

**TENNESSEE TECHNOLOGICAL UNIVERSITY**  
**College of Education**  
**TTU Box 5046**  
**Cookeville, Tennessee 38505**

**2012-2013**  
**Annual Report**



*Dr. Matthew R. Smith, Dean*  
*Ms. Dixie Ashburn, ASA 5*  
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## **College of Education**

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### **Administrative Staff**

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Associate Dean and Director, Exceptional Learning Ph.D. Program

Dr. Julie C. Baker

Assistant Dean for Student Support Services

Dr. Dana Wunningham

Director, Teacher Education

Ms. Nikki Christen

Assessment Coordinator

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Ms. Amy Swafford

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Ms. Jeri Liebig

ASA 30

Ms. Sharon Dyer

ASA 3

Ms. Denette Way

ASA 3



## **College of Education Conceptual Framework**

Through five academic departments and various academic support units, the College of Education at Tennessee Technological University is committed to the preparation of educators to work in P-12 schools at the initial, continuing, and advanced licensure levels. The central theme of the Conceptual Framework describes a graduate as a *Competent, Caring Professional for a Diverse, Technological Society*. Supporting the central theme of the Conceptual Framework are the domains of knowledge, performance, and dispositions. The preparation of PreK-12 teachers, school counselors, school psychologists, school library information specialists, and educational administrators is a shared effort guided by the Conceptual Framework involving collaboration among members of the P-16 community.

The unit's vision is represented by the central theme of the Conceptual Framework and is supported by the three domains of knowledge, performance, and dispositions. The knowledge domain includes the general education courses reflecting theoretical and practical knowledge in communication skills, humanities and the arts, social science and culture, science and technology, and mathematical concepts and applications and subject matter or discipline-specific courses.

The performance domain emphasizes professional and pedagogical knowledge, the understanding of the affective needs of students in the learning environment, the teacher's role in improving student performance in the classroom, the collection and analysis of assessment data, and the teacher's ability to provide and adapt instruction to meet the needs of individual students. The dispositions domain reflects the values, commitment, and professional ethics of the candidate and includes scholarship, communication, collaboration, responsibility, respect, and reflection.

Candidates seeking initial licensure at the undergraduate level complete course work in general education, giving them a broad background in the arts and sciences and strengthening basic skills in communication. They complete a teaching field major and a professional education component that:

- Leads to a high level of scholarship in the content they will teach,
- Builds understanding of learning and the learning process,
- Develops teaching competencies,

- Cultivates skills in establishing and maintaining a positive and productive classroom climate, and
- Builds competence in a variety of strategies for performance assessment, its interpretation, and its implications for instruction.

### **Candidate Dispositions**

Professional dispositions provide the guiding network for the collection of evidence that prepare candidates for teaching, principal, school counselor or school psychologist licensure who:

- Demonstrate scholarship in subject matter, understand tools of inquiry, and effectively integrate learning across the curriculum.
- Communicate effectively, using verbal, nonverbal, and media techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Demonstrate positive relationships and collaborate effectively with partners in the educational process.
- Accept the responsibility to provide a supportive, safe, and technologically integrated environment and to facilitate learning in ways that promote critical thinking, problem solving and intellectual growth.
- Establish an atmosphere of respect and create an environment conducive to learning that considers the values, backgrounds, and learning needs of individual learners.
- Engage in reflection that leads to appropriate professional behavior, effective educational decision making and a commitment to lifelong learning and professional growth.

Throughout the professional education preparation program, basic elements of caring are modeled, stressed, and assessed. Regularly encouraged in class and in field experiences are such qualities as:

- Respect for each individual student.
- Empathy based on understanding the student as a unique individual.
- Effective use of verbal and nonverbal communication skills.
- Active listening.
- Open-mindedness that facilitates collaboration and intellectual growth.
- Communicating high-expectations founded on confidence that each student can achieve excellence.



## **Ready2Teach Overview**

The TTU College of Education is working in partnership with the Tennessee Board of Regents (TBR) and with the Colleges of Education within the TBR system to redesign our respective licensure-based teacher preparation programs. Our redesign effort is called Ready2Teach (R2T) since our focus is upon preparing teacher candidates who are ready to teach from day one.

The primary goals of the Ready2Teach Initiative are two-fold:

1. To prepare teacher candidates so that they have a positive impact on student performance from the first time they enter the classroom.
2. To work collaboratively with school districts to improve outcomes for students, schools, and communities.

Scheduled for full implementation in fall 2013, the Ready2Teach initiative will produce graduates with strong academic content knowledge aligned with the Tennessee Department of Education's curriculum standards, strong skills in instruction, assessment, and management, and well-developed skills in meeting the academic and social needs of all students.

Our comprehensive school-based clinical residency will equip teacher education graduates to succeed in challenging public school environments. The close partnership between university and public school faculty will promote professional development and innovations for all participants.

We recognize the importance of providing candidates with relevant, authentic, and engaging learning experiences. Therefore, tasks for teacher candidates will be aligned with identified school priorities and needs. In addition, candidates will engage in school-based service learning opportunities, working directly with P-12 students and their families. Some components of the curriculum are organized into modules, within which candidates learn by working through targeted real-world situations. We use a Problem-Based Learning (PBL) model for structuring these situational case studies with a focus upon the utilization of research-based best practices.

University faculty will work closely with school administrators and mentor teachers to implement meaningful experiences for teacher candidates that allow schools to meet their needs and goals as identified within their respective school improvement plans. Our university faculty will spend additional time in PreK-12 schools and classrooms engaging in co-teaching with both mentor teachers and candidates. Content and pedagogy will be delivered by both higher education faculty and PreK-12 faculty in the clinical setting as much as possible, with a consistent focus upon helping schools and students to succeed.

## **Department of Art**

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## **Appalachian Center for Craft**

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## **Program Accomplishments**

- The transition from the former Department of Music and Art to an independent Department of Art was completed.
- The search for a permanent director at the Appalachian Center for Craft was completed and Jeff Adams took over the post effective January 2013.
- The Art Department proposed and gained TTU and TBR approval of the BFA Concentration in Digital Media to commence effective fall 2013.
- A search for an Assistant Professor in Digital Media was concluded with the hiring of Mr. David Gallop.
- A drawing studio was opened in Foundation Hall, and renovations are proceeding to provide space for the new Digital Media concentration, and the expansion of the painting concentration.
- Eight high school teachers and 16 high school students have been recruited to participate in the summer 2013 High School Craft Residency at the Craft Center.

## **Faculty Creative Activities**

- Curtiss Brock was included in “50 by 50,” an invitational of 50 glass artists who have influenced the first 50 years of the contemporary glass art movement, at the Muskegon Museum of Art in Muskegon, MI.

- Graham Campbell received a merit award in “The 42<sup>nd</sup> Mid-States Craft Exhibition,” Evansville Museum of Art, Science and History, in Evansville, IN.
- Robert Coogan exhibited in the 2012 Touchstone Faculty Exhibition of the Touchstone Center for Craft, at Frank Lloyd Wright’s Falling Water, Mill Run, PA
- Asst. Prof. of Painting Benjamin Oddi had a solo exhibition at Illinois Central College, was included in an invitational “The Kentucky.7 Biennial” at Loudoun House Gallery, Lexington KY, and appeared in numerous group exhibitions including “Terra Incognito” at the College of New Rochelle, NY. His work was prominently reproduced in a review of that exhibition in the New York Times, 3/1/2013. He was one of 100 invited participants in the EMMA International Collaboration, Big River, Saskatchewan, Canada.
- Prof. of Clay, Vince Pitelka was included in “The National Ceramics Invitational” at the Clemens Fine Arts Center Gallery, Paducah School of Art, Paducah, KY.
- Asst. Prof. of Foundations, Kimberly Winkle exhibited in “The 42<sup>nd</sup> Mid-States Craft Exhibition,” Evansville Museum of Art, Science and History, Evansville, IN., as well as “From Tree to Treasure: An International Invitational of Turned and Sculpted Wood,” Burroughs-Chapin Museum of Art, Myrtle Beach, SC., “The Crafts National,” Mulvane Art Museum, Topeka, KS, and “Sticks and Stones,” Wharton Esherick Museum, Paoli, PA, and numerous other group exhibitions.
- Ms. Winkle’s work was reproduced in Bridgette Martin’s book. *Humor in Craft*, Schiffer Publishing, and in *Woodwork Magazine*, Winter 2013 and *Woodworker West Magazine*, July-August 2012

## **Student Awards**

Craft Center student Samuel Meketon, won the prestigious 2013 Niche Award for excellence in fine craft design in the student functional glass category. The annual contest is sponsored by NICHE Magazine, a trade publication for retailers of artist-made products in the U.S. and Canada. One top award was given in each of 18 categories. William “Billy” George was a finalist in the decorative fiber category, one of 80 total finalists for all 18 categories.

## **Scholarships**

The 2013 Nichols Freshman Art Scholarships have been awarded to two students:

Abigail Marmon  
Dalton Vaughn

The 2013 Nancy Nichols Williams Scholarships have been awarded to two students:

Heather Calfee  
Dana Griffith

The 2013 Becky Anderson Towards the Light Scholarship has been awarded to:

Brittney Willis



The 2013 Bacchanal Scholarships have been awarded to six students:

Elizabeth Bradford  
Robert Alden Bruce  
Jessica Hagar  
Jessica Hildebrandt  
Daniel Warden  
Zachary Wenclewicz

The 2013 Windgate Scholarships have been awarded to seven students:

Elizabeth Bradford  
Robert Alden Bruce  
Kathryn Craig  
Marcia Jacon  
Andrew Patterson  
Daniel Warden  
Brittney Willis

## **Art Department and Craft Center Community Activities & Special Events:**

### **Educational Outreach Programs**

The Craft Center served over 1,250 regional school children in 2012-13 through educational outreach program sponsored by the Friends of the Appalachian Center for Craft. Students attend lecture/demonstrations and participate in hands-on workshops in the studios of the Craft Center. Seventeen schools from across middle Tennessee were scheduled this year in the Focus on Fine Craft for middle school and high school students.

