PURSUING GREATNESS

DEVELOPING LEADERS TO IMPROVE QUALITY OF LIFE FOR ALL INDIVIDUALS AND COMMUNITIES
Letter from the Dean ........................................... 3
The Challenge ................................................. 4
Pathways to Leadership .................................. 6
Driving Policy and Practice ............................... 8
Serving Our Community .................................. 10
Improving quality of life for individuals and communities starts with leading research. In the Department of Educational Psychology, we have been developing leaders for nearly 50 years.

Our faculty are experts in the fields of special education, bilingual education, counseling and school psychology, research methodologies and socio-emotional development. Our graduates span the nation and globe creating educational opportunities, increasing access to health care resources and improving research practices across diverse fields of study.

We are preparing new leaders through accredited and recognized teacher and practitioner programs. Through the Center on Disability and Development we provide services to individuals and families, which in turn strengthen opportunities for innovative research for our faculty, staff and students.

Making a difference for all learners and their families is the driving force behind our mission. Through exemplary research, inclusive classrooms and schools, and improved mental health resources, our college will help lead the pursuit of greatness for our state, nation and global community.

Best,

Joyce Alexander • Dean, College of Education and Human Development
Early learning opportunities affect achievement for a lifetime.

Students are not prepared for the future. More than ONE-THIRD OF AMERICA’S FOURTH GRADERS read at levels so low they cannot complete their schoolwork successfully.

56% OF LATINO and 60% OF AFRICAN AMERICAN fourth graders read at below-basic levels.

Inclusive and innovative classrooms can make a difference.

In 2013-14, OVER 150,000 bilingual or ESL 7-12th grade students in Texas dropped out of public school.

All individuals can achieve when given the right tools.

In 2012, only 32% of working-age people with disabilities were employed.
Administrators and practitioners are on the frontline of reducing academic access and persistence barriers.

The achievement gap is wide. While half of all people from high-income families have a bachelor’s degree by age 25, just 1 IN 10 people from low-income families do.

African-American children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension.

Students need supportive and engaging mentors. Nationwide, ONE IN FIVE high schools lacks a school counselor.

We can make practices within and access to mental and socio-emotional health resources better.

Communities need increased access to health care. 43.8 MILLION ADULTS experience mental illness in a given year. Of those, 60% did not receive mental health services in the previous year.

Without help, some students can’t reach their full potential.

Approximately 50% of students age 14 and older with a mental illness drop out of high school.

Between 9% AND 14% of children between birth and five years old experience social-emotional problems that negatively impact their functioning, development and school readiness.
At Texas A&M, it is our goal to prepare the next generation to examine and lead schools, organizations, communities and research toward more equitable access, quality education and social-just environments.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Undergrad</th>
<th>Master</th>
<th>PhD</th>
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<tbody>
<tr>
<td><strong>Bilingual Education</strong></td>
<td>✓</td>
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<tr>
<td>Designed to prepare students to be leaders as bilingual, ESL or dual language teachers.</td>
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<tr>
<td><strong>Cognition and Creativity</strong></td>
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<td>✓</td>
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<tr>
<td>Designed for professionals to increase their knowledge and understanding of how creative and innovative thinking builds a competitive edge in learning.</td>
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<td><strong>Counseling Psychology</strong></td>
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<td>Designed to train outstanding counseling psychologists based on the scientist-practitioner model to enhance the health and well being of individuals and communities.</td>
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<tr>
<td><strong>Educational Technology</strong></td>
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<td>Designed to train students to explore established and emerging technologies in improving education.</td>
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<td><strong>Learning Sciences</strong></td>
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<td>Designed to prepare students to expand understandings of how people learn, adapt and develop within environmental contexts.</td>
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<td><strong>Learning Sciences - Research, Measurement and Statistics</strong></td>
<td>✓</td>
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<td>Designed to train students in advanced quantitative analysis methods from a world-class collection of specialists.</td>
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<tr>
<td><strong>Learning Sciences - Cognition, Creativity, Instruction and Development</strong></td>
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<td>Designed to train students to explore how development, intelligence, and creativity affects what we learn, how we learn, and how we can help people learn more effectively.</td>
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<tr>
<td><strong>Non-Certification Child Professional Services</strong></td>
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<td>Designed to prepare individuals to work with children in various organizations supporting youth development.</td>
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<tr>
<td><strong>School Counseling</strong></td>
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<td>Designed to prepare qualified individuals as personal, academic and career counselors as well as consultants to teachers.</td>
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<tr>
<td><strong>School Psychology</strong></td>
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<tr>
<td>Designed to prepare psychologists to enhance the academic, behavioral and social development of children and adolescents.</td>
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<tr>
<td><strong>Special Education</strong></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Designed to prepare students to pursue a career as a teacher and/or administrator equipped to address individual differences in inclusive classroom settings.</td>
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Creating Quality Bilingual Educators

Over the course of her career as an educator, Dr. Miranda Walichowski, clinical assistant professor and coordinator of the undergraduate bilingual education program, has seen K-12 English language learners and bilingual students end up academically misplaced or lacking proper language development.

