

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

**2013-2014**  
**Annual Report**



*Dr. Matthew R. Smith, Dean*  
*Ms. Dixie Ashburn, ASA 5*  
*June 12, 2014*

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## **College of Education**

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### **Administrative Staff**

Dr. Lisa Zagumny

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

Dr. Julie C. Baker

Assistant Dean for Student Support Services

Dr. Dana Winningham

Director, Teacher Education

Ms. Nikki Christen

Assessment Coordinator

Ms. Dixie Ashburn

ASA 5

Ms. Amy Swafford

ASA 4

Ms. Jeri Liebig

ASA 3

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.

Fully implemented in fall 2013, the Ready2Teach initiative will ultimately 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 & Appalachian Center for Craft

## Annual Report 2013-2014

### Professor Ward Doubet, Chair

***Please Note:** items are followed by codes in bold indicating Flight Plan Focus Areas, Flight Plan Priority Actions, and Flight Plan Metrics. A key to these Flight Plan category codes is listed below.*

#### Key to Flight Plan Category Codes

##### Flight Plan Focus Areas (FA1, FA2, etc.)

1. Improve the Undergraduate Experience
2. Transform Technology
3. Create Distinctive Programs and Invigorate Faculty
4. Expand Financial Resources and Modernize Infrastructure

##### Flight Plan's 12 Priority Actions (PA1, PA2, etc.)

1. Freshman Flight Path
- 2 Academic Advising
3. High Demand Course Capacity
4. Technology Service to Students
5. Technology Infrastructure and Innovation
6. Undergraduate Co-curricular program
7. Multidisciplinary Research Innovation
8. New Graduate Programs
9. Technology in Teaching
10. Enrollment, Tuition and Scholarships
11. Physical Infrastructure Priorities
12. Efficiency and Effectiveness

##### Flight Plan's 10 Metrics (5 Undergraduate, M1, M2, etc.)

1. ACT Score Range
2. FTE Enrollment
3. Bachelor's Degrees
4. Retention Rate
5. Six-Year Graduation Rate

##### Program Accomplishments

- Plan Approval of BFA concentration in Design (Digital Media) verified by NASAD Commission November, 2013. First Design curriculum offerings commenced Spring 2014. **FA1, FA3, PA4**

- NASAD Self Study completed and submitted. NASAD evaluators' visit completed. NASAD Visitors' Report received and Optional Response underway. **FA1, FA3**
- Well-equipped Foundation Hall design studio begins operation Spring 2014, first courses in Design concentration offered. **FA1, PA4, PA5**
- Art Education Lab relocated to Foundation Hall with approved technology improvements including Smart Board and Apple TV presentation technology, opened Spring 2014. **FA1, PA4, PA5**
- Art Foundations studio opened Spring 2014, increasing sections and scheduling options. **FA1**
- Implemented comprehensive curriculum revision emphasizing professional practices and entrepreneurial mindset across studio concentrations, clay, fibers, glass, metals, painting and wood. **FA1, FA3**
- Increased available sections of ART 1030 Art Appreciation from three per semester to seven per semester. **FA1, PA3**
- Coordinated new advising resources for art education majors and all freshman SOAR students with dedicated art and music advisor in College of Education Advising Center. **FA1, PA2**
- Summer 2013 High School Craft Residency at Craft Center, eight high school teachers and 16 high school students successfully participated, 2014 scheduled for June. **FA1, FA3**

### **Student Awards**

- Sam Meketon was a finalist again for the 2014 NICHE award in the glass student functional category this spring, after he won the 2013 Niche Award for excellence in fine craft design in the student functional glass category. The prestigious 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. **FA1**
- Kelsea Gilliland, URECA! Grant. URECA! Grant faculty advisor Kim Winkle. **FA1**
- Jessica Hagar, a senior BFA student in fibers, has received the 3<sup>rd</sup> place award in the highly competitive *Spotlight on Student Fiber Trends 2014* for her work, Lunar Surface. *Spotlight on Student Fiber Trends 2014* is a biennial juried exhibition of fiber art by graduate and undergraduate students from the Southeast, produced by the Southeast Fiber Arts Alliance, a non-profit organization that promotes the appreciation of the fiber arts, provides diverse and comprehensive fiber arts programming and connects the fiber arts community. **FA1**



## **Art Department Scholarship Recipients 2014-15 FA1, PA10**

### **2014-15 Bacchanal Scholarship Recipients \$2000 (each)**

Name	ID	Concentration	Class Rank
Bogle, Chris		Glass	
Calfee, Heather		Painting	
Craig, Kathryn		Metals	
French, Katherine		Art Education	
Rice, Victoria		Painting	
Seals, Micah		Wood	Junior

### **2014-15 Windgate Scholarship Recipients \$2500 (each)**

Craig, Kathryn		Metals	Junior
Glass, John		Glass	Senior
Harding, David		Wood	Junior
Loftis, Dylan		Wood	Senior
Novak, Natalie		Clay	Senior
Patterson, Andrew		Wood	Sophomore
Seals, Micah		Wood	Junior
Smith, Katherine		Clay	Junior
Whitaker, Brittany		Metals	Junior

### **2014-15 Approach the Light Becky Anderson Scholarship \$1000 (total)**

Craig, Kathryn		Metals	\$500
Bogle, Chris		Glass	\$500

### **2014-15 Brad Sells and Dr. Pat Sells Scholarship for Fine Art or Exercise \$500**

Mitchell, Kathryn		Wood	\$500
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### **2014-15 Nancy Nichols Williams Honorary Scholarship \$1000 (each)**

Allen, Jody		Painting	
Harden, Rachel		Painting	

### **2014-15 Nichols Freshman Art Scholarship**

Scantland, Brooklyn		Art Education	Freshman
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## **Recent Alumni Recognition**      **FA3**

- Billy George, 2013 fibers alumnus finalist for NICHE award in the mixed media category
- Ellen Kleckner, 2012 clay alumna, (MFA candidate at Ohio University) awarded the 2014 National Council on Education in the Ceramic Arts Graduate Student Fellowship for research trip to the Shaker Villages of Maine and Massachusetts
- Thomas J. Edwards, 2008 clay alumnus (2014 MFA from University of Kansas) was selected as one of Ceramics Monthly Emerging Artists for 2014
- Meredith Edmondson, 2009 glass alumna, Feature article in Nashville Arts magazine
- Matthew Cummings, 2007 glass certificate, spotlight article in Southern Living magazine

## **Campus Events Proposed and Hosted by Art Faculty Members** **FA1, FA3**

- Joseph Biel, Visual Artist Mural Project with the Bryan Symphony Orchestra, Bryan Fine Arts Lobby, hosted by Asst. Prof. Benjamin Oddi
- Dr. Edwin Barnhart, October TTU Center Stage campus visit, lectured in TTU's Johnson Hall Auditorium about Inca Shamanism, hosted by Prof. Carol Ventura
- Perry Price, the Director of Education for the American Craft Council TTU Center Stage campus visit lectured in TTU's Johnson Hall Auditorium, hosted by Asst. Prof. Kimberly Winkle
- Chapuchi Aghiabele, November TTU Center Stage campus visit, lectured about Ewe Kente cloth in TTU's Johnson Hall Auditorium. Gave a tapestry weaving workshop at the Crafts Center, hosted by Prof. Carol Ventura
- New England-based furniture designer Vivian Beer gave a lecture about her work at 4:30 p.m. Thursday, Jan. 30, at Tennessee Tech University. Her lecture was in TTU's Johnson Hall Auditorium.

## **Artists-In-Residence (AIRs)**

- Bryce Brisco, one of 100 invited participants in the EMMA International Collaboration, Big River, Saskatchewan, Canada.
- Sadie Wang, former AIR and FACCT volunteer, finalists for NICHE awards jewelry artist
- Former clay AIR David Eichelberger 2014 NCECA Emerging Artist Award

## **Faculty**

### **Brady**

- March-April 2014, invitational exhibition titled, "Continuing Conversations" at Barton College, NC. Exhibition of work by University & College fibers educators.
- September-October 2014, "Surface and Volume," two-person exhibition at Vanderbilt University's Sarratt Center. **FA3**

- Fiber Days Fashion Show, Invitational runway show of handmade fiber wearables. Asheville, NC, May 2014. Invitational runway show of handmade fiber wearables. **FA3**
- “Connect To Your Customer,” two-day professional seminar from the Arts Business Institute in March 2014 led by Wendy Rosen and Carolyn Edlund. The seminar covers building relationships and marketing strategies of handmade work, including current methods of self-promotion. **FA1, FA3**

#### **Brock**

- Solo exhibition at the Eclipse Gallery in Bay Harbor, Maine. **FA3**

#### **Campbell**

- Cumberland Furniture Guild, juried exhibition, Appalachian Center for Craft. **FA3**
- Tennessee Association of Woodturners Annual Symposium, represented the Craft Center at the in Franklin, TN and at Tennessee Craft’s Spring Fair. **FA3**
- Consultant to Jackson County Chamber of Commerce Business Development Committee on their plan to turn Gainesboro/Jackson County into a center of woodworking. **FA3**

#### **Coogan**

- Hosted ABANA symposium, Appalachian Center for Craft, Dec. 2013. **FA3**

#### **Gallop**

- Organized a \$1,000 funded internship for student Victoria Rice in the College of Business – Business Media Center; expected to be the first of many. **FA3**

#### **Oddi**

- Modern Formations Gallery, in Pittsburgh, PA, Solo Exhibition; and was included in four group exhibitions. His work was reproduced in an exhibition review in the New York Times. **FA3**

#### **Pitelka**

- “Lineage: The Art of Mentorship – Counselor, Coach, Leader, Friend,” Clay Art Center in Port Chester, New York and specifies that I select one mentee to be in the exhibition; Thomas Edwards, 2008 alumnus selected. **FA3**
- *Clay: A Studio Handbook*, has been reissued by American Ceramics Society, second edition in progress. **FA3**

#### **Thompson**

- Participated in the Upper Cumberland Rural STEM program at the Oakley STEM Center. **FA1, FA3, PA6**
- Served the Art Department and the Craft Center as a co-planner and evaluator of the new 2013 High School Residency program. **FA1, FA3**
- Remained active in TAEA/NAEA. **FA3**

### **Ventura**

- The Twenty-first Century Voices of the Ashanti Adinkra and Kente Cloths of Ghana, published in TEXTILES AND POLITICS: TEXTILE SOCIETY OF AMERICA 13TH BIENNIAL SYMPOSIUM PROCEEDINGS, Washington, DC. **FA3**

### **Winkle**

- Minneapolis College of Art and Design in Minneapolis, MN, Visiting artist, lecturer, demonstrator and critic. Sept. 26 & 27. **FA3**
- Taught 5 workshops MD, VA, WV, NC, AL **FA3**
- Finalist for NICHE awards this year were faculty Kim Winkle: painted wood and turned wood. **FA3**
- International invitational Exhibition, The Center for Art in Wood, Philadelphia, PA. **FA3**
- Wichita National All Media Craft Exhibition 2013, The Wichita Center for the Arts, Wichita, KS. **FA3**
- 34th Annual Contemporary Crafts Exhibition, National, Juried, Mesa Art Center, Mesa, AZ. **FA3**
- Materials Hard & Soft Contemporary Craft Exhibition, Greater Denton Arts Council, Denton, TX. National, Juried. **FA3**
- Fulbright-Hays Seminar Abroad program in China for 5 weeks. June-July 2013. **FA3**
- TTU Outstanding General Education Professor, Tennessee Technological University. **FA 1, FA3**
- Tennessee Board of Regents, Course Revitalization Project Grant. **FA1, FA3**

### **Art Department and Craft Center Community Activities & Special Events** **FA 3**

- Putnam County Library exhibition of student drawings entitled Simultaneous Contrast. The exhibition consisted of drawings from Drawing II class, organized by Asst. Prof. Kimberly Winkle.
- Painting students volunteer to help with the organization and execution Art Prowl sponsored by the Cookeville artist's non-profit organization Arts 'Round Tennessee, with participation and coordination by Asst. Prof. Benjamin Oddi.