### **14<sup>th</sup> Annual Celebration of Craft**

The Annual Celebration of Craft at the Craft Center drew a large crowd of visitors, on Saturday, April 6th. The free open house event is a popular educational and entertaining regional destination. Live music, narrated craft demonstrations, kids' hands-on craft activities, and a silent auction are just a few of the event's offerings. Also, hands-on "mini-workshops" were offered in fibers, metals, glass beads and wood. The "Build a Bowl" event in support of Habitat for Humanity's upcoming 2013 "Cooking on the Square" was continued this spring. A live auction was added to this year's Celebration to support the Craft Center's educational outreach programs.

### **Bacchanal: A Celebration of Art, Wine & Food**

The Bacchanal event, annually in October, has grown to be one of the region's most popular social events – all in support of art scholarships and arts opportunities for students in the Bachelor of Fine Arts degree program, encompassing seven BFA concentrations including art

education, clay, fibers, glass, metals, painting and wood. The artwork for the live benefit auction is donated by Craft Center faculty, artists in residence, advanced students, and over 50 varied artists from around the region and the country.

### **Annual Bowl-a-Thon**

In September 2012, the Craft Center's clay studio hosted its 15<sup>th</sup> Bowl-a-Thon in support of Habitat for Humanity's "Cooking on the Square" in Cookeville. The all-day Bowl-a-Thon produces over 1,000 stoneware bowls created by Craft Center current and former students, faculty, and regional artists. All the bowls are glazed and fired at the Craft Center.

### **Annual Holiday Festival**

The Craft Center's annual Holiday Festival is a free admission event providing unique shopping opportunities, live music craft demonstrations, showcase exhibitions, hands-on "mini workshops," and more. The event has become a regional holiday tradition.

### **Other Charitable Donations**

The art faculty and Craft Center Artists in Residence made donations to numerous organizations/events for sale or auction. The generosity of our faculty, resident artists, students, retail gallery, and Friends of the Appalachian Center for Craft of Tennessee (FACCT) allow the Craft Center to support numerous requests from the community, including:

- WCTE Great TV Auction –Donations from faculty, artists in residence and students
- The Stephens Center for the Prevention of Child Abuse–Donations from faculty, artists in residence and students
- Lazarus House Auction–Donations from faculty, artists in residence and students
- Genesis House Auction–Donations from faculty, artists in residence and students

## **Department of Counseling and Psychology**

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### **Highlights and News**

#### **Faculty Research**

The faculty in the department were active this year. Seven attended national and regional meetings, 12 hold memberships in 44 professional organizations at the local, state, and national levels, and four of them serve in 17 leadership roles.

Faculty had two publications and one book review this past year. A total of 21 presentations at regional, national, and international meetings were completed by faculty and students.

#### **Grants**

The National Science Foundation (NSF) funded Center for Assessment and Improvement of Learning, which is housed in the department, submitted another proposal to NSF to collaborate with Public Broadcasting Service (PBS) stations across the country to disseminate information about success stories using the CAT instrument. The current \$2.5 million NSF grant allowed Center staff to conduct regional training workshops in Savannah, G.A. Washington D.C., and San Diego, C.A., this year bringing the total number of institutions being served to over 150 across the country (ranging from community colleges to R-1 and Ivy League institutions). In addition, a mini-workshop was conducted at the annual Texas A & M Assessment Conference. Additional dissemination included presentations at the Annual SACS/COC Conference in Dallas, the Reinvention Center Bi-annual Conference in Washington D.C., the Annual Higher Learning Commission (North Central) Meeting in Chicago, and the AAAS/NSF PI Conference in Washington D.C. Over 80,000 CAT tests have been distributed nationally.

Three faculty members had TTU faculty research grants this past year and one faculty was awarded a faculty research grant for the coming year.

#### **Innovation Resulting in Savings, Efficiency and/or Improved Outcomes**

The department recently implemented new admission criteria for graduate students that should help improve graduate student success rates. The department approved a proposal for a new Ph.D. program in counselor education and supervision that is moving through University committees before being reviewed by Tennessee Board of Regents (TBR).

## **Faculty, Staff and Student awards**

Several psychology students received awards at the annual Psychology Awards Dinner. These included the “Troelstrup Outstanding Psychology Student Awards (Sam Fallos and Lindsey Wright),” and the “Psi Chi Student of the Year Award, the Linda-Giesbrecht-Bettoli Research Award (Brittany Stephens), and the TTU Research Day Award in Psychology (Brittany Stephens).

## **Community Service Activities**

Phi Kappa Phi National Honor Society held initiation and banquet activities in April.

Students in the Psi Chi honor society completed a service project to raise money for UNICEF at the 2013 WOW festival (Window on the World).

Faculty and staff provided service to the following local and state agencies in a variety of activities: State Department of Health, American Cancer Society, MS Walk, Department of Human Services, Putnam County Juvenile Court, Gifted and At-Risk Pre-School Programs in area school systems, Putnam County Animal Shelter, Cookeville Fall Festival, Department of Children’s Services, Putnam County Mediation Services, Cookeville Prevent Unwanted Pets Program, Upper Cumberland Dismas House, American Red Cross, WCTE: Upper Cumberland Public Television’s Stations of Imagination, Upper Cumberland Community Health Agency, Hands-On Science Center-Tullahoma, Upper Cumberland Council for Children and Youth, Habitat for Humanity, Governor’s Task Force on Revisionment of Gifted Certification Criteria, Windows on the World, Operation Christmas Child, Relay for Life, Putnam County Fair, Upper Cumberland area schools, Cumberland Counseling Association, Genesis House, and the Stevens Center. Faculty provided numerous in-service presentations at local school systems. Speakers were provided for presentations at the local counseling association meetings.

## **Enrollment, Retention, and Graduation Trends**

Although enrollment in both graduate and undergraduate programs offered by the Department of Counseling and Psychology shows a general increase over the past six years, there was a small drop in enrollment in 2012 in both programs. The drop in undergraduate enrollment could be the result of normal year-to-year fluctuations and the largest graduating class in psychology during the past year. There was a 10% drop in graduate enrollment in the department compared to a 36% drop in graduate enrollment for the University during the past year. The drop in the department’s graduate enrollment is likely due to the largest graduating class in the past six years this past year. Large graduating classes have a substantial positive effect on the budget in the current funding formula.

The department is aware of the University’s interest in increasing graduate enrollment and has developed a proposal for a new Ph.D. program in counseling that will have a positive impact on the University budget shortly after it is implemented.

The fall to fall retention rate for freshman students shows considerable variation from year to year (as would be expected for a small sample). Freshmen and sophomores are not advised by

faculty in our department. Freshman and sophomore students were advised by staff in the College of Education Advisement Center previously and are now advised by the Student Success Center in the College of Art & Sciences. Retention rates for freshmen students are impacted by these advisement centers. The latest NSSE results on quality of advising that were reported in our 2013 academic audit indicate considerable progress in both lower division and upper division student satisfaction with advisement. Graduation rates increased for both the undergraduate and graduate programs this past year.

**Program Enrollment**

<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Program</b>
218	223	242	270	259	220	Undergraduate Psychology
85	99	103	119	121	109	Graduate Psychology Programs

**Fall to Fall Retention by Cohort**

<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>Program</b>
66.67	59.09	70.73	65.71	67.35	62.75	56.52	Undergraduate Psychology
NA	NA	NA	NA	NA	NA	NA	Graduate Psychology Programs

**Degrees Awarded**

<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Program</b>
29	36	33	41	31	42	Undergraduate Psychology
41	16	23	32	34	46	Graduate Psychology Programs

## **Department of Curriculum and Instruction**

Dr. Susan Gore, Chair

Ms. Kathy Faulkner, ASA 3

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### **Introduction**

The Department of Curriculum and Instruction is dedicated to excellence in teaching, research, and service in the field of education. Licensure and non-licensure programs in a wide range of educational fields are offered within the department at the undergraduate, graduate, and doctoral levels. The department's strategic goals include:

1. Assessing and redesigning selected academic programs.
2. Maintaining diversity among students/candidates and instructional experiences.
3. Continuing to provide support to the 2+2 Elementary Education program and to graduate-level programs.
4. Providing in-service activities and consulting services to area school districts and professional organizations.
5. Supporting faculty research and professional development activities.

The departmental goals were accomplished successfully through the collaborative and professional efforts of the faculty, support staff, and students/candidates. All programs and services within the department are guided by 49 full-time faculty members, two post-retirement faculty members, and over 22 adjunct faculty members.

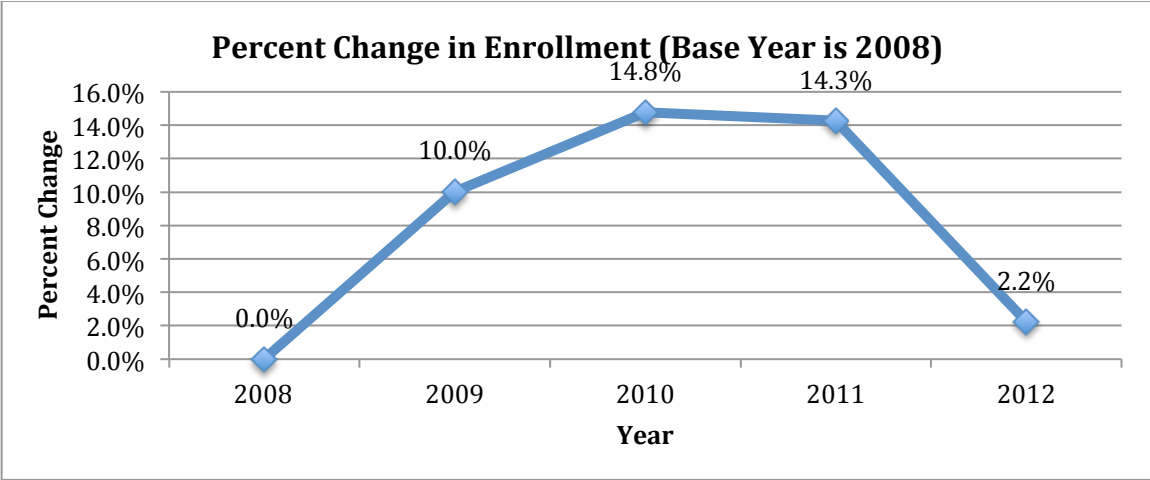
### **Student Enrollment**

#### **Undergraduate**

The following table and chart shows undergraduate student enrollment within the department as reported by the Office of Institutional Research from fall 2008 through fall 2012.