At Texas A&M we believe there is no greater calling than educating the next generation. This belief is driving the mission behind developing high quality bilingual educators in Texas. But there are challenges in recruiting high school students to eventually become bilingual educators.

In spite of those challenges, Dr. Walichowski feels she has a proven roadmap to success. She tells prospective students there are multiple professional opportunities for graduates and the leadership and knowledge base students gain in the program are invaluable for many career paths. To address issues with secondary language proficiency, she teaches a course which develops proficiency as it applies to educators.

Dr. Walichowski is confident the bilingual education students are destined for great things, but there is still plenty of work to be done: “And that is what I want to be part of: seeing bilingual education help students realize their full potential because that is what is at the heart of everyone that has been called to serve in education.”

Texas A&M has produced over 2,500 bilingual teachers since 2005.
Our **faculty are leaders** in a broad range of expertise including special education, school counseling, English language learning, inclusive classrooms, child development, research methodologies, educational technology, and counseling psychology.

We support **improved quality of life through inclusive schools and communities**, investigate how second language learners achieve academically and promote development of supportive programs across the state and nation.

**New funding dollars**

- Federal • $5,712,686
- Private • $939,052
- State • $793,899
- Local • $112,877

**Total annual budgeted dollars**

$7,558,514.02

72% of tenured or tenure-track faculty have funding.
Interdisciplinary Neuroscience Lab Explores The Science of Learning

Research in teaching education does not usually involve high-tech equipment, virtual reality and scientists in lab coats. When it does, however, it can change education for the better, says Dr. Steven Woltering, assistant professor of learning sciences.

Why are certain students able to control their attention and emotions better than others? How does this ability of self-regulation develop across the lifespan? Can this ability of self-regulation be trained so that students can become more effective learners?

These are a sample of the pressing questions Dr. Woltering hopes to answer using the cutting edge technology in his new Neurobiological Lab for Learning & Development (NLD).

If we want to transform lives, the future of science won’t just come from one direction. It will come from the merging of different fields. That’s what creates new ideas.

Dr. Woltering is an expert in the emerging field of educational neuroscience, which bridges the study of human behavior and neurophysiology to advance education. On his long list of goals for the lab, he says he hopes to squash myths (e.g. the belief that humans only use 10% of their brain power), train educators to be less susceptible to those myths, and target neural markers – which are often dubbed the “holy grail of neuroscience” – for learning disorders such as dyslexia and conditions such as ADHD.

He admits, “20 years ago, if you were to pursue a career in educational neuroscience, most neuroscientists would laugh at you.”

He says, “If we want to transform lives, the future of science won’t just come from one direction. It will come from the merging of different fields. That’s what creates new ideas. I think that’s where we will find progress. I’m hopeful that in three or four years, we will be a place where people can come together and create those new ideas, and we can facilitate progress.”
We create and investigate resources for communities across the state in support of the mental, physical, socio-emotional and cognitive health of all individuals and develop opportunities for kids of all learning capacities to engage and grow in environments that are challenging and supportive.

Our faculty, staff and students are involved in outreach programs and services related to autism assessment, career training for special populations, local counseling and psychological services, and youth programs for gifted and talented programs.

Learn more at: epsy.tamu.edu/outreach

PATHS Program Supports Disability Community

Since 2010, the Postsecondary Access and Training in Human Services (PATHS) program has graduated 59 students, 84% of which graduated with jobs in their respective fields.

The PATHS program, offered at the Center on Disability and Development, prepares graduates to be Direct Support Professionals, serving the elderly and people with disabilities. The program’s top priority is to support individuals with disabilities in accessing post-secondary training to gain and maintain competitive employment.

“Through this program, our students are given tools to advocate for themselves and live successful, independent lives,” said Mary Whirley, PATHS program coordinator. “So many individuals with disabilities are unemployed or underemployed. This program allows them to access an education and gain a career in the field of their choice.

Whirley and her team are hoping to replicate the program at other universities, helping to ease the transition from high school to college for students with disabilities. The PATHS program is also working to become the first in the state to give students with disabilities access to federal financial aid.

“This is an exciting time for our program, our students and the state of Texas. We are proud of what is taking place here at Texas A&M and the opportunities for all students to have a successful, inclusive and meaningful college experience.”
You can make a direct impact on the teaching, research and service activities of our department.

Give now at tx.ag/givecehd

The College of Education and Human Development has proudly been transforming lives since it began.

In education, sport, business, government and health, we work to enhance equity in educational achievement and health outcomes, to foster innovation and development and influence policy and practice.

Our graduates are preparing future leaders, solving many of our social issues and contributing new knowledge to their professional fields.

To find out how you can be a partner in transforming lives, please contact:

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jford@txamfoundation.com • 979.847.8655