

**Tennessee Technological University
College of Education
PO Box 5046
Cookeville, TN 38505**

2014 - 2015 Annual Report



**Dr. Jennifer S. Shank, Interim Dean
Ms. Dixie Ashburn, ASA 5
June 26, 2015**

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College of Education

Dr. Jennifer S. Shank, Interim Dean

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Administrative Staff

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Associate Dean and Director, Exceptional Learning Ph.D Program

Dr. Julie C. Baker

Interim Associate Dean for Student Support Services

Dr. Amy Brown

Interim 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 and Appalachian Center for Craft 2014-2015 Annual Report

(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 provided at the end of the departmental report.)

Program Accomplishments

Submitted the Optional Response to the NASAD Visitors' Report from the April 2014 evaluators' visit prior to the October 2014 NASAD Commission on Accreditation review of the Tennessee Tech application for renewal of NASAD membership. Submitted response to the items for response from the NASAD Commission issued subsequent to the October 2014 meeting, prior to the April 2015 NASAD Commission meeting. Received renewal of membership from NASAD Commission on Accreditation subsequent to the April 2015 meeting. The next full review for NASAD reaccreditation is scheduled to take place in the 2023-2024 academic year. **FA 1 +** The NASAD Self-Study embodies a comprehensive assessment and planning process that is expected to enhance all Flight Plan Focus Areas, Priority Actions and Metrics.

Recorded increase to thirty majors in the BFA Design (Digital Media) concentration, first enrollment of students in upper-division studio classes. **FA 1, FA 3, PA 4**

Planned reorganization of administrative structure of the art department and Craft Center to better integrate the academic, cultural and community resources and programs in a strong, cohesive direction. Began transition to integrate these functions into the College of Education Executive Leadership Council during spring 2015. **FA 1, FA 3, PA 12**

Requested support from Provost to undertake a branding and marketing project for the unified art department and Craft Center programs. Began initiative with workshop regarding the brand identity of the comprehensive art units facilitated by staff of Designsensory of Knoxville, TN, on May 27, 2015. The aim is to fix consensus on a comprehensive naming scheme and defined brand identity for art department and Craft Center programs to be incorporated in a unified marketing and recruitment campaign during fall 2015, and ongoing. **FA 3, FA 4, PA 10**

The Art Department mailed a new brochure designed by Asst. Prof. Gallop, to every high school art teacher in Tennessee in January, 2015. We also included a flyer promoting a high school art competition hosted by Tennessee Tech and the Summer High School Art Intensives at the Craft Center. The Craft Center also is continuing to offer the Outreach Programs that involve 1300 – 1400 primary and secondary school students. **FA 3, FA 4, PA 10**

Summer 2014 *High School Art Intensives* at Craft Center provided workshop experiences for eight teachers and sixteen students. Together with the eight high school teachers who participated in 2013, this program has built concrete and sustainable relationships with sixteen current high school art teachers in middle and east Tennessee, and has promoted awareness of the Art Department and Craft Center to art teachers across the state. The program will be offered again in 2015. **FA 3, PA 1, P 10**

Fully integrated advising services provided by College of Education Student Success Center with departmental advising, enrollment and assessment processes, including expanded advising services at the Craft Center, resulting in much improved service to students. **FA 1, PA 2, M 4, M 5**

Collaborative and Interdisciplinary Initiatives and Internships **F A2, FA 3, PA 6, PA 7, PA 9**

The art department is actively involved in the development of an entrepreneurship certificate together with interdisciplinary studies and business faculty, the start of a creative entrepreneurship track in the entrepreneurship competition, and the participation of design students in the Business Media Center and iCube programs at the Library.

Assoc. Prof. Winkle implemented a Quality Enhancement Program (QEP) grant in Drawing II. The collaboration between students in English 4650/5650 and students in Drawing II culminated in the creation of a printed and bound anthology of short length graphic novels of the students' creation, "Collabo-Comix."

Art 2099 and PC2500, spring 2015, "Sales Pitch Showdown," class collaboration.

The project teamed students in Kimberly Winkle's Professional Practices for the Artist class and students from Amy Jo Carpenter's Professional Communications class. "We wanted (students) to think about branding, about audiences, why you need to have a brand," said Amy Jo Carpenter. "This is about learning to work with other students who are not the same as you and how to communicate and work as a team and be exposed to the creative process."

Student Awards and Service, external **FA1, FA3, PA10**

Jessica Hagar, senior, fibers-

- NICHE magazine national student awards finalist 2014-2015, in the home furnishings & decorative accessories category
- Internship with Mandy Kordal of *KORDAL KNITWEAR*, Brooklyn, NYC, funded by a TTU URECA grant for undergraduate research.
- Poster commission for CityScape, Cookeville "Taste of the Town"
- Represented by Copper Fox Gallery, Leiper's Fork, TN

Jon Watson, senior, glass- was awarded a scholarship to attend "The Fine Line," a two-week glassblowing workshop with Michael Schunke and Josie Gluck, at the Pilchuck Glass School in Stanwood, Washington.

Upper Division Art Education Students completed a service learning project that produced a mural in Upper Cumberland Regional Medical Center Physical Therapy Facility, fall semester, 2014.

Art Department Scholarship Recipients 2015-16 **FA1, FA3, PA10**

2015-16 Bacchanal Scholarship Recipients

\$2000 (each)

Name		Concentration	Class Rank
Allen, Jody		Painting	Senior
Copp, Jinni		Fibers (Art Ed.)	Senior
Hutchings, Gage		Clay	Junior
Lozier, Catherine		Clay	Senior (Junior BFA)*

Mitchell, Kathryn		Wood	Senior (Junior BFA)*
Wiggins, Sara		Clay	Sophomore

2015-16 Windgate Scholarship Recipients \$2500 (each)

Carmack, Reid		Clay (Metals)	Senior
Copp, Jinni		Fibers (Art Ed.)	Senior
Craig, Kathryn		Metals	Senior
Glass, John		Glass	Senior (Junior BFA)*
Haaland, Curtis		Metals	Freshman
Hutchings, Gage		Clay	Junior
Mitchell, Kathryn		Wood	Senior (Junior BFA)*
Novak, Natalie		Clay	Senior
Seals, Micah		Wood	Senior
Wiggins, Sara		Clay	Sophomore

2015-16 Approach the Light Becky Anderson Scholarship \$1000 (total)

Craig, Kathryn		Metals	\$500
Glass, John		Glass	\$500

2015-16 Nancy Nichols Williams Honorary Scholarship \$1000 (each)

Allen, Jody		Painting	Senior
Parris, Mariah		Painting	Senior (Junior BFA)*

**(Rank) indicates standing toward BFA completion rather than total credits completed.*

Recent Alumni Recognition FA1, FA3, PA10

Aaron McIntosh, BFA fiber, 2006- 2015 Windgate Project Grant recipient. A \$10,000 competitive grant awarded to previous Windgate Fellowship winners. Aaron is a faculty member in fibers at the Maryland Institute College of Art, and recipient of a Maryland State Arts Council Grant.

Janis Nunally, TTU alumna, Masters in Curriculum and Instruction with art emphasis, 2005, elected Tennessee Art Education Association president for the 2015 -16 year.

Matt Cummings, Craft Center glass certificate alumnus, Thoryn Ziemba, BFA alumnus 2010, and BFA candidate Sam Meketon-- Pretentious Beer Glass Co., notable entrepreneurial enterprise by; see Spring 2015 Visions article, "Drinking Art: the Business of Craft Beer, Craft Glasses."

Megan Hall, BFA fibers alumna 2005, Southern Living magazine, July 2014, profile of "Wonder Thunder" line of products.

Lyla Nelson, BFA glass 2011, and Adam Kenney, BFA glass 2004, are included in "Out of the Archives and Into the Gallery," Pittsburgh Glass Center, in partnership with the Carnegie Museum of Natural History, an invitational exhibition based on recreating and reinterpreting ancient works of glass art, June 2015.

Meredith Edmondson, glass alumna BFA 2011, opened new glass studio, see profile in Nashville Arts magazine, www.meredithedmondson.com.

T.J. Edwards, BFA 2008, was awarded a nationally competitive Bemis Foundation Residency for 2014-15; C File Newsletter profile, 11 – 12 – 14.

Campus Events proposed and/or hosted by Art Faculty Members

FA 1, FA 3

Brady -Visiting artist, Bryant Holsenbeck created a large-scale installation consisting of recycled water bottles cut and assembled into a “waterfall”, with the participation of fibers students’ faculty and artist in residence, and TTU staff, installed in the Roaden University Center. Organized and hosted by Prof. Jeanne Brady.

Ventura - Invited Dr. Ed Barnhart to speak about "Maya Hieroglyphs: The Story of How the Code was Broken" at 11:00 am in Clement Hall, Room 212 next Tuesday, April 14th. This is a Center Stage event.

Winkle – Namita Gupta Wiggers, director of Critical Craft Forum Director and Chief Curator, Museum of Contemporary Craft in Portland, OR, from 2004-2014, “Ten Years Gone,” a lecture in the Johnson Hall Auditorium, and juror for the 2015 BFA Student Art Competition, Joan Derryberry Art Gallery.

Thompson – “Infinity Mirror,” hands-on project involving simple circuitry with LED lights, mirrors and framing to create an intriguing visual experience, offered as part of the Oakley STEM Center's "Fab Fridays" programming.

Artists in Residence- Craft Center – external

FA1, PA10

Gabriel Greenlaw, glass
2014 nominee for the “Arts and Crafts Design Award” from the Art Domain Group, Quedlinburg, Germany

Kelsey Wiskirchen, fibers

- Solo Exhibition & Artist Lecture, SUNY (State University of New York) - Geneseo.
- *Connecting Fibers*, Invitational Group Exhibition, Edna Carlsten Gallery, University of Wisconsin - Stevens Point.
- Invitational Group Exhibition, SOHA Gallery, St. Louis.
- Weave A Real Peace (WARP) Organization, Nominated and Elected as Board Member, Attending board meeting & conference this month.

Andrew Meers, metals

- Awarded Mastersmith rating from the American Bladesmith Society, and the B.R. Hughes award for the best knife by a Mastersmith Candidate
- 2015 Seattle International Knife Show, Maker’s Choice Award, Best Folder (Folding Knife).

Here & Elsewhere – Group Project

This year, in addition to mounting an exhibition of their own work, the artists in residence at the Appalachian Center for Craft, Bryce Brisco(clay), Kelsey Wiskirchen(fibers), Gabriel Greenlaw(glass), Andrew Meers(metals), and Walter Biffle(wood), invited peer artists from around the country to exhibit with them.

The invited artists were:

- Aya Oki (glass): a recent fellow at WheatonArts, Millville, NJ
- Rena Wood (fiber): resident artist at the Houston Center for Contemporary Craft, Houston, TX
- Benjamin Dory (metal): metals studio manager at Penland School of Craft, Penland, NC
- Ben Stout (ceramics): Fountainhead Fellow at Virginia Commonwealth University, Richmond, VA

Faculty

Brady, Jeanne –fibers

Creative Activity **FA1, FA3, PA10**

"Surface and Volume," September-October 2014, two-person exhibition at Vanderbilt University's Sarratt Center.

2015 - Represented by *Shimai Gallery*, Nashville, TN, Gallery Artists in fiber wall art and accessories

Non – Curricular Instruction **FA 3, PA10**

Workshop Instructor: "Personal Memories on Cloth," Arrowmont School of Arts & Crafts, April 9-12, 2015

Service **FA 3, PA10**

Juror: MAAP (Master Artist/Apprentice Program) program, funded by the Tennessee Arts Commission and administered by *Tennessee Craft*.

Brock, Curtiss –glass

Creative Activity **FA1, FA3, PA10**

Boca Raton Museum, Boca Raton, FL., "New Works recently added to the BRM collection"

Cinema Gallery, Urbana, IL. "Shine the Light on Me" work by artists that use lighting in new and innovative ways

Nissan Corporation of America -commission to design and make 10 awards for Nissan Motor Corporation. Presented to crucial employees across United States as part of the launch of the new Infinity Q 50 automobile.

Campbell, Graham –wood

Creative Activity **FA1, FA3, PA10**

East Tennessee Furniture Guild Invitational Exhibition, Dogwood Arts Festival, Knoxville, TN

Service **FA 3, PA10**

Participate with Artisan Care table build for Family Affair Community Space, Nashville.

Consultant for the Fort Houston Maker Space, Nashville, TN, and invited to serve on the board for the development of a maker space in Crossville, TN.

Secured a donation of a custom built pavilion from Homestead Timber Frame Company in Crossville for the Craft Center. When installed it will be a white oak structure, a 10'x 10' footprint with a 2' roof overhang.

Coogan, Robert -metals

Creative Activity **FA1, FA3, PA10**

"Alchemy and Other Myths," Gallery 2, Appalachian Center for Craft- A retrospective exhibition reviewing a 35 year career in studio metals.

Gallop, David –design

Research / Creative Activity **FA3, PA4, PA10**
TTU Archive Project

New project collaboration in development, "TTU Virtual Archive Project" with Dr. Michael E. Birdwell, Dr. Troy D. Smith & iCube staff.

iCube **FA1, FA2, FA3, PA4, PA6, PA10**

Work with iCube staff to create a pipeline of student designers to assist with large-scale projects; help students gain pre-professional work experience on real-world project deadlines, and to develop student research ideas.

Service **FA1, FA2, FA3, PA4, PA6, PA10**

Student Organization – faculty advisor, assisted design students in the process of proposing a new, chartered student organization, Studio 185, approved spring semester 2015.

TTU ART dept. Promotional Materials- **PA10, M2**

Completed promotional brochure department. Also researched and screened consulting agencies to create a new branding strategy for the art department.

Arts Commission Media and Design Panelist-

Tennessee Arts Commission - panelist to evaluate grant applications for Media and Design

Pitelka, Vince -clay

Creative Activity **FA1, FA3, PA10**

"Surface and Volume" at the Vanderbilt University Sarratt Center Gallery a two-person exhibition

"Lineage: The Art of Mentorship" at the Clay Art Center in Port Chester, New York in September/October, 2014. Invitational exhibition of leading North American clay educators.

Non – Curricular Instruction **FA 3, PA10**

"Ancient Clay" at Mendocino Art Center," and "Developing Ceramic Surface" for the Cascade Clay Guild at Anacortes High School in Anacortes, WA.

"Form and Surface with Colored Clays" at Funke Fired Arts in Cincinnati, OH.

Service **FA 3, PA10**

Organized the annual "Bowlathon" fundraiser for Habitat for Humanity, plus producing a personal donation of 75 hand-thrown bowls.

Thompson, Patricia –art education

Awards/Recognition **FA1, FA3, PA10**

Received the 2014 T.A.E.A. "Higher Education Educator of the Year" award for the state of Tennessee

Service **FA 3, P10**

"Infinity Mirror," hands-on project involving simple circuitry with LED lights, mirrors and framing to create an intriguing visual experience, offered as part of the STEM Center's "Fab Fridays" programming.

