THINGS YOU DIDN’T KNOW ABOUT INTERNATIONAL WORK IN THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

JOYCE ALEXANDER
DEAN
Our mission:
The College of Education and Human Development’s mission is to enhance equity in educational achievement and health outcomes, to foster innovation and development, and to influence policy and practice.

- Our undergraduate programs include:
  - Education (all fields including bilingual and special education)
  - Human resource development
  - Technology management
  - Health
  - Kinesiology
  - Sport management
#2 WE HAVE ABOUT 7000 STUDENTS IN THE COLLEGE
#3 WE’VE BEEN CLIMBING IN NATIONAL RANKINGS

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<th>Year</th>
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<td>2019</td>
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<td>2015</td>
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<td>2014</td>
<td>52</td>
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#4 OUR RESEARCH EXPENDITURES HIT A NEW RECORD!

Funding by Year

- **New Awards**
- **Budgeted**

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<tr>
<th>Year</th>
<th>New Awards</th>
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#5 Enrollment in our Teacher Education Programs has remained steady in contrast to the rest of the U.S.
#6 We are celebrating 50 years of CEHD!

tx.ag/CEHDturns50
OUR INTERNATIONAL WORK GOAL

Make a difference in the community

Grow our students’ global competence and cultural appreciation

Impact the work we do on campus in our teaching and research
Based on the success of a six-year service learning project in HLTH 335 (Human Diseases) that involves memory care for individuals with dementia in a College Station assisted-living facility, we have adapted the project for use in the Dominican Republic (DR).

Every May since 2017, Dr. Christine Tisone and Dr. Shevon Harvey take students to the DR, where they have the chance to study aging in another culture and context.

The students conduct sensory painting in a government-owned facility for the elderly, most of whom have dementia.
Using colorful and fragrant spices local to the region, we create water-color paints that are used to engage the residents in conversation.

The scents often stir memories for the residents, and students are trained on how to facilitate conversation and interactive dialogue.

While there is no cure for dementia, these types of activities have been shown to reduce co-existing symptoms to memory loss, such as anxiety, confusion, and withdrawal from conversation.
The Department of Educational Administration and Human Resource Development in the College of Education and Human Development formed a professional partnership with Universidad Panamericana, Mexico City in 2018.

Dr. Larry Dooley was approached by a former student working at UP to teach a project management certificate course for executive master’s students. From there, a bond was formed between the department and UP.

The objectives for the partnership include
- faculty and student exchanges,
- development of training programs,
- internationalizing curriculum,
- furthering academic excellence in the U.S. and Mexico

“We hope this partnership is a spring board for very exciting work. We look forward to brainstorming with UP to build on both our strengths.”

Dr. Larry Dooley
Dr. Marlene Dixon has an on-going partnership to run Sport for Development basketball and life-skills mentoring programs for girls at 4 high schools in the Kibera settlement in Nairobi, Kenya.

Impact:
- Over 100 girls served in the program in just 2.5 years of implementation.
- Girls report empowerment, enhanced academic success and motivation, enhanced sport skills, enhanced problem-solving and communication skills, and enhance resilience.
- Three new jobs created for local Kenyans to serve in the program.
- Four of the original members of the program are now in university basketball programs.
GROWING THE PROGRAM

- Potential partnerships with Kenyan Ministry of Education to expand the sport offering program to all 16 high schools in the settlement within the next four years.

- The mentoring curriculum is being considered for adoption by the Kenyan Ministry of Education for implementation in schools across the country.

- Site visits and consulting feedback offered to similar programs in Nicaragua, India, and Columbia.

“Our Texas A&M graduate students are involved in the research examining the impact of the program on the girls. They do professional presentations and publications of their findings. They grow tremendously because of this.”

Dr. Marlene Dixon
Paige Ferrell’s (‘17) passion was working with children with learning disabilities, but a visit to Nicaragua gave her a new mission to work with children with disabilities in Catarina.

She saw an unfilled need and immediately began working with a local teacher on how to do evaluations, provide therapy and look for other resources to help local families of children with disabilities seeking assistance.

Since then, Ferrell has worked to train two other teachers, bringing her total team to four.

While Ferrell’s background is in autism therapy, she is not turning away other students. In the current program, there are students with autism, Down syndrome, Fragile X syndrome and microcephaly as well as other undiagnosed learning difficulties.
The team has connected with and provided services to 30 students. 20 students are currently receiving therapy several times each week.

The program is provided at no cost to the families and also includes training for teachers and school administrators.

The small team is providing academic support and therapy for these students; it is also supporting them emotionally and helping them connect with other families in the same situations.

“One of the challenges I found is that parents and teachers do not always understand learning difficulties or diagnoses like autism. Additionally, teachers have no resources to learn about modifying activities for these students who are learning at a different pace.”

Paige Ferrell ’17
The Teaching English to Speakers of Other Languages certificate is an internationally recognized qualification for English language teachers.

The Texas A&M online program is unique because the course work was developed based on evidence from federally-funded research projects conducted by faculty at Texas A&M Dr. Rafael Lara-Alecio and Dr. Fuhui Tong.

At A&M, teachers from different parts of the world can take an online, self-paced course which certifies them to teach English online or in different countries around the world.

The first cohort includes 35 students from more than 20 countries.

“I was a struggling student/teacher working in a developing Middle Eastern country and desperately trying to find work in the United Arab Emirates. Prior to joining this program, I had applied to more than 10 schools in Dubai and not one had accepted me. The minute I sent a CV which included a pending teaching certificate from Texas A&M University, a school reached out to me and offered me a job.”