### **Educational Outreach Programs**

The Craft Center served over 1,250 regional school children in 2013-14 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.

### **15<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 5th. 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 2014 "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 2013 the Craft Center's clay studio hosted its 16<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 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 & Psychology**

### **Annual Report 2013-2014**

**Dr. Barry Stein, Chairperson**

#### **Improving the Undergraduate Experience**

- **New Faculty**

The department brought on board two tenure track faculty to serve the undergraduate psychology program. One of the faculty members has expertise in clinical psychology with a research emphasis in bullying. This faculty member will provide expertise in an area that the department has not had in the past. The other faculty member has expertise in cognitive psychology with a research emphasis in metacognition. Both of these new faculty members starting supervising undergraduate student research in the senior thesis course this year and have received excellent student evaluations.

- **Satisfying General Education Needs**

The department has made it a priority to offer PSY 2010 to as many students as needed and this course has consequently had the largest enrollment of any general education course at TTU.

#### **Transform Technology**

- The department continues to update faculty computers and classroom multimedia technology. All faculty have access to laptop computers in addition to their office computers to support teaching and research activities.

#### **Create Distinctive Programs and Invigorate Faculty**

##### **Faculty Research Grants**

- Burgin, C., When is Life Most Satisfying? A Daily Assessment of Enjoyment and Interest for Current Activities using Experience Sampling Methodology. TTU faculty research grant 2013 - 2014, \$4,475.
- Dukewich, T., Impact of peer victimization on the form and function of children's cognitions. TTU Faculty Research Grant, Funded for 2014-2015, \$3000.
- Stein, B. (PI), Haynes, A. (Co-PI), Redding, M. (Co-PI), Expanding Use of the CAT: Assessing and Improving Critical Thinking, NSF grant, 2000 – 2004, \$2,499,998.
- Stein, B. (PI), Haynes, A. (Co-PI), Using the CAT as a Catalyst to Transform Assessment of Student Learning, NSF grant, proposal under review, \$4,849,487.
- Terneus, S. K. Revisiting Body Image Dissatisfaction. Faculty Research Grant for 2012-2013. \$4,000.
- Wilcox, Z., Peer-led team research applied to information literacy- small group experience in information literacy & research skills to increase interest and

preparedness of lower division students in research requirement of PSY major. Provost Micro-Grant Award, Funded for 2014-2015, \$5000.

### **Faculty & Student Presentations**

- DeGeorge, D., Walsh, M., Burgin, C.J., Barrantes-Vidal, N., Kwapil, T. (March 2013). Affective Temperaments and the Five-Factor Model of Personality. Poster presented at Southeastern Psychological Association Annual Meeting, Atlanta, GA.
- Wells, W., Burgin, C.J. (May 2013). Effects on the perception of victims in psychological abuse situations. Poster presented at Annual Student Research Day Annual Meeting, Cookeville, TN.
- Fallos, S., Burgin, C.J. (May 2013). Addiction as a Predictor of Attitude, Motivation and, Self-Efficacy through Pinterest. Poster presented at Annual Student Research Day Annual Meeting, Cookeville, TN.
- Wells, W., Burgin, C.J. (May 2013). Effects on the perception of victims in psychological abuse situations. Poster presented at Association for Psychological Science Annual Meeting, Washington, D.C.
- Cupp, J. (2013, November). Overcoming barriers to consultation. Scholarly Presentation presented at conference of the Tennessee Association of School Psychologists, Montgomery Bell State Park, Burns, TN.
- Dukewich, T. L. (October, 2013). Not all bullying is created equally. Paper presented at the Bully-Free Tennessee Conference. Cookeville, TN.
- Dukewich, T. L. & Cole, D. A. (March, 2014). Biased processing and negative cognitions associated with peer victimization and depression in middle childhood. Poster accepted at the biennial meeting of the Society for Research on Adolescence. Austin, TX
- Roeder, K. M. Cole, D. A., Dukewich, T. L., & Sinclair, K. R. (November 2013). Peer victimization and suicidality: The role of cognitive vulnerabilities. Poster presented at the Association for Behavioral and Cognitive Therapies Convention. Nashville, TN.
- Zerkowicz, R. L., Martin, N. C., Dukewich, T. L., Bilsky, S. A. & Cole, D. A. (November 2013). Past peer victimization may potentiate links between cognitive reactivity and depressive symptoms. Poster presented at the Association for Behavioral and Cognitive Therapies Convention. Nashville, TN.
- Foster, S.L. (July 2013). Mental Illness in Children and Behavioral Interventions. Presentation for Van Buren Head Start program, Upper Cumberland Human Resource Agency. Cookeville, TN.
- Foster, S.L. (August, 2013) Behavioral Interventions for At-Risk Preschoolers. Presentation for LBJ & C Head Start programs. Livingston, TN.
- Foster, S.L. (March, 2014) Taking Your Juvenile Drug Court from Where it is to Where You Want it to Be. Monitoring and Evaluation: a Team Approach. Presented at NCJFCJ, University of Nevada @ Reno, College of Law. Albuquerque, NM.
- Foster, S.L. (March, 2014). Delinquent Behaviors: Misguided Youth or Mental Health Issues? Presented at the annual Center for Scholastic Inquiry International Conference. San Francisco, CA. (voted best presentation of the behavioral sciences by peers.)

- Hartwig, M.K. (2013). Test items influence whether unskilled performers are aware or unaware. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Loftis, M.A. (2013). Integrating family systems theory in therapeutic relationships. Presented at the Caring Connections Conference. Nashville, TN.
- Loftis, M.A. (2013). Dying to tell: The role of emotional expressivity and suicide risk. Presented at the TLPCA 7th Annual Conference. Nashville, TN.
- Luke, C. & Sattler, D. (November, 2013). Five things every school and agency counseling should know about neuroscience, drugs, and group treatment. Paper presented at the Annual Conference of the Tennessee Counseling Association, Murfreesboro, TN.
- Luke, C. & Judd, E.A. (April, 2013). 5 Neuroscience metaphors for mindful, ethical counseling practice. Paper presented at the Annual Conference of the Tennessee Licensed Professional Counselors Association. Nashville, TN.
- Luke, C. & Ivey, E. (April, 2013). How to ACT in counseling: A mindful approach for healing clients and preserving helpers. Paper presented at the Annual Conference of the Tennessee Licensed Professional Counselors Association. Nashville, TN.
- Luke, C. (March, 2013). Critical thinking skills in counseling: Using counseling analogs to assess and train counselors. Paper presented at the Annual Conference and Exposition of the American Counseling Association. Cincinnati, OH.
- Luke, C. (April, 2013). Light-up your counseling with groups: Benefits and therapeutic factors. Paper presented at the Annual Conference of the Smokey Mountain Counseling Association. Dandridge, TN.
- Stein, B., Haynes, A., Light, G., Drane, D., Skinner, M., Prager, E., Engaging Faculty in the Assessment and Improvement of Critical Thinking at the 2013 annual meeting of International Society for the Scholarship of Teaching and Learning (ISSOTL), Raleigh, NC.
- Stein, B., Haynes, A., Hawkins, D., Sweeney, M., Case Studies of Engaging Faculty in Assessing Critical Thinking Skills, 2014 annual meeting of the Accrediting Commission for Schools (ACS) of the Western Association of Schools and Colleges (WASC), Los Angeles, CA.
- Stein, B., Haynes, A., Harris, K., Engaging Faculty in Assessing Critical Thinking Using the CAT Instrument, 2014 Texas A & M Assessment Conference, College Station, TX.
- Stein, B., Haynes, A., The CAT Instrument as a Catalyst for Change: Faculty Driven Assessment. Presentation to the University of North Carolina's General Education Council, November, 2014, Chapel Hill, NC.
- Stein, B., Haynes, A., An Overview of the CAT Instrument and ADDA-CAT Analogs. Presentation to NSF program directors, 2014, Arlington, VA.
- Crouse, L. & Terneus, S.K. (April, 2014). Baking a better bread: Using nutrition to alleviate symptoms of depression and anxiety. Presented at the Annual Conference of the Tennessee Licensed Professional Counselors Association. Nashville, TN.
- Brown, C., Chaney, I., Fortney, K., & Terneus, S.K. (November, 2013). Trends in eating disorders and muscle dysmorphic disorders among college students. Presented at the Annual Tennessee Counseling Association Conference. Murfreesboro, TN.



- Terneus, S.K. (December, 2013). Body image revisited: Perceptions of muscle dysmorphia among males and females. Presented at the ACES 2013 National Conference. Denver, CO.
- Lu, J. & Zagumny, M.J. (May, 2013). Cultural dimensions and luxury good purchases in the US and China. Presented at the 25th Annual Convention of the Association for Psychological Science. Washington, DC.

### **Faculty Publications**

- Beaty, R.E., Burgin, C.J., Nusbaum, E.C., Kwapil, T.R., Hodges, D.A., Silvia, P.J. (in press). Music to the Inner Ears: The Upside of Involuntary Musical Imagery. *Consciousness and Cognition*.
- Luke, C., Redekop, F., Burgin, C.J. (in press). Psychological Factors in Community College Student Retention. *Community College Journal of Research and Practice*.
- Kwapil, T.R., DeGeorge, D., Walsh, M.A., Burgin, C.J., Silvia, P.J., Barrantes-Vidal, N. (in press). Affective Temperaments: Unique Constructs or Dimensions of Normal Personality by Another Name? *Journal of Affective Disorders*
- Nusbaum, E.C., Silvia, P.J., Beaty, R.E., Burgin, C.J., Hodges, D.A., Kwapil, T.R. (in press). Listening Between the Notes: Aesthetic Chills in Everyday Music Listening. *Psychology of Aesthetics, Creativity, and the Arts*.
- Dolzycki, J.K. (2013). Readaptation of former convicts in the social home in the USA. In: Jezierski, B. et al. *Profilaktyka społeczna i resocjalizacja w nurtach inclusions: Doswiadczenia, problemy, Perspektywy Miedzynarodowe*. Warszawa: Uniwersytet Warszawski, 2013, p 393 - 398 ISBN 978-83-60260-34-0.
- Cole, D. A., Dukewich, T. L., Roeder, K., M., Sinclair, K. R., McMillan, J., Bilsky, S. A., & Felton, J. W. (2013). Linking peer victimization to the development to the development of depressive self-schemas in children and adolescents. *Journal of Abnormal Child Psychology*.
- Bilsky, S. A., Cole, D. A., Dukewich, T. L, Martin, N. C.; Sinclair, K. R., Tran, C., Roeder, K. M., Felton, J., W., Tilghman-Osborne, C.; Weitlauf, A.; Maxwell, M. (2013). Does supportive parenting mitigate the longitudinal effects of peer victimization on depressive symptoms in children? *Journal of Abnormal Psychology*, 122(2), 406-419.
- Foster, S.L. (2013). Research and Development of Handouts on topics of interest for regional pre-school programs. Disseminated at area Open House(s).
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### **New Programs**

- The department submitted a proposal for a new Ph.D. program in counselor education and supervision that received an informal review by TBR. We have modified the proposal to incorporate the suggestions and the university is in the process of seeking formal approval of this new program, which should have a huge positive financial impact on the institution, by helping move TTU to the doctoral Carnegie classification.