Winkle, Kimberly –art foundations

Awards/Recognition **FA1, FA3, PA10**

John D. Mineck Fellowship, Society of Arts and Crafts, Boston, MA. Merit award, \$25,000.

Niche Awards 2015, finalist, painted wood category. National design competition. Home accessories category

College of Education Award of Excellence for Teaching, College of Education, Tennessee Tech University, 2015.

Creative Activity/ Grants **FA1, FA3, PA10**

"Festoon," solo exhibition, Geoffrey Wolpert Gallery, Arrowmont School of Arts and Crafts, Gatlinburg, TN. May 22-July 3, 2015

"Scrawl", solo exhibition, Kentuck Art Center, Alabama. April 2-25, 2014.

"Frill," solo exhibition, Vanderbilt University, June 19- September 12, 2014.

"Doodads and Stringamajigs," two-person exhibition Kimberly Winkle and Beth Ireland, Appalachian Center for Craft, Tennessee Tech University, Smithville, TN. May 15-July 12, 2015.

"Creativity in Constructions: A Collaboration of Materials," international Invitational touring exhibition in conjunction with Professional Outreach Program (POP) of American Association of Woodturners. The exhibition begins at the 29th International Symposium of the American Association of Woodturners in Pittsburgh, PA in June 2015.

"Beyond Boundaries: Wood Art for the 21st Century,"
SOFA (Sculptural Objects Functional Art), Chicago, November 7-9,
2014. International, Juried. Juror: Emily Zilber, Curator, Museum of Fine Arts Boston. Represented by
Collectors of Wood Art and William Zimmer Gallery.

Craft Forms 2014, Wayne, PA. International, Juried. Dec. 4 – Jan. 31,

2015. Jurors, David McFadden, Chief Curator Emeritus, Museum of Art & Design, and Bruce Pepich, Executive Director and Curator of Collections, Racine Art Museum.

(Bibliography - *House on Hillside Boxes*, Breaking Boundaries: 20th Annual Craft Forms Exhibit, American Art Collector Magazine, Dec. 2014. Issue 110. P178-181.)

“Art We Use”, Dairy Barn Arts Center. Athens, Ohio. International juried exhibition. Jurors: Craig Nutt, Jennifer Poellot Harnetty, Paul W. Richelson. June 20 - Sept. 1, 2014.

Ongoing research supported by spring 2014 Faculty Development Research Grant; Native American resources and continued process of creating new original works of art inspired by the research.

Furniture Society Annual Conference, presenter: Surface design panel. Durham, NC. June 2015

Quality Enhancement Project (QEP) Grant, \$5000 grant to fund creative inquiry intensive course curriculum. Tennessee Technological University. See Collaborative and interdisciplinary initiatives and partnerships above. **FA 2, FA 3, PA6, PA7, PA9**

Faculty Development **FA 3, PA 9**

From Digital to Traditional, Studio Intensive, Wood studio, Anderson Ranch Art Center, Snowmass, CO. CNC and CAD. Instructor, Vincent Edwards. 3-week studio intensive workshop on the topic of digital technologies combined with traditional furniture making. Anderson Ranch Art Center, Snowmass, CO.

Tech Faculty Leadership Development Program (FLDP), Tennessee Tech University. Selected participant, 2014/2015 academic year.

Non – Curricular Instruction **FA 3, PA10**

7 Workshops- Snowmass, CO, Gatlinburg, Crossville TN, Birmingham, AL, Atlanta, GA, Palmetto, SC, Brasstown, NC

3-week studio intensive workshop in Jan. 2015 on the topic of digital technologies combined with traditional furniture making. Anderson Ranch Art Center, Snowmass, CO.

Service **FA 3, PA10**

Southern States Regional Woodturning Symposium, featured demonstrator. Cartersville, GA. May 2015.

Vice President of the Board, TN Craft (formerly TACA), 2013-current
Fundraising committee chairperson, TN Craft (formerly TACA), 2013-present
University Art Committee, chairperson, Tennessee Tech University.

Art Department and Craft Center Service -Group Projects FA1, PA10

Bacchanal: A Celebration of Art, Wine & Food

The Bacchanal event has grown to be one of the region’s most popular social events – and raises significant funds 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 (the majority source of funds) is donated by art department faculty, Craft Center artists in residence, prior year student award recipients,

and over 50 varied artists from around the region and the country. Faculty, AIRs, staff, students and community volunteers produce the event.

15th 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.

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.

Annual Bowl-a-thon

In September 2013 the Craft Center's clay studio hosted its 16th 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.

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.

Key to Flight Plan Category Codes

Flight Plan Focus Areas (FA 1, FA 2, 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 (PA 1, PA 2, 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, M 1, M 2, etc.)

1. ACT Score Range
2. FTE enrollment
3. Bachelor's Degrees
4. Retention Rate
5. Six-year graduation rate

Department of Counseling and Psychology

2014-2015 Annual Report

I. Improving the Undergraduate Experience

A. Provost's Grant

The department received a Provost grant to implement peer led – team base learning in its Information Literacy in Psychology course. This course is designed to prepare students to think about research questions and to critically evaluate ideas and hypothesis before they enter our intense research sequence that culminates in a senior thesis project. The data collected thus far indicate this redesigned course is having a significant impact on student's confidence in doing research and on their critical thinking skills.

The department has recently concluded a search for a new tenure track faculty member for the Mental Health Counseling Program. The new faculty member will be starting in August and should expand our expertise in the counseling program.

B. 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.

II. Transform Technology

- A. The department continues to update faculty computers and classroom multimedia technology. All faculty have laptop computers to support teaching and research activities. This technology also supports continuing operations in the event of an emergency since faculty could work remotely from home in the event of an emergency.

III. Create Distinctive Programs and Invigorate Faculty

A. Faculty Grants

Dukewich, T., Impact of peer victimization on the form and function of children's cognitions. TTU Faculty Research Grant, Funded for 2014-2015, \$3000.

Hartwig, M. Predicting class attendance and performance: Students' expectations and characteristics, TTU Faculty Research Grant, Funded for 2015-2016, \$7900.

Hartwig, M. QEP Grant 2014-2015, \$975.

Loftis, M. Alexithymia and Suicide Risk in Clinical Populations. Proposal submitted to American Society of Suicide Prevention. Unfunded, \$30,000.

Luke, C., Michael, A., & Hartwig, M. Reaching the Higher Education Needs of Middle Tennessee Refugees and Immigrant Youth, TBR Grant funded for 2015-2016, \$40,000.

Stein, B. (PI), Haynes, A. (Co-PI), Redding, M. (Co-PI), Expanding Use of the CAT: Assessing and Improving Critical Thinking, NSF grant, 2010 – 2015, \$2,499,998.

Stein, B. (PI), Haynes, A. (Co-PI), Transforming Course Assessments to Promote Critical Thinking in STEM Disciplines, NSF grant, proposal under review, \$2,000,000.

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.

Zagumny, M., Luke, C., Michael, A., & Dukewich, T. A Standardized-Simulated Client Exercise in Psychology and Counseling. TTU QEP Grant, Funded for 2014-2015, \$1696.

Zagumny, M. Psychometric Analysis of the Modified Religious Identity Index (RII-5): A Theoretical Examination of Religious Extremism, TTU Faculty Research Grant, Funded for 2015-2016, \$3000.

Zagumny, M. Student-generated, student-centered research activities in PSY statistics, QEP grant 2015-2016.

Faculty & Student Presentations

Nusbaum, E.C., Silvia, P.J., Beaty, R.E., **Burgin, C.J.**, & Kwapil, T.R. (August, 2014). *Turn that Racket Down! Physical Anhedonia and Diminished Pleasure from Music*. Paper presented at the American Psychological Association Annual Meeting Washington, D.C.

Young, D.M., Johnson, H.M., Fitzgerald, C.M., & **Burgin, C.J.** (November 2014). *The Cost of Death: An Examination of Emotions Associated with Death and Materialistic Desires*. Poster presented at the Society of Southeastern Social Psychologists Annual Meeting, Athens, GA.

Reece, J.L., Howard, L.M., Luckett, S.M., & **Burgin, C.J.** (November, 2014). *Engaged in the Moment: An Examination of Dispositional Levels of Flow on Daily Life Happiness and Goal Pursuit*. Poster presented at the Society of Southeastern Social Psychologists Annual Meeting, Athens, GA.

Byrd, M.M., Enyart, S.C., Luckett, S.M., & **Burgin, C.J.** (November, 2014). *Do You Always Act Authentic, How About Now? Situational & Dispositional Authenticity's Impact on Daily Life Functioning*. Poster presented at the Society of Southeastern Social Psychologists Annual Meeting, Athens, GA.

Dukewich, T.L. & Cole, D.A. (March, 2014). *Biased processing and negative cognitions associated with peer victimization and depression in middle childhood*. Poster presented at the biennial meeting of the Society of Research on Adolescence. Austin, TX.

Yates, M.K., & **Dukewich, T.L.** (May, 2015). *Racial Injustice: Examining the role of race on sentencing decisions and crime stereotypes*. Poster presented at the annual convention for the Association for Psychological Science, New York, NY.

Crawford, D. & **Dukewich, T.L.** (May, 2015). *Disclosure and self-acceptance predicting adjustment among sexual minority adults*. Poster presented at the annual convention for the Association for Psychological Science, New York, NY.

Foster, S.L. (July, 2014). *Promoting Mental Health and Developing Coping Skills in Young Children – Part I and II*. Van Buren Head Start program, Upper Cumberland Human Resource Agency. Cookeville, TN.

Foster, S.L. (August, 2014). *Promoting Mental Health in At-Risk Families with Young Children*. LBJ&C Head Start Programs in the Upper Cumberland. TTU campus. Cookeville, TN.

Foster, S.L. (December, 2014). *Team Integration Among Court Systems- Juvenile Treatment Court*. Madison, WI.

Foster, S.L. (January, 2015). *Introduction to Personality Assessment*. SKYPE guest lecture to group of University students from TJ Farr Bldg, Uganda, East Africa.

Foster, S.L. (June, 2015). *Compassion Fatigue for Career Development Specialists*. TN Career Development Association. Spring Hill, TN.

Hartwig, M.K., Mimms, A.M., Phillips, R., & **Zagumny, M.J.** (May, 2015). *Predictors of academic self-efficacy among female STEM majors*. Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.

Burch, T.V., & **Hartwig, M.K.** (May, 2015). *Personality, recreational reading, and GPA*. Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.

Luke, C., **Hartwig, M.K.**, Redekop, F., & **Michael, T.** (October, 2014). *Cognitive complexity in counselor education: Assessing dispositions and training cognitive skills*. Poster presented at the Southern Association for Counselor Education and Supervision 2014 conference, Birmingham, AL.

Gomar, R.S., Howard, L.M., & **Hartwig, M.K.** (August, 2014). *Typographical cues in text for memory: Highlighting versus boldfacing*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.

Loftis, M. (September, 2014) Daniel Seals Suicide Prevention Program. Forum panelist, Cookeville, TN.

Loftis, M. (April, 2015). *The MEPS Model: A paradigm for the helping relationship*. Presentation at the meeting of the Tennessee Licensed Professional Counseling Association, Nashville, TN.

Luke, C. (March, 2015). *How to integrate neuroscience into counseling without going out of your mind*. Paper presented at the Annual Conference and Exposition of the American Counseling Association (ACA), Orlando, FL.

Luke, C. (October, 2014). *Advocacy at the neural level: Integrating neuroscience into counselor education*. Paper presented at the Biannual Meeting of the Southern Association for Counselor Education and Supervision (SACES), Birmingham, AL.

Luke, C. (May, 2014). *Using career theory to counseling clients and promote social justice*. Paper presented at the Annual Conference of the Tennessee Licensed Professional Counselor Association, Nashville, TN.

Luke, C. (April, 2014). *ACT with your brain: Integrating behaviorism with neuroscience*. Paper presented at the Annual Conference of the Tennessee Licensed Professional Counselors Association, Nashville, TN.

Michael, T. (April, 2015). *Helping clients learn about their patterns of relating*. Tennessee Licensed Professional Counselor Association Annual Conference, Nashville, TN.

Stein, B.S. (September, 2014). Critical Thinking Strategies in the Classroom: Engagement to Assessment. Invited Keynote Address, Critical Thinking Symposium, Iowa State University.

Harris, K., **Stein, B.**, Haynes, A., Lisic, E., & Leming, K. (December, 2014) Identifying Courses that Improve Students' Critical Thinking Skills Using the CAT Instrument: A Case Study. International Joint Conferences on Computer, Information, Systems Sciences, & Engineering (CISSE).

Terneus, S.K. (March, 2015). *Investigation of body image issues and muscle dysmorphic disorder tendencies among college students*. Presented at the American Counseling Association National Conference, Orlando, FL.

Zagumny, M.J., McPeak, K., & Burton, L. (August, 2014). *Academic Self-Efficacy, Academic Stress, and Cultural Values in an International Learning Community*. 122nd Annual Convention of the American Psychological Association, Washington, DC.

Zagumny, M.J., Wilcox, Z., & Ayten, (August, 2014). *A. Religious Identity and Mental Wellbeing among Congruent and Incongruent Religious Groups*. . 122nd Annual Convention of the American Psychological Association, Washington, DC.

Schweizer, L. & Orlowski, J. (**Zagumny, M.J.** - Faculty Mentor) (April, 2015). *Influence of International Exchange on Perception of Interpersonal Skills Among Business Majors*. 29th Annual Conference on Undergraduate Research, Cheney, WA.

Asa, L., Enicks, D., & Yamaguchi, S. (**Zagumny, M.J.** - Faculty Mentor) (April, 2015). *National Identity and Global Citizenship Among International and US Students*. 29th Annual Conference on Undergraduate Research, Cheney, WA.

B. Faculty Publications

Burgin, C.J., Chun, C.A., Horton, L.E., Barrantes-Vidal, N., & Kwapil, T.R. (2014). Splitting of associative threads: The expression of schizotypal ambivalence in daily life. *Journal of Psychopathology and Behavioral Assessment*, doi: 10.1007/s10862-014-9457-7.

Nusbaum, E.C., Silvia, P.J., Beaty, R.E., **Burgin, C.J.**, Hodges, D.A., & Kwapil, T.R. (2014). Listening between the notes: Aesthetic skills in everyday music listening. *Psychology of Aesthetics, Creativity, and the Arts*, 8(1), 104-109. Doi: 10.1037/a0034867.

Luke, C., Redekop, F., & **Burgin, C.J.** (2014). Psychological Factors in Community College Student Retention. *Community College Journal of Research and Practice*, 00, 1-13. Doi: 10/1080/10668926.2013.803940.

Roeder, K.M., Cole, D.A., Sinclair, K.R., **Dukewich, T.L.**, Preacher, K.J., Felton, J.W., Jacky, A., & Tilghman-Osborne, C. (2014). Sensitive periods for the effect of peer victimization on self-cognition: Moderation by age and gender. *Development and Psychopathology*, P. 1-14.

Luke, C. (May 2015). *Neuroscience for counselors and therapists: Integrating the sciences of mind and brain*. Thousand Oaks, CA: SAGE.