Undergraduate Program Enrollment by Program and Concentration

<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Fall</b>
132	148	153	143	105	Child & Family Studies (BS)
18	20	38	53	57	Education – non degree
740	791	814	825	744	Multidisciplinary Studies (BS)
251	306	311	280	252	Secondary Education (BSEd)
64	61	67	76	74	Special Education (BS)
<b>1205</b>	<b>1326</b>	<b>1383</b>	<b>1377</b>	<b>1232</b>	<b>Total</b>



- Across the five undergraduate programs of (Child and Family Studies, Education- Non-degree, Multidisciplinary Studies, Secondary Education, Special Education), there was a 2.24% increase in enrollment in 2012 compared to what it was 2008, a net increase of 27 students.
- The percent changes in enrollment in subsequent years, using 2008 as the base year, were 10.4%, 14.7%, 14.2%, and 2.7% respectively. The trend of increased enrollments was not maintained, particularly after 2011.
- The highest enrollment across all five programs since 2008 was in 2010, when 1,383 students were enrolled. This was a 4.29% increase from the previous year's enrollment of 1,326. This enrollment stayed high in 2011, dropping by only six students for a percentage decrease of .43%.

**Graduate Enrollment**

The graduate-level student enrollment in C & I began a downward trend in 2009. These changes in the enrollment of our graduate-level programs are primarily the result of revisions to the Instructional Leadership program as mandated by the Tennessee State Board of Education and the Tennessee Department of Education.

**Graduate Program Enrollment by Program and Concentration**

2008	2009	2010	2011	2012	Fall
18	15	17	20	9	Advanced Studies in Teaching and Learning (MEd)
209	397	265	260	217	Curriculum & Instruction (MA)
51	35	39	58	51	Curriculum & Instruction (EdS)
34	25	21	23	36	Exceptional Learning (PhD)
305	332	176	28	21	Instructional Leadership (MA)
245	219	103	62	46	Instructional Leadership (EdS)
<b>862</b>	<b>1023</b>	<b>621</b>	<b>451</b>	<b>380</b>	<b>Total</b>

Efforts are underway to increase graduate enrollment. A new concentration in Educational Technology was added fall 2012, and shows much promise with approximately 25 candidates beginning admitted the first semester. The chair of the department and other faculty members has committed to set up a tabletop display of all graduate programs at conferences. This year we have displayed and given out information at three area conferences and one national conference.

## **Retention**

The department’s retention rate for first-time freshmen compares very favorably to the retention rates for the College of Education and for the university. As noted in *IR Series Volume 12-13, No.7* from the TTU Office of Institutional Research. This report calculated weighted averages for entering freshman classes of fall 2006, 2007, 2008, 2009, 2010 and 2011. Using this information, retention rate for the College of Education was approximately 91% as compared to the retention rate for the university at 90.7%. When comparing retention rates of the fall 2011 Cohort, the fall-to-spring rate for the College of Education was 91.51% while the rate for the Department of C & I was 93.79%. This was the highest rate of all departments within the College of Education.

Significant efforts have been made on a consistent basis by the departmental faculty to promote retention through advisement, mentoring, classroom-based projects, and extracurricular activities such as professional clubs and service learning initiatives.

## **Number of Degrees Awarded**

According to data from the Office of Institutional Research, degrees conferred in all undergraduate programs have increased from 2008 to 2012.

### **Undergraduate Program Degrees Conferred by Concentration**

<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	
24	30	21	31	25	Early Childhood Education (BS)
280	251	276	266	297	Multidisciplinary Studies (BS)
42	33	48	48	53	Secondary Education (BSEd)
13	12	11	6	8	Special Education (BS)
<b>359</b>	<b>326</b>	<b>356</b>	<b>351</b>	<b>383</b>	<b>Total</b>

Degrees conferred by graduate concentration shows a decline. This decline is primarily the result of revisions to the Instructional Leadership program as mandated by the Tennessee State Board of Education and the Tennessee Department of Education.



2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	
8	9	9	6	9	Advanced Studies in Teaching and Learning (Med)
54	71	57	57	84	Curriculum & Instruction (MA)
13	8	19	12	29	Curriculum & Instruction (EdS)
8	5	7	8	3	Exceptional Learning (PhD)
187	223	163	198	47	Instructional Leadership (MA)
238	245	153	118	58	Instructional Leadership (EdS)
<b>508</b>	<b>561</b>	<b>408</b>	<b>399</b>	<b>230</b>	<b>Total</b>

## **Program Innovations**

### **Off-Campus Program Sites**

In addition to our extensive on-campus program offerings, the department continues to provide the off-campus 2+2 Elementary Education program as well as graduate programs in Reading Specialist at selected off-campus locations. All of our off-campus programs are offered in collaboration with the TTU Office of Extended Programs and Regional Development. Our off-campus locations include Chattanooga State Community College, Motlow State Community College, Pellissippi State Community College, and Roane State Community College.

The 2+2 Program enrolled approximately 140 students/candidates (juniors) in fall 2012. There are 175 seniors scheduled to graduate in spring 2013. The faculty members in Instructional Leadership and in other program areas have offered selected courses through the online iLearn program. Approximately 35 full-time and part-time faculty members have completed the iLearn online course delivery training program. In addition, there were approximately 21 courses taught online accommodating over 420 candidates during fall 2012. In spring 2012 there were 26 classes taught online accommodating approximately 520 candidates. Orientation training sessions are held during the academic year for full-time and part-time faculty to assure consistency and quality in instruction and program implementation.

### **Ready 2 Teach Initiative**

The department is involved in working toward the new TBR initiative, Ready 2 Teach (R2T), which becomes effective fall 2013. In preparation, all licensure programs of study have been revised to reflect the new year-long Residency requirement. All 2+2 sites are/have piloted the new R2T program in order to identify areas of improvement before the actual start day.

### **Degree Innovations**

C & I has recently developed and submitted a proposal to add an additional concentration to the MA in Curriculum and Instruction. After a survey of all Upper Cumberland School Systems, it was determined that a concentration in Educational Technology would be profitable to both the university and to our regional constituents. We now have TBR approval and began this new

concentration in fall 2012. There are now approximately 25 students enrolled in the Educational Technology concentration.

## **Faculty Innovations**

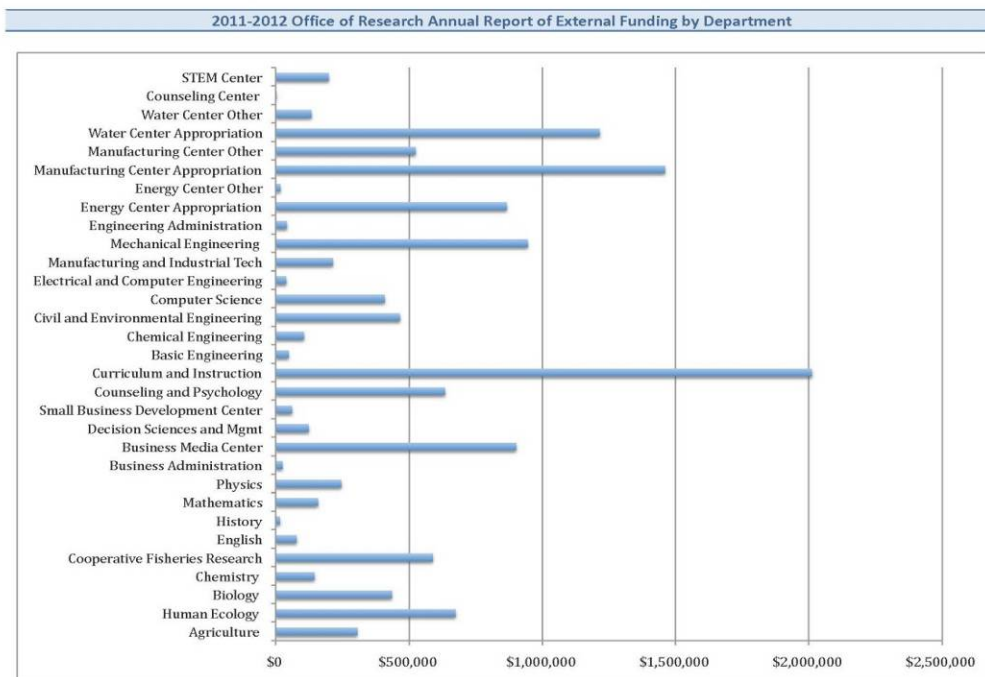
### **Professional Service and Grants**

The faculty members within the department have been actively engaged in professional service, grantsmanship, and publication activities. Every faculty member submits an annual report concerning their respective achievement of performance objectives. The annual reports are maintained on file in the departmental office.

<b>Professional Activity</b>	<b>Number of Faculty Members</b>	<b>Approximate Amount/Number</b>
Grants	12	\$2+ Million*
Presentations/Workshops	32	148
Publications	10	23
Textbooks	1	1

\*This figure includes multi-year grants and Faculty Research Grants.