### **CACREP Accreditation**

- The department submitted an application for CACREP accreditation of the Mental Health Counseling Concentration M.A. The application was reviewed and we submitted a detailed response to the off-site review. We are now scheduled for an onsite review in September of 2014. If the site visit is successful this accreditation will make our MH graduate program more distinctive and attractive to potential students and increase graduate enrollment and student success.

### **Activities of the NSF Funded Center for Assessment and Improvement of Learning**

- The NSF funded Center for Assessment and Improvement of Learning conducted numerous workshops and expanded services to a wide range of institutions and other NSF projects. The current \$2.5 million NSF grant allowed Center staff to conduct regional training workshops in Washington D.C., and Seattle, WA bringing the total number of institutions being served to over 200 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 WASC Conference in LA, the annual ISSOTL conference in Raleigh, NC, a presentation to the University of North Carolina's General Education Council, Chapel Hill, NC, and a presentation to NSF program directors at the

NSF headquarters in Arlington. Over 100,000 CAT tests have been distributed nationally. The Center's website has had over 32,000 hits in the past year and all workshops have been filled to capacity.

### **Sample of Community Service**

#### **Dr. Jann Cupp**

*Serves on area boards and committees, including:*

- Advisory Board of Upper Cumberland Community Health Agency
- Hands-On Science Center of Tullahoma
- Governor's Task Force on Revision of Gifted Certification Criteria

*Made presentations for state and area organizations, and participated in conferences including:*

- 7-24-13 Presentation on Academic and Social Coping to Memphis City Schools/ Shelby County Schools Mental Health Center Professional Development Inservice for School Psychologists, Counselors and Social Workers. Colonial Middle School, Memphis, TN.
- 11-5-13 Keynote Speech Metro Nashville School Counselors Fall Conference entitled, "Are You Losing Your Marbles?" Vanderbilt University Scarritt-Bennett Center.
- 11-22-13 Keynote Speech Tennessee Association of School Psychologists Fall Conference entitled, "Are You Losing Your Marbles?" Montgomery Bell State Park Convention Center.

#### **Dr. Tammy Dukewich**

- Journal Review Board
  - Journal of Adolescence
  - Journal of Child Abuse and Neglect
  - Journal of Aggression, Maltreatment & Trauma
- Professional Practice
  - Part-time clinical practice provider serving children, adolescents and families with psychotherapy and psychodiagnostic needs.

#### **Dr. Sherrie Foster**

- ***Expert Witness and Case Consultation*** with Round Table Group, a federally sponsored panel of experts on various topics of ethical and legal consideration
- ***Peer Reviewer*** for Office of Postsecondary Education, U.S. Department of Education
- ***Research and Development Faculty Specialist*** with National Council of Juvenile and Family Court Judges, University of Nevada at Reno, Judicial College
- ***Expert Witness*** in both Overton County and Putnam County Family and Juvenile Court systems, providing testimony on issues of child development, removal procedure and custodial decisions

- **Expert Witness** in Putnam County Chancery Court, providing testimony on assessment, developmental issues and their impact on behavior and placement decisions
- **Research, Development and Trainer** for ACTS, a local private practice group specializing in assessment, counseling, evaluation and testing, providing curriculum for pre-service and in-service training as well as classroom and individual evaluations for pre-schoolers deemed at risk

#### **Dr. Mark Loftis**

- Private counseling practice in Cookeville
- State of Tennessee Board of Examiners in Psychology, Board Member appointed by Governor Bill Haslam for 2011-2015 term.
- Campus Ambassador for National Health Service Corps
- Tennessee Technological University, Emergency Medical Services Program, Advisory Board Member
- Advisory Committee Member for Heart of the Cumberland, a nonprofit grief recovery center
- Advisory Committee Member for L.B.J. & C. Head Start's Health Advisory Board

**Students in the Psi Chi honor society** completed a service project to raise money for UNICEF at the 2014 WOW Festival (Window on the World).

#### **Student Awards**

- Amanda Broughton won the "Richard Troelstrup Psychology Scholarship Award"
- Aaron Shirah won the Dotson Scholarship Award.

#### **Alumni Awards**

- One of our alumni, who graduated from our undergraduate psychology program and our master's program, was recognized for his outstanding achievements at the TTU awards banquet. Dr. Mark Heinrich, Chancellor of the Alabama Community College System, was very complimentary of the department and his experience in our programs working with dedicated faculty.

### **Expand Financial Resources and Modernize Infrastructure**

- National use of the CAT instrument continues to increase and our regional workshops are filling up shortly after they are announced. Over 200 higher education institutions have now collaborated in the dissemination of the CAT instrument (including institutions in Alaska, Hawaii, and Guam) . Over 100,000 CAT instruments have been distributed to higher education institutions across the country.
- The CAT Center moved the distribution of institutional reports to a secure web server with the help of ITS staff that will save time and reduce costs associated with printing and mailing institutional reports to CAT users.

**Department of  
Curriculum & Instruction  
Annual Report 2013-2014  
Dr. Jeremy Wendt, Interim Chair**



**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 to maintain effectiveness and relevance to the educational field, while improving student experience.
2. Maintaining and increasing diversity among students/candidates and instructional experiences.
3. Continue innovative and cutting-edge technology implementation and exploration throughout the department.
4. Providing in-service, consulting, and leadership services to area school districts and professional organizations.
5. Invigorating faculty research and professional development activities through increased departmental support.
6. Increase student credit hours and graduate/undergraduate enrollment

The departmental goals were accomplished successfully through the exceptional collaborative and professional efforts of the faculty, support staff, and students/candidates. All programs and services within the department are guided by 50 full-time faculty members and approximately 25 adjunct faculty members.

**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.tntech.edu/education/ci/> providing the TTU community with detailed descriptions of various licensure and non-licensure programs and related information.

## **Student Enrollment**

### ***Undergraduate***

The following table shows undergraduate student enrollment within the department as reported by the Office of Institutional Research from fall 2009 through fall 2013.

#### **Undergraduate Program Enrollment by Program and Concentration**

<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Fall</b>
148	153	143	105	97	Child & Family Studies (BS)
20	38	53	57	49	Education (non license)
791	814	825	744	696	Multidisciplinary Studies (BS)
306	311	280	252	221	Secondary Education (BSEd)
61	67	76	74	71	Special Education (BS)
<b>1326</b>	<b>1383</b>	<b>1377</b>	<b>1232</b>	<b>1134</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 15% decrease in enrollment in 2013 compared to 2009, a net decrease of 192 students.
- The percent changes in enrollment in subsequent years, using 2009 as the base year, were 4.3%, 3.8%, -7%, and -15%, respectively.
- The highest enrollment across all five programs since 2009 was in 2010, when 1,383 students were enrolled. This was a 4.3% increase from the previous year's enrollment of 1,326. This enrollment decreased through 2013.

Departmental/college steps initiated to address undergraduate enrollment include:

- Targeted recruiting efforts by C&I faculty at 2+2 sites
- Flyers and posters created specifically for 2+2 sites
- Met with community college personnel and partners
- Additional advisor positions with dedicated recruiting roles

## **Graduate**

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 and public teacher pay schedules as mandated by the Tennessee State Board of Education and the Tennessee Department of Education.

### **Graduate Program Enrollment by Program and Concentration**

<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Fall</b>
15	17	20	9	14	Advanced Studies in Teaching and Learning (MEd)
397	265	260	217	229	Curriculum & Instruction (MA)
35	39	58	51	35	Curriculum & Instruction (EdS)
25	21	23	36	36	Exceptional Learning (PhD)
332	176	28	21	20	Instructional Leadership (MA)
219	103	62	46	30	Instructional Leadership (EdS)
<b>1023</b>	<b>621</b>	<b>451</b>	<b>380</b>	<b>364</b>	<b>Total</b>

Departmental/college steps initiated to address enrollment concerns:

- Requested a monthly list of student applications from graduate admissions. The department is following up with each individual student through phone and/or email.
- A new Master's concentration in Educational Technology was added fall 2012 and shows much promise with approximately 20 candidates admitted the first semester. Three new courses were developed for this concentration.
- An Educational Specialist concentration in Educational Technology was added in Spring 2014 with three new courses developed.
- The department has also submitted paperwork for three innovative new concentrations that will be effective in Fall 2014: Master's and EdS in STEM Education; EdS in Library Science. One new course was developed for each concentration.
- The chair, faculty, and staff have committed to set up a tabletop display of all graduate programs at conferences. This year we have displayed and given out information at four area conferences and one national conference.
- The department has invested in digital signage to advertise programs, distributed flyers to all Middle Tennessee schools, and commissioned additional concentration specific posters and mailing forms to advertise graduate programs.

## **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 13-14, No.6* from the TTU Office of Institutional Research. This report calculated weighted averages for entering freshman classes of fall 2007, 2008, 2009, 2010, 2011 and 2012. Using this information, the Fall-to-Spring "Continuing at University" retention percentage for the College of Education was approximately 79.4%. C&I Fall-to-Spring "Continuing at University" retention percentage was approximately 97.75%. This was the highest rate of all departments within the College of Education.

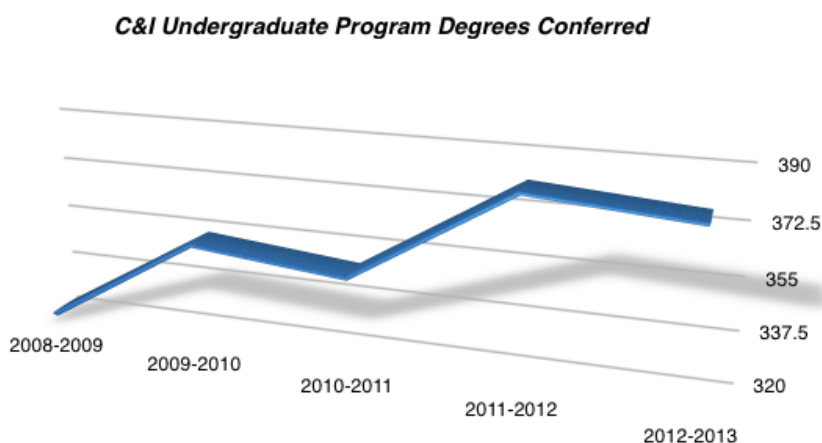
Significant efforts have been made on a consistent basis by the departmental faculty to promote retention through advisement, mentoring, classroom-based projects, and extracurricular activities such as professional clubs and service learning initiatives.

## **Number of Degrees Awarded**

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

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	
30	21	31	25	26	Early Childhood Education (BS)
251	276	266	297	295	Multidisciplinary Studies (BS)
33	48	48	53	45	Secondary Education (BSEd)
12	11	6	8	13	Special Education (BS)
<b>326</b>	<b>356</b>	<b>351</b>	<b>383</b>	<b>379</b>	<b>Total</b>

According to data from the Office of Institutional Research, undergraduate degrees conferred have *increased* from 2009 to 2013.