Luke, C., Diambra, J.F., & Gibbons, M. (2014). An Exploration of Complimentary Factors in Career and Student Development in the Liberal Arts. *College Student Journal*, 48(2), 209-220.

Luke, C., & Redekop, F. (2014). Behavioral Approaches. In E. Ginter, L. Gerstein, & G Roysircar, (Eds.), *Theories and Applications of Counseling and Psychotherapy: Relevance Across Cultures and Settings*. Thousand Oaks, CA: SAGE.

Redekop, F., & **Luke, C.** (2014). Career development and career theory for two-year and community colleges. In G. Eliason, T. Eliason, J. Samide, and J. Patrick (Eds.), *Career counseling across the lifespan: Community, school, and higher education*. Charlotte, NC: Information Age.

Luke, C. & Redekop, F. (2014). Gottfredson's theory of career circumscription and compromise. In G. Eliason, T. Eliason, J. Samide, and J. Patrick (Eds.), *Career counseling across the lifespan: Community, school, and higher education*. Charlotte, NC: Information Age.

Young Gast, T., **Michael, A. A.**, Eskridge, T., Hermann, K. M., & Turnage-Butterbaugh, I. (2014). Does a course in wellness education assist undergraduate students on academic probation in college success? *The Journal of College Orientation and Transition*.

Michael, T., & Rogers, H. (2014). Erase and Replace Technique. In Suzanne Degges-White & Christine Borzumato-Gainey (Eds.), *Expressive Arts Interventions for School Counselors*. New York, NY: Springer Publishing Company.

Harris, K., **Stein, B.**, Haynes, A., Lisic, E., & Leming, K. (In Press) Identifying Courses that Improve Students' Critical Thinking Skills Using the CAT Instrument: A Case Study. CISSE Conference Proceedings.

C. CACREP Accreditation

The department received CACREP accreditation of the Mental Health Counseling Concentration M.A. The site visit identified a number of areas for improvement and recommended we bring in a consultant to assist in planning changes. The consultant has completed their work and the faculty are working to implement improvements to the program. This accreditation makes our MH graduate program more distinctive and attractive to potential students and has already increased out of state graduate applications. Our students will also benefit by the added credentials this provides for their degree.

D. 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 Charleston, SC, Santa Fe, NM, and Boston, MA. bringing the total number of institutions being served to over 235 across the country (ranging from community colleges to R-1 and Ivy League institutions). Additional dissemination included presentations at the Annual SACS/COC Conference in Nashville, the annual Texas A & M Assessment conference in College Station, TX, a keynote presentation and workshop at Iowa State University, and an presentation at the . Over 125,000 CAT tests have been distributed nationally. The Center's website has had over 31,000 hits in the past year and all workshops have been filled to capacity.

E. 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 In-service 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

Dr. Chad Luke

- Clinical Supervisor- provide licensure supervision for TN LPC-MHSP credential
- Group Therapist for Ten Broeck Mental Health Services- facilitate group therapy in IOP, PHP, and IP settings, along with conducting psychosocial assessments.

Dr. Tony Michael

- Current – 2014, November. Served on the Ph.D. in Counselor Education & Supervision development committee for Tennessee Technological University.
- 2015, May – 2014, August. Participated in the Learning About Learning program at Tennessee Technological University.
- 2014, October. Assisted in writing the formal response to the CACREP evaluation for Tennessee Technological University.
- 2014, October. Developed syllabi with 2009 CACREP standards for mental health counseling program at Tennessee Technological University.
- 2014, September-Present: Provided assessment, counseling, and training services for L.B.J. & C. Head Start program in Cookeville, TN.

Dr. Sandra Terneus

- Editorial board member- *Journal for Specialists in Group Work*, Association for Specialists in Group Work (ASGW), January 2012-December 2015.
- President-elect, Tennessee Association for Specialists in Group Work (TASGW), November 2012-June 2015.
- Secretary- Tennessee Association for Counseling Education and Supervision (TACES), November 2012-June 2015.
- Elected Officer- Tennessee Counseling Association Leadership Council, July 2014-June 2015.
- Editorial Board Member, Tennessee Counseling Association Journal
- Faculty Co-advisor, Newman Campus Ministry for TTU Students, September 2007 – present. Inclusive of Welcome Week, Homecoming, Parents' Weekend Tailgating, and Relay for Life events. Also assisted with financial support of students' community service in Hispanic, Native American, and Cajun communities.

Dr. Zachary Wilcox

- Psychology Review Committee
- University Judicial Council
- Social Science Curriculum Committee
- Dean's Search Committee for College of Education
- Co-sponsor of Psychology Club and Psi Chi

Dr. Matthew Zagumny

- Undergraduate Psychology Review Committee
- Participant, Tech Faculty Leadership Development (TFLD) Program, 2014-15.
- Faculty Advisor Psychology Club & Psi Chi Honor Society
- Supervisor of Honors scholarship student including supervision of independent research project.

F. Student Awards

Ashley Olmstead and Amelia Mims won the “Richard Troelstrup Outstanding Psychology Student Award.” Taneal Burch won the TTU Student Research Day Award in Counseling and Psychology and the Linda Giesbrecht-Bettoli Research Award.

G. New Programs

The department has revised the LOI proposal for a new Ph.D. program in Counseling and Supervision and this proposal was forwarded to Dr. Mark Stephens for submission to TBR.

IV. Expand Financial Resources and Modernize Infrastructure

- A. National use of the CAT instrument continues to increase and our regional workshops are filling up shortly after they are announced. Over 230 higher education institutions have now collaborated in the dissemination of the CAT instrument (including institutions in Canada, Australia, and Japan). Over 125,000 CAT instruments have been distributed to higher education institutions across the country.
- B. The price of the CAT instrument was increased to \$9.95 per test in consultation with our national advisory board and our NSF program director. This increase should allow us to move the Center to a self-sustaining model.



Department of Curriculum and Instruction 2014-2015 Annual Report

Mission: The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

The Department of Curriculum & Instruction's 2014-2015 Annual Report emphasizes support, innovation and improvement in the context of Flight Plan's four Focus Areas. Many departmental goals were accomplished successfully through the exceptional collaborative and professional efforts of the faculty, support staff, and candidates. All programs and services within the department are guided by 47 full-time faculty members and approximately 30 adjunct faculty members

Flight Plan Focus Areas

(1) Improve the Undergraduate Experience

- Initiated 1st annual College of Education Career Fair on Tennessee Tech's campus. Collaborative effort with Career Services and College of Education. 45 employers and 300 attendees were present at the event in addition to graduate programs, advisors, faculty and administrators.
- 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
 - Meetings with targeted community college personnel, faculty, and partners
 - Additional advisor positions were added with refocused recruiting roles and responsibilities
 - C&I chair, faculty, Office of Teacher Education visits to 2+2 locations and on-campus informational meetings to support transition points into Teacher Education and Residency

(2) Transform Technology

- Digital signage
- 1 to 1 pilot study for C&I students
- LRC Touch-point interactive display was installed

(3) Create Distinctive Programs and Invigorate Faculty

- Created distinctive new concentrations to increase enrollment and retention:
 - Special Education undergraduate non-licensure concentration
 - Secondary Education undergraduate non-licensure concentration
 - Early Childhood undergraduate non-licensure concentration
 - Applied Behavior Analysis graduate Master's concentration
- Updated/created new concentrations to continue to meet state licensure changes:
 - Middle School content specific licensure (four new concentrations)
 - Special Education content specific licensure (five new concentrations)
- 15 new courses were initiated in 2014-2015
- Offered courses at the Bachelors, Masters, Educational Specialist, and Doctoral level. C&I offers approximately:
 - Summer 2014: 85 courses
 - Fall 2014: 220 courses
 - Spring 2015: 210 courses

Faculty Innovations:

Professional Service and Grants

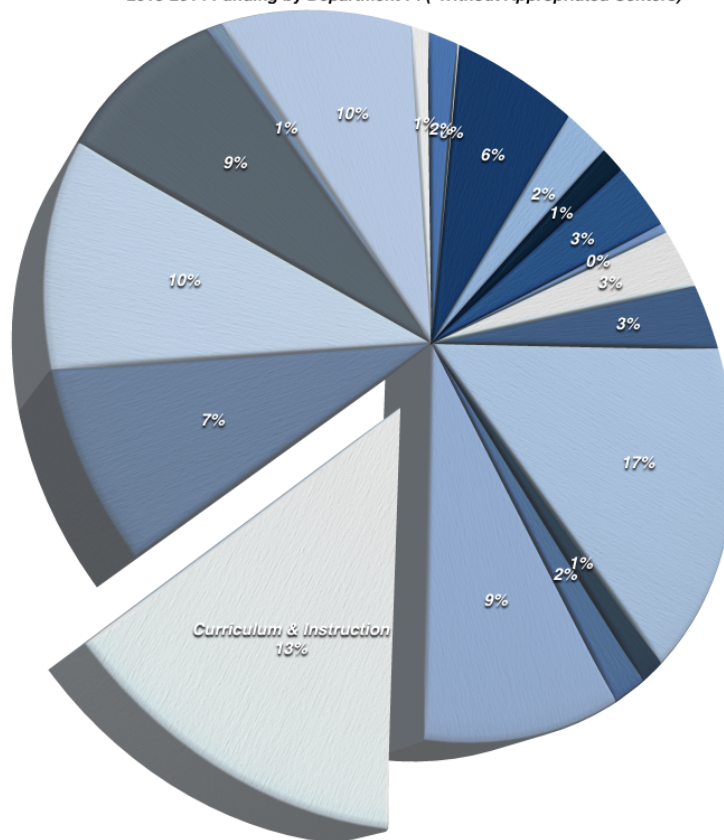
The faculty members within the department have been actively engaged in professional service, grantsmanship, and publication activities. The accomplishments of the faculty exceed most other departments and some colleges at TTU. Each faculty member submits an annual report concerning their respective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

Professional Activity	Approximate Amount/Number
Grants (as PI)	\$918,126
International Presentations	42
State/National/Intl Publications	70
Textbooks/Chapters	4
State/National/Intl Leadership Roles	170

**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; NSF Noyce Teacher Scholarship Program. Of the departments at Tennessee Tech, not including state appropriated centers, C&I's PI projects were 13% of the total funded projects. In addition to this percentage, C&I faculty served as Co-PI and senior personnel on many other projects. The following Graph shows C&I faculty's PI contributions to the university's overall external funding as compared to other departments on campus.

2013-2014 Funding by Department PI (*Without Appropriated Centers)



Sample 2014-2015 grant projects from C&I

PI: Jeffrey Boles, Chemistry

Project Inspire STEM Teacher Residency 2014
 National Science Foundation (NSF) Noyce Application
 Co-PIs: Jeremy Wendt, C&I; Satya Narimetla, Math
 (Funded: \$2,878,880)

Holly Anthony, C&I: Workshop Director & Task/Arc Writer,

TN Department of Education Math Science Partnership Grant
Upper Cumberland K-5 Mathematics Partnership (Putnam County Schools, PI)
 (funded: \$550,000)

Dainty, H., Project Director (2011-2015)

Positive Behavior Supports & Inclusion Grant
 (Funded: \$320,000.00 for current year)

Kristen Trent, C&I, PI.

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission
 "What's So Critical about Common Core and Next Generation Science Standards? Exploring Close Reading and Technical Writing in Science,"

Co-Director: Garry Pennycuff.

Key Personnel: Melissa Comer, Leslie Suters, James “Buddy” Martin.

(Funded: \$75,000)

Jane Baker, Julie Stepp: Co-Directors

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

For Your Informational Text: Exploring, Evaluating, and Writing with Common Core Collaborations

Starring Librarians and Teachers

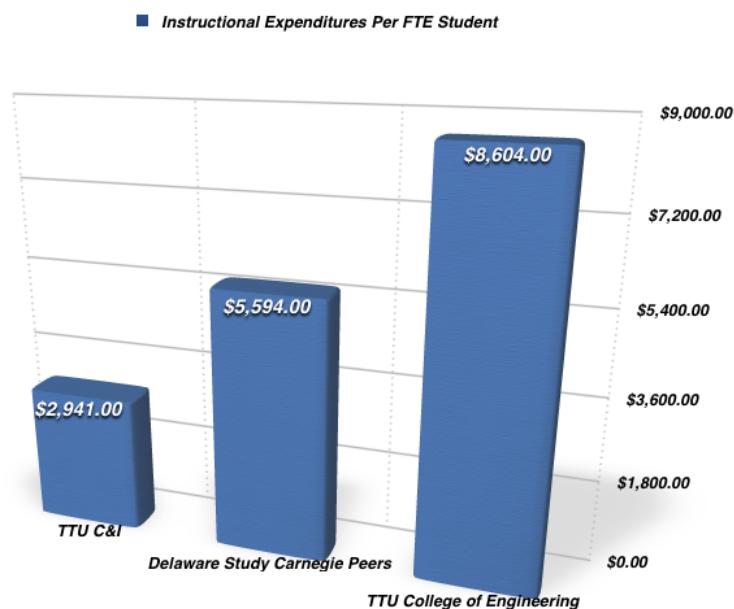
(Funded: \$74,965)

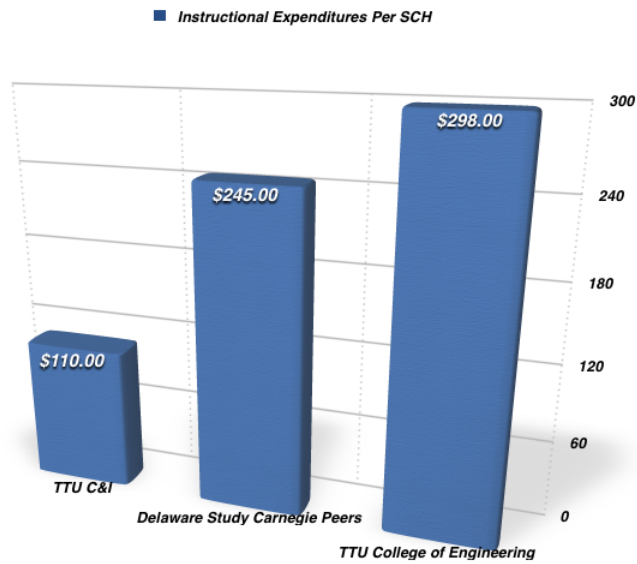
(4) Expand Financial Resources and Modernize Infrastructure

Efficiency and Performance: Delaware Study Peer Comparisons

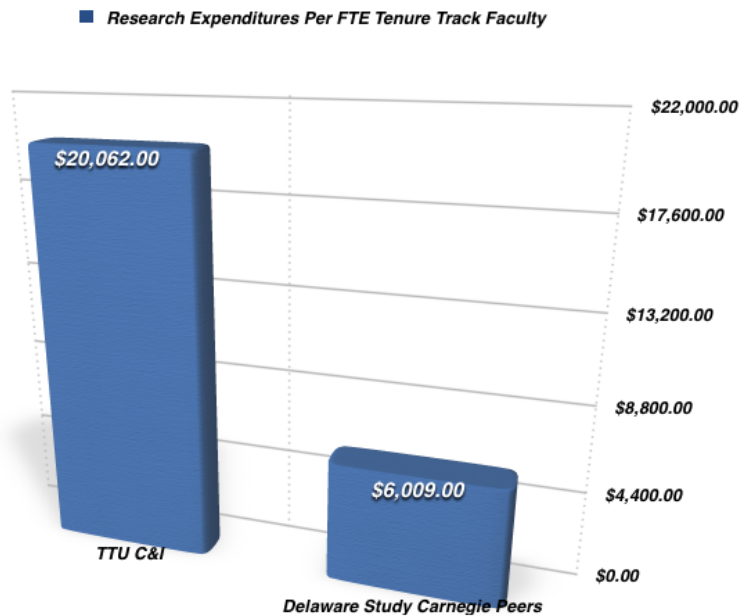
C&I significantly outperformed other peers *at every level* for the past three years on the Carnegie Classification from the IR series Departmental profile.