Most sufficient is the faculty's contribution to the university's overall external funding as shown in the following graph from the Office of Research.



Department faculty continues to update and hone their knowledge of current educational issues. This is essential in the preparation of teacher candidates. Candidates must graduate with the needed skills to implement and understand Common Core, PARCC, TVAAS, and TEAM. The following table shows the number of faculty trained to date in those areas. These trainings are ongoing and the number of faculty trained changes constantly.

<b>Trainings</b>	<b>Faculty</b>
PARCC	13
TVAAS	17
Common Core	16
TEAM	21

### **Collaborative Efforts**

Curriculum and Instruction faculty have a long history of collaborating with area school systems and other colleges within the university. Departmental faculty members collaborated with faculty from Arts and Sciences and Engineering to receive First to the Top STEM Grants. Dr. Holly Anthony, in collaboration with Dr. Steve Robinson (Physics Department) received an NSF Noyce Teacher Scholarship Program Grant.

The departmental faculty planned and participated in a number of workshops and seminars for university colleagues, student candidates, and educators within our service region. These workshops/seminars included the Safe Schools Conference, Mini-Workshop in Education, the TTU IRA Conference, STEA meetings, technology workshops, and the Fall Creek Falls Administrative Leadership Institute. In addition, numerous faculty members were involved in professional organizations through leadership positions and/or participation in related organizational activities.

Dr. Holly Anthony currently serves with both SDE and THEC in writing the Math Common Core Standards and the PARCC assessments. Dr. Martha Howard serves as a member of the TBR Research Fellows. Dr. Stephanie Wendt collaborates (and works closely) with the Society of Women Engineers and the College of Engineering to sponsor *Engineering a Future*.

The Department of Curriculum and Instruction also partners with **Project Inspire**. Project Inspire is a teacher residency whose main goal is to inspire teachers to teach and students to learn. The program gets smart, motivated teachers into Chattanooga classrooms where they're needed most. Project Inspire candidates will obtain their teaching license and a Masters in Curriculum and Instruction. C & I will provide those classes on site at Chattanooga State.

### **Community Service**

Drs. Julie Baker and Jeremy Wendt are sponsors for TTU's Habitat for Humanity. Dr. Jane Baker organizes Safari Saturdays at the Millard Oakley STEM Center. These are free Saturday afternoon workshops in hands-on science and math for young learners (PK-3) and their families. Dr. Stephanie Wendt sponsors the Future Elementary Teachers Math and Science Club.

## **Faculty, Staff and Student Awards**

Departmental faculty members are extremely active in professional activities. Their accomplishments have been rewarded in numerous ways. Though too many to list, a few include, Dr. Carl Owens was chosen to be the keynote speaker for the Little Rock Technology Conference; Drs. Stephanie and Jeremy Wendt were accepted to present at the Association of the Advancement of Computing in Education; Dr. Missy Comer was elected as president of the Tennessee Council of Teachers of English; Dr. Kathy Brashears was chosen to serve on the PARCC ELA Bias & Sensitivity Review Board; and Dr. Nancy Kolodziej has co-authored and published a book, *Secondary School Literacy Instruction: The Content Areas*.

Dr. Brashears was elected as Professor of the Year by the Tennessee Reading Association, and Dr. Holly Anthony received the University's Outstanding Teaching Award in spring 2012.

## **Technology**

Programs in the department are guided by an NCATE-approved conceptual framework that focuses upon the development of competent professionals for a diverse, technological society. The technology laboratories and classrooms in the department were updated during the spring 2011 semester. Two Smart Boards were purchased in fall 2011 for the 2 + 2 sites at Motlow State and Pellissippi State, respectively. The faculty members are strongly committed to the integration of technology into course content, candidate assignments, and instructional practice. The faculty effectively model technological applications and best practices, and they guide students in attaining skills that are required to become successful teachers and professionals.

TTU's College of Education has purchased Tk20, a comprehensive data and reporting system that will improve our processes, manage candidate transition points, and track key assessments in program coursework.

## **Summary**

The programs of study within the Department of Curriculum and Instruction provide undergraduate and graduate candidates with an array of licensure and non-licensure opportunities. An inclusive environment is provided that values all individuals regardless of ability, racial, cultural, or socioeconomic circumstances. The website for the department is <http://www.tnitech.edu/education/ci> and it provides the TTU community with a detailed description of various licensure and non-licensure programs and related information.

## **Department of Exercise Science, Physical Education, and Wellness**

Dr. John “Steve” Smith, Chair

Ms. Connie Nichols, ASA 3

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### **Program Deliverables**

#### **Retention**

EXPW Retention of 1<sup>st</sup> year Freshmen

- 91% from Fall to first Spring

College of Education

- 92% from Fall to first Spring
- 74% form Fall to second Fall

TTU as a Whole

- 91% from Fall to first Spring
- 74% form Fall to second Fall

The retention rates of EXPW students from Fall to Spring have increased over the 2011-2012 year. The department’s mentoring program has played a role in the Fall to second Fall matriculation. Despite the improvement from 2011-2012, EXPW will continue working so that first time freshmen and transfer students are retained.

### **EXPW Enrollment (Fall of Each Academic Year)**

#### *Undergraduate*

- 2012: 418
- 2011: 383
- 2010: 326
- 2009: 274
- 2008: 218
- 2007: 164 (+2 Health & Physical Education)

#### *Graduate*

- 2012: 49
- 2011: 45
- 2010: 55
- 2009: 46
- 2008: 53
- 2007: 50

Undergraduate enrollment continues to rise. The department expects this trend to continue because the recreation and leisure concentration was approved by TBR. Another factor that may influence enrollment is the approval of a master level sports management concentration. We anticipate some undergraduates to transfer or enroll initially in sport management.

### **Number of Degrees Awarded (July 2012 to June 2013)**

- 74 Undergraduate Degrees Awarded from Five Concentrations
- 13 Graduate Degrees Awarded

### **Number of Degrees Awarded (Previous Years)**

- 2011-2012: 69 undergraduate, 10 graduate
- 2010-2011: 66 undergraduate, 22 graduate
- 2009-2010: 59 undergraduate, 12 graduate
- 2008-2009: 36 undergraduate, 20 graduate
- 2007-2008: 29 undergraduate, 9 graduate

Enrollment growth has increased annually since the department moved from one major (Health & Physical Education) to six concentrations (EXPW). Graduate degree enrollment will start to show an increase with the addition of a new concentration in Sports Management. The department noticed a decline in students pursuing graduate classes in the area of gaining licensure. The proposed changes going on at the State Government level could be a factor. The final verdict on enrollment is pending.

### **Degree Innovations**

The licensure program's students are fully into the Ready2Teach. The department's Recreation and Leisure concentration is fully in place and the graduate Sports Management program will have enrollees beginning summer 2013.

### **Collaborative Efforts**

The department works with a number of community organizations including Area Nine Special Olympics and Pacesetters. Recently, the department worked with the Cookeville/Putnam County Chamber of Commerce and the Highlands Initiative. The department also works with local physical/occupational clinics and area public schools.

## **“Status-Processes-Outcomes” of Programs and Projects**

Competency Demonstration	PLT	62%
PRAXIS Pass Rates		83%
Professional Preparation	Acceptance into PT School	4 students enrolled in PT school
	Acceptance into OT School	1 student enrolled in OT school
	Acceptance into graduate or professional school	11 enrolled in graduate programs
	Teaching positions ('12 grads)	Hiring Process is underway No Data Available

Objective outcomes in the department include increase enrollment into graduate and professional schools and improved PRAXIS passing rates. Dr. Killman has provided multiple tutorial sessions this past year for PRAXIS exam. The current assessment documents need to enhance preparation for the PLT exam. The department will continue with PRAXIS tutoring. Students are still being considered for teaching and professional positions as well as professional schools at the time of this report.

The department’s student assessment continues to provide subjective feedback relative to the EXPW department and its programs of study. The primary strength reported among students across concentrations continues to be the faculty. Students reported that faculty ‘cared about their students’ and this comment was consistent across collected surveys. This was reported last years as well, some students felt there were courses with limited usefulness based on their major. The department addressed several of these class issues through either faculty appointment or program of study changes after last year’s report. The department feels it’s important to monitor class interest among graduating seniors, so further changes can be explored.

### **Highlights**

#### **Faculty Research**

Faculty published four articles during the 2012-2013 academic year. This number should remain stable, if not increase due to the addition of a new faculty member. Faculty remains active in the profession. Tenure track faculty made at least one presentation this academic year at state, regional or national conferences. Two faculty members made two or more presentations.

The faculty who were involved in two or more were Dr. Mike Phillips-six, (4 state and 2 national); Dr. LaNise Rosemond-three (2 state and 1 national); and Dr. Michael Cathey-two (1 state and 1 national). Four grants were written by two faculty members, (Killman and Phillips),

three were funded. The faculty continues to meet their professional goals even though they are assigned a high class load.

### **Books Published**

No books were published by faculty members this academic year. As reported last year, this outcome is not likely to change given the small faculty size with full-time teaching responsibilities.

### **Innovation Resulting in Savings, Efficiency and/or Improved Outcomes**

The physical education licensure changes specific to Ready2Teach continue to allow faculty the opportunity for more contact hours with candidates. The additional time has opened up more opportunities for Praxis tutoring.