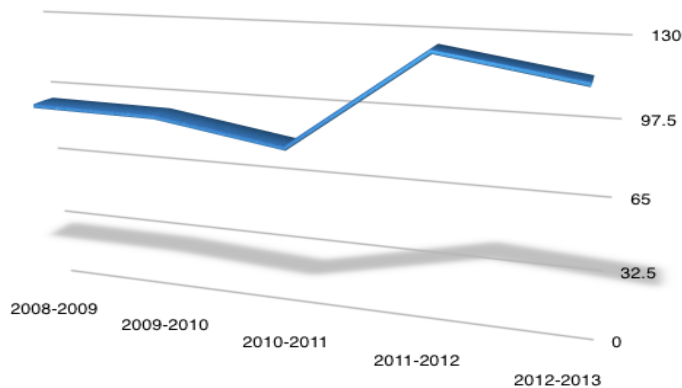


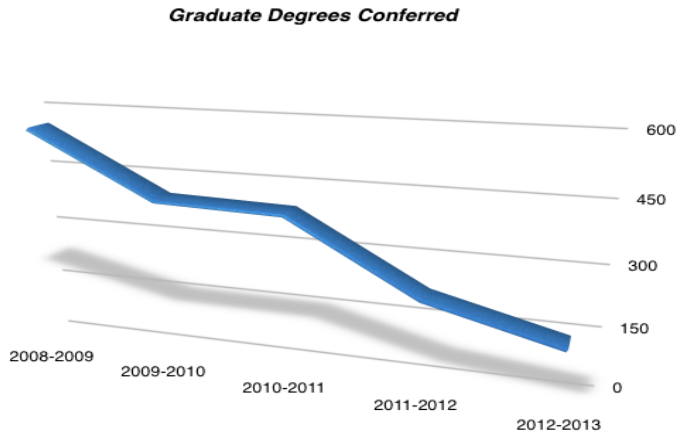
## Graduate Program Degrees Conferred by Concentration

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
9	9	6	9	3	Advanced Studies in Teaching and Learning (Med)
71	57	57	84	88	Curriculum & Instruction (MA)
8	19	12	29	24	Curriculum & Instruction (EdS)
5	7	8	3	1	Exceptional Learning (PhD)
223	163	198	47	8	Instructional Leadership (MA)
245	153	118	58	28	Instructional Leadership (EdS)
<b>561</b>	<b>408</b>	<b>399</b>	<b>230</b>	<b>152</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 and teacher pay structure as mandated by the Tennessee State Board of Education and the Tennessee Department of Education. However, new innovative programs have been designed and initiated to increase enrollment. For example, including the new programs, the Curriculum MA and the Curriculum EdS degrees conferred have **increased 54%** and **26%** respectively over the past three years.

*Graduate Degrees Conferred (\*Excluding INSL)*



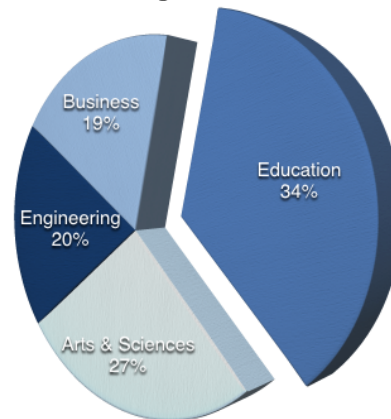


### **Outcomes Earned Per THEC Funding Formula**

The THEC funding formula for TTU (degrees conferred) is clearly dominated by the College of Education's achievements and contributions. The Department of C&I generates approximately 74% of undergraduate and 71% of graduate degrees conferred in the COE. We pride ourselves in continuing to lead and innovate. For more information on THEC's TBR appropriations, please reference: <http://goo.gl/E8Euc8>

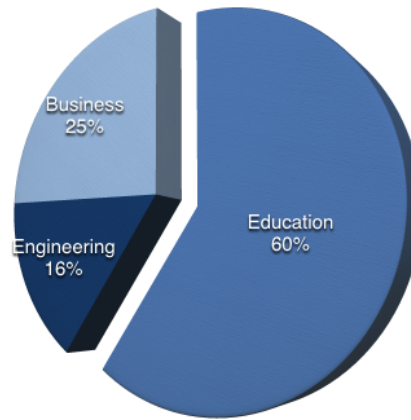
	THEC Funding	Undergraduate
<b>Education</b>	\$8,365,453.00	34%
<b>Arts &amp; Sciences</b>	\$6,548,300.00	26%
<b>Engineering</b>	\$4,960,337.00	20%
<b>Business</b>	\$4,551,068.00	18%

**Undergraduate Degrees Conferred  
THEC Funding Outcomes**



	THEC Funding	Graduate
<b>Education</b>	\$6,908,456.00	59%
<b>Arts &amp; Sciences</b>	\$0.00	0%
<b>Engineering</b>	\$1,800,782.00	15%
<b>Business</b>	\$2,848,510.00	24%

**Graduate Degrees Conferred  
THEC Funding Outcomes**



## **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, 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 2013. There are 125 seniors scheduled to graduate in spring 2014. The C&I faculty members have offered many courses through iLearn. Nearly all full-time and part-time faculty members have completed the iLearn online course delivery training program. In addition, there were approximately 19 courses taught online accommodating over 280 candidates during fall 2013. In spring 2014 there were 16 classes taught online accommodating approximately 246 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 to Teach Initiative**

The department has fully implemented the new TBR initiative, Ready 2 Teach (R2T), which became effective fall 2013. In preparation, all licensure programs of study were revised to reflect the new year-long Residency requirement. All 2+2 sites piloted the new R2T program in order to identify areas of improvement. In addition, the EdTPA and Tk20 initiatives were successfully implemented in all courses.

### **Degree Innovations**

C&I has recently developed and submitted proposals to add additional concentrations to the MA/EdS in Curriculum and Instruction. After a survey of all Upper Cumberland School Systems, it was determined that concentrations in Educational Technology, STEM, and Library Science would be profitable to both the university and to our regional constituents. TBR approved the Educational Technology EdS and it began in Spring 2014. The STEM and Library Science concentrations have been approved at the department, college, and university level and are awaiting TBR approval. There are now approximately 30 students currently enrolled in the MA/EdS Educational Technology concentrations. The first large group of graduates walked in Spring 2014.

## Faculty Innovations

### Professional Service and Grants

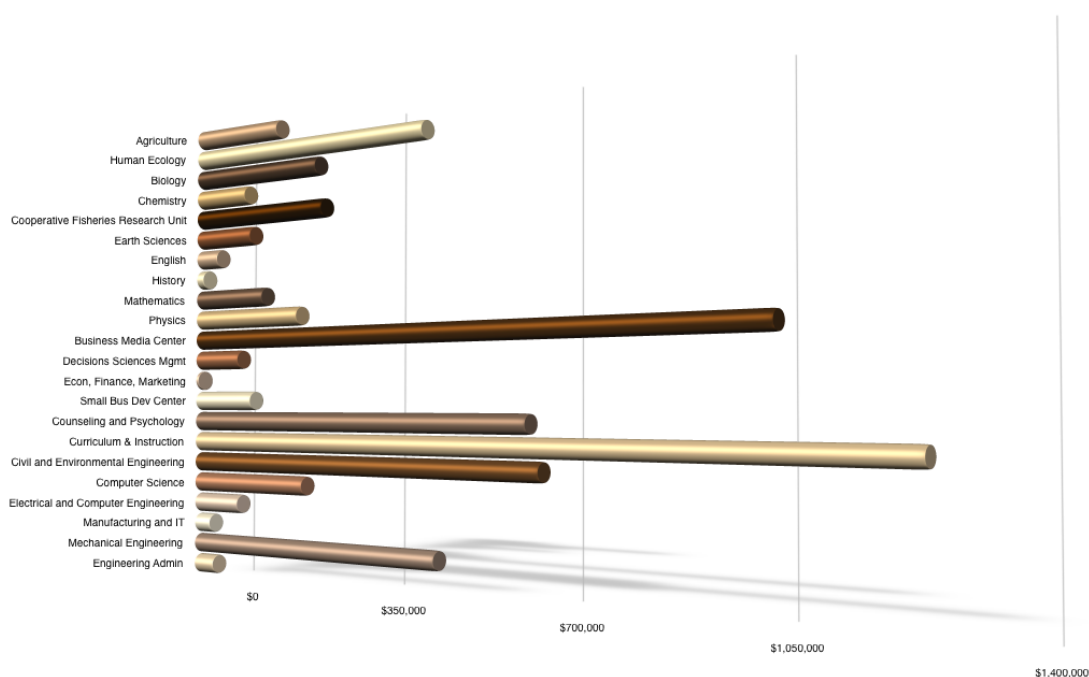
The faculty members within the department have been actively engaged in professional service, grantsmanship, and publication activities. Each faculty member submits an annual report concerning their respective achievement of performance objectives. The annual reports are maintained on file in the departmental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

Professional Activity	Number of Faculty Members	Approximate Amount/Number
Grants	12	\$1.3+ Million*
Presentations/Workshops	31	146
Publications	13	23
Textbooks/Chapters	4	4

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

Grants were applied for and received by many faculty members. A sampling of grant categories included: Access and Diversity; Positive Behavior Support and Inclusion; Improving Teacher Quality; Quality Enhancement Program; URECA; Faculty Research; Assistive Technology; Tennessee Higher Ed Commission STEM; Tennessee Early Childhood Pilot Program. The following Graph shows C&I faculty's contribution to the university's overall external funding as compared to other departments on campus.

2012-2013 Funding by Department PI (\*Without Appropriated Centers)



Department faculty members continue 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 conducting or participating in training to date in those areas. These trainings are ongoing and the number of faculty trained changes constantly.

Trainings	Faculty
PARCC	18
TVAAS	14
Common Core	19
TEAM	14

### **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. Dr. Holly Anthony, in collaboration with Dr. Steve Robinson (Physics Department) received an NSF STEM Majors for Rural Teaching 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*. Dr. Dainty, Dr. Graves, and Amy Callender presented at a conference and met with Special Education peers in Siberia, Russia in November, 2013.

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. Faculty members also collaborated with Arts & Sciences to submit an NSF grant this year to help fund the program.

### **Community/Professional Service**

Faculty members are extremely active and well-represented at the local, state, and national level for their service. Some examples: Dr. Jane Baker and Jennifer Meadows offer Project Wild & Project Learning Tree PD days at the STEM center for teachers. Dr. Comer is the President of the Tennessee Council of Teachers of English. Dr. Anthony is the President of the Tennessee Mathematics Teachers Association and helps coordinate the Upper Cumberland High School Math contest. Drs. Julie Baker and Jeremy Wendt are sponsors for TTU's Habitat for Humanity. Dr. Stephanie Richards is the Higher Education representative for Middle Tennessee in the Tennessee Association of Middle Schools. Dr. Stephanie Wendt sponsors the Future Elementary Teachers Math and Science Club and is director of the Upper Cumberland Middle School Math Contest. Dr. George Chitiyo has co-authored and published a book, *Educating Zimbabwe for the 21<sup>st</sup> century: what every educator needs to know*. Dr. Kathy Brashears was elected as Professor of the Year by the Tennessee Reading Association, and Dr. Julie Stepp received the University's Outstanding Teaching Award in spring 2014.

### **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. Several technology laboratories and classrooms in the department were updated during the 2013-2014 school year. Computer upgrades were submitted through the TAF process. Some projects were funded and others were supported by the Department and the College. The faculty members are strongly committed to the integration of technology into course content, candidate assignments, and innovative 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.

The department has implemented digital signage in Bartoo Hall to display directed marketing, up-to-date announcements, and emergency info in a timely manner. Several faculty members trained to use the software and it has been received well by prospective students and faculty.

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.