- Efficiency: C&I’s Direct Instructional Expenditures per FTE Student is only 52% of comparable institutions and 34% of TTU College of Engineering. C&I’s Direct Instructional Expenditures per SCH is 44% of comparable institution expenditures and 37% of TTU College of Engineering.





- Research expenditures per FTE Tenure Track faculty are *more than three times* larger than comparable institutions (2013 C&I: \$20,062; 2013 Other Institutions: \$6,009). When average faculty full-time teaching loads are factored in, these figures speak directly to the diligence and exceptional efforts of the faculty.



- A departmental committee has revisited tenure and promotion standards annually. The standards and expectations are competitive across the university and are very rigorous considering full course loads that are expected from each faculty member. The current guidelines are comparable or exceed those of many universities in the state.

Departmental/college steps initiated to increase/sustain graduate enrollment:

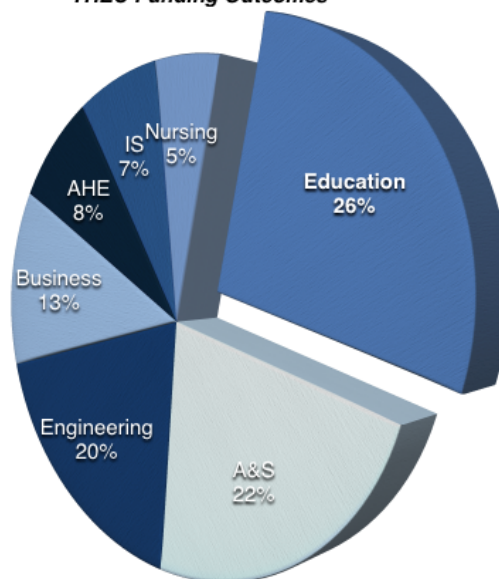
- Requested receive a monthly list of student applications from graduate admissions. The department follows up with each individual student through phone and/or email.
- An Educational Specialist concentration in Educational Technology was added in Spring 2014 with three new courses developed and students enrolled in the program.
- The department has also initiated three innovative new concentrations that were effective in Fall 2014: Master's and EdS in STEM Education; EdS in Library Science. One new course was developed for each concentration and students have enrolled in all new concentrations.
- The chair, faculty, and staff have committed to set up tabletop displays of all graduate programs at conferences. This year we have displayed and given out information at five area conferences and two national conferences. In addition, regional meetings and interest sessions have been offered as requested for school districts.
- The department has invested in digital signage to advertise programs, distributed graduate and undergraduate flyers to over 300 Tennessee schools in our service area, and commissioned additional concentration-specific posters, rack cards, and mailing forms to advertise graduate programs.

Outcomes Earned Per THEC Funding Formula

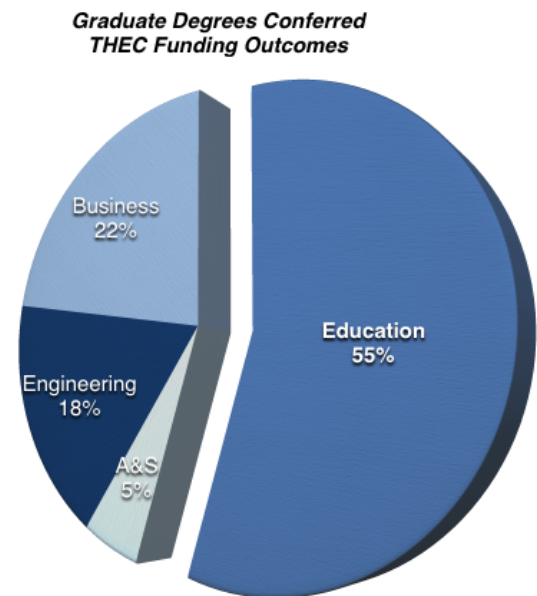
The THEC funding formula for TTU (degrees conferred) is clearly dominated by the College of Education faculty and staff's achievements and contributions. The Department of C&I generates approximately 64% of undergraduate and 74% of graduate degrees conferred in the COE. We pride ourselves in continuing to lead and innovate.

	THEC Funding	UG
Education	\$7,677,881.00	26%
A&S	\$6,482,817.00	22%
Engineering	\$5,795,245.00	20%
Business	\$3,732,531.00	13%
AHE	\$2,291,905.00	8%
IS	\$2,046,343.00	7%
Nursing	\$1,506,109.00	5%
	\$29,532,831.00	

***Undergraduate Degrees Conferred
THEC Funding Outcomes***



	THEC Funding	Graduate
Education	\$6,450,075.00	50%
A&S	\$556,605.00	4%
Engineering	\$2,128,197.00	16%
Business	\$2,619,320.00	20%
AHE	\$0.00	0%
IS	\$360,156.00	3%
Nursing	\$785,796.00	6%
	\$12,900,149.00	



Involvement in selected Flight Plan 12 Priority Actions

Academic Advising

Hired additional advisors/expanded responsibilities to recruiting/marketing

High-Demand Course Capacity

Offered additional sections of high-need courses utilizing current budget without additional resources from the university

Technology Service to Students

- The LRC has nearly 10,000 individual checkouts for technology items. This unique service is provided for education majors and faculty, enabling checkout of laptops, iPads, assistive technology, projectors, document cameras, and many technology resources.
- The LRC increased its technological presence with an updated 3D printer for training and student use.

Technology Infrastructure and Innovation

C&I faculty are currently working on research related to the Oculus Rift and Immersive Virtual Environments. Preliminary results have been presented internationally and plans to scale up the project have been submitted. The Department has invested in digital signage in Bartoo Hall and has worked closely with content delivery in TJ Farr to ensure information is up-to-date.

Multidisciplinary Research Innovation

Faculty proposed/completed projects as PI, Co-PI, Senior Personnel, Instructor with many partners external of C&I (some examples):

- Putnam County Schools
- Hamilton County Schools
- College of Arts and Sciences

- College of Engineering
- Oakley STEM Center

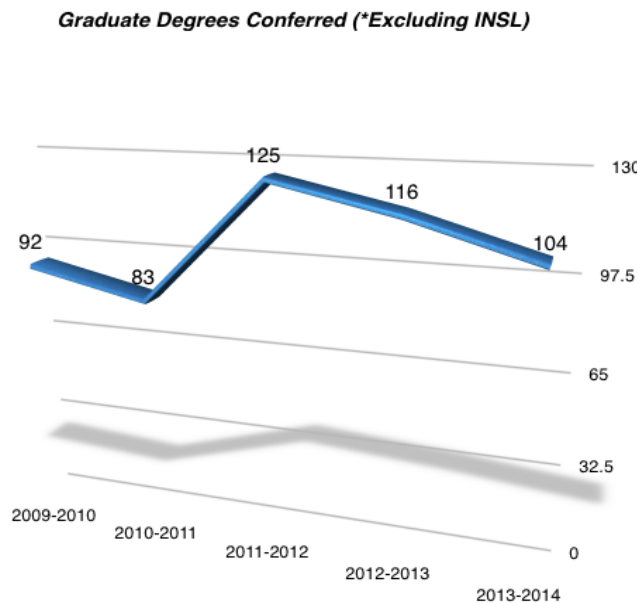
New Graduate Programs

In 2014, C&I implemented new concentrations that became effective for the 2014-2015 academic year:

- Curriculum & Instruction EdS, Educational Technology concentration
- Curriculum & Instruction EdS, Library Science concentration
- Curriculum & Instruction MA/EdS in STEM education concentration

In Fall 2015, C&I proposed and will implement a Curriculum & Instruction MA, Applied Behavior Analysis concentration. This concentration, along with several others, will enable C&I to prepare graduates for professional, field-specific careers and create a foundation for the TTU Exceptional Learning Ph.D.

Overall degrees conferred by graduate concentration have declined over the past five years. 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 envisioned, designed and initiated to increase enrollment. For example, including the new programs, the Curriculum MA and the Curriculum EdS degrees conferred have increased 29% and 10% respectively over the past five years:



Program Audit

The Instructional Leadership program was audited by the State of Tennessee Department of Education in the 2014-2015 academic year. Administrators, faculty, and staff compiled appropriate reports, addendums and documentation. The program was successfully approved and will continue to recommend candidates for administrative roles while working collaboratively with school systems to develop effective instructional leaders.

Additional graduate program creation

Effective in Fall 2014, most C&I licensure programs were reworked and packaged as 50 hour licensure + Master's/EdS degrees. This condensed version make the licensure + degree program much more applicable and attainable than previous licensure only pathways. C&I now offers over 20 licensure + degree packages in place of the post-bac program. This move will ensure students receive license and complete a graduate degree at TTU. We have approximately 40 students that are currently enrolled or admitted in this program.

Technology in Teaching

Innovative faculty and experiences in C&I continue to enable leadership at the college and university level. 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. Some examples:

- Meetings and committees have worked to define a 1-to-1 initiative in the department as a model for the College of Education. The pilot for this program will begin in Fall 2015.
- Dr. Jason Beach received a \$40,000 grant to implement Safari Montage servers and education streaming service for the College of Education. This service gives faculty access to thousands of streaming multimedia resources.
- The LRC has nearly 10,000 checkouts for technology items. This unique service is provided for education majors and faculty, enabling checkout of laptops, iPads, assistive technology, projectors, document cameras, and many technology resources.
- The LRC increased its technological presence with an updated 3D printer for training and student use.
- The new MA/EdS Educational Technology concentrations are preparing educators across the state for the ever-evolving changes in technology related to education.

Collaborative Efforts

Curriculum and Instruction faculty have a long, well-known history of collaborating with area school systems, other colleges within the university, and colleagues around the globe.

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. Faculty have collaborative projects with educators in Finland, Japan, Taiwan, Zimbabwe, and several other countries.

The Department of Curriculum and Instruction also partners with **Project Inspire**. Project Inspire is a teacher residency program designed to recruit STEM students with undergrad degrees to become math and science teachers in high-need areas. Project Inspire candidates will obtain their teaching license and a Masters in Curriculum and Instruction. C&I provides classes onsite in Chattanooga. As part of this program, C&I faculty have co-PI and senior personnel roles in a \$2.8 million, 5 year NSF grant with the Chemistry department, Hamilton County Schools, and PEF Chattanooga.

Community/Professional Service

Faculty members are extremely active and well represented at the local, state, and national level for their service. This connection to the education field is vital for the success of the College of Education and is valued highly by the department. C&I faculty are in leadership roles for many organizations including: TTU's Habitat for Humanity, Student Tennessee Education Association, Tennessee Reading Association, International Reading Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, Society for Information Technology and Teacher Education, Tennessee Council of Teachers of English, Tennessee Association of Middle Schools, and many others.

In C&I, we believe that faculty participation in the governance and direction of the university is vital to the success and continued sustainability of the institution. The department is committed to supporting this role. At the University level, C&I faculty represent the department with over 200 committee appointments including: faculty senate, administrative council, academic council, graduate studies executive committee, undergraduate curriculum, budget advisory, building and grounds, information technology, institutional review board, commission on the status of blacks, commission on the status of women, teacher education committee, student financial aid, and many more.

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> and it provides the TTU community with a detailed description of various licensure and non-licensure programs and related information.

Department of Exercise Science, Physical Education and Wellness 2014-2015 Annual Report

Mission: The mission of the Department of Exercise Science, Physical Education and Wellness is to promote enriched quality of life through enhanced education, practice and policy as well as promotion of participation in physical activity, exercise and sports for the people of Tennessee and beyond.

The Department of Exercise Science's 2014-2015 Annual Report emphasizes support, innovation and improvement in the context of three of the Flight Plan's four Focus Areas: Improve the Undergraduate Experience, Transform Technology, Create Distinctive Programs and Invigorate Faculty.

Flight Plan Focus Areas

(1) Improve the Undergraduate Experience

- Participated in the university wide "parents day" activities in fall 2014 and the 1st annual College of Education Career Fair in spring 2015
- Offer multiple sections of high demand classes so that students can make reasonable forward progress in program completion
- Offer tutoring for students preparing to take Praxis II
- Offer practice interviews for students preparing for the job market and/or professional school admission
- Sponsor student travel to state professional convention (39 students in attendance)
- Support/encourage student participation in Student Research Day and student participation in presenting at state professional convention
- Provide multiple opportunities for Service Learning Participation
- Conduct personal, individual exit interviews with random sampling of students just before graduation in order to gain valuable information about the program and department. This information is used to make changes/adjustments to improve the undergraduate experience.
- Offer a variety of physical activity courses for EXPW majors and all TTU students through the PHED – activity courses program.
 - Fall 2014 – 75 courses 1190 seats
 - Spring 2015 – 60 courses 1010 seats
- Extracurricular development opportunities in the S.M.I.L.E. and Professional Development programs offered during dead hour to better prepare students for job and professional school interviews, etc.

Departmental/college steps initiated to address undergraduate enrollment include:

- Stand up banners, rack cards and posters created to promote various concentrations within the EXPW department
- 3 advisors and one graduate assistant specifically for EXPW undergraduate students dedicated to advisement, tracking and overall student success
- Recognize student accomplishments in concentration areas, leadership, scholarship and professionalism as well as award scholarships at the 19th annual EXPW Awards Banquet.



(2) Transform Technology

- Added Digital signage in Memorial Gym
- Utilization of Heart Rate Monitors in appropriate courses
- QEP grant for Mini I-pad use in Methods classes
- Utilized on-line registration for fitness test scheduling
- Installed computer station in equipment room for efficient equipment check out/return
- Installation of security surveillance camera

(3) Create Distinctive Programs and Invigorate Faculty

- Offered scuba classes – multiple sections utilizing the newly renovated pool
- Created 2 new 'minors' within the EXPW department: Coaching and Exercise Science (Effective date Fall 2015)
- Program changes to make concentrations more appealing and to better prepare students for success after graduation
- Collaborative effort with Human Ecology to gain approval of Wellness course (EXPW 2015) for Gen Ed option in Social/Behavioral Sciences
- Offered courses at the Bachelors and Masters levels
 - Summer 2014: 23 courses (23 courses in Summer 2013)
 - 211 seats filled
 - Fall 2014: 74 courses (64 courses in Fall 2013)
 - 1730 seats filled
 - Spring 2015: 90 courses (71 courses in Spring 2014)
 - 1941 seats filled
- Faculty Mentors per concentration for more personal undergraduate student/department connection
- Two research graduate assistants to help faculty with projects, grants, research and other scholarly activities did increase productivity
- Faculty involved in leadership initiative at university and state profession levels
- Faculty nominated for and received various awards

Faculty Innovations:

Professional Service and Grants

Faculty members within the department have been actively engaged in professional service, grant writing, and publication activities. Each (3) FT/TT faculty member submitted a report concerning his/her respective goals and achievements. Provided is a general representation of 2014-2015 activity. Term appointment instructors (3) have also been involved in scholarly activities including professional presentations and publications.