### **2012-2013 Student Awards**

- James E. Ward (TAHPERD) – Christina Cambron
- NASPE Award – Ashley Jay
- Outstanding EXPW Major Club Member Award – Katherine Rigney
- Horizon Award - Kathryn Whetstone
- Pre-Professional Award - Kaylee Garrett
- Flavious Smith Distinguished Alumnus Award – Robert Hargis
- Challenger Physical Education Award – Loren Meledandri
- Flavious Smith Student Athlete – Kylie Cook and Tevis Sherfield
- Dr. J. J. Miller Outstanding Student Teacher Award - Kerry Pearce
- Dr. Evans Brown Memorial Award - Taylor Herrell
- Raymond “Bull” Brown Scholarship – Jake Lockert
- Ray Drost Memorial Scholarship - Rachel Jared
- Bill and Suzanne Worrell Scholarship – Samara Barr
- Flippen Endowed Scholarship – Amber Welch
- Johnny and Dot Miller Scholarship- Tarah Hooks
- Pardue Family Award – Joshua Groves
- Outstanding Fitness & Wellness Major Award – Parker Massengill
- Jobe and Jewell Nolan Memorial Scholarship - Not Given
- Love Award – Amanda Abbott

### **Community Service Activities**

The EXPW Department sponsored three county-wide initiatives this year for elementary students: 1) Third Grade Olympics, 2) Jump Rope for Heart and 3) Festival of Movement. The department also serves White County special education students through a motor development clinic. This clinic is offered every Thursday and Friday and lead by EXPW faculty and students enrolled in the adapted physical activity class (EXPW 4520).

Dr. LeBron Bell completed his 38<sup>th</sup> year as Area 9 Special Olympics Coordinator. In this role, he administered and supervised multiple competitive events throughout campus and the



Cookeville community. Dr. LaNise Rosemond continues to incorporate EXPW 1022 into local nursing homes. Other faculty members are engaged in different community service activities ranging from cancer survey participants to youth league coaching.

## **Learning Support Program (LSP)**

Ms. Janet Whiteaker, Coordinator

Ms. Lydia Kendall, ASA 4

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### **Mission Statement**

TTU's Learning Support Program (LSP) provides academic support for...

1. students who need assistance in honing skills in writing, reading, mathematics and learning strategies and,
2. College of Education students preparing for the PPST/PRAXIS I exams for admission to upper-division education courses.

LSP faculty and staff provide a supportive environment through classroom, technology, learning laboratory, and counseling services and through individual and small-group tutorials.

### **Program History**

The Learning Support Program is part of the Tennessee Board of Regents (TBR) plan “to address **retention, performance, and progression of students at all public institutions.**”

Developmental Education is “a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum . . . Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental education includes, but is not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction; personal, academic, and career counseling; academic advisement; and coursework” ([http://www.nade.net/A1.%20de\\_definition.htm](http://www.nade.net/A1.%20de_definition.htm)). **[Access: 2.1]**

TTU's Learning Support Program collaborates with TTU's Math and English Departments to provide MATH1000, enhanced sections of MATH1010, MATH1530, and MATH1410, and enhanced ENGL1010, and offers READ1010 College Reading Improvement through the College of Education. These classes employ various combinations of individualized and small-group tutoring, computer-based enrichment, workshops, and conferencing to provide academic support that will allow students to progress quickly and effectively through their college-level classes.

## **The Learning Support Program At TTU**

*[Quality: 3.2 (Academic Success); 3.3 (Learning Strategies)] [Access: 2.1]*

Based upon the TBR vision of the role of learning support in addressing “retention, performance, and progression of students,” TTU’s Learning Support Program provides services to enhance students’ skills in math, reading, writing, and learning strategies through:

1. Academic support designed to assist students in their completion of General Education courses, staffed with full-time, experienced, tenured professionals, who are well qualified in their disciplines and in the nurturing of under-prepared students. During 2012F, LSP offered services to 538 students whose ACT-Math sub scores were less than 19; 131 students whose ACT-English sub scores were less than 18; 200 students, the majority of whom had ACT-Reading sub scores less than 19; and 353 students in UNIV1030 (learning strategies/life-management skills);
2. Academic support for students who have no learning support requirements, have already completed requirements, or are transferring credit yet wish to improve skills before taking (or retaking) college-level classes. Students may self assess or be referred by instructors;
3. The Learning Center, staffed by CRLA-certified student tutors. Services include pre-COMPASS™ tutoring, tutoring in General Education Math and English courses, and tutoring in college-level courses in other disciplines upon request, including RODP **[Resourcefulness 4.1]**;
4. Tutorials for College of Education students preparing to take (or retake) PRAXIS I;
5. COMPASS™ testing and tutorials for Emergency Medical Technicians training through TTU’s School of Interdisciplinary Studies and Extended Education;
6. ESL/COMPASS™ testing, placement-advising, and tutoring for international students.
7. In-Service Training for Math and English teachers in area high schools **[Leadership: 1.1]**;
8. Outreach tutoring to high school students needing assistance in English and/or Algebra;
9. COMPASS® Placement Testing for students whose ACT sub scores are below the state-approved cut-offs, for students transferring in without college-level English or Math credits
10. LSP’s website [<http://www.tntech.edu/learningsupport/>]

### **Service**

Each year [fall and spring semesters] LSP is involved in a service project to help the region in which our university is located. For the past several years, **Toys for Tots** has been the focus. For Christmas 2012, LSP students, faculty, and staff contributed toys totaling approximately \$2,848.00 for the **Toys for Tots** local campaign.

In addition to our major service project, UNIV1030 students provide volunteer service in the community, and LSP recycles aluminum cans, plastic bottles, and paper.

## Learning Support Program Personnel

In addition to their regular teaching duties, Learning Support faculty serve in various other capacities both on and off campus:

- Dr. Debra Bryant coordinates LSP Math and is LSP's liaison to the TTU Math Department, where she teaches college-level courses.
- Mr. Hank Duvier teaches college-level courses with TTU's Math and Engineering Departments, serves with the TBR Redesign Initiative, teaches UNIV1030, teaches as a volunteer math instructor at Heavenly Host Lutheran School, and works with Pack 155 of the Boy Scouts in the Upper Cumberland area.
- Dr. Pam Harden-Ray teaches college-level courses with TTU's Math Department.
- Ms. Ann Lewald teaches ESL 1020, serves on TTU's ESL Committee, provides tutoring, workshops, and conferencing for ENGL1010 students, is an assistant editor for ***Under the Sun*** (TTU's literary magazine), works with Windows on the World, and is a member of the Cookeville Tree Board.
- Ms. Janet Whiteaker, LSP Coordinator and Developmental Education Specialist, is a published novelist; serves on the University Curriculum Committee, the University Service Committee, and various other campus committees; teaches UNIV1030; and serves as TTU team leader in the TBR Redesign Initiative. Professor Whiteaker also supervises/administers COMPASS® Placement Testing for both on-campus and remote testing.

Complementing our full-time faculty, LSP adjunct faculty include:

- Ms. Kristie Dalton, Adjunct Instructor in READ1010 and UNIV1030;
- Ms. Jennifer Johnson, Adjunct Instructor in UNIV1030;
- Mr. John Pigg, Adjunct Instructor in READ1010 and UNIV1030, who also serves as the ETS Site Center Supervisor in charge of PRAXIS Testing for the College of Education.
- Ms. Christy Harrison, Adjunct Instructor in UNIV1030
- Ms. Melissa Creek and Mr. Harry Ingle also teach UNIV1030 on a limited basis

Full-time staff includes:

- Mrs. Lydia Kendall, Administrative Support Associate 4, who provides support for LSP personnel, helps keep the Program running smoothly, oversees the workings of the Learning Center and its 50+ student tutors, and serves as Assistant ETS Site Center Supervisor. Mrs. Kendall is co-supervisor/administrator of COMPASS® Placement Testing at TTU. She is currently in the last semester of work for her Master's Degree.

## Department of Music

Dr. Jennifer Shank, Chair

Ms. Candace Osteen, ASA 3

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### Five-Year Fall-to- Spring Retention Rates for First-Time Freshmen, Fall Cohorts

(discreet data for Art and Music majors not available)

AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013
89.8%	86.3%	94.0%	91.4%	93.1%

### Five-Year Enrollment by Major and Concentration, Fall Cohorts

Major – Concentration	F2008	F2009	F2010	F2011	F2012
MUS - MUIN	114	134	116	115	132
MUS - MUPE	21	23	22	29	33
MUS - MUVO	27	24	29	35	24
Music Subtotals	162	181	167	179	189

### Degree Innovations

- New Ready2Teach BME implemented and in place.
- MM in Performance and Education proposed at the departmental level.

### Faculty Research

*(books published, significant papers read, workshops led, performances, exhibits)*

1. Transcriptions of works of Charles Faulkner Bryan – Dan Allcott
2. New original works for band published nationally (six) – Greg Danner
3. Original work commissioned by National Flute Association – Danner
4. Original work commissioned by East Tennessee State University – Danner
5. Original works performed in eleven states – Danner
6. Invited scholar: Bate Collection at Oxford University, England – Jeremy Hansen
7. Release of solo recording on Naxos – Wonkak Kim
8. Release of chamber music album on Naxos – Wonkak Kim
9. Original works or arrangements – Chris McCormick
10. *Magic Tubas* alumni ensemble recording released – Winston Morris
11. Paper Presented at Mountain Lake Colloquium – Jennifer Shank
12. Performance by special invitation, PASIC – Austin Texas, Eric Willie
13. Release of Solo/Duet recording by Eric Willie and Joshua Hauser
14. Southeast Tuba Euphonium performance by TTU Tuba Ensemble – Morris

15. CMENC reports in all issues of *Tennessee Musician*, journal of Tennessee Music Educators Association – Judith Sullivan
16. Various Guest Conducting/Performance Opportunities nationwide – Joe Hermann

### **Innovations Resulting in Savings, Efficiency and/or Improved Outcomes**

1. Nearly a quarter million dollars raised through Friends of TTU Music in its first four years of existence
2. *Methods to Mentors*, innovative business partnership with Jupiter Band Instrument Company/KHS America, resulting in new Instrument Class instruments for music education majors every two years at a significant discount – Originator: Joseph Hermann
3. Installation of card-reader security system
4. Reduced use of artificial lighting throughout building
5. Employed problem-based-learning modules in Music Education courses
6. Multiple visiting percussion artists enhanced TTU instruction at no cost to University
7. Largest percussion studio enrollment in TTU history
8. Largest saxophone studio enrollment in TTU history
9. Largest tuba/euphonium studio enrollment in TTU history
10. Largest Freshman Class in enrollment history.
11. Significant jump in Music Education Majors from previous years.
12. Largest enrollment in Music Department in history.
13. First international tour of TTU Chorale to Italy May 2013.