### **New Faculty Positions Faculty/Work Loads**

The department advertised for two positions in the 2013-2014 year. These positions were current lines that moved from instructor to tenure-track. Offers were made and accepted for an Assistant Professor in Secondary English and an Assistant Professor in Special Education. The department requested an additional tenure-track position in STEM education and an additional instructor for 2014-2015. No new faculty lines were issued to C&I for the 2013-2014 or 2014-2015 school year.

### **Delaware Study Peer Comparisons**

C&I significantly outperformed other peers *at every level* for the past three years on the Carnegie Classification from the IR series Departmental profile including: FTE students per FTE Faculty; Total SCH per FTE Faculty; Research funding.

- Research expenditures per FTE Tenure Track faculty are nearly 3 times larger than comparable institutions (2012 C&I: \$22,573; 2012 Other Institutions: \$8,549). C&I's Direct Instructional Expenditures per FTE Student is only 63% of comparable institutions. C&I's Direct Instructional Expenditures per SCH is 57% of comparable institution expenditures.
- Although the C&I SCH direct expenditure has increased, when comparing SCH direct expenditure across the university, the department remains competitive at only 51% of Engineering's SCH direct expenditure.
- Teaching and research/creative activities expectations mirror C&I's overall goals and Tenure track expectations. The standards are very high considering the course loads expected from each faculty member.



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

### **Annual Report 2013-2014**

#### **Professor John S. (Steve) Smith, Interim Chair**

The retention rates of EXPW students from Fall to Spring have decreased slightly over the 2012-2013 year. EXPW will continue working so that first time freshmen and transfer students are retained.

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

##### *Undergraduate*

- 2013: 441
- 2012: 418
- 2011: 383
- 2010: 326
- 2009: 274
- 2008: 218

##### *Graduate*

- 2013: 48
- 2012: 49
- 2011: 45
- 2010: 55
- 2009: 46
- 2008: 53

Undergraduate enrollment continues to rise. The department expects this trend to continue because the Recreation & 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.

#### **Retention Rates**

- EXPW Retention of 1<sup>st</sup> Year Freshmen
  - 88% from Fall to 1<sup>st</sup> Spring
- College of Education
  - 91% from Fall to 1<sup>st</sup> Spring
- TTU
  - 92% from Fall to 1<sup>st</sup> Spring

### **Number of Degrees Awarded (July 2013 to June 2014)**

- 93 Undergraduate Degrees Awarded from Five Concentrations
- 23 Graduate Degrees Awarded

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

- 2012-2013: 74 undergraduate, 13 graduate
- 2011-2012: 69 undergraduate, 10 graduate
- 2010-2011: 66 undergraduate, 22 graduate
- 2009-2010: 59 undergraduate, 12 graduate
- 2008-2009: 36 undergraduate, 20 graduate

Enrollment growth has increased annually since the department moved from one major (Health & Physical Education) to six concentrations (EXPW). Graduate degree enrollment has shown 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 students in the licensure program are fully into the Ready2Teach program. The department's Recreation and Leisure concentration is fully in place and the graduate Sports Management program is fully in place. At this time, no new innovations are being discussed due to a shortage of full-time faculty and available space.

### **Collaborative Efforts**

The department works with several community organizations including Area Nine Special Olympics, Pacesetters, and White County High School. The department also works with local physical/occupational clinics, work-out facilities/fitness centers and public schools.

### **"Status-Processes-Outcomes" of Programs and Projects**

Competency Demonstration	PLT	100%
PRAXIS Pass Rates	22 attempted 22 passed	100%
Professional Preparation	Acceptance into PT School Or OT School	10 students enrolled in PT school
	Acceptance into graduate or professional school	4 enrolled in graduate programs
	Teaching positions ('13 grads)	8 full-time teachers, 1 full time substitute teacher. Others may be hired after this report is submitted.

*Note: There are at least 7 graduates either seeking employment or working outside of the teaching field. Nine students received a certification in a fitness area during the reporting period.*

Objective outcomes in the department include increase enrollment into graduate and professional schools and continued high PRAXIS pass rates. Dr. Killman has provided multiple tutorial sessions this past year for PRAXIS exam. The current assessment documents shows that preparation for the PLT exam has yielded higher numbers when last reported. 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 continues to address several of these class issues. Request was made for additional faculty which may help strengthen that weakness. The department feels it's important to monitor class interest among graduating seniors, so further changes can be explored.

### **Faculty Research & Activities**

#### **LeBron Bell, 2013-2014 / AREA 9 Special Olympics Schedule of Events**

- Thursday Sept. 5<sup>th</sup> Bowling Practice, Cookeville
- Friday Sept. 13<sup>th</sup> Flag Football, White County High School
- Thursday Sept. 19<sup>th</sup> Bowling Practice, Cookeville
- Saturday Sept. 28<sup>th</sup> State Flag Football, Nashville
- Thursday Oct. 3<sup>rd</sup> Bowling, Cookeville (schools in morning and adults in afternoon)
- Sunday–Monday Oct 27-28 State Bowling Chattanooga
- Friday Nov 1<sup>st</sup> Soccer, TTU
- Friday Nov 8<sup>th</sup> Bocce Ball, White County High School
- Thursday Dec. 5<sup>th</sup> Christmas Party, TTU
- Friday Jan. 24<sup>th</sup> Basketball, TTU
- Sunday-Tuesday Jan. 26-28<sup>th</sup> State Winter Games, Gatlinburg
- Tuesday Feb 11<sup>th</sup> Power Lifting, Smith County High School
- Thursday Feb 13<sup>th</sup> Valentine Party, Tennessee Tech Multipurpose
- Friday Feb 21<sup>st</sup> Volleyball, TTU
- Saturday Mar 8<sup>th</sup> Regional Basketball, Nashville
- Friday–Saturday Mar 14-15 State Basketball, Nashville
- Friday Mar. 28<sup>th</sup> Swim Meet, Cookeville YMCA
- Friday April 11<sup>th</sup> Spring Games, TTU
- Friday–Sunday May 9-11<sup>th</sup> State Summer Games, Nashville

### **Christy Killman, Presentations 2013 – 2014**

- August, 2013: Michigan Model In-Service @ TTU, 6 hours (planned, coordinated, hosted; 17 in attendance)
- June, 2013: Physical Education & Lifetime Wellness Summer Workshop, 2 days (planned, coordinated, presented; 280 in attendance)
- Rosemond, L. & Killman, C. (2013, October). *Effective interviewing practices*. Tennessee Association of Health, Physical Education, Recreation and Dance Future Professionals Leadership Development Conference, Murfreesboro, TN.
- Killman, C. (2013, October). *Obesity: The New Disease*. 44<sup>th</sup> annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.
- Killman, C., Mason, E., Perry, M., Boles, J., Reeves, R. & Lamey, J. (2013, October). *Creative Movement for Young Children*. 44<sup>th</sup> annual Tennessee Association of Health, Physical Education, Recreation & Dance Convention, Murfreesboro, TN.
- Killman, C. (2013, October). *EdTPA Discussion: Fact or Fiction?* 44<sup>th</sup> annual Tennessee Association of Health, Physical Education, Recreation & Dance Convention, Murfreesboro, TN.
- Killman, C., & Jay, A. (2013, October). *More Co-op Games & Team Building Activities*. 44<sup>th</sup> annual Tennessee Association of Health, Physical Education, Recreation & Dance Convention. Murfreesboro, TN.
- Killman, C. & Rosemond, L. (2013, October). *Are you being served?* 44<sup>th</sup> annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.
- Killman, C. & Smith, B. (2013, July). *Creating a T.E.S.T. Club in Your School*. Annual School Resource Officers Conference, Pigeon Forge, TN.
- Smith, B. & Killman, C. (2013, June). *T.E.S.T. Club (Traffic Education Saves Teens)*. Physical Education & Lifetime Wellness Summer Workshop, Cookeville, TN.
- Killman, C., Mason, E., Perry, M. & Reeves, R. (2013, June). *Creative Movement for Young Children*. Physical Education & Lifetime Wellness Summer Workshop, Cookeville, TN.
- Killman, C. (2013, June). *GOPHER Games*. Physical Education & Lifetime Wellness Summer Workshop, Cookeville, TN.
- Killman, C. (2013, June). *Create-A-Game & Other Fun Stuff*. Physical Education & Lifetime Wellness Summer Workshop, Cookeville, TN.
- Killman, C. (2013, June). *Co-op Games & Team Building Activities*. Summer Wellness Institute, Kingsport, TN.
- Killman, C. (2013, June). *Creative Movement & Dance to Build Creativity & Imagination*. Summer Wellness Institute, Kingsport, TN.

### **Michael B. Phillips, Presentations 2013 – 2014**

- Cathey, R. M., & Phillips, M. B. (2014, February). *Peak performance for traditional and sabermetrics statistics in Major League Baseball pitchers from 1900 – 2012*. Poster session presentation at the annual Southern District Association of Health, Physical Education, Recreation, and Dance Conference, Lexington, KY, February 20-22, 2014.
- Phillips, M. B., & Altom, J. (2013). *CrossFit: Teaching the proper air squat*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.
- Phillips, M. B., Flanagan, C., Hicks, T., & Phillips, K. (2013). *What effect does a 6-week traditional vs. non-traditional (CrossFit- HIT) weight training class and gender have on*

*muscular endurance?* Presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.

- Phillips, M. B., & Garrett, K. (October, 2013). *What effect does body composition and BMI have on systolic blood pressure?* Poster session presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.
- Phillips, M. B. (2013). *Research: Measuring training performance variables and functionality.* Presentation at CrossFit Mayhem to University of Radford undergraduate students, Cookeville, TN.
- Hoogestraat, F., Phillips, M. B., & Rosemond, L. (2013). *Do elite athletes automatically make elite coaches? How a first year coaches workshop can develop the blueprint for effective coaching.* Presentation at the annual National Coaching Conference, Colorado Springs, CO.
- Phillips, M. B. (2013). *CrossFit: Teaching the proper air squat.* Presentation at the Physical Education & Lifetime Wellness Summer Workshop, TTU.

#### **Christina Turnbow, Presentations 2013 – 2014**

- Summer 2013: TTU Teacher Workshop- *-Integrating Math/ Reading into a PE Curriculum*
- October 2013: TAHPERD- *-Integrating Math and Reading into a PE Curriculum*
- Summer 2013: Coached Summer League Competitive Softball Team, Nashville

#### **Robyn Morgan Riel, Presentations 2013 – 2014**

- Fall 2014: Wellness and Fitness Conference for Older Adults; “Motivating Older Adults Toward Physical Wellness” Fairfield Glade Crossville, TN
- October 2013: 44<sup>th</sup> Annual TAHPERD Convention, “Dirty Hands-Wet Feet” Time to Venture Outside the Box, Murfreesboro, TN
- Spring 2014: Outdoor Environmental Education Camp for High School Students, Corps of Engineers, “Water Safety and Canoe Paddling Techniques” Dale Hollow Lake.

#### **LaNise Rosemond, Presentations: 2013 – 2014**

- McGee, L. Whitetower, C. & Rosemond (2014). The effects of Dr. Martin Luther King’s impact on the community of Cookeville, TN. Annual Black Cultural and Commission of the Status of Minority Events, TTU, Cookeville, TN.
- Rosemond, L.D. (2013, November) *Stress and Burnout in Coaching.* 2013 South Carolina Association of Health, Physical Education, Recreation and Dance Conference, Myrtle Beach, SC.
- Rosemond, L.D. & Lowrey, K. (2013, October). *Women and their Health.* Annual Tennessee Association of Health, Physical Education, Recreation and Dance Conference, Murfreesboro, TN.
- Killman, C. & Rosemond, L. (2013, October). *Are You Being Served?* Presented at Annual Tennessee Association of Health, Physical Education, Recreation and Dance Conference Board Meeting, Murfreesboro, TN.