Yvette Rizcallah
Program participant
Drs. Rafael Lara-Alecio, Fuhui Tong, and Beverly Irby have been testing a multi-year curriculum designed to teach science-infused literacy to K-3rd grade bilingual learners.

Their work has literally impacted tens of thousands of students and over 1000 teachers in South Texas.

This program consistently raises achievement across 4 years in some of the most economically challenged schools in Texas.
BUT WHY STOP AT TEXAS?

- CEHD formed a professional partnership with the Beihai Haicheng No. 1 Experimental Primary School, China on January 12, 2019.

- Drs. Lara-Alecio, Tong, & Irby have introduced the longitudinal, research-based curriculum to over 50 teachers. Teachers not only at the school, but across the city were trained.

- The partnership program will also include training for non-English speaking teachers on
  - Basic Interpersonal Communication Skills (BICS) in English
  - Virtual Professional Development
  - Virtual Mentoring and Coaching for those teachers.

This means they can get real time feedback on their teaching from people watching from a distance and talking to them through an ear piece.

“This is a great opportunity to acquire the oral and biliteracy skills not just for learning to read and write in their world, but also to contribute to world understanding and transformation.”

Dr. Rafael Lara-Alecio
Dr. Natasha Brison and PhD student Zahra Sharifzadehsarai are conducting research examining cultural differences in personal branding in sports for athletes in Iran.

Through personal branding, athletes can expand their employability and increase endorsement income.

Although the athletes only had access to Instagram while in Iran (because of government decisions about social media options), social media was vital as an information sharing tool during their careers and post-career. Social media also was optimal to engage with their fans and other stakeholders.
All of the athletes identified the lack of sport media coverage in Iran as a limitation for obtaining endorsements.

All of the athletes expressed the importance of “fit” between the endorser and the company’s products/services. Each of the athletes stated they had declined partnerships with companies due to lack of fit with the type of product/service offered.

Both male and female athletes identified cultural challenges and considerations such as tattoos for the men and wearing a hijab for the women.

Several athletes noted that the existing sanctions by the US and other countries as a barrier to maximizing endorsement opportunities. However, all of the athletes acknowledged that the number of endorsement opportunities had increased since Iran passed a Directive to allow the athletes and other celebrities to appear in advertisements.
Since 2016, CEHD has been involved with the Hacienda Santa Clara (Pablo and Barbara Marvin) TAMUS Project in the little village of Las Clavellinas, Mexico.

Our role has been two fold:

- We have played the role of evaluator to examine the impact of the system initiative on the children’s English, parent’s school involvement, and teacher’s skill at engaging their students in English lessons.

- In 2018, CEHD faculty and bilingual/ESL teacher education students joined the teaching. The student reflections show a real growth in cultural understanding.

“We have found the reflection cycle we introduced very helpful for students to process what they learned. We will be incorporating this into all our global experiences and will be introducing it as a new EduReflection App for the entire system to use with this project.”

Dr. Beverly Irby
Our teacher education students have assisted teachers to better organize their classrooms resulting in less downtime and more student engagement.

They presented English lessons and the children in the school have demonstrated excitement about the lessons and growth in their language skills.

Parents consistently indicate they are learning with their children; they would like to learn more English for opportunities for jobs, parenting skills, and they want longer time with the project.
#15 ABOUT 1/3 OF OUR UNDERGRADUATE STUDENTS ADD A STUDY ABROAD EDUCATIONAL OPPORTUNITY

- **Goals**
  - gain cultural awareness, increase their empathy and perspective taking, adopt a more global worldview,
  - Do relevant research or service projects such as working in health clinics, teaching students English, promoting literacy, and teaching STEM education.

- **23%**
  - First Generation College Students

- **70%**
  - Received some type of financial aid
DESTINATIONS

- Africa: Tanzania
- Asia: Hong Kong China, Taiwan, United Arab Emirates
- Europe: Austria, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Netherlands, Poland, Scotland, Spain, Switzerland, United Kingdom,
- North America: Canada, Costa Rica, Dominican Republic, Mexico
- Australia, New Zealand

Since Fall 2016, 1300 students have studied abroad
On June 23, 2019, Dr. Christine Mark and 12 students set off on the 800-kilometer Camino de Santiago for a human resource development study abroad.

Dr. Mark structured the study abroad so that students could interview local businesses along the way.

“We studied the impact of culture on human resource practices in small businesses along the Camino,” Mark said. “Before leaving for the Camino, students interviewed local businesses in College Station to gather information about the businesses and challenges these owners face in running their businesses.”

Our Aggies went beyond their assignment by interviewing fellow Camino pilgrims along the trail. They even met some individuals who hold positions in human resources.

“The students were able to talk to business owners and HR professionals along the way about what HR practices and HR jobs are like in different countries. I did not anticipate how much they would learn. It added so much richness to the discussion of the impact of different cultures on the HR function.”

Dr. Christine Mark
Students noted how the trip vastly expanded their human resources knowledge, as well as challenged their Spanish language skills. By the end of the trip, students were comfortable making reservations in Spanish, ordering food, and having intermediate level conversations with native speakers.

“I had many people approach me and tell they had walked with one or more of my students and how wonderful they were. These students represented Texas A&M University, the State of Texas, and the United States of America in a way that we all should be proud of.”

Dr. Christine Mark
Every single one of our majors makes a difference in the day-to-day lives of people. They truly Transform Lives Across Texas and Around the World