Professional Activity	Approximate Amount/Number
Grants	\$31,726 funded* \$100,000 submitted/pending
International Presentations	1
State/Regional/National Presentations	25
Journal Publications	9
State/National Leadership Roles	5

**This figure includes QEP and Faculty Research Grants.*

2014-2015 Exercise Science grant projects

Anderson, M., Killman, C. Ogbomo, Q., Rosemond, L., & Hudson, S. (2014-2015). *T.E.C.H. (Teaching Every Child Healthy habits) Project*.

General Mills Champions for Healthy Kids – awarded \$20,000

Cathey, R. M. (Fall, 2014). *Mini I-pads: Technology in the Classroom*.

QEP Grant – awarded \$3,000

Rosemond, L. (2014). *Mentoring the Eagles Naturally (M.E.N) Program*.

Provost Mini Grant - awarded \$3,650

Rosemond, L., Killman, C. & Bradford, G. (Fall, 2014). *Media in the classroom*.

QEP Grant - awarded \$2,800

Phillips, M. B., Beach, J., Cathey, R. M., & Lockert, J. (Spring, 2015). *Are the body metric measurements from the Hexoskin telemetry shirt as reliable and valid as laboratory standard devices?*

Faculty Research Grant – awarded \$2,276

Killman, C., Rosemond, L., Brown, D. (Spring, 2015). *Mind Matters Challenge: NCAA Concussion Free Zone: Educational Programs Challenge*. Phase 1 submitted February 2015. Waiting for notification to progress to Phase 2. Phase 1 award is \$25,000 cash and \$75,000 project production budget.

2014-2015 Presentations by EXPW faculty

State

Camuti, A. & Rosemond, L. (2015, March). *Using assessment of learning as a strategy for measuring awareness of gender salary inequity issues in the college classrooms*. Global Discourses in Women's and Gender Studies, Murfreesboro, TN.

Phillips, M. B. (2014). *NSCA: CSCS test taking strategies*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.

Phillips, M. B., Martin, K., Atkinson, B., & Roberts, J. (2014). *What effect does lower body power have on speed?* Poster presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.

Phillips, M. B., Keel, C., Lockert, J., & Wilson, J. (2014). *The effect of BMI and body composition on resting heart rate*. Poster 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., & Miles, C. (2014). *What effect does a six week traditional vs. non-traditional (CrossFit- HIT) weight training class and gender have on muscular endurance?* Poster presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.

Cathey, R. M., & Phillips, M. B. (2014). *What is the LTAD?* Presentation at the annual Tennessee Association of Health, Physical Education, Recreation, and Dance Conference, Murfreesboro, TN.

Cathey, R. M., Turnbow, C., Rosemond, L., (2014, Oct). *Pickle Ball: Teaching Strategies for Success*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Rosemond, L., Killman, C., (2014, Oct). *How Serving has Helped Me Grow*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Rosemond, L., Ferrell, C., Cassity, L., (2014, Oct). *The Latest News about the Female Athlete Triad*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Conference, Murfreesboro, TN.

Rosemond, L., Tallent, K., (2014, Oct). *Help! I Coach Girls Sports*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Rosemond, L., Killman, C., Tallant, K., (2014, Oct). *Part 2: Women and Their Health: Women CAN Work Well Together*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Riel, R. M., (2014, Oct). *Learning from another view - Experiential Nature-Based Education*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Riel, R. M., (2014, Oct). *Tune Out and Drop Into the Outdoors*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Cathey, R. M., Beaty, C., Gonzalez, J., Williams, C., Easterly, D., (2014, Oct). *Easy Apps for the Gym*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Yslas, L., Rosemond, L., (2014, Oct). *Risk Management: Effective Strategies for Physical Educators*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Flanagan, C. Rosemond, L., (2014, Oct). *Successful Risk Management for the Coach: Recent Court Cases that Will Keep You Out of Trouble*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Killman, C. (2014, Oct). *Fun Games the Teach Skills*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Turnbow, C. Elmore, B., (2014, Oct). *Large Group Games & Activities*. Killman, C. (2014, Oct). *Fun Games the Teach Skills*. Presentation at the annual Tennessee Association of Health, Physical Education, Recreation and Dance Convention, Murfreesboro, TN.

Regional

Cathey, R. M., Phillips, M. B., Lockert, J., & Daniels, C. (2015, Feb). *Comparison of gender and positional differences in Grit scores in Division I sports*. Poster presentation at the annual SHAPE Southern District Convention, Atlanta, GA.

Rosemond, L., Killman, C., (2015, Feb). *Service Learning: How Service Learning Helps Me Grow*. Presentation at the annual Southern District SHAPEAmerica Convention, Atlanta, Ga.

National

Phillips, M. B., & Cathey, R. M. (2014). *The evolution of your coaching philosophy throughout the LTCD process*. Presentation at the annual National Coaching Conference, Washington, DC.

Rosemond, L. & Camuti, A. (2015, January). *The effects of a mentoring program on african american collegiate football athletes at a predominately white institution*. Presentation at the Annual Hawaii International Educational Conference. Honolulu, HI.

Phillips, M. B., & Cathey, R. M. (2015, March). *The long-term coaching development model and your coaching philosophy*. Presentation at the annual SHAPEAmerica National Convention, Seattle, WA.

Phillips, M. B., & Barfield, J. P. (2015, March). *The effect of traditional-non-traditional weight training on muscular endurance*. Poster presentation at the annual SHAPEAmerica National Convention, Seattle, WA.

Phillips, M. B., Rosemond, L., & Lockert, J. (2015, June). *Developing your athlete's long-term: Using the tools of periodization to promote long-term training and performance improvements*. Presentation accepted for the National Coaching Conference, Morgantown, WV.

2014-2015 Publications/Research by EXPW Faculty

Rosemond, L. D. (2014). Stress and burnout in coaching: dr. coach rose's seven answers to, "what can I do to change the things I cannot change?" *Olympic Coach*, 25 (2), 18-24. Retrieved from <http://www.teamusa.org/About-the-USOC/Athlete-Development/Coaching-Education/Coach-E-Magazine>

Rosemond, L. D. (2014). It's called being intentional coach: prioritizing family and life in coaching. *Olympic Coach*, 25 (4), 4-10. Retrieved from <http://www.teamusa.org/About-the-USOC/Athlete-Development/Coaching-Education/Coach-E-Magazine>

Phillips, M. B., & Lockert, J. (2015). Tools and benefits of periodization: Developing an annual training plan and promoting performance improvements in athletes. *International Journal of Coaching* (submitted for publication).

Phillips, M. B., Rosemond, L., & Lockert, J. (2015). *Developing your athlete's long-term: Using the tools of periodization to promote long-term training and performance improvements*. Extended abstract submitted for publication in the National Coaching Conference Proceedings. Fit Information Technologies: Morgantown, WV.

In Progress:

Phillips, M. B., Barfield, J. P., & Lockert, J. (in progress). *A Case Study: Examining Changes in Strength and Physiological Variables over a year in the four-time CrossFit Games Champion Rich Froning*

Phillips, M. B., & Lockert, J. (2014-2015). Gathering Rich Froning's work out logs for an entire year and placing them in manuscript form.

Cathey, R.M. & Turnbow, C. & Daniel, C. (In Progress). Pickle Ball: Strategies for Success. (Target Journal: Strategies)

This amount of scholarly activity produced in large by 3 FT/TT faculty in the department while teaching between 12 and 18 hours per semester demonstrates dedication and commitment. In addition, each of the faculty members in the department serve on university or community committees and/or boards, serve on boards of directors for our state professional organization, and continue to pursue various collaborative efforts according to personal/professional interests.

Efficiency and Performance: Delaware Study Peer Comparisons

Efficiency: Exercise Science Direct Instructional Expenditures per FTE Student is only 32% of comparable institutions. Direct Instructional Expenditures per SCH is 39% of comparable institution expenditures.

Source: Institutional Research <https://www.tntech.edu/files/ir/restricted-campus/IR141512D.pdf>

*** 2014-15 numbers are unofficial from departmental records as opposed to official numbers from Institutional Research Office.*

Graduate Program

Departmental/college steps initiated to increase/sustain graduate enrollment:

- Creation of stand-up banners, rack cards and posters for promoting the on-line graduate program.
- Updated the Master's degree portion of the departmental website to be more user friendly and to provide more detailed information.
- Monthly list of student applications and admission from graduate admissions office.
- Newly admitted students come to campus for graduate orientation before the start of the semester. Orientation is offered three times per year on the Saturday before classes begin.
- Personalized advisement for each graduate student continues to promote program completion.
- Members of the EXPW faculty have set up in the exhibit area of three state and two regional conventions this year providing information and materials to potential graduate students for the on-line master's program.
- The department has invested in digital signage to advertise programs.

Strategic lateral move of administration of on-line master's program from Extended Programs to EXPW department will be much more efficient in areas of service to students as well as hiring and managing faculty and course offerings.

Involvement in selected Flight Plan 12 Priority Actions

Academic Advising

Student success center – advisors have expanded responsibilities to include recruiting/marketing of specific programs

High-Demand Course Capacity

Offered additional sections of high-need courses with special financial support for adjunct faculty from Office of the Provost

Technology in Teaching

Winning QEP grant led to use of mini i-pads in the methods classes for students to practice the video analysis portion of the EdTPA as well as use content appropriate apps for instruction, skill practice and progress tracking

Technology Infrastructure and Innovation

Digital signage installed in Memorial Gym to provide up-to-date information for student support and success

Multidisciplinary Research Innovation

Faculty completed one new course collaboration and one multidisciplinary grant project with faculty members from Human Ecology and C&I. One additional collaborative research project approved and funded to being late summer or early fall of 2015.

Summary

The Department of Exercise Science, Physical Education and Wellness offers undergraduate and graduate candidates diverse options for concentration in teaching licensure, coaching, sport administration, fitness and wellness, pre-occupational and pre-physical therapy and recreation and leisure. A welcoming and inclusive environment that values all individuals regardless of ability, racial, cultural, or socioeconomic circumstances is apparent and students continue to state the caring faculty in the EXPW department as one of the strong points of the department. The departmental website: <http://www.tntech.edu/education/expw> provides a detailed description of various programs and related information.

Our commitment is to continue to work hard to provide quality educational experience for all students while maintaining rigorous content and high expectations. In addition, we will strive to advance information and knowledge in the profession through relevant research, seeking grant opportunities and sharing professional knowledge and ideas at workshops, meetings, conferences and conventions. Lastly, we commit to strive for excellence in the area of service and scholarly activity as well as teaching and student preparation.

Department of Music 2014-2015 Annual Report

- 1. 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 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
86.3%	94.0%	91.4%	93.1%	89.7

- 2. Five-Year Enrollment by Major and Concentration, Fall Cohorts**

Major – Concentration	F2010	F2011	F2012	F2013	F2014
MUS - MUIN	120	119	120	133	122
MUS - MUPE	23	26	32	35	31
MUS - MUVO	24	34	35	23	26
Music Subtotals	167	179	187	191	179

Degree Innovations:

- New Ready2Teach BME implemented and in place.
- Second 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 and accepted to be offered starting Fall 2015
- New Recital Class requirement for all Majors proposed and accepted and to be offered in Fall 2015

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. International Performance and Clinic in England- Wonkak Kim
8. Original works or arrangements – Chris McCormick
9. Original works or arrangements- Josh Hauser
10. Paper Presented at the Mountain Lake National Colloquium - Jennifer Shank
11. National Association for Music Education Presentation on Common Core- Jennifer Shank
12. Performance by special invitation, PASIC- Indianapolis, Indiana, Colin Hill
13. International Tuba Conference performance by Tennessee Tech Tuba Ensemble- Winston Morris
14. CMENC reports in all issues of *Tennessee Musician*, journal of Tennessee Music Educators Association – Judith Sullivan

15. Various Guest Conducting/Performance Opportunities nationwide- Joe Hermann
16. Music Appreciation Textbook published by Michael Clark and Kirstin Hauser

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 comprehensive schedule system for systematic class offerings.
3. Development of a 5 and 10-year strategic plan for the Department of Music.
4. Development of several initiatives to facilitate retention in music students.
5. \$200,000 dollars raised for the All Steinway Project providing 24 practice room pianos
6. *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
7. Installation of card reader system for attendance to concerts
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

Faculty, staff and student awards and honors

Faculty

1. Non-Instructional Assignment for AY 2015- Greg Danner
2. Caplenor 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 Harrisburg, PA
3. College Student Leadership Award- Matthew Bimstein
4. Several recent graduates awarded full teaching assistantships at universities such as Indiana University, University of Florida, 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, a capella women's ensemble – performed at Gentiva Hospice memorial service
- Cookeville Regional Medical Center Cancer Center, harpist
- Board Member Pet Therapy Program with Cookeville Regional Hospital.

4. Tennessee:

- Music Director, Oak Ridge Symphony Orchestra and Chorus
- Speaker, Oak Ridge Sunset Rotary
- Speaker, McMinnville Rotary
- State President, ASTA
- Tennessee Cello Workshop – juror, master class, recital and concert
- Performers at Annual TTU Fall Convocation – Golden Eagle Marching Band
- Governor's School for the Arts – faculty member, conductor, adjudicator, orchestra member, clinicians (5)
- Presentations at Tennessee Music Educators Annual In-Service Conference – four
- All-Knox County Honors Orchestra – guest clinician
- Tennessee Music Educators Association journal, *Tennessee Musician* – board member
- Tullahoma Band Solo and Ensemble Festival: adjudicators (3)
- Host, Young Artist Piano Competition
- Paper read: Tennessee Music Teachers Association – Johnson City
- Paper read: Middle Tennessee Music Teachers Association – Murfreesboro
- Music Teachers National Association – board member
- State Representative: International Horn Society
- Director, American Legion Boy's State Band
- Vice President TAMECU
- Southern Stars Brass Band – soloist
- Nashville Jazz Workshop – performer
- Recruiting visits to many high schools by individuals and groups
- Tennessee Sesquicentennial of Civil War – Brass Arts Quintet, TTU Chorale
- All-State Jazz Band – adjudicator
- Soloist: Oak Ridge Symphony Orchestra

- Tennessee Music Educators Association – Higher Education Chair
- East Tennessee Day of Percussion – clinician

5. Regional:

- Host, All-Star Instrumental Symposium (department-wide): 300 participants
- Host, 50th annual Festival of Winds and Percussion (department-wide): 450 participants
- Host and faculty (15), 18th 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:

- 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 1st 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 2014-2015 Annual Report

Deliverables

Technology

The PhD 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 various conferences determined in consultation with the course instructor 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.