- Killman, C. & Rosemond, L. (2013, October). *Effective Interviewing Practices*. Presented at Tennessee Association of Health, Physical Education, Recreation and Dance Conference Board Meeting, Murfreesboro, TN.
- Rosemond, L.D., Camuti, A. & Foster, D. (2013 October). *Mock Interviews at its Best*. Tennessee Association of Health, Physical Education, Recreation and Dance Conference Board Meeting, Murfreesboro, TN.
- Rosemond, L.D. (2013, June). *The Psychological Effect of Stress and Burnout in Coaching*. Presented at the 2013 Physical Education & Lifetime Wellness Summer Workshop, TTU.
- Hoogestraat, F.D., Phillips, M.B. & Rosemond, L.D. (2013, June). *Are Elite Athletes Elite Coaches?* Presented at the National Coaching Conference, Colorado Springs, CO.

### **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.

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

- Dr. LaNise Rosemond received the Home Instead Senior Care Distinguished Learning Award.
- Dr. Mike Phillips led a group of undergraduate students to first place at TTU's 9<sup>th</sup> Annual Student Research Day.
- Dr. Mike Phillips led a group of graduate students to first place at TTU's 9<sup>th</sup> Annual Student Research Day.

### **2013-2014 Student Award Winners**

- James E. Ward (TAHPERD) – Jackson Chambers
- Outstanding EXPW Major Club Member Award – Courtney Collins
- Horizon Award - Kei' Austin Jones
- Pre-Professional Award - Amanda Abbott, Amanda Abbott, Tevis Sherfield, Tyler Sherfield
- Flavious Smith Distinguished Alumnus Award – Jack Van Hooser
- Challenger Physical Education Award – Laci Paige Cope, Kelli Nichole Reed
- Flavious Smith Student Athlete – Candace Parson and Matthew Marseille
- Dr. J. J. Miller Outstanding Student Teacher Award - Matthew Perry
- Dr. Evans Brown Memorial Award - Justin Kilgore
- Raymond "Bull" Brown Scholarship – Daniel Herod

- Ray Drost Memorial Scholarship - Anthony Herrera
- Bill and Suzanne Worrell Scholarship – Robert Burchfield
- Flippen Endowed Scholarship – Andrew Shea
- Johnny and Dot Miller Scholarship- Carla Williams
- Pardue Family Award – Elizabeth Mason
- Outstanding Fitness & Wellness Major Award – Christopher McDonald

### **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 39<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**

## **Annual Report 2013-2014**

### **Professor Janet Whiteaker, Director**

#### **Mission Statement**

TTU's Learning Support Program (LSP) provides academic support for students who need assistance in honing skills in writing, reading, mathematics and learning strategies, including College of Education students who are preparing for the PRAXIS/CORE 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.**" [Focus Area #1]

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)).

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 [READ1100 LS Lab for Writing], 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. LSP's University 1030 Learning Strategies classes are part of the University 1020 First-Years Connections initiative. UNIV1030 classes help students become part of the university family and provide assistance in developing strategies for academic success.

#### **The Learning Support Program at TTU** [Focus Area #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
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 [Focus Area #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
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. University 1030 Learning Strategies to help students learn how to succeed in the university environment
11. LSP's website [<http://www.tntech.edu/learningsupport/>]

## **Service Project**

Each year [fall and spring semesters] LSP is involved in a service project to help the area in which our university is located. For the past several years, **Toys for Tots** has been the focus. For Christmas 2013, LSP students, faculty, and staff contributed toys totaling approximately **\$5140.00** for the **Toys for Tots** local campaign. From Spring 2014, LSP now has **\$4425.00** worth of toys in storage with Duncan Moving and Storage awaiting the results of the Fall 2014 campaign for Christmas 2014.

One of the UNIV1030 classes also contributed items for care packages for soldiers in Afghanistan. This included personal hygiene items and things they could give to the children in their area in Afghanistan. In addition to LSP's 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. Dr. Bryant works with the LSP Tutoring Center with records documentation for certification renewal, and conducts research on ways to best serve high-risk Math students as they complete the TBR Math Competencies [Focus area #1]. She was recently awarded a \$500 QEP Grant and a \$5000 Provost's Micro Grant for Student Success. [Focus area #3]
- **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. His design for co-requisite learning support for MATH1530 resulted in a 100% pass rate in his sections.

- **Dr. Pam Harden-Ray** teaches a full load of college-level courses with TTU's Math Department. She plays a major role in the Toys for Tots campaign each semester.
- **Ms. Ann Jared Lewald** facilitates READ1100 LS Lab for Writing [which provides tutoring, workshops, and conferencing for ENGL1010 students], teaches ESL 1020 when needed, serves on TTU's ESL Committee, is an assistant editor for ***Under the Sun*** (TTU's literary magazine), and works with Windows on the World.
- **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 and is a certified test administrator with the Educational Testing Service. She has completed all her coursework and is currently working on her dissertation for her PhD in Theology.

**Complementing our full-time faculty, the LSP adjunct faculty members 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 and is a certified testing administrator for the Educational Testing Service.
- **Ms. Melissa Creek** (BBUS Advising), **Mr. Harry Ingle** (ENGR Advising), and **Dr. Robert Owens** (Minority Affairs Director) 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 and is a certified testing administrator for the Educational Testing Service. She has earned her Master's Degree in Educational Psychology and is responsible for compiling the TTU "Campus-Wide Peer Tutor Training Handbook".

**Department of Music**  
**Annual Report 2013-2014**  
**Dr. Jennifer Shank, Chair**

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

(discreet data for Art and Music majors not available); Data only available via department up to 2012.

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	F2009	F2010	F2011	F2012	F2013
MUS - MUIN	122	120	119	120	133
MUS - MUPE	28	23	26	32	35
MUS - MUVO	31	24	34	35	23
Music Subtotals	181	167	179	187	191

**Degree Innovations**

- New Ready2Teach BME implemented and in place.
- First group of Ready to Teach students completed Full Year Residency
- MM in Performance and Education proposed at the departmental level.
- MAT with initial licensure proposed at the departmental level.

**Faculty Research**

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

1. New original works for band published nationally (six) – Greg Danner
2. Original work commissioned by National Flute Association – Danner
3. Original work commissioned by East Tennessee State University – Danner
4. Original works performed in eleven states – Danner
5. Various National Conducting Opportunities- Dan Allcott
6. Release of solo recording on Naxos – Wonkak Kim
7. Release of chamber music album on Naxos – Wonkak Kim
8. Original works or arrangements – Chris McCormick
9. Original works or arrangements- Josh Hauser
10. Paper Presented at the International Symposium on Arts and Technology Policy- Jennifer Shank
11. TMEA Workshop on Common Core- Jennifer Shank
12. Performance by special invitation, PASIC- Austin Texas, Eric Willie

13. Carnegie Hall Tuba Euphonium performance by Tennessee Tech Tuba Ensemble – Winston Morris
14. International Tuba Conference performance by Tennessee Tech Tuba Ensemble- Winston 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. Development and implementation of a Compressive Load Document for the Music Faculty.
2. Development of a 5 and 10-year strategic plan for the Department of Music.
3. Development of several initiatives to facilitate retention in music students.
4. Nearly a quarter million dollars raised through Friends of TTU Music in its first five years of existence
5. *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
6. Installation of card reader system for attendance to concerts
7. Reduced use of artificial lighting throughout building
8. Employed problem-based-learning modules in Music Education courses
9. Multiple visiting percussion artists enhanced TTU instruction at no cost to University
10. Largest percussion studio enrollment in TTU history
11. Largest saxophone studio enrollment in TTU history
12. Largest tuba/euphonium studio enrollment in TTU history
13. Largest Freshman Class in enrollment history.
14. Significant jump in Music Education Majors from previous years.

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

#### **Faculty**

1. Non-Instructional Assignment for AY 2013-2014- Eric Willie
2. ASCAP national award – Greg Danner
3. *ITEA Journal*: “An Interview with Winston Morris: Pedagogy of the Tuba (and Wind Instruments)”
4. Edwin Franko Goldman Memorial Citation by American Bandmasters Association – Winston Morris
5. Clifford Bevan Award for Meritorious Work in Low Brass Scholarship: International Tuba Euphonium Association – Winston Morris

#### **Student**

1. Percussion Student won the International solo competition- Carnegie Hall  
Saxophone quartet wins state MTNA chamber music competition and places second regionally.
2. Trumpet Student won the International Trumpet Guild Solo Competition in Philadelphia, PA.
3. Several recent graduates awarded full teaching assistantships at universities such as Indiana University, University of Florida, Florida State University, Cincinnati Conservatory of Music, Central Michigan University and the University of Southern Mississippi.

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

1. Concert and Fund Raiser for Local Food Bank- Wei Tsun Chang
2. Benefit Concert for the Pet Therapy Fund of Cookeville Regional Hospital- Jennifer Shank
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, acapella 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 – clinical

**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), 18<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
- 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
  - 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

**Ph.D. in Exceptional Learning**  
**Annual Report 2013-2014**  
**Dr. Lisa Zagumny, Associate Dean and Director**

**Deliverables**

**Focus Areas**

- *Technology* – The Ph.D. in Exceptional Learning provides students an opportunity to work with, research, present, and publish on leading technology in the field of education. Students learn to use technology, such as SPSS, in various courses. In one course, students go beyond working with the technology to research the latest innovations and present this research at the Tennessee Education Technology Conference each year. The program supports faculty in the application of technology in the classroom. Please find below a sample of faculty and student work addressing technological innovation in teaching.

**Faculty Publications**

- **Baker, J. C., Isbell, J., Wendt, J., & Wilson, B. (2013).** V-SPACE: Virtual spaces for accessing content in English. *Proceedings of the Society for Information Technology and Teacher Education International Conference.*
- **Baker, J. C., & 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. *Proceedings of the American Society for Engineering Education conference.*
- **Baker, J. C., Isbell, J., Wendt, J., & Wilson, B. (2014, in press).** V-SPACE: Virtual spaces for accessing content in English. *International Journal for Technology in Teaching and Learning.*
- **Geist, M., Larimore, D., Al Sager, A., & Rawiszer, H. (in press)** Flipped versus traditional instruction and achievement in a baccalaureate nursing pharmacology course. *Nursing Education Perspectives.*
- **Kolodziej, N. (2013).** ReadWriteThink - A Free Online Resource to Support Literacy. *Tennessee Reading Teacher, 40(2).*

**Faculty Grants**

- **Baker, J. C. (2012-2013).** Co-Principal Investigator, First to the Top STEM Professional Development Grant, Tennessee Higher Education Commission, *Designing the Future: Curriculum Development through Project-Based Inquiry Using Cutting-Edge Design & Modeling Tools*, with Ismail Fidan, (funded; \$189,578).



