic ingenuity.

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In this way, The College of Education and Human Development at the new university might proceed with both eyes focused on meeting the need of our local and global communities; one eye on preparing stellar teachers, leaders, and other educational professionals to help all students excel in bilingual, bicultural educational environments, and one eye focused on transforming systems of educational opportunity through novel paths of educational inquiry and innovation.

Community Engagement

Describe how the proposed academic programs reflect the community engagement mission of the new university.

- **Focus on Community Engagement**—Members of this committee envision a service delivery model that facilitates higher education students and faculty in engaging EC-12 students and parents *directly in their communities*. In this type of model, faculty will participate in child, parent, and community learning opportunities and become a part of the dynamic growing communities of the Rio Grande Valley. Research opportunities for faculty will be designed to provide benefit to the community, thus creating a reciprocal relationship of learning and mutual benefit. Opportunities for engagement may occur in collaboration with local school districts or other community organizations. Building strong and long-lasting relationships with school districts and other organizations will be essential in creating strong bonds with local communities.
- **Student Residential Living Opportunities**—Increasing student residential living opportunities on campus (see university goal of greater than 30% on campus residential students) would facilitate recruitment of students, as well as provide support for international students. On-campus student housing also establishes a vibrant campus community. Although our students' cultural characteristics are varied in many ways, for most, family is central to our students' values and the foundation for their persistence and success at the university. Any new residential options should be based on a model of Student Family housing for both undergraduate and graduate students. With so many undergraduate and graduate students with families, the new residence options need to embrace our students' families, rather than reflect traditional undergraduate student housing. Childcare through the Model Demonstration School would further support our students and their families, as well as faculty families. Family student housing options would also facilitate the concept of all residential housing being developed as thematic Living-Learning Communities. These should be available to all who live on campus, and not limited to only some of the residences. Rather than an exclusive model of housing, we advocate an inclusive model where all residences are part of a Living-Learning community. Additionally, on-campus faculty apartment options would further support an academic community and facilitate recruitment and retention of outstanding faculty.

Academic Structure

Describe the academic structure you are recommending for your group of disciplines.

The College of Education and Human Development Conceptual Framework provides a visual picture for the new college (see appendix A: College of Education and Human Development Conceptual Framework). At the center of our work are students and our various degree programs. We have