Distinctiveness

The PhD 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. 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. "Where Is The Country of Si Kahn?" <http://countryunderground.com.au/where-is-the-country-of-si-kahn/> Country Underground Australia. 8 March 2015. pp. 2-7.

Akenson, J. "Country Lives in Joe Collier's History of American Music Course!" Country Music Underground Australia. <http://countryunderground.com.au/-country-lives-in-joe-collier's-class> 17 February 2015. pp. 2-6.

Akenson, J. "Teaching Dottie West." Country Music Underground Australia. <http://countryunderground.com.au/teaching-dottie-west/> 28 January 2015 pp.2-6.

Akenson, J. "Wayne Daniel: A Scholar and a Gentleman." Country Music Underground Australia. <http://countryunderground.com.au/wayne-daniel-scholar-gentleman/> 10 January 2015.

Akenson, J. "Blake Williams: Sparta Keeps Reeling Me In." Country Music Underground Australia. <http://http://countryunderground.com.au/just-blake-williams> 21 December 2014 pp.2-6.

Akenson, J. "From Cookeville TN-40 Years On." Country Music Underground Australia. <http://http://countryunderground.com.au/cookeville-tn-40-years/> 9 December 2014.pp. 2-6

Akenson, J. "Centered Once Again: Not the 'O Line.' It's the CPM Line!" Country Music Underground Australia. <http://countryunderground.com.au/centred/> 20 November 2014.pp.2-6.

Akenson, J. "Teachin' Teachers 'Bout Country" Country Music Underground Australia. <http://countryunderground.com.au/teachin-teachers-bout-country/> 31 October 2014. pp.2-5

Akenson, J. "Let's Go Down By The Riverside! Where? Down By The Riverside." Country Music Underground. <http://countryunderground.com.au/lets-go-riverside> 7 October 2014.pp. 2-5.

Chitiyo, G., Chitiyo, M., Charema, J., & Rumano, M. (2014). Educating Zimbabwe for the 21st century: What every educator needs to know. Nova Science Publishers.

Chitiyo, G., Taukeni, S., & Chitiyo M. (2015). Okeke, CIO. Observation method. In C.I.O. Okeke, & M.M. van Wyk. (eds). Educational research: An African approach. Cape Town, South Africa. Oxford University Press.

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*.

Colquitt, A. & **Howard, M.** (2015). High quality picture book portrayals of disabilities: Family perspectives on characteristics and educational significance. *Tennessee's Children*, 55(2).

Geist, M., Larimore, D., Al Sager, A., & Rawiszer, H. (2015) Flipped versus traditional instruction and achievement in a baccalaureate nursing pharmacology course. *Nursing Education Perspectives*, 36(2), 114-115.

Kubina, R. M., Kostewicz, D. E., Brennan, K. A., & **King, S. A.** (In press). A critical review of line graphs in behavior analytic journals. *Educational Psychology Review*.

Lemons, C.J., **King, S.A.,** Davidson, K.A., Puranik, C.S., Al Otaiba, C., Fulmer, D., Mrachko, A.A., Partanen, J., & Fidler, D.J. (In press). Developing an early reading intervention aligned with the Down syndrome behavioral phenotype. *Focus on Autism and Other Developmental Disabilities*.

Lemons, C. J., Powell, S. R., **King, S. A.,** & Davidson, K. A. (2015). Mathematics interventions for children and adolescents with Down syndrome: A research synthesis. *Journal of Intellectual Disability Research*. Advance online publication. doi: 10.1111/jir.12188

King, S., & Lemons, C. J. (2014). Response-to-intervention at the secondary and elementary level: An exploratory survey of educators. *Learning Disabilities: A Multidisciplinary Journal*, 20, 189-199.

King, S., & Kostewicz, D. E. (2014). Choice-stimulus preference assessment for children with- or at-risk for emotional disturbance in educational settings: An improvement for practice? *Education and Treatment of Children*, 37, 531-558.

Hill, D. R., **King, S.**, & Mrachko, A. A. (2014). Students with autism, service dogs, and public schools: A review of state laws. *Journal of Disability Policy Studies*, 25(2), 106-116.

Kolodziej, N. (2015). Common Core State Standards, International Reading Association/NCTE Standards for Reading Professionals, and Bloom's Taxonomy Alignment Project to accompany the Instructors' Manual for Literacy: Helping Students Construct Meaning by J.D. Cooper, M.D. Robinson, J.A. Slansky, and N.D. Kiger. Belmont, CA: Wadsworth, Cengage Learning.

Swafford, M., Wingate, K., **Zagumny, L.,** & D. Richey. (in press). Families in poverty: Perceptions of Family-Centered Practices. *Journal of Early Intervention*.

Swafford, M., & Bailey, S., (in press). Positive environments enhance student learning and behavior. *Techniques*.

Zagumny, L., Baker, J. C., & Bishop, T. (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:

Kolitsch, S., & **Anthony, H. G.** (2014, November). *Using CCSS-aligned mathematics tasks in college math courses*. Presentation at the annual meeting of the Tennessee Council of Chairs of Mathematics (TCCM), Smyrna, TN.

Kolitsch, S., & **Anthony, H. G.** (2014, November). *Using CCSS-aligned mathematics tasks in college math courses*. Invited presentation at the Core to College Alignment Director's Meeting (multi-State consortia), Nashville, TN.

Kolitsch, S., & **Anthony, H. G.** (2014, October). *Smooth transitions: Using CCSS-aligned mathematics tasks in college math courses*. Presentation at the Tennessee LEAD Conference (Tennessee Promise: Delivering Opportunity to All Students), Nashville, TN.

Anthony, H. G. (2014, October). *Using number talks to enhance students' conceptual understanding*. Session presented at the annual meeting of Middle Tennessee Mathematics Teachers Association, Cookeville, TN.

Anthony, H. G., & Stugart, M. (2014, September). *Post-secondary common core-aligned model tasks*. Session presented at the annual conference of the Tennessee Mathematics Teachers Association, Knoxville, TN.

Anthony, H. G. (2014, September). *Using number talks to enhance students' conceptual understanding*. Session presented at the annual conference of the Tennessee Mathematics Teachers Association, Knoxville, TN.

Baker, J. C., Thompson, E., Fults, L., Stephens, J., & Landis, N. (May, 2015). Collaborative Autoethnography in Education: Teachers' Engagement in a Multi-Layered Approach to Self-Inquiry and Reflection. Eleventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

Baker, J. E. (March, 2015). Communicating and collaborating with families. "A Day in the Life" Early Childhood Conference. Cookeville, TN.

Baker, J. E., & Silber-Furman, D. (January, 2015). D.A.P. on a tray! Southern Early Childhood Association (SECA) Regional Conference. New Orleans, LA.

Baker, J. E., & Silber-Furman, D. (October, 2014). D.A.P. on a tray! Tennessee Association for the Education of Young Children State Conference. Chattanooga, TN.

Baker, J.E. (June, 2014). When in doubt, make it visual! Social narratives and power cards. TTU Positive Behavior Support Initiative 4th Annual Conference. Cookeville, TN.

Baker, J. E., Suters, L., **Howard, M.**, Stepp, J. (April, 2015). Findings from federally funded STEM professional development programs: Effective practices for next generation. National Association for Research in Science Teaching International Conference. Chicago, IL.

Chitiyo, G., Owens, R., **Zagumny, L.**, Sanders, D., & Matthews, S. (Nov, 2014). Strategies for Promoting Persistence to Graduation among Minority Students at a Predominantly White University. Tennessee College Access and Success Conference, Nashville, TN.

Taukeni, S., **Chitiyo G.**, Chitiyo, M., Asino, I., Shipena, G., & Shikaputo, M. (October, 2014). An Assessment of Post-Traumatic Stress Disorder among the School-going Children Affected by the impact of the 2011 Floods in Oshana Region, Namibia. 2nd Biannual Conference of the Southern African Society for Disaster Reduction, Windhoek, Namibia.

Howard, M. (June, 2015). The Value of Qualitative Research in Special Education. The International Association of Special Educators, Wroclaw, Poland.

Howard, M., & Callender, A. (May, 2015). Lost in Translation. International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Howard, M., & Callender, A. (May, 2015). Silenced Conversations: Social Construction of Disability in Two Cultures. University of Illinois, International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Wendt, S., **Isbell, J. K.**, **Fidan, P.**, & Schons, C. (2015, May). Teacher candidates' attitudes and self-efficacy toward team work for teaching STEM in the elementary classroom. International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Schons, C., & **Isbell, J. K.** (May, 2015). Engaging with e-readers: teacher and student perspectives on e-readers in secondary English classrooms. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Wendt, S., McCormick, D., & **Isbell, J. K.** (2015, January). Elementary engineers academy: Problem solving with teacher candidates in an elementary setting. Hawaii International Conference on Education, Oahu, HI.

Isbell, J., Baker, J., Zagumny, L., Spears, A., & Camuti, A. (November, 2014). (Un)Caring Words: How Discourses of Publicly-Funded Healthcare Reproduce Deficit Thinking. 24th Annual conference for the National Association for Multicultural Education: Tucson, AZ.

Graves, L., Johnson, V., Dainty, H., **Callender, A.,** & **King, S.** (April, 2015). Tennessee Technological University Fellow Eagle Project. Tele-presentation appearing at the 2nd Annual Education of Students with Mental Disorders in Modern Conditions Conference at the Regional Forum, Krasnoyarsk, Russia.

King, S. (April, 2015). Evaluation of Choice-Stimulus Preference Assessment for Students with Emotional Disturbance. Council for Exceptional Children, San Diego, CA.

Lemons, C. J., **King, S.,** & Davidson, K. (April, 2015). Adapting Reading Intervention for Students with Down Syndrome. Council for Exceptional Children, San Diego, CA.

King, S. A. (March, 2015). Conference presentations: Proposal, submission, and general recommendations. Honor Association of Exceptional Learning seminar, Tennessee Technological University, Cookeville, TN.

King, S. A. (March, 2015). Introduction to disabilities for child protective service workers. Child Protective Services Investigator Post Academy, Metro Palace Tower, Nashville, TN.

King, S. (February 2015). Results of Choice-stimulus Preference Assessment for Students At-risk for Emotional Disturbance. Pacific Coast Research Conference, San Diego, CA.

Davidson, K., Lemons, C. J., Puranik, C., Fiddler, D., & **King, S.** (February 2015). Supplemental reading instruction for secondary students with Down syndrome. Pacific Coast Research Conference, San Diego, CA.

King, S. A. (February 2015). Math interventions for children and adolescents with autism spectrum disorders: A review. Roane State Symposium on Powerful Teaching, Roane State Community College, Harriman, TN.

King, S. A., & Davidson, K. (October 2014). Introduction to disabilities for child protective service workers. Child Protective Services Investigator Post Academy, University of Tennessee, Nashville, TN.

Kolodziej, N. (November 2014). *Learning Stations: Practical Advice for Implementing them in Your Classroom*. Association for Middle Level Educators, Nashville, TN.

Zagumny, L., Chitiyo, G., Bishop, T., Shanks, K., & **Silber-Furman, D.** (May, 2015). Post-Inquiry Troubling and the Challenge to the Practical: Perspectives from Doctoral Students and Faculty, Eleventh

International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 20-23, 2015.

Student Publications:

Dainty, H. T., Graves, L. M., & **Callender, A. L.**, & Mamaeva, A. V. (2014). A foreign experience of designing an individual study program for children with disabilities (based on the Tennessee State's example). In Individual Education and Socialization in a Contemporary (Modern) Society Proceedings of the IX International Scientific (Research) Conference (pp.) Krasnoyarsk, Russia: Krasnoyarsk Pedagogical University.

Harris, K., Stein, B., Haynes, A., **Lisic, E.**, & **Leming, K.** (2014). Identifying courses that improve students' critical thinking skills using the CAT instrument: A case study. *Proceedings of the 10th Annual International Joint Conferences on Computer, Information, System Sciences, & Engineering*, 10.

Hutson S., Swafford, M., & Anderson, M. (2015). Using ecological theory to understand food insecurity. Submitted to: Journal of Family and Consumer Sciences.

Majors, T. & Engelhardt, P. (2015). Gender & LEAP Pedagogy: What Does The Gender Force Concept Inventory Have To Say? American Association of Physics Teachers Conference Proceedings.

Luna, L., **Majors, T.**, & **Meadows, J.** (in press). Effective Engineering Models for a Multicultural Curriculum Transformation in STEM Education. In C. Clark, Z. Haddad, A. VandeHe (Eds.). Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM) of the PK-12 Multicultural Curriculum Transformation Handbook Series. Maryland: Rowman & Littlefield.

Sisk, C. (2015). Child Life Specialists: A Partner for Children and Families in Pediatric Healthcare. Tennessee's Children.

Leigh, K., Morse, A., Cantrell, K., **Sisk, C.**, & Chrisler, A. (2014). Is a PhD right for me? A conversation with child life specialists in doctoral programs. *Child Life Council Bulletin Focus*, 32(2), 8.

Student Presentations:

Al Sager, Abdellatif. (May, 2015). The representation of Islam and Muslims in world history textbooks, International Congress of Qualitative Inquiry, University of Illinois, Urbana Champaign, IL.

Bishop, T. (May, 2015). Succumbing to the story: Autoethnography and anger in education research. Paper presented at the 2015 International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Bishop, T. (April, 2015). T-Rex and me: A reluctant autoethnography. Poster presented at the 2015 American Educational Research Association Annual Meeting, Chicago, IL.

Bishop, T. (February, 2015). "Special" education: One boy's experience. Paper presented at the 36th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Bishop, T. (February, 2015). Portrayal of disabled characters in young adult literature. Roundtable presented at The Journal of Language & Literacy Education Winter Conference, University of Georgia, Athens, GA.

Chappell, J. (November, 2014). From the Beginning: A Beginner's Tutorial Demonstrating the use of Visual Basic for Applications (VBA) to Develop Excel Macros, 2014 Kentucky Association for Institutional Research Annual Conference, Holiday Inn University Plaza, Bowling Green, KY.

Chappell, J. (August, 2014). Time to Baccalaureate Degree Completion: Improving Efficiency for Students and Institutions, co-presented with Glenn W. James, 27th Annual Tennessee Association for Institutional Research Conference, Music City Center, Nashville, TN.

Chitiyo, A. (April, 2015). Public expenditure on education and education outcomes in Africa. Students' Research Day, University Center, Tennessee Tech University, Cookeville, TN.

Chitiyo, A. (April, 2015). Embracing online collaborative classes in teaching and learning, Paper presented at the Technology for Educators Conference, Tennessee Tech University, Cookeville, TN.

Clark, E. T. (February, 2015). Round Table Discussion 'Other' in the Black Belt of Alabama: Race and Identity with Developmental Readers, JOLLE, University of Georgia.