### **Faculty Awards and Honors**

1. Non-Instructional Assignment for AY 2012-2013 – Dan Allcott
2. Soloist with Chamber Orchestra Kremlin national tour (USA) in 2013 – Wei Tsun Chang
3. ASCAP national award – Greg Danner
4. *ITEA Journal*: “An Interview with Winston Morris: Pedagogy of the Tuba (and Wind Instruments)”
5. Edwin Franko Goldman Memorial Citation by American Bandmasters Association – Winston Morris
6. Clifford Bevan Award for Meritorious Work in Low Brass Scholarship: International Tuba Euphonium Association – Winston Morris

### **Student Awards and Honors**

1. Saxophone quartet invited to national Fischhoff Chamber Music Competition in South Bend Indiana
2. Saxophone quartet wins state MTNA chamber music competition and places second regionally
3. Percussion Student won the Nashville Philharmonic Concerto Competition
4. Percussion student picked to study in Belgium at Marimba Festival

5. Several recent graduates awarded full teaching assistantships at universities such as LSU, Louisville, University of Akron, Northwestern, and University of Southern Mississippi.

### **Community and Professional Service Activities of Faculty Members**

1. Production of the 50<sup>th</sup> anniversary of the Bryan Symphony Orchestra Season for 2012-2013.
2. Wayne Pegram Memorial Concert – University Bands
3. **Local:**
  - Principal members (nine), Bryan Symphony Orchestra
  - Conductor, Bryan Symphony Orchestra
  - Bryan Symphony Orchestra concert previews on WCTE-TV
  - Volunteer at Cookeville Children’s Museum
  - Reader for Northeast Elementary School second graders
  - Organized benefit concert for Helping Hands of Putnam County
  - Chair, Institutional (TTU) Review Board for Protection of Human Subjects
  - Commencement brass band with original composition by Charles Decker
  - University Convocation – Golden Eagle Marching Band and Brass Arts (faculty) Quintet
  - Bryan Symphony Orchestra Pre-Concert lectures
  - Carillonneur for Commencement Ceremonies
  - Chair, University Fine Arts Committee
  - YMCA youth sports soccer coach
  - Music Director and Conductor – Cookeville Community Band
  - Faculty Research Development grant received for musical playground at STEM Center
  - *STEMulate Your Mind!* mini-conference presenter
  - Founder/Director of Sabbath Rest, a capella women’s ensemble – performed at Gentiva Hospice memorial service
  - Cookeville Regional Medical Center Cancer Center, harpist
  - Board Member Pet Therapy Program with Cookeville Regional Hospital.
4. **Tennessee:**
  - Music Director, Oak Ridge Symphony Orchestra and Chorus
  - Speaker, Oak Ridge Sunset Rotary
  - Speaker, McMinnville Rotary
  - State President, ASTA
  - Tennessee Cello Workshop – juror, master class, recital and concert
  - Performers at Annual TTU Fall Convocation – Golden Eagle Marching Band
  - Governor’s School for the Arts – faculty member, conductor, adjudicator, orchestra member, clinicians (5)
  - Presentations at Tennessee Music Educators Annual In-Service Conference – four
  - All-Knox County Honors Orchestra – guest clinician
  - Tennessee Music Educators Association journal, *Tennessee Musician* – board member
  - Tullahoma Band Solo and Ensemble Festival: adjudicators (3)

- Host, Young Artist Piano Competition
- Paper read: Tennessee Music Teachers Association – Johnson City
- Paper read: Middle Tennessee Music Teachers Association – Murfreesboro
- Music Teachers National Association – board member
- State Representative: International Horn Society
- Director, American Legion Boy’s State Band
- Vice President TAMECU
- Southern Stars Brass Band – soloist
- Nashville Jazz Workshop – performer
- Recruiting visits to many high schools by individuals and groups
- Tennessee Sesquicentennial of Civil War – Brass Arts Quintet, TTU Chorale
- All-State Jazz Band – adjudicator
- Soloist: Oak Ridge Symphony Orchestra
- Tennessee Music Educators Association – Higher Education Chair
- East Tennessee Day of Percussion – clinician

**5. Regional:**

- Host, All-Star Instrumental Symposium (department-wide): 300 participants
- Host, 50<sup>th</sup> annual Festival of Winds and Percussion (department-wide): 450 participants
- Host and faculty (15), 17<sup>th</sup> annual Southeast Chamber Music Institute: 80 participants
- Host, Festival of Voices – Craig Zamer: 300 participants
- Southeast Horn Workshop performances by TTU Horn Choir (two)
- College Music Society conference – invited performance
- American School Band Directors Association conference performance with Nashville Wind Ensemble – Chattanooga
- Southeast Horn Workshop: Appalachian State University – paper read, adjudicator
- President, Southeast Horn Workshop
- President, Percussive Arts Society, Tennessee Chapter

**6. National:**

- Sierra Chamber Orchestra, Mammoth Lakes, California – conductor
- Clinician, Selmer Instrument Company
- American Music Therapy Association – webmaster
- Virginia District 2 Honor Band – clinician
- The Midwest Clinic: Chicago – paper read
- U.S.A.F. Band of the Golden West (CA) – guest conductor
- South Dakota All-State Band – conductor
- Virginia District 13 Honor Band – clinician
- University of Missouri at Columbia – guest conductor
- Wheaton (IL) Municipal Band – guest conductor
- Band Festival Clinician: Orlando, Florida (2)
- Fresno State (CA) University Festival – guest conductor
- Grand National Adjudicators Festival – guest conductor
- Dixie Classic Festival (Atlanta) – guest conductor



- Immediate Past President and Chairman of the Board – American Bandmasters Association
  - Clinician, Jupiter Band Instrument Company
  - World of Fun Festival, Kansas City (MO) – adjudicator
  - National Opera Association convention – board member, performer
  - American Band College, Ashland, Oregon – master classes (2 members)
  - Central Washington University – master class, recital
  - National Flute Association convention: Charlotte – Director of auditioned flute choir
  - Early Childhood and Movement Association – *Perspectives* journal proofreader, editorial board member, committee chair
  - Book reviewer, CHOICE
  - Percussive Arts Society national convention – performer
  - *Three Percussion Premieres*, Center Stage grant received for new nationally commissioned works
  - Percussive Arts Society – national committee member
  - Sam Houston State University, Texas – adjudicator, paper read
  - Brevard National Music Center (NC) – master class
- 7. International:**
- Audio review editor – International Trombone Association
  - Music Ambassadors of Tennessee – Craig Zamer, choral director
8. Donation of musical services at churches:  
Cumberland Presbyterian Church and 1<sup>st</sup> United Methodist and St. Michael's Episcopal Church in Cookeville; and in Murfreesboro, Crossville, Brentwood, Gainesboro, Lebanon, Nashville, and Columbus, Georgia
  9. Many live faculty member performances with Atlantic Ensemble, Cumberland County Playhouse, Southern Stars Brass Band (3 members), Murfreesboro Symphony (3 members), Nashville Wind Ensemble, Nashville Symphony Orchestra (2 members), Cincinnati Opera, MTSU Opera, Nashville Opera (3 members), Eclectic Chamber Players, Nashville String Machine orchestra (20 concerts)
  10. Many recordings for national studios in Nashville (6) for major labels, including Telarc, Naxos, RCA, Sony, MCA, CBS, CMT, etc.
  11. Host, Young Artist Piano Competition and master class
  12. Recital and master classes (2), Oak Ridge
  13. TMTA master class, Chattanooga
  14. TMTA auditions
  15. Executive Board member, TMTA
  16. Bryan Symphony Orchestra concert previews
  17. Many clinics/recruiting visits to Tennessee public schools
  18. Presenter at state CMENC annual Fall Kick-Off event
  19. Numerous guest artists brought by faculty to campus to enhance the value of departmental instruction
  20. Volunteer, Habitat for Humanity

## Exceptional Learning Ph.D. Program

Dr. Lisa Zagumny, Director

Ms. Denette Way, ASA 3

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**Table 1** below summarizes the status of the program in terms of enrollment, and number of degrees awarded by concentration over the past five years according to data from Institutional Research. Institutional Research does not keep data on retention and progression for the Ph.D. in Exceptional Learning, nor do they keep data on degrees awarded by concentration.

Year	Concentration	Fall Enrollment	Degrees Awarded
2008-2009	Applied Behavior Analysis	12	5
	Applied Behavior & Learning	1	
	Literacy	12	
	Program Planning & Evaluation	7	
	STEM Education	----	
	Young Children & Families	2	
	<b>Total</b>	<b>34</b>	
2009-2010	Applied Behavior Analysis	10	7
	Applied Behavior & Learning	0	
	Literacy	9	
	Program Planning & Evaluation	4	
	STEM Education	----	
	Young Children & Families	2	
	<b>Total</b>	<b>25</b>	
2010-2011	Applied Behavior Analysis	8	8
	Applied Behavior & Learning	0	
	Literacy	8	
	Program Planning & Evaluation	3	
	STEM Education	----	
	Young Children & Families	2	
	<b>Total</b>	<b>21</b>	
2011-2012	Applied Behavior Analysis	7	3
	Applied Behavior & Learning	0	
	Literacy	11	
	Program Planning & Evaluation	3	
	STEM Education	2	
	Young Children & Families	0	
	<b>Total</b>	<b>23</b>	
2012-2013	Applied Behavior Analysis	8	1
	Applied Behavior & Learning	0	
	Literacy	20	
	Program Planning & Evaluation	3	
	STEM Education	4	
	Young Children & Families	1	
	<b>Total</b>	<b>36</b>	

**1).** We updated marketing materials as our program was approved to receive assistance through Strategic Marketing funds. We worked with Creative Services to update marketing materials for the Ph.D. program in general as well as individual concentrations. We have continued to maintain up-to-date information on our website for current and prospective students. Spring 2013 we instituted an annual evaluation with students in their first two years of the program. Prior to the meeting with the director, students submitted their updated curriculum vita. When the director met with the 24 students, she first reviewed their program of study with them to ensure they were still on track in terms of projected courses. The director then asked the students 7 questions:

- With almost 2/4 semesters completed, do you feel your background adequately prepared you for the program?
- What do you know now that you would share with people interested in or new to the program?
- What information shared to date have you found most helpful?
- Through the different opportunities you've had with the program, what have you learned?
- What recommendations do you have to help us ensure your success?
- What would you like us to know about your experience in the program?
- Is the program what you expected?