### Faculty Presentations

- **Anthony, H. G.**, (November, 2013). Using origami to explore proportional relationships: Grades 6–8 gallery workshop. National Council of Teachers of Mathematics: Louisville, KY.
- **Baker, J. C.**, & Fidan, I. (June, 2013). Designing the future: Integrating cutting-edge design and manufacturing tools into 9<sup>th</sup> and 10<sup>th</sup> grade STEM education. Annual conference of the American Society for Engineering Education: Atlanta, GA.
- **Baker, J. C.**, & **Zagumny, L.** (June, 2013). Connecting the dots: Creating an assessment narrative. 8<sup>th</sup> Annual Tk20 User Conference: Austin, TX.
- **Baker, J. E.** (October, 2013). Gizmos, gadgets, and gimmicks galore! Using cheap stuff to teach early literacy and numeracy. Keynote presentation at the Upper Cumberland Association for the Education of Young Children Fall Conference: Cookeville, TN.
- **Geist, M.** (2013). Developing the 21<sup>st</sup> century Da Vinci (STEM) professional: Elements, functions, and adaptability of a new renaissance curriculum paradigm: World Council of Comparative Education Societies, XV Comparative Education World Congress (New Times, New Voices), Buenos Aires, Argentina.

### Student Presentations

- **Baggett, Amy.** *Technology in the lives of children with autism*, Tennessee Reading Association Conference, Embassy Suites Hotel, Murfreesboro, TN, December 2013.
- **Spears, Amber.** *Flourishing in the flipped classroom*, Tennessee Reading Association Conference, Murfreesboro, TN, December 2013.
- **Stewart, Alicia** & Howard, M. *The New Literacies and Second Life: A qualitative media analysis*, 10<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL, May 2014.

### Distinctiveness –

The Ph.D. in Exceptional Learning *is* a distinctive program that invigorates faculty. Part of the distinctiveness is the overall design of the program. Students take an orientation course the first semester where they put together a program of study, meet all faculty who teach in the program, learn about expectations and opportunities, set up a Genius I profile to find funding opportunities, and more.

During the first 2 years of the program, students meet with the director for an annual evaluation of their work and the program. Together the director and the student review the student's curriculum vita and program of study to ensure timely progress toward the degree. The student is also provided an opportunity at this meeting to give feedback on the program. More details about the annual evaluation are provided in the accompanying Institutional Effectiveness Report. Opportunities for scholarly presentations, publications, and external funding are shared regularly with students through a distribution list. Once or twice a week, the director forwards items of interest to the students.

This continuous communication helps students know their success is important to the faculty. The faculty members work together to ensure student opportunities for research presentations and publications. Faculty members often collaborate with one another and include students to provide opportunities for scholarly development.

The program works to expand research and scholarly activities by supporting faculty collaboration and development. Many students seek out the program based on faculty research interests, which helps with recruitment and student quality. Please find below a sample of faculty and student work that demonstrates the programs distinctiveness.

### **Faculty Publications**

- **Akenson, J.** (in press). Tennessee Ernie Ford. *Grove Dictionary of American Music*.
- **Akenson, J.** (in press). The Bellamy Brothers. *Grove Dictionary of American Music*.
- **Akenson, J.** (2013). Teaching about the Georgia Old Time Fiddlers Convention 1913-1935.  
[http://webdb.gsu.edu/dmg/mediaplayer/mediaplayer.cfm?file=/lib/wwwlib/Fiddlers\\_Convention/FC\\_5\\_Akenson.mov&thewidth=854&theheight=480](http://webdb.gsu.edu/dmg/mediaplayer/mediaplayer.cfm?file=/lib/wwwlib/Fiddlers_Convention/FC_5_Akenson.mov&thewidth=854&theheight=480).
- **Akenson, J.** (2013). Cover Photograph. *Bluegrass Calendar: Bluegrass in Nashville*. Roanoke, VA: Bluegrass Productions of Virginia
- Chitiyo, M., **Chitiyo, G.**, Chitiyo, J., Oyedele, V. I., Makoni, R., Fonnah, D. J., & Chipangure, L. (2014). Understanding the nature and causes of problem behavior in Zimbabwe schools: Teacher perceptions. *International Journal of Inclusive Education*.
- **Chitiyo G.**, Chitiyo, M., & Musiyarira, A. (July, 2013). Special education research: Methods of data analysis for small samples and single subject studies. *Proceedings of the 13th Biennial Conference of the International Association of Special Education Conference*, Vancouver, British Columbia, Canada.
- **Isbell, J. K.** (2013). "Who are you to judge me?": What we can learn from low-income, rural early school leavers." In P. C. Gorski & J. Landsman (Eds.), *The Poverty and Education Reader: A Call for Equity in Many Voices*. Sterling, VA: Stylus Publishing.
- 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: 978-12-285-08533-3.
- **Stein, B.**, Haynes, A., & Redding, M. (2013). Expanding use of the CAT: Assessing & improving critical thinking. *Proceedings of the 2013 TUES Principal Investigators (PIs) Conference, Transforming Undergraduate Education in STEM: Building a Community to Transform Undergraduate STEM Education*, AAAS/NSF.
- **Swafford, M.**, Wingate, K., **Zagumny, L.**, & D. Richey. (submitted). Families in poverty: Perceptions of Family-Centered Practices. *Journal of Early Intervention*.
- **Swafford, M.**, & Bailey, S., (May 2014, in press). Positive environments enhance student learning and behavior. *Techniques*.

- **Zagumny, L., Baker, J. C., & Bishop, T.** (2014, in press). Neoliberal assessments and the rise of the educator preparation program enterprise. In M. Abendroth & B. Porfolio (Eds), *School against neoliberal rule*. Information Age Press.

### **Faculty Presentations**

- **Akenson, J.** (May, 2014). Teaching structure of Tennessee rivers. International Country Music Conference: Belmont University, Nashville, TN.
- **Anthony, H. G., & Howard, M.** (February, 2014). Questioning selves, questioning minds: Women's persistence in doctoral programs: 26<sup>th</sup> Annual Ethnographic & Qualitative Research Conference, Las Vegas, NV.
- **Baker, J. C., Ellis, A., & Thompson, E.** (Sept, 2013). Pleasure packs a punch: Adolescents speak about reading for fun at school. Tennessee Council for Teachers of English: Sevierville, TN.
- **Baker, J. E., & Marcum, R.** (November, 2013). Seeing the big picture: Mapping journal articles in graduate early childhood education courses. National Association for Early Childhood Teacher Educators Conference: Washington, DC.
- **Chitiyo, G.** Chitiyo, M., & Changara, D. (October, 2013). Evaluating the Social Validity of Psychosocial Support Interventions for Children Orphaned by HIV/AIDS in Zimbabwe: American Evaluation Association Annual Conference, Washington DC.
- **Chitiyo G.,** Chitiyo, M., & Musiyarira A. (July, 2013). Special education research: Methods of data analysis for small samples and single subject studies: 13th Biennial Conference of the International Association of Special Education, Vancouver, British Columbia.
- **Howard, M., & Fain, J.** (May, 2014). Emergent understandings of the schooling literacy project: Diverse schools generating close readings and critical responses to global and informational texts. 10<sup>th</sup> International Congress of Qualitative Inquiry: University of Illinois, Urbana-Champaign, IL.
- Landis, N., Stephens, J., Byford, G., & **Isbell, J. K.** (May, 2014). A close-up of co-teaching: Zooming in on teacher candidates' co-teaching experiences. 10<sup>th</sup> International Congress of Qualitative Inquiry: University of Illinois, Urbana-Champaign, IL.
- **Isbell, J. K., Baker, J., Zagumny, L.,** Camuti, A., & Spears, A. (April, 2014). Beyond (yet related to) schooling: Interrogating deficit constructions of government-funded healthcare recipients. American Educational Research Association, Philadelphia, PA.
- **Isbell, J. K., Baker, J., Zagumny, L.,** Camuti, A., & Spears, A. (November, 2013). From education to healthcare: How deficit thinking permeates services to the economically disadvantaged. National Association of Multicultural Education: Oakland, CA.
- **Kolodziej, N.** (November, 2013). Using literacy learning stations to meet adolescents' needs. National Council of Teachers of English Annual Conference: Boston, MA.
- **Stein, B. S.,** Haynes, A. F., Light, G., & Drane, D. (2013). Getting faculty involved in assessing and improving students' critical thinking, Higher Learning Commission: Chicago, IL.
- **Stein, B. S.,** Haynes, A. F., & Harris, K. (2013). Assessing critical thinking skills with the CAT instrument. Texas A & M Assessment Conference: College Station, TX.

- **Zagumny, L., Baker, J. C., & Bishop, T.** (May, 2014). Neoliberal assessments and the rise of the educator preparation program enterprise. 10<sup>th</sup> International Congress of Qualitative Inquiry: University of Illinois, Urbana-Champaign, IL.

### **Student Publications**

- Corsi, G., **Luna, Laura, Majors, Twanelle & Meadows, Jennifer.** (In press). Engineering. In C. Clark, Z. Haddad, & A. VandeHei (Eds.), *Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM)*, Maryland: Rowman & Littlefield Publisher, Inc.
- Dainty, H, T., Graves, L. M. & **Callender, Amy L.** (2013). Individual plan of education as main document of educational program for children with disabilities. In A. V. Mamayeva, I. B. Agayeva, M. V. Ponarina, & Y. Y. Konovalova (Eds.), *Problems of Socializing and Educating People with Significant Intellectual Disabilities: Materials of International Conference* (pp. 3-16). Krasnoyarsk, Russia: Krasnoyarsk Pedagogical University.
- **Chitiyo, Rufaro.** (2014). Self-esteem: Development over time, and its manifestation in individuals with a history of abuse. *Tennessee's Children*.
- **Sisk, Cara.** (Summer, 2013). Reflecting on my journey from clinician to academician. *Child Life Council Bulletin*.

### **Student Presentations**

- **Al Sager, Abdellatif.** *Introducing the unfamiliar: Get to know your Muslim student.* 10<sup>th</sup> International Congress of Qualitative Inquiry: University of Illinois, May 2014.
- **Callender, Amy.** *Through the looking glass: Family perspectives on planning for the future of a child with a disability,* 10<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL, May 2014.
- **Callender, Amy.** *Teaching strategies for students with moderate to severe disabilities: Basket task work system.* International Conference: Problems of Socialization and Education of Individuals with Severe Intellectual Disabilities, Krasnoyarsk, Russia, November 2013.
- **Callender, Amy.** *A model program for the education of students from 18 to 22 years of age: Independence Program.* International Conference: Problems of Socialization and Education of Individuals with Severe Intellectual Disabilities, Krasnoyarsk, Russia, November 2013.
- **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 2013.
- **Chitiyo, Rufaro & Silber-Furman, Dorota.** *Hide and seek curricula: Uneven playing field for bilingual students,* 10<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL, May 2014.

- **Eldaba, Abir, Silber-Furman, Dorota & Chitiyo, Rufaro.** *Fostering multiculturalism and bi/multilingualism in the age of the hidden curriculum*, The Global Summit on Childhood, Renaissance Vancouver Harbourside Hotel, British Columbia, Canada, April 2014.
- **Majors, Twanelle.** *Exploring the gender gap in an algebra-based physics course*, American Association of Physics Teachers. University of Minnesota, Minneapolis, MN, July 2014.
- **Majors, Twanelle.** *Going on: A case study of self-efficacy and daughtering of girls in STEM majors*, 26<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV, February 2013.
- **Marcum, Rebekah.** *The rod or the staff: Discipline practices in Protestant homes*, 10<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois, May 2014.
- **Rawiszer, Hannah.** *Students' perceptions of critical literacy as an alternative method of literacy instruction*, 10<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois, May 2014.
- **Rogers, Amy Leigh.** *Teachable moments: Connecting literacy in all subjects*, 10<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL, May 2014.
- **Spears, Amber.** *Mothers' perceptions of emergent literacy: Results of a pilot study* 10<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL, May 2014.
- **Spears, Amber.** *Meeting the needs of today's preservice teachers: Outcomes of a flipped classroom approach to teaching and learning*, 10<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL, May 2014.