Clark, E. T. (December, 2014). Poster Presentation 'Other' in the Black Belt of Alabama: Race and Identity with Developmental Readers, Tennessee Reading Association.

Eldaba, A. (December, 2014). Using Technology to Enhance Literacy of English Language Learners ELLs, Tennessee Reading Association Conference, Embassy Suites Hotel, Murfreesboro, TN.

Eldaba, A. & Fidan, P. (December, 2014). The Greedy Triangle! Integrating literacy into Math Teaching, Tennessee Reading Association Conference, Embassy Suites Hotel, Murfreesboro, TN.

Fidan, P., Eldaba, A., & Chitiyo, G. (April, 2015). Variables of peer influence as predictors of high school students' college aspirations. 10th Annual Student Research Day, Cookeville, TN.

Fidan, P. (November, 2014). May the Magnetic Force be with you! Co-presenter Ciara Pittman. Tennessee Science Teachers Association. Murfreesboro, TN.

Harris, K. & Lisic, E. (2015). CAT app development workshop, University of Delaware, Center for Teaching & Assessment of Learning.

Harris, K. & Lisic, E. (2015). Critical thinking in the liberal arts, Birmingham-Southern College.

Harris, K. & Lisic, E. (2015). CAT app faculty development, Florida State University.

Harris, K. (December, 2014). Southern Association of Colleges and Schools Commission on Colleges.

Hutson, S. (May, 2015) Using Nutrition Apps When Working with Families Stephen's Center, Livingston, TN.

Hutson, S. (March, 2015). Technology in the Classroom: The Why and How of Incorporating "Apps" Into Your Courses Tennessee Association of Family and Consumer Sciences: State Convention Theme: Family and Consumer Sciences: Advancing the Field with New Technology, Tennessee Technological University, Cookeville, TN.

Kennedy, K. (October, 2014). School-Wide Positive Behavior Support (SWPBS) in Tennessee: Model, History, Services and Future Directions to Assist Teachers, Administrators and Other School Personnel to Enhance the Positive Development of Students and Reduce Challenging Behaviors. Panel Co-Discussion and presentation with Jim Fox, Leia Blevins, Zaf Khan, Abbie Jenkins, Renee Murley, and William Hunter. TN Council for Exceptional Children Conference, Scarritt Bennett Conference Center Nashville, TN.

Kennedy, K. (October, 2014). Using Positive Behavior Supports in the Home: Changing Challenges to Celebrations. CEC Division for Early Childhood International Conference, Renaissance Grande Hotel, St. Louis, MO.

Kerr, R. & Kilby, J. (February, 2015). Using Graphic Novels in the Classroom, Roane State Community College Symposium on Great Teaching, Harriman, TN.

Kerr, R. (December, 2014). Using Children's Literature in the Science Classroom. Tennessee Reading Association 2014 Conference, Murfreesboro, TN.

Leming, K. (February, 2015). Improving Critical Thinking through the Assessment of High-Impact Practices, Texas A&M University's 15th Annual Assessment Conference, Hilton College Station, College Station, TX.

Lisic, E., & Harris, K. (2015). Connecting the dots: A framework for developing course-based critical thinking assessment. Texas A&M 15th Annual Assessment Conference, College Station, TX.

Majors, T. (March, 2015). Evaluating Your Program or Curriculum When Participants Choose Course Sections: A Look at Pre-Analysis Propensity Scoring Techniques. 2015 International Education Conference. San Juan, Puerto Rico.

Majors, T. (July, 2014). Exploring the Gender Gap in One Department's Algebra-based Physics Course. Physics Education Research Conference, University of Minnesota, Minneapolis, MN.

Majors, T., Engelhardt, P., & Robinson, S. (July, 2014). Exploring the Gender Gap in an Algebra-Based Physics Course. American Association of Physics Teachers. University of Minnesota, Minneapolis, MN.

Manginelli, A. (October, 2014). Revisiting the Past-Reimagining the Future: Information Literacy for the 22nd Century Librarian, Georgia International Conference on Information Literacy, Savannah, GA.

Anderson, T., **Marcum, R., & Chitiyo, G.** (April, 2015). Mothers' reactions to children's "naughty" behaviors: Age and education as correlates. 10th Annual Student Research Day, Cookeville, TN.

Marcum, R. (June, 2015). Administering Change: Principal's Perceptions on Developmentally Appropriate Practices, National Association for the Early Childhood Teacher Educators, New Orleans, LA.

Marcum, R. & Howard, M. (May, 2015). Take it Outside: Joining Technology and Nature Experiences for Young Children. High Scope International Conference, Ypsilanti, MI.

Marcum, R. (November, 2014). The Rod or the Staff: Exploring the Influence of Religion on Discipline Practices. National Association for Early Childhood Teacher Educators, Dallas, TX.

Meadows, J. R. (November, 2015). Talk it Out! Mathematically Productive Discussions in the Primary Classroom. National Council of Teachers of Mathematics, Nashville, TN.

Meadows, J. R. (November, 2014). Productive Discussions in the Mathematics Classroom. Tennessee Science Teachers Association, Murfreesboro, TN.

Meadows, J. R. (September, 2014). Leading Mathematically Productive Discussions. Tennessee Mathematics Teachers Association, Knoxville, TN.

Roberts, A. & Winningham, D. (November, 2014). A Tour of the Upcoming Tennessee Teaching License Changes. Tennessee Technological University P-16 Mini Workshop, Cookeville, TN.

Roberts, A. (August, 2014). A Tour of the Upcoming Tennessee Teaching License Changes. Tennessee Technological University College of Education Data Retreat, Cookeville, TN.

Rogers, A. (February, 2015). Books that Heal: Bibliotherapy in the Elementary Classroom, The Charlotte Huck Children's Literature Festival Redlands, CA.

Rogers, A., Spears, A., & Manginelli, A. (November, 2014). Holy Guacamole! : A critical poststructural visual content analysis of Skippyjon Jones, National Association for Multicultural Education Tucson, AZ.

Sapp, D. L. (May, 2015). Impact of Gifted Student Information on Stakeholder Decision-Making: A Critical Content Analysis, International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Sapp, D. L. (February, 2015). Using Smart Spaces with Gifted Students, Mississippi Educational Computing Association, Jackson, MS.

Silber-Furman, D. (May, 2015). Quest for Success: How English Language Proficiency Shapes Identity of International College Student, 11th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Silber-Furman, D. (December, 2014). Downloading the New Literacies: How Technology Can Enhance Elementary Classroom from Theory to Applications, Tennessee Reading Association, 40th Annual Conference, Murfreesboro, Embassy Suites, TN.

Sisk, C. & Marcum, R. (May, 2015). A Natural Fit: Incorporating Qualitative Research Into Child Life Practice. Child Life Council Annual Conference on Professional Issues, Cincinnati, OH.

Leigh, K., **Sisk, C.**, & Chrisler, A. (2015). Is a doctoral degree right for me? Choosing a doctoral program that fits. Child Life Council 33rd Annual Conference.

Sisk, C. (2015). Health literacy across the life span: Implications for family and consumer sciences. TN Association of Family and Consumer Sciences Conference, Cookeville, TN.

Sisk, C. (2015). Children with diagnosed disabilities: Perceptions of health care experiences. Poster presentation. TN Association of Family and Consumer Sciences Conference, Cookeville, TN.

Sisk, C. (2014). Children with disabilities: Perceptions of health care experiences. 20th Annual Qualitative Health Research Conference, Delta Victoria Ocean Pointe Hotel, Victoria, British Columbia, Canada.

Student Awards:

Majors, T. (2014-2015). Southern Regional Education Board State Doctoral Scholars Dissertation Fellowship.

Deliverables – Focus Area – 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. Additionally, according to the Delaware Study for 2012-2013 (the most recent report) research expenditures for faculty members in Curriculum and Instruction (where the majority of the ELPhD faculty reside) were 2 times that of the national norms. 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							
		2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Agricultural & Human Sciences	Amount Funded	\$574,549	\$687,283	\$979,717	\$1,356,147	\$1,289,177	\$1,216,812
	% of Total	13.9%	5.7%	7.5%	9.8%	7.5%	7%
Arts & Sciences	Amount Funded	\$243,436	\$90,335	\$352,731	\$127,000	\$128,000	\$215,344
	% of Total	5.9%	0.75%	2.7%	0.92%	0.75%	1.2%

Business	Amount Funded	\$1,456,121	\$1,323,662	\$1,109,802	\$1,134,172	\$914,752	\$993,424
	% of Total	35%	11%	8.5%	8.2%	5.3%	5.7%
Education	Amount Funded	\$1,590,980	\$1,626,100	\$1,644,727	\$1,487,532	\$1,176,827	\$1,132,568
	% of Total	38%	13.5%	12.6%	10.8%	6.9%	6.5%
Engineering	Amount Funded	\$256,382	\$179,032	\$361,962	\$356,588	\$245,515	\$272,820
	% of Total	6.2%	1.5%	2.8%	2.6%	1.4%	1.6%
Total		\$4,121,468	\$11,974,879	\$13,084,966	\$13,784,423	\$17,071,437	\$17,298,902

Source: 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. (2014-2015). Co-Principal Investigator, TN Department of Education Mathematics Science Partnership Grant, *Integrated Mathematics in the Mid-State: Focus on Content and Modeling*, with Stephanie Kolitsch (UT-Martin), Merrie Clark (Metro Nashville Public Schools), and Denette Kolbe (Putnam County Schools) (funded: \$956,727).

Anthony, H. (2014-2015). Math PD Designer/Instructor, TN Department of Education Mathematics Science Partnership Grant, *Upper Cumberland 5–8 SciMath Math Science Partnership*, with Sally Pardue (Oakley STEM Center) and Denette Kolbe (Putnam County Schools) (funded: \$946,497).

Anthony, H. (2014). Post-Secondary Facilitator, TN Department of Education Mathematics Science Partnership Mini-Grant, *Creating SciMath Instructional Tasks for Middle School Teachers*, with Denette Kolbe (Putnam County Schools) and Sally Pardue (Oakley STEMCenter) (funded: \$75,000).

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).

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: \$1,199,908). 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), & Chris Wilson (Mechanical Engineering), (funded: \$879,282). Ongoing 2010–2015.

Baker, J. E. (2014–2015). Principal Investigator, Tennessee Higher Education Commission Improving Teacher Quality Grant, *Talking sense: Math talk and number sense for K-2*. (funded: \$74,997).

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).

Chitiyo, G. (2015–2021), Senior Personnel, National Science Foundation, *Project Inspire*, (funded 2015–2021). Project Direct and Co-PI Jeffrey Boles, Co-PIs Jeremy Wendt & Satya Narimetla; Senior Personnel Debbie McCormick, Kelly Ramey, Paula Engelhardt, Chad Rezsnyak, (funded: \$2,878,880).

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).

Howard, M. (2009–2014). Principal Investigator, Healthy Start for Upper Cumberland Children and Families, (funded: \$11,889).

Isbell, J. K., Baker, J. C., Roberts, J. J., & Callender, A. (2014). *Opening the secret city: Tapping resources from a historic research lab to build reading rigor in English, history, and science*. Tennessee Higher Education Commission Improving Teacher Quality Grant (funded: \$69,000).

Landis, N., Stephens, J., Byford, G., & **Isbell, J. K.** (2014). *A Close-Up of Co-Teaching: Zooming in on Teacher Candidates' Co-Teaching Experiences*. URECA! undergraduate research grants (funded: \$1,413) and faculty advisor travel grant (funded: \$1,000).

Robinson, S. (2014–2016). Principal Investigator, Chevron Corporation for Curriculum Development Project, *Preparing Excellent Elementary Teachers for the Next Generation Science Standards: 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. (2010–present). Principal Investigator, National Science Foundation for STEM majors retention project, *Math Success for STEM Majors*, (funded: \$755,504).

Stein, B. (2010–2015). Principal Investigator, National Science Foundation, *Expanding Use of the CAT Instrument: Assessing and Improving Critical Thinking*, (funded: \$2,499,998).

Priority Action – 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.

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.

Priority Action – Enrollment, Tuition & Scholarships – The table below summarizes the status of the program in terms of enrollment by concentration over the past 6 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 2014-2015 academic year, 7 of the 7 students coded ABA are actually YCF.

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

	Young Children & Families	1
	Total	36
2013-2014	Applied Behavior Analysis	10
	Applied Behavior & Learning	--
	Literacy	18
	Program Planning & Evaluation	4
	STEM Education	3
	Young Children & Families	1
	Total	36

Metric – 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
2014-2015	4

Metric – Research Expenditures Per Faculty – This table summarizes the status of the program in terms of research expenditures from the 2013 fiscal year specific to Curriculum and Instruction, the departmental home to the majority of the faculty in the program. Research expenditures are 2 times that of the national norm and far exceed other colleges and departments at Tech.

Research Expenditures Per FTE Tenured/TTrack Faculty Fiscal Year 2013*	
National Norms	10,046
Tennessee Technological University	20,062

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

Metric – Operating Expenditures Per Student – This table summarizes the status of the program in terms of instructional expenditures from the 2013 fiscal year again specific to Curriculum and Instruction. Instructional expenditures are 50% of that of the national norm.

Direct Instructional Expenditures Per FTE Student Fiscal Year 2013*	
National Norms	5,864
Tennessee Technological University	2,941

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

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 Oakley 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.

Many of the students have also become involved in the National Association for Multicultural Education serving as proposal reviewers for the annual conference as well as volunteering at conference where they have opportunities to network with internationally renowned scholars. 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.

Initiated last year, was formal collaboration with Krasnoyarsk State Pedagogical University. Please see the Focus Areas above for faculty and student highlights specific to Collaborative Efforts.

Institutional Effectiveness – Curriculum and Instruction

Academic Year: 2014-2015

Department/Unit: Curriculum and Instruction (Ph.D. in Exceptional Learning)

College: Education

Submission Date: August 15, 2015

Contact: Dr. Lisa Zagumny

I. Program Mission

The central focus of the Ph.D. in Exceptional Learning is the study of at-risk and diverse populations. The program investigates the characteristics, strengths, and educational needs of individuals and groups whose learning potential and opportunities for success in life are frequently undervalued. Populations deemed exceptional and at-risk include, but are not limited to, those persons for whom social, economic, and physical characteristics may serve as a barrier to learning. The Exceptional Learning program has the primary mission of offering strong academic preparation for professionals that serve the community, public school system, and institutions of higher education. Specific programs of study are available in four concentrations: Applied Behavior Analysis, Literacy, Program Planning and Evaluation, and STEM Education. There are two strands within Applied Behavior Analysis: Young Children & Families and Applied Behavior Analysis School Age. Instruction and research are major components of the academic mission of the program. A committed faculty serves the students through instruction, scholarly activity, and service to provide quality academic experiences.

II. Program Goals and Student Learning Outcomes

Program Goal 1: Provide course instruction that models evidence-based practices in the respective program areas.

Program Goal 2: Initiate and maintain scholarly research activities that enhance program development and contribute to the design and delivery of services and supports to at-risk populations through research dissemination in the field.