This data has been compiled and is available for review. Analysis is ongoing and will be submitted in the next report. Feedback was overwhelmingly positive with solid suggestions for improvements and changes. Lastly, the student and director reviewed the student's cv to review progress they've made over their time in the program in terms of presentations, publications, grants, and professional service.

**2.)** Collaborative efforts include, but are not limited to, working with departments and colleges across TTU's campus. Faculty and students work with faculty in Engineering, English, Family Consumer Science, Nursing, and Physics. With the new STEM Education concentration, we have been working with the director of the STEM Center. We also work closely with the Research Office and Graduate Studies to ensure consistency with the program, keep lines of communication open, and help our students with the research and dissertation process. The faculty work closely with one another to ensure opportunities for the students to present at state, national, and international conferences. Our faculty and students also work with and for their respective professional organizations. For example, the Literacy concentration students are directly involved with the Tennessee Reading Association as organizational officers. As such, they are also directly involved with the International Reading Association. Work such as this allows for and supports collaborative efforts at the state, national, and international levels and helps prepare our students for their future work once they graduate. Another example includes Dr. Carl Owens' work with the Ph.D. students in technology.

The students in CUED 7430 present their work at the Tennessee Education Technology Conference each year as part of the course requirements. New this year, is a possible

collaboration with Krasnoyarsk State Pedagogical University and some of our Young Children and Families faculty and students. A collaborative research proposal is currently being initiated along with a more formal proposal for collaboration.

**3.)** The Annual Student Evaluation that has been in a planning stage for the past 5 years was finally initiated Spring 2013. The Director met with 24 students to review their curriculum vitas, programs of study, and ask a series of seven questions. Analysis of the resulting data has not yet been completed, but responses were overwhelmingly positive and students made many suggestions for changes and/or improvements. The evaluation was widely viewed as a support mechanism for students and based on that alone, the program will continue with annual evaluation.

The timing to initiate the Exit Survey has been reconsidered. With only one student graduating this semester, it seems unlikely that results would yield useful information with confidentiality not ensured. Additionally, the survey needs further revision. In the likely event that there is a larger number of students graduating in December 2013, we will send out the exit survey at that time.

In addition to the marketing efforts described above, the program needs to determine a way to reach potential students interested in STEM Education. The routes attempted to date have yet to yield success. The faculty and students involved in the STEM Education concentration have numerous suggestions that will be considered pending availability of funds.

### **Program Highlights**

The faculty products/presentations listed below were selected to provide a highlight of faculty activity. Our faculty are also involved in numerous service, outreach, and teaching activities and regional/state presentations. Student highlights follow faculty highlights and are also intended to provide a sample of products/presentations. Our students are involved in a number of activities beyond what is listed including regional and state presentations, in-service presentations, teaching, and service.

## **Faculty Highlights**

### **Grants**

**Anthony, Holly.** Co-Project Director, TN Department of Education Math Science Partnership Grant, *Increasing Grades 6–8 Mathematics Teachers’ Content Knowledge in the CCSSM*, with Dr. David Smith (funded: \$248,622). Ongoing 2013

**Anthony, Holly.** Project Director, Tennessee Higher Education Commission Improving Teacher Quality Grant, *Modeling High School Mathematics: Incorporating Engineering and Healthcare Applications to Meet Common Core State Standards for Mathematics*, with Dr. Melissa Geist and Ken Hunter (funded: \$109,539). Ongoing 2013

**Anthony, Holly.** Co-Principal Investigator, National Science Foundation, DUE Noyce Teacher Scholarships, *TTU STEM Majors for Rural Teaching (TTU-SMaRT)* with Dr. Stephen Robinson (Physics), (funded: \$1.2 million). Ongoing 2011-2016

**Anthony, Holly.** Co-Principal Investigator, National Science Foundation, Step–Type 1A, *Mathematics Success for STEM Majors (MSSM)* with Drs. Allan Mills (Mathematics), Sally Pardue (Mechanical Engineering/STEM Center), Stephen Robinson (Physics), and Don Visco (Chemical Engineering), (funded: \$772,000). Ongoing 2010-2015

**Baker, Jane.** Principal Investigator. *Shaping early STEM learning* with Martha Howard, TTU (2012-2013). Project funded by Tennessee First to the Top STEM Professional Development Grant. Amount awarded: \$199,435.

**Baker, Julie.** Co-PI. (2012-2013). *Designing the Future: Curriculum Development through Project-Based Inquiry Using Cutting-Edge Design & Modeling Tools*. Co-PI: Ismail Fidan. First to the Top STEM Professional Development Grant; THEC. (funded; \$189,578)

**Baker, Julie.** Principal Investigator. (2012-2013). *An Interpretive Study of Adolescents’ Pleasure Reading Habits and the Opportunity to Read for Enjoyment in School*. Faculty Research Grant, Tennessee Tech University. (funded; \$5,400)

**Chitiyo, George.** PI. TBR Access and Diversity Initiative Grant with Lisa Zagumny Co-PI in collaboration with the Office of Minority Affairs: *Improving Social Engagement and Academic Achievement among Minority Students*. \$52,766. February 2013. Funded.

**Chitiyo, George.** PI. IES Grant with Lisa Zagumny Co-PI, Paul Semmes, Michael Allen, Deborah Setliff, Jerry Nash, *Teaching Mathematics with Chess: Exploring the Relationship between Chess and Student Learning Outcomes*. September 2012. \$726,154.82 – Decision pending.

**Howard, Martha.** PI. The family and schooling literacy project with Jeanne Fain. TBR. \$60,000 (2013-2014).

**Howard, Martha.** Co-PI. STEM Around Us with Sally Pardue. TN First to the Top. \$198,706 (2012-2013).

**Howard, Martha.** PI. Healthy Start. Stephens Center for Child Abuse Prevention. \$11,889 (2013-2014).

**Zagumny, Lisa.** Co-Principal Investigator, "Improving Social Engagement and Academic Achievement among Minority Students." *TBR Access and Diversity Initiative Grant*. \$52,766 (2013-2015). Project Director and Co-PI George Chitiyo.

**Zagumny, Lisa.** Co-Principal Investigator, "Using Chess during Mathematics Instruction to Enhance Achievement of Middle School Students." *Institute of Education Sciences*. \$726,154.82 (pending, 2013-2016). Project Director and Co-PI George Chitiyo with Michael Allen, Paul Semmes, Deborah Setliff.

## **Publications**

**Akenson, James.** Charles McMurry and Citizenship in Social Studies Education. Submitted To *Theory and Research in Social Education* for the special issue Critical Studies and Social Education. Peer review in process.

**Baker, Julie,** Isbell, J., Wendt, J., & Wilson, B. (2013). V-SPACE: Virtual Spaces for Accessing Content in English. *Society for Information Technology and Teacher Education*. 24<sup>th</sup> International Conference Proceedings. [in press]

**Baker, Julie,** & Fidan, I. (2013). Designing the future: Integrating cutting-edge design and manufacturing tools into 9<sup>th</sup> and 10<sup>th</sup> grade STEM education. *American Society for Engineering Education* Conference Proceedings. [in press]

**Baker, Julie,** Berta, D., Brewer, T., Fidan, I., Hatipoglu, K., Tatum, T.. (2012, December). *Design Your Own Game Room*. Project abstract. *Journal of the Tennessee Academy of Science*. [in press]

**Baker, Julie,** Fidan, I., Haines, D., Hatipoglu, K., Howard, E. (2012, December). *Golden Ratio*. Project abstract. *Journal of the Tennessee Academy of Science*. [in press]

Chitiyo, M., May, M.E., & **Chitiyo G.** (2012). An assessment of the evidence –base for school-wide positive behavior support. *Education and Treatment of Children* 35(1)

Roe, B., **Kolodziej, N.,** Stoodt-Hill, B., & Burns, P. (2013). Secondary school literacy instruction: The content areas (11<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN-13: 978-1-285-08533-3.

**Zagumny, Lisa**, and A. B. Richey. (2012). Orientalism(s), world geography textbooks, and temporal paradox: Questioning representations of Southwest Asia and North Africa. *International Journal of Qualitative Studies in Education*, DOI:10.1080/09518398.2012.731534.

**Zagumny, Lisa**, and A. B. Richey. (2012). Textbook Orientalism: Critical visuality and representations of Southwest Asia and North Africa. In *The new politics of the textbook: A project of critical examination and resistance*, ed. H. Hickman and B. J. Porfilio, 195-213. Sense Publishers.

### **National Presentations**

**Akenson, James**. Teaching the Georgia Old Time Fiddlers Convention: Standards, Materials, and Strategies K-12. 100th Anniversary Symposium of the Old Time Fiddlers Convention. Georgia State University. Atlanta, Georgia. 6 April 2013.