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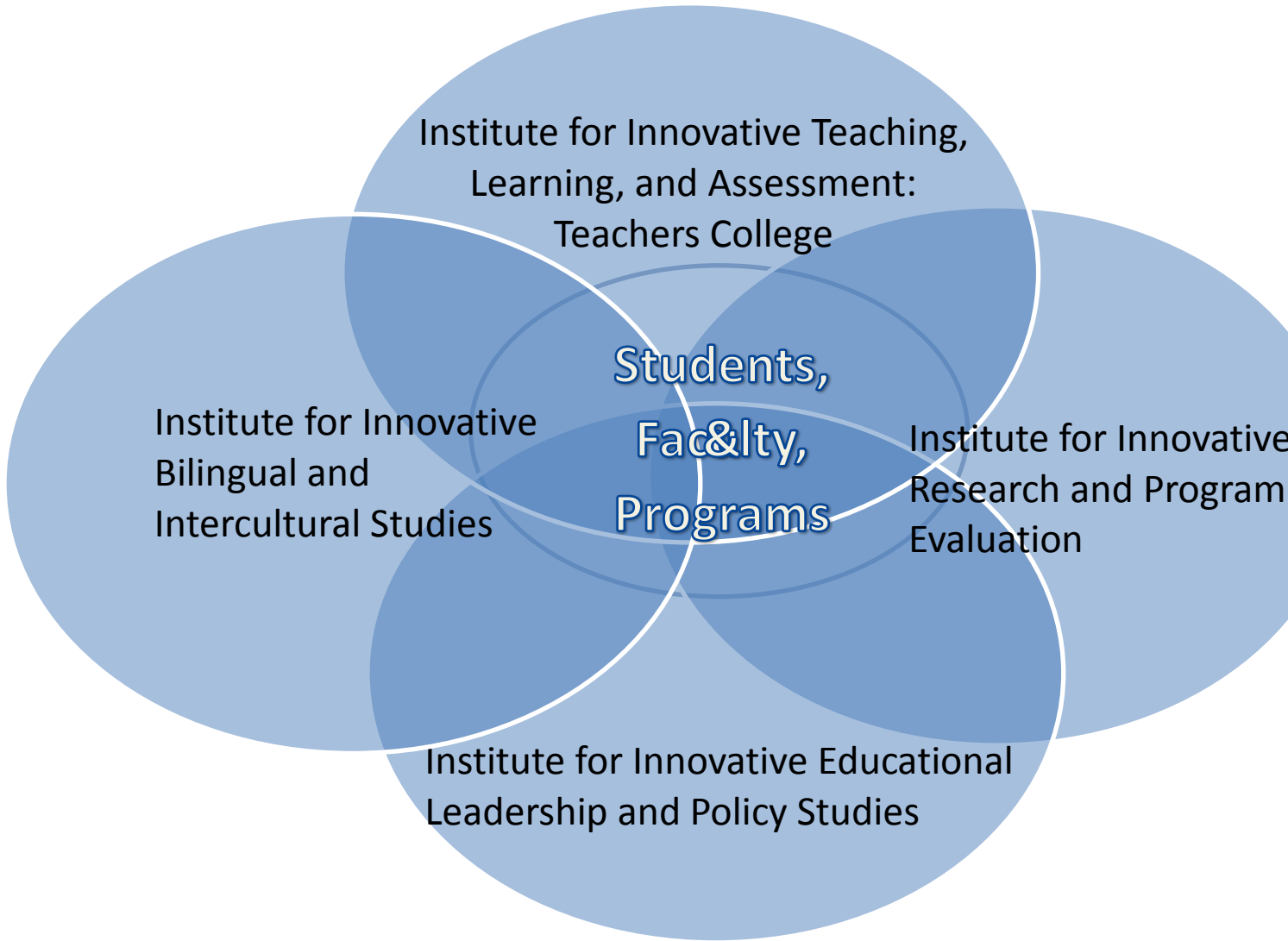
identified four institutes that will serve as flexible curricular portals that coordinate teaching, research, and service: Institute for Innovative Teaching, Learning, and Assessment: Teacher’s College; Institute for Innovative Research and Program Evaluation; Institute for Innovative Educational Leadership and Policy Studies; and Institute for Innovative Bilingual and Intercultural Studies. Drawing from distinct aspects of Quest University’s administrative structure, these institutes are designed to increase cross-program collaboration among faculty and encourage a more creative and holistic approach to teaching, research, and service. These collaborative efforts would include interdisciplinary courses (including co-teaching), interdisciplinary research (including multiple principle investigators), and community engagement opportunities involving faculty and students from multiple program areas. Initially, institutes will serve as conceptual “think tanks” that will incubate new programs and generate grants, development strategies, and other revenue streams. As expertise and resources within each institute expand through various internal and external funding mechanisms, we envision the institutes will develop individualized organizational structures that facilitate innovative thinking specific to their respective areas and foster the evolution of joint ventures among institutes.

As illustrated by The Administrative Organization of the College (Appendix B), the base unit for the college is represented by the program level. The primary administrative assignment of a faculty member will be nested within intersecting programs—rather than departments—with the aim of fostering a more student-centered, pedagogical culture in which teaching “loads” are reduced and trans-disciplinary teaching opportunities are expanded and supported by innovative paths of educational inquiry that transcend disciplinary and administrative boundaries of faculty-line. This coevolution of these paths are instead coordinated by intersecting institutes. Faculty “home” offices will be located at the discretion of the faculty member (i.e., Brownsville, Edinburg, Harlingen). Additionally, there will be flexible office space available at each instructional site.

Curriculum, scheduling, and personnel decisions will be handled at the program level. The coordinators will be staffed and compensated. Programs reside in the College of Education and Human Development and report directly to the Dean’s office—institutes do not house programs. Irrespective of the primary administrative assignment, faculty members can participate and contribute in all program areas of the college based on their expertise and qualification (see Appendix A: College of Education Conceptual Framework). Each program area will have a coordinator who administratively reports to the Dean of the College. This arrangement resembles a typical school of education administrative structure and removes administrative barriers to communication commonly found in a departmental structured college. Clearly, the breadth of the campus, both programmatically and geographically, will require the Dean to arrange his/her support team (associate deans, etc.) to effectively handle business in a timely manner. The Executive Council of the college will consist of each program coordinator and directors of the system-recognized administrative centers of the college (e.g. Office of Student, School, and Community Partnerships (formerly Office of Field Experiences Admissions); Office of Certification; etc.).

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APPENDIX A
College of Education and Human
DEVELOPMENT
CONCEPTUAL FRAMEWORK



Faculty and Students' primary affiliations are with the program area and they may participate in one or more Institutes.

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**APPENDIX B
ADMINISTRATIVE ORGANIZATION OF THE COLLEGE**