Program Goal 3: Develop leadership personnel in the areas of teaching and research for service in the fields of public education and social services such as public schools, state agencies, and higher education.

Upon successful completion of the Ph.D. program in Exceptional Learning, the graduate will demonstrate:

Student Learning Outcome 1: Successful attainment of course competencies within the required program of study that results in the learner's mastery of program content.

Student Learning Outcome 2: The development of professional skills in the areas of teaching, research, and service.

III. Assessments

- **IDEA evaluations** (Administered each semester) – Program Goal 1: Course evaluations are maintained through the IDEA evaluation system on each faculty member and are used by faculty members to refine instructional practices and modify course content based on student feedback.
- **Faculty activity report** (Conducted annually in Spring semester) – Program Goals 2 & 3: Each faculty member will submit a Faculty activity report to the program director addressing her or his efforts for the previous academic year. The report will address the following indicators: grant proposals, publications, presentations, other research endeavors, external consultants to public schools and agencies, and student involvement/progress on each indicator.
- **Grant proposals** (Crafted each Summer semester in EDU 7040) – Student Learning Outcomes 1 & 2: Students must successfully prepare a grant proposal for submission to an external funding agency.
- **Sequence of quantitative research courses** (1st in sequence begins each Fall semester) – Student Learning Outcomes 1 & 2: Students must successfully pass a sequence of quantitative research courses taught by different faculty to ensure exposure to different points of views and fairness in evaluation. Courses in sequence include EDU 7420, EDU 7300, and EDU 7430.
- **Sequence of qualitative research courses** (1st in sequence begins each Spring semester) – Student Learning Outcomes 1 & 2: Students must successfully pass a sequence of qualitative research courses taught by different faculty to ensure exposure to different points of view and fairness in evaluation. Courses in sequence include EDU 7010, EDU 7330, and EDU 7340.
- **Comprehensive examinations** (Administered near the end of each semester as needed; typically coincides with EDU 7920) – Student Learning Outcomes 1 & 2: Students must pass comprehensive examinations at the completion of all coursework. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.
- **Dissertation prospectus** (Presented each semester as needed; near the end of or following EDU 7920) – Student Learning Outcomes 1 & 2: Successful written and oral prospectus defense to graduate advisory committee.
- **Dissertation defense** (Presented each semester as needed) – Student Learning Outcomes 1 & 2: Successful written and oral dissertation defense to graduate advisory committee.

IV. Rationale for Outcomes and Assessments (Process of Data Analysis):

- **IDEA evaluations** allow for national comparisons against similar courses with student ratings of progress on relevant objectives and teacher and course effectiveness.
- **Faculty activity reports** are submitted to the director of the program, and an overall summary of the program's progress will be included in an annual report to the Dean of the College of Education.
- The course instructor evaluates **Grant proposals** as a required component of EDU 7040. Students who choose to submit proposals to the funding agency are encouraged to do so and directed to the Office of Research for instruction in policy/procedures for submission.
- Students are required to take a **Sequence of quantitative research courses** during their program of study. They must successfully complete one course before proceeding to the next course, as the knowledge is cumulative. Course instructors work closely with students

to ensure their success. If an instructor becomes aware that a student is not prepared to move onto the next course in the sequence, they are encouraged to withdraw and re-take the class or are counseled to ensure preparedness for the next level.

- Students are required to take a **Sequence of qualitative research courses** during their program of study. They must successfully complete one course before proceeding to the next course, as the knowledge is cumulative. Course instructors work closely with students to ensure their success. If an instructor becomes aware that a student is not prepared to move onto the next course in the sequence, they are encouraged to withdraw and re-take the class or are counseled to ensure preparedness for the next level.
- Rigorous **Comprehensive examinations** provide an opportunity for candidates to demonstrate mastery of expected learning outcomes. Responses on the qualifying exam are scored by their program chair and members of their graduate committee based on pre-determined performance criteria devised by their committee and referenced to evidence-based practices that have been introduced in previous coursework taken by the student.
- Students prepare for their **Dissertation prospectus** in EDU 7920 where they craft the research design for their proposed study. After receiving feedback on the first three chapters of their research proposal from the course instructor, students present a practice prospectus. Students are directed to both proceed and schedule a formal prospectus meeting with their committee or they are directed to continue working on their proposal. Students are required to submit their three-chapter proposals to their committee members at least two weeks prior to the scheduled prospectus date. At the meeting where the student presents the formal prospectus, following the presentation and question and answer session, the student is dismissed from the room, while the committee of four deliberates on whether or not to allow the student to pursue the proposed research. The committee will provide feedback to the student at this time and direct the student to either proceed with the research or revise their proposal and convene at a later date to present the revised prospectus.
- Students work closely with their committee members on their dissertation in preparation for the **Dissertation defense**. Students submit dissertation chapters to each committee member for feedback. All chapters must be submitted at least two weeks prior to the scheduled defense date. During the defense the student takes about 30 minutes to present the research and findings. Afterwards, the committee and any others present may ask questions to the student. Once all questions have been answered, the student and any guests are dismissed from the room while the committee of at least 4 deliberates on whether or not to pass/approve the student.

V. Results

- **IDEA evaluations** (Program Goal 1) allow for comparison against similar courses on a national level. For Spring 2014 faculty scored an adjusted average of 3.93 on a 5-point scale. For Fall 2014 faculty scored an adjusted average of 4.13 on a 5-point scale.

IDEA Evaluation Scores Spring 2014 PhD Courses Evaluated (5 point scale)													
Faculty	Course	N	Overall Ratings									Summary Evaluation	
			A. Progress on Relevant Objectives			B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Average of A & D	
			# Obj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj
Chitiyo, George	EDU 7430	13/13	3	3.6	3.1	3.6	3.3	3.5	2.8	3.6	3.1	3.6	3.1
Howard, Martha	ECED 7210	8/9	10	3.8	3.2	4.9	4.5	4.4	3.7	4.7	4.1	4.3	3.7
Howard, Martha	SPED 6120	7/7	13	4.3	3.6	4.9	4.5	4.6	3.9	4.8	4.2	4.6	3.9
Isbell, Janet	EDU 7010	8/8	5	3.9	4.1	4.0	4.0	4.1	4.1	4.1	4.1	4.0	4.1
Setliff, Deborah	EDU 7310	5/6	6	4.8	4.3	4.8	4.4	4.8	4.0	4.8	4.2	4.8	4.3
Setliff, Deborah	READ 6310	10/15	9	4.4	4.0	4.6	4.3	4.5	4.0	4.6	4.2	4.5	4.1
Setliff, Deborah	READ 7010	10/13	9	4.4	4.1	4.8	4.6	4.5	4.1	4.7	4.4	4.6	4.3
Zagumny, Lisa	EDU 7920	2/3	8	5.0	4.0	5.0	4.3	5.0	3.7	5.0	4.0	5.0	4.0

IDEA Evaluation Scores Fall 2014 PhD Courses Evaluated (5 point scale)													
Faculty	Course	N	Overall Ratings									Summary Evaluation	
			A. Progress on Relevant Objectives			B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Average of A & D	
			# Obj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj
Howard, Martha	ABAP 7920	4/4	11	4.7	4.3	5.0	4.8	5.0	4.7	5.0	4.8	4.9	4.6
Howard, Martha	EDU 7330	6/6	10	4.3	3.9	4.3	4.1	4.5	4.0	4.4	4.1	4.4	4.0
Isbell, Janet	EDU 7920	3/3	4	3.8	3.4	4.7	4.2	4.7	3.7	4.7	4.0	4.3	3.7
Setliff, Deborah	READ 6600	9/9	9	4.1	3.7	4.0	3.7	4.1	3.7	4.1	3.7	4.1	3.7
Setliff, Deborah	READ 7020	3/6	8	4.6	4.5	4.7	4.7	4.7	4.9	4.7	4.8	4.7	4.7
Zagumny, Lisa	EDU 7000	7/7	7	4.5	3.8	5.0	4.5	5.0	4.1	5.0	4.3	4.8	4.1

- Each faculty member provides the program director her or his annual **Faculty activity report** (Program Goals 2 & 3). The reports provide the basis for much of the program's annual report submitted annually to the Dean of Education. The table below shows a high degree of faculty activity for each indicator and respective guided student involvement.

2014-2015 Ph.D. Faculty Activity (N = 14)						
In-Service Workshops	Grant Proposals Funded	National Presentations	International Presentations	Books	Book Chapters	Peer-Reviewed Publications
15	18	6	12	2	3	10
2014-2015 Ph.D. Candidate Activity (N = 29)						
In-Service Workshops	Grant Proposals Crafted	Grant Proposals Submitted	National Presentations	International Presentations	Book Chapters	Peer-Reviewed Publications Pending
13	14	7	29	11	0	14
Graduate Employment Rate To-Date						
Academics - 34		IHE Admin - 6		LEA Position - 11		BCBA - 2
						Unknown - 15

- Grant proposals** (Student Learning Outcomes 1 & 2) are a required component of EDU 7040. The table above shows the number of proposals written during the 2014 Summer semester. Seven of seven students crafted and submitted proposals.
- Data on the **Sequence of quantitative courses** (Student Learning Outcomes 1 & 2) show results on research design and knowledge of quantitative measures and analysis. Results across courses show consistency with each respective student. Five students earned a grade of "C." One student who earned a "C" is on provisional admission. The higher number of grades of "B" in EDU 7430 is expected considering the degree of difficulty with cumulative knowledge.
- Data on the **Sequence of qualitative research courses** (Student Learning Outcomes 1 & 2) show results on research design and knowledge of qualitative inquiry and analysis. Results across courses show consistency with each respective student.
- Comprehensive examination** (Student Learning Outcomes 1 & 2) data show successful responses on the first attempt for students taking exams in the past 5 semesters.
- Dissertation prospectus** (Student Learning Outcomes 1 & 2) data show successful completion of presentations on the first attempt for students in the past 5 semesters.
- Dissertation defense** (Student Learning Outcomes 1 & 2) data show successful completion of defense on the first attempt for students in the past 5 semesters.

Admitted	7010	7330	7340	7420	7300	7430	7040	Comps	Prospectus	Defense	Grad
2009-2010	B	A	B	B	A	B	A	F11^	F11	S13	Su13
2009-2010	A	A	A	A	A	A	A*	S13	S13	F13	F13
2009-2010	A	A	I	A	A	A	A	F14	S15		
2009-2010	B	A	A	A	A	B	A	S11	S11	S13	S13
2010-2011	A	A	A	≈	A	A	A	Su13	Su13	S14	S14
2010-2011	B	B	B	A	C	B	A	S13^	S13~		
2010-2011	A	A	A	A	A	B	A	Su13	Su13	S14	S14
2011-2012	A	A	B	≈	B	C	I	Su14			

2011-2012	B	B	B	A	A	A	A	Su14	F14		
2011-2012	A	A	A	A	A	A	B	Su14	S14		
2011-2012	A	A	A	A	A	A	A	Su14	S14	S15	S15
2011-2012	A	B	A				B				
2011-2012	A	A	A	A	A	A	A	Su14	F14	S15	S15
2011-2012	A	A	A	A	A	B	A	Su14	S14	F14	F14
2012-2013	B	A	A	A			A				
2012-2013	A	A	A	A	A	A	B				
2012-2013	B	A	B	A		C					
2012-2013	A	A	A	A	A	A	A				
2012-2013	A	A	A	A	≈	A	A				
2012-2013				A			A				
2012-2013	A	A	B								
2012-2013	A	A	A	A	A	A	A	S15	S15		
2012-2013	B	B	B								
2012-2013	C	A	A	A			A				
2012-2013	A	A	A	A	A	A					
2012-2013	A	A	A	A							
2012-2013	A	A	A	A	A	B	A				
2012-2013	B	A	B	A		B	B				
2012-2013	B	B	B	A							
2013-2014	A	A		A		A					
2013-2014	A			A	A	A					
2013-2014	A	A		A		A	B				
2013-2014				A	A	B					
2013-2014	A			A		B					
2013-2014	A			A		A					
2014-2015				≈							
2014-2015				A							
2014-2015				I							
2014-2015				A							
2014-2015											
2014-2015				A							
2014-2015				A							

non completer

* proposal funded

^ second attempt required

~ revised prospectus presentation required

≈ not in program of study

VI. Modifications and Continuing Improvement: Program Changes due to Assessments

In accordance with the 2010-2015 Performance Funding guidelines of the Tennessee Higher Education Commission (THEC), the PhD program in Exceptional Learning underwent an academic audit April 2014. The program received 4 commendations, 4 affirmations, and 2 recommendations outlined below.

Commendations:

- #1 – faculty collegiality, collaboration, cooperation, and productivity
- #2 – Engaging students in inquiry and research presentation, individually, with faculty, and with other students
- #3 – Faculty attention to individual student needs
- #4 – Strengthening the program with the interdisciplinary specialties of the faculty

Affirmations:

- #1 – Affirm the faculty initiative to examine comprehensive exam practices
- #2 – Affirm the faculty initiative to examine teaching load policies and practices
- #3 – Affirm the faculty initiative to continue to study admission policies and practices, especially with regard to the GRE as a predictor of student success
- #4 – Affirm the program's plans to explore the need for additional graduate assistantships

Recommendations:

- #1 – Recommend that program and administrators examine faculty workloads with regard to national averages and best practices regarding graduate workload demands and dissertation supervision
- #2 – Recommend that sufficient support for travel as well as faculty and student development continue to be maintained in order to support the research mission of the program

- **Annual student evaluation** (Student Learning Outcomes 1 & 2) The program faculty meet monthly to review data presented here as well as results from the student annual evaluation. Students reported feeling a strong degree of support with this annual meeting where their program of study and curriculum vita is reviewed. At this meeting, students are also queried. Feedback is then presented to the PhD Planning Committee to make any necessary changes. One change made this year was to emphasize more APA formatting in the 1-hour orientation course. Results from the annual student evaluation are encouraging and we plan to continue with this assessment tool.
- Program faculty members are currently developing an **Exit Survey** (Student Learning Outcomes 1 & 2) to assess student satisfaction with the program, identify program strengths and areas in need of improvement. This will also help in the collection of employment outcomes and satisfaction with the program in preparing the student to assume her/his professional responsibilities.
- Affirmations and recommendations from the Academic Audit are also under review by program faculty.
- Program faculty members are in process of evaluating the current guidelines for PhD faculty qualifications.
- Program faculty members are also considering making public defense announcements across campus with the idea that this may bolster the quality of defense presentations.

Child Development Laboratory 2014-2015 Annual Report

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

The Child Development Laboratory is housed in the College of Education, Dr. Jennifer Shank (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 goals of the Child Development Laboratory are:

- I. To enhance the growth and development of each child to his/her greatest potential.**
- II. To support and empower families to be successful in the area of child rearing.**
- III. To provide experiences for students that are realistic and reflective of a quality child care environment.**
- IV. 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 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 14th. 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 has a new Natural Playscape playground

For a complete overview of the CDL, visit www.tntech.edu/education/cdl