**Baker, Julie**, & Fidan, I. (2013, June). Designing the future: Integrating cutting-edge design and manufacturing tools into 9<sup>th</sup> and 10<sup>th</sup> grade STEM education. Session Presentation accepted at the 2013 annual conference of the American Society for Engineering Education: Atlanta, GA

**Baker, Julie**, Isbell, J., Wendt, J., & Wilson, B. (2013, March). V-SPACE: Virtual Spaces for Accessing Content in English. Session Presentation accepted at Society for Information Technology and Teacher Education: New Orleans, LA

**Chitiyo George**. (April 2013). Predicting Postsecondary Aspirations using Parental Education and Involvement in High School Students College Preparation Activities. Paper presented at AERA 2013 Conference in San Francisco, CA.

**Chitiyo George**. (October, 2012). Using a Statistics Course in Equipping Teachers to Perform Meaningful Classroom Assessments. Presentation made at the AEA Conference in Minneapolis, MN.

### **International Presentations**

**Akenson, James**. Teaching Strategies and Materials For Teaching About the Georgia Old Time Fiddlers Convention. 30th International Country Music Conference. Belmont University. Nashville, Tennessee. 26 May 2013.

**Anthony, Holly**. G., & Campbell, C. (2013, May). *Teachers' and students' (mis)understandings of graphical representations in mathematics*. Paper presented at the Ninth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Anthony, Holly**. G., & Howard, M. (2013, May). *Questioning selves, questioning minds: Women's persistence in doctoral programs*. Paper presented at the Ninth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Baker, Julie**, Camuti, A., Isbell, J., & Zagumny, L. (2013, May). Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients. Session Presentation Proposal, Congress of Qualitative Inquiry: Urbana-Champaign, IL.

**Baker, Julie**, Ellis, A., & Thompson, E. (2013, May). Pleasure Packs a Punch: Adolescents Speak about Reading for Fun at School. Session Presentation Proposal, International Congress of Qualitative Inquiry: Urbana-Champaign, IL.

Taukeni, S., **Chitiyo G.**, & Chitiyo M. (September, 2012). An evaluation of the psychosocial support provided to school going children in the Oshana education region of Namibia. Faculty of Humanities and Social Sciences (FHSS) University of Namibia 4th Annual Research Conference 26th - 27th September 2012.

**Zagumny, Lisa**. Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients, co-presented with Janet Isbell, Julie Baker, & Alice Camuti, Ninth International Congress of Qualitative Inquiry, University of Illinois-Urbana Champaign, May 15-18, 2013.

## **Student Highlights**

### **Grants**

**Hale, Kim**. PI. 12/2012-5/2013 *Reading rekindled: Using e-readers to generate excitement and motivate readers*. Macon County Education Foundation Mini-Grant, Award Amount: \$1,483.00

**Sisk, Cara**. Co-Principal Investigator, TN Child Care Resource & Referral Grant. \$224,490 (November 2011-February 2013). Dr. Lee Ann Jolley Principal Investigator, Tennessee Technological University.

### **Publications**

**Chitiyo, Rufaro**. (2012). Risk factors associated with the maltreatment of infants and toddlers with disabilities: A review of the literature. *Tennessee's Children*.

**El Daba, Abir**. (2013): Adjusting the buckle of the Bible belt: International Muslim college students' adaptive strategies to a university in the Southern region of the United States. *International Journal of Multicultural Education*. (Submitted April 24, In Review).

**Majors, Twanelle, Meadows, Jennifer, Luna, Laura**, & Kwon H. *Research Trends and Priorities in K-12 STEM (Science, Technology, Engineering, & Mathematics) Outreach*. American Society of Engineering Education Southeast Annual Conference Proceedings, March 2013.



**Rawiszer, Hannah.** 2012. Culturally responsive teaching: Meeting the needs of culturally & linguistically diverse students. *Tennessee Reading Teacher*, 39(2), 5–11.

**Sisk, Cara.** (2013, in progress). *Reflecting on my journey from clinician to academician*. Child Life Council Bulletin, summer 2013.

**Sisk, Cara.,** Walker, E., Gardner, C., Mandrell, B., and Grissom, S. (2012). *Building a legacy for children and adolescents with chronic disease*. *Journal of Pediatric Nursing*. doi: 10.1016/j.pedn.2012.04.008

**Spears, Amber.** (2012). Healthy Habits Start in the Home. Submitted to *Teaching Young Children*, November 17, 2012.

### **National Presentations**

**Chitiyo, Rufaro.** Reporting patterns and factors associated with child maltreatment: Evidence from a nationally representative sample, 21<sup>st</sup> Colloquium of *The American Professional Society on the Abuse of Children, Las Vegas, NV, June 25–28, 2013*

Kwon, H., **Meadows, Jennifer, Luna, Laura & Majors, Twanelle.** (2013, March). *Review of Research Trends and Priorities in K-12 STEM outreach*. ASEE Conference, TTU, Cookeville, TN.

### **International Presentations**

Howard, M., **Al Sager, Abdellatif, Baggett, Amy, Cochrane, Sharon, & Majors, Twanelle,** “Tell Me More About That”: Meaningful Cohort Relationships in Ph.D. Programs, International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign IL, May 16-19, 2013.

**Al Sager, Abdellatif, & Shinde, G.,** International Muslim Students’ Experience at a Regional University in the United States, International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign IL, May 16-19, 2013.

**Chitiyo, Rufaro, & Rawiszer, Hannah.** Wait, so you did this Together?: Two Graduate Students' Experiences with Co-Teaching and Co-Grading, Ninth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Champaign, IL, May 15–18, 2013.

### **Awards**

**Baggett, Amy,** Mary and A. E. Quattlebaum Scholarship, 2011 – present

**Meadows, Jennifer & Majors, Twanelle,** 2013 TTU Student Research Day Winners, What predicts math utility perceptions among high school freshmen?

## **Child Development Lab (CDL)**

Ms. Angie Smith, Director

Ms. Deborah Gunnels, ASA 3

Dr. Martha Howard, Faculty Liaison

TTU Box 5146

Cookeville, TN 38505

931.372.6262

### **CDL Overview**

The Child Development Laboratory is dedicated to providing services that support and contribute to the success and well-being of young children and their families, as well as to the development of competent, caring pre-service teachers and professionals. Through the provision of a safe, secure, and inclusive environment, children and adults are immersed in developmentally appropriate practices that reflect the individual needs of each person. The Child Development Laboratory uses the Creative Curriculum because we believe children and adults learn best through active participation and direct experiences. We provide a multitude of social opportunities through which each individual is guided toward his/her optimal development. We strive to meet and maintain NAEYC recommendations and public policy statements.

The Child Development Laboratory is housed in the College of Education, Dr. Matthew R. Smith (Dean), and Dr. Martha Howard, Faculty Liaison/ Coordinator, direct advisory board consisting of university faculty and staff, community members, parents, the director of the CDL, Angie J. Smith and CDL staff.

### **The Goals of the Child Development Laboratory are:**

- To enhance the growth and development of each child to his/her greatest potential.
- To support and empower families to be successful in the area of child rearing.
- To provide experiences for students that are realistic and reflective of a quality child care environment.
- To contribute to the knowledge base and expertise of child care professionals through an environment conducive to research and training.

The Child Development Laboratory currently provides child-care slots for fifty-seven children from the ages of six week to five years of age in an infant room, a toddler room, and two multi-age pre-school rooms. We currently have a waiting list of over 100 children. Student populations of 72% Caucasian, 7% African American, 4% Middle

Eastern, 3.2% Asian, and 11% other represent the greatest amount of diversity in Putnam County's early childhood education programs. There are 13 spoken languages at the Child Development Laboratory.

At this time, sixteen children are beneficiaries of a PEP (Pre-K) grant from the State Department of Education, receiving full tuition, free meals, and a multitude of other family based benefits including, but not limited to: (1) Parent-teacher conferences, (2) Parent/child trainings, (3) Developmental Continuums three times a year, (4) High Quality care with licensed professionals, (5) Annual gatherings between all parents and teachers.

The CDL staff and administration hold the belief that young children learn best through direct experience with the world around them and meaningful interaction between other children and facilitating adults. In order to provide these interactions the CDL encourages each staff member to pursue higher education and professional development opportunities. Currently one full time staff member holds a MA degree, six hold a BA degree, one has her CDA, and the remaining two are currently receiving TECTA/TNCEPT, and Project Reel trainings to further enhance their job performances and professional development.

### **Highlights**

- Once again, we earned the highest rating in a childcare setting – 3 STAR rating (please see [www.tnstarquality.org](http://www.tnstarquality.org) for further information on this rating)
- We have had several functions ranging from a picnic for new incoming parents, a holiday dinner, a hop-a-thon to raise money for Muscular Dystrophy, and a Trike A Thon to raise money for St Jude Children's Hospital.
- Pre-K Graduation was conducted on May 16<sup>th</sup>. We had 12 children graduate the program and will exit to go to kindergarten.
- We were fortunate enough to take 5 staff to Atlanta, GA for the NAEYC conference through grants and parent donations.
- We are gearing up for a move to a newly renovated area on campus. We are truly excited about this move and cannot wait to expand two classrooms.
- We are beginning a journey to become a Reggio inspired in the classroom setting

For a complete overview of the CDL, visit [www.tnitech.edu/education/cdl](http://www.tnitech.edu/education/cdl).

### **Additional Comments from the College of Education:**

- The College of Education had 2 visiting scholars this year and the faculty and students who visited from Krasnoyarsk State Pedagogical University.
- Ji Sook Nam visited fall semester 2012 from China to work with Dr. Helen Dainty, C & I to learn about PBSI.
- Cai Yuesheng (Pam) visited spring semester 2013 from China to work with Dr. Julie Baker, Interim Assistant Dean to learn about adolescent literacy.
- Anastasia Mamjeva and Elena Cherenyova and 4 of their students visited from KSPU in Krasnoyarsk, Russia in February 2013 to learn about special education. They visited the Putnam County Independence Program and classes here on campus led by Drs. Helen Dainty, Laura Graves, and Amy Callender, C & I.