## **Infrastructure & Resources –**

Faculty and students in the Exceptional Learning PhD program are constantly searching for external funding opportunities. The faculty track record for securing external funding exceeds all other departments on campus including the research centers whose reported funds include state appropriations. Please find below a sample of student and faculty work that demonstrates commitment to infrastructure and resources. The table below clearly demonstrates faculty commitment to securing external funding.

External Funding Reports						
College		2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Agricultural & Human Sciences	Amount Funded	\$687,283	\$979,717	\$1,356,147	\$1,289,177	\$1,216,812
	Percentage of Total	5.7%	7.5%	9.8%	7.5%	7%
Arts & Sciences	Amount Funded	\$90,335	\$352,731	\$127,000	\$128,000	\$215,344
	Percentage of Total	0.75%	2.7%	0.92%	0.75%	1.2%
Business	Amount Funded	\$1,323,662	\$1,109,802	\$1,134,172	\$914,752	\$993,424
	Percentage of Total	11%	8.5%	8.2%	5.3%	5.7%
Education	Amount Funded	\$1,626,100	\$1,644,727	\$1,487,532	\$1,176,827	\$1,132,568
	Percentage of Total	13.5%	12.6%	10.8%	6.9%	6.5%
Engineering	Amount Funded	\$179,032	\$361,962	\$356,588	\$245,515	\$272,820
	Percentage of Total	1.5%	2.8%	2.6%	1.4%	1.6%
Total		\$11,974,879	\$13,084,966	\$13,784,423	\$17,071,437	\$17,298,902

Source: [www.tntech.edu/research/about](http://www.tntech.edu/research/about)

Note: Data include only awards received and not number of proposals submitted. Does not include funding awarded to Centers of Excellence except in total from which percentage determined.

## **Faculty Grants**

- **Anthony, H.** Co-Project Director, TN Department of Education Math Science Partnership Grant, *Increasing Grades 6-8 Mathematics Teachers' Content Knowledge in the CCSSM*, with David Smith, (funded: \$248,622). Ongoing 2013.
- **Anthony, H.** 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 Melissa Geist, & Ken Hunter, (funded: \$109,539). Ongoing 2013.
- **Anthony, H.** Co-Principal Investigator, National Science Foundation, DUE Noyce Teacher Scholarships, *TTU STEM Majors for Rural Teaching (TTU-SMaRT)* with Stephen Robinson (Physics), (funded: \$1.2 million). Ongoing 2011–2016.

- **Anthony, H.** Co-Principal Investigator, National Science Foundation, Step-Type 1A, *Mathematics Success for STEM Majors (MSSM)* with Allen Mills (Mathematics), Sally Pardue (Mechanical Engineering/STEM Center), Stephen Robinson (Physics), & Don Visco (Chemical Engineering), (funded: \$772,000). Ongoing 2010–2015.
- **Anthony, H.** (2014–15). Workshop Director & Task Writer, TN Department of Education Math Science Partnership Grant, *Upper Cumberland K–5 Mathematics Partnership*, with Denette Kolbe (Putnam County Schools), (funded: \$550,000).
- **Baker, J. C.** (2013). Co-Principal Investigator, Tennessee Higher Education Commission Improving Teacher Quality Grant, *Opening the Secret City: Tapping Resources from a Historic Research Lab to Build Reading Rigor in English, History, & Science* with Janet Isbell, Andrew Callender, & Jeff Roberts, (funded: \$75,000).
- **Baker, J. C.** (2012-2013). Principal Investigator, Tennessee Technological University Faculty Research Grant, *An Interpretive Study of Adolescents' Pleasure Reading Habits and the Opportunity to Read for Enjoyment in School*, (funded; \$5,400).
- **Baker, J. E.** (2014-present). Co-Researcher & Faculty Advisor, Tennessee Technological University Undergraduate Research & Creative Activity *Scaffolded Writing with Kindergartners*, with Jessica Nabors, (funded: \$716).
- **Baker, J. E.** (2012-2013), Principal Investigator, First to the Top STEM Professional Development Grant, THEC, *Shaping Early STEM Learning*, (funded: \$199,435).
- **Chitiyo, G.** (2013-2015), Principal Investigator, Tennessee Board of Regents Access and Diversity Initiative Grant, *Improving Social Engagement and Academic Achievement among Minority Students*, with **Lisa Zagumny** & the Office of Minority Affairs, (funded: \$52,766).
- **Chitiyo, G.** (2013), Co-Principal Investigator, University of Namibia Research and Publications Committee, *An Assessment of the Impact of Floods, and Psychosocial Support Provided to School-Going Children Affected by the Floods in the Oshana Education Region of Namibia*, with Simon Taukeni, Ina Asino, Morgan Chitiyo, & Genesia Shipena, (funded: \$12,000).
- **Howard, M.** (2009-2014). Principal Investigator, Healthy Start for Upper Cumberland Children and Families, (funded: \$11,889).
- **Howard, M.** (2013-2014). Principal Investigator, Tennessee Board of Regents Access and Diversity Initiative Grant, *The Family and Schooling Literacy Project*, with Jeanne Fain, (funded: \$60,000).
- **Howard, M.** (2012-2013), Co-Principal Investigator, First to the Top STEM Professional Development Grant, Tennessee Higher Education Commission, *STEM Around Us*, with Sally Pardue, (funded: \$198,706).
- **Robinson, S.** (2014-2016). Principal Investigator, Chevron Corporation for Curriculum Development Project, *Preparing Excellent Elementary Teachers for the Next Generation ScienceStandards: The Physics and Everyday Thinking Suite*, (funded: \$375,000).
- **Robinson, S.** (2013-present). Principal Investigator, National Science Foundation for STEM Teachers' Scholarship Program, *Enhancing the LEAP Curriculum for Algebra-Based Physics*, (funded: \$1,199,900).

- **Robinson, S.** (2011-present). Principal Investigator, National Science Foundation for Curriculum Development Project, *TTU STEM Majors for Rural Teaching (TTU-SMaRT) Noyce Scholarship Program*, (funded: \$175,000).
- **Robinson, S.** (2011-2013). Principal Investigator, National Science Foundation for Curriculum Development Project via SDSU Foundation, *Development of a Large Enrollment, Guided-Inquiry, Conceptual Physics Curriculum*, (funded: \$175,000).
- **Robinson, S.** (2010-present). Principal Investigator, National Science Foundation for STEM majors retention project, *Math Success for STEM Majors*, (funded: \$755,504).
- **Stein, B.** (2010-2014). Principal Investigator, National Science Foundation, *Expanding Use of the CAT Instrument: Assessing and Improving Critical Thinking*, (funded: \$2,499,998).

## **Priority Actions**

### **Multidisciplinary Research Innovation –**

The faculty and students in the Exceptional Learning PhD program secure the most external funding for the university. They accomplish this task by working in a multidisciplinary fashion with people across campus and beyond. The formal collaborative work with Krasnoyarsk Pedagogical State University is just one example of distinctive research opportunities. Please see the Focus Areas above for faculty and student highlights specific to this Priority Action.

*Technology in Teaching* – Faculty are supported in securing the latest technological tools and provided opportunities for training regularly. For example, a qualitative research instructor was able to acquire an innovative data analysis software package to use in her classes. A quantitative research faculty acquired a similar quantitative data analysis software package for instructional use. Please see the Focus Areas above for faculty and student highlights specific to this Priority Action.



## ***Enrollment, Tuition & Scholarships –***

The table below summarizes the status of the program in terms of enrollment by concentration over the past 5 years according to data from Institutional Research. Coding employed by Enrollment Management does not allow Institutional Research to disaggregate strands within a concentration. The Applied Behavior Analysis (ABA) concentration includes 2 strands—Applied Behavior Analysis School Age (ABAS) and Young Children & Families (YCF). In the 2013-2014 academic year, 8 of the 10 students coded ABA are actually YCF.

<b>Year</b>	<b>Concentration</b>	<b>Fall Enrollment</b>
<b>2009-2010</b>	Applied Behavior Analysis	10
	Applied Behavior & Learning	0
	Literacy	9
	Program Planning & Evaluation	4
	STEM Education	--
	Young Children & Families	2
	<b>Total</b>	<b>25</b>
<b>2010-2011</b>	Applied Behavior Analysis	8
	Applied Behavior & Learning	0
	Literacy	8
	Program Planning & Evaluation	3
	STEM Education	--
	Young Children & Families	2
	<b>Total</b>	<b>21</b>
<b>2011-2012</b>	Applied Behavior Analysis	7
	Applied Behavior & Learning	0
	Literacy	11
	Program Planning & Evaluation	3
	STEM Education	2
	Young Children & Families	0
	<b>Total</b>	<b>23</b>
<b>2012-2013</b>	Applied Behavior Analysis	8
	Applied Behavior & Learning	0
	Literacy	20
	Program Planning & Evaluation	3
	STEM Education	4
	Young Children & Families	1
	<b>Total</b>	<b>36</b>
<b>2013-2014</b>	Applied Behavior Analysis	10
	Applied Behavior & Learning	--
	Literacy	18
	Program Planning & Evaluation	4
	STEM Education	3
	Young Children & Families	1
	<b>Total</b>	<b>36</b>

## **Efficiency & Effectiveness –**

### **Metrics**

*Doctoral Degrees* – This table summarizes the status of the program in terms of degrees conferred over the past 5 years according to data from Institutional Research. Institutional Research does not disaggregate degrees conferred data by concentration.

Year	Degrees Conferred
2009-2010	7
2010-2011	8
2011-2012	3
2012-2013	1
2013-2014	6

*Research Expenditures Per Faculty* – This table summarizes the status of the program in terms of research expenditures from the 2012 fiscal year specific to Curriculum and Instruction, the departmental home to the majority (13 of 18) of the faculty in the program. Research expenditures are 2.64 times that of the national norm and far exceed other colleges and departments at Tech.

Research Expenditures Per FTE Tenured/TTrack Faculty Fiscal Year 2012*	
National Norms	8,549
Tennessee Technological University	22,573

\*Delaware Study Results for Education Curricula via TTU's Institutional Research

*Operating Expenditures Per Student* – This table summarizes the status of the program in terms of instructional expenditures from the 2012 fiscal year again specific to Curriculum and Instruction. Instructional expenditures are 63% of that of the national norm.

Direct Instructional Expenditures Per FTE Student Fiscal Year 2012*	
National Norms	6,162
Tennessee Technological University	3,888

\*Delaware Study Results for Education Curricula via TTU's Institutional Research

### **Collaborative Efforts**

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 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. Faculty members work closely with one another to ensure opportunities for the students to publish as

well as present at regional, 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. New this year is formal collaboration with Krasnoyarsk State Pedagogical University. One of our students visited Krasnoyarsk this past November to participate in a special education conference. Please see the Focus Areas above for faculty and student highlights specific to Collaborative Efforts.

# **Child Development Laboratory (CDL)**

## **Annual Report 2013-2014**

### **Angie Smith, Director**

#### **CDL Overview**

The Child Development Laboratory is housed in the College of Education, Dr. Matt R. Smith (Dean), and Dr. Martha J. 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 CDL 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 CDL 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 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 eighty-five children from the ages of six week to five years of age. 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 10 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 15<sup>th</sup>. We had 15 children graduate the program and will exit to go to kindergarten.
- We recently moved into a newly renovated location on campus and added two new classrooms
- We are beginning a journey to become a Reggio inspired in the classroom setting
- The CDL is getting ready to install a Naturescapes playground on the play area.

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