

Institutional Effectiveness Report

2018–2019

Program: Exceptional Learning Ph.D. (ELPhD)

College and Department: Curriculum & Instruction, College of Education

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Mission: The central focus of the Exceptional Learning Ph.D. (ELPhD) program is the study of diverse exceptional learner populations. Exceptional learners may be a member of one or more of the following groups: at-risk, vulnerable, underserved, underrepresented, and/or marginalized populations. Exceptional learners include, but are not limited to, those persons for whom social, economic, cultural, and physical characteristics may function as a barrier to learning. These exceptional populations may be neglected, oppressed, or disempowered by society; often excluded from equitable access to governmental, economic, educational, sociocultural, and community resources; and viewed as inherently different from the majority population. The ELPhD program offers an outstanding graduate education that prepares professionals for careers as leaders in their disciplines and to effect positive change in diverse populations through research, leadership, and service.

The ELPhD program has a primary mission of offering rigorous and robust academic preparation of professionals who serve their communities, public school systems, institutions of higher education, and nontraditional educational environments. Core courses prepare students to address issues related to exceptional learners in all disciplines, traditional and nontraditional learning environments, inclusion, equity, and diversity. The research course sequence provides students a thorough grounding in research methods. Core, research, and concentration courses deliver interdisciplinary perspectives, advanced methodological preparation, and fundamental theoretical knowledge—which work together to shape inspired, engaged, and innovative professionals. Specific programs of study are available in four concentrations: Applied Behavior Analysis (ABA), Literacy, Program Planning and Evaluation (PPE), and STEM Education. There are two strands within ABA: *Applied Behavior Analysis School Age and Adult Populations* (ABAS) and *Young Children and Families* (YCF). 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.

Program Goals

These goals and outcomes have been identified through faculty collaboration, and they are consistent with a central purpose of any Ph.D. program: to prepare individuals for scholarly and professional success in their chosen field. The objectives are broad enough to allow for the diversity of the concentrations, yet maintain the focus on exceptional learners.

1. **Course Instruction:** Provide course instruction that models evidence-based practices in the respective program areas.

- a. Core Principles: *Academic Excellence, Meaningful Innovation, Student Success, Value Creation*
 - b. Strategic Goals: SG1–PA A, B, D, E; SG2–PA B & C; SG4–PA B
- 2. Scholarly Research:** Initiate and maintain scholarly research activities that enhance program development and contribute to the design and delivery of services and supports to exceptional populations through research dissemination in the field.
- a. Core Principles: *Academic Excellence, Community Engagement, Meaningful Innovation, Student Success, Supportive Environment, Value Creation*
 - b. Strategic Goals: SG1–PA A, B, D, E; SG2–PA B & C; SG4–PA B
- 3. Leadership Personnel:** 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.
- a. Core Principles: *Academic Excellence, Community Engagement, Meaningful Innovation, Student Success, Supportive Environment, Value Creation*
 - b. Strategic Goals: SG1–PA D; SG4–PA A, B, C, D

Student Learning Outcomes

- 1. **Content Mastery & Course Competency:** Upon successful completion of Exceptional Learning Ph.D. program, the graduate will demonstrate successful attainment of course competencies within the required program of study that results in the learner’s mastery of program content.
 - a. Core Principles: *Academic Excellence, Community Engagement, Meaningful Innovation, Student Success, Supportive Environment, Value Creation*
 - b. Strategic Goals: SG1–PA A, B, C, D, E; SG2–PA B & C; SG4–PA B & C
- 2. **Professional Skills:** Upon successful completion of Exceptional Learning Ph.D. program, the graduate will demonstrate the development of professional skills in the areas of teaching, research, and service.
 - a. Core Principles: *Academic Excellence, Community Engagement, Meaningful Innovation, Student Success, Supportive Environment, Value Creation*
 - b. Strategic Goals: SG1–PA A, B, C, D, E; SG2–PA B & C; SG4–PA A, B, C, D

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods

1. IDEA evaluations (PG 1)

- a. *description*: Course evaluations for each faculty member are implemented and maintained through the IDEA evaluation system, and are used by faculty members to refine instructional practices and modify course content based on student feedback in support of program goals and student learning outcomes. The IDEA evaluation survey is nationally normed, standardized instrument. These evaluations allow for national comparisons against similar courses with student ratings of progress on relevant objectives and teacher and course effectiveness. IDEA evaluations are used at higher education institutions all over the US. The evaluations have the support of 45 years of research and include questions to account for variables such as class size, student motivation, and other student and course characteristics. Scores, on a five-point scale, are used to gauge curriculum and faculty efficacy with respect to program goals and SLOs. The IDEA evaluation reports incorporate resources to support instruction development and improvement.
- b. *type*: survey
- c. *frequency*: every semester
- d. *thresholds*:
 - i. *Acceptability*: 3.5 score
 - ii. *Expectation*: 3.6–3.9 score
 - iii. *Exceptionality*: ≥ 4.0 score

2. ELPhD Scholarly Activity Report (PGs 2 & 3; SLOs 1 & 2)

- a. *description*: Each faculty member submits a Faculty Activity report to Director of Graduate Programs 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 (including in-service and professional development). An overall summary of the program's progress will be included in this IE report as the format of the annual report no longer captures a complete picture of faculty activity. ELPhD Student Scholarly Activity Report In addition, ELPhD students are asked annually to provide a current record of their scholarly activity (e.g., publication and presentations of original research or theoretical work, grant proposals, professional development activities). These assessment tools are used to monitor faculty and student attainment of program goals & SLOs. Informal check-ins occur throughout the year as well. Opportunities for collaboration, support, and skill development (e.g., calls for proposals for articles/chapters/conferences, workshops, seminars) in these areas are disseminated to all ELPhD students and faculty. Results are disseminated through faculty meetings, the twice-yearly Data and Assessment Forum, and institutional reports.
- b. *type*: other
- c. *frequency*: annual
- d. *thresholds*:

- i. Acceptability: actively working on a presentation or publication manuscript; submitted at least one presentation proposal &/or publication; collaboration with ELPhD students and faculty.
- ii. Expectation: submitted two or more presentation proposals &/or publication manuscripts; acceptance continued work on conference proposals and manuscripts for submission; collaboration with ELPhD students, faculty, and staff.
- iii. Exceptionality: submitted multiple presentation proposals &/or publications; at least one acceptance; cross-disciplinary and/or interdepartmental collaboration with students and faculty.

3. ELPhD Academic Achievement (PGs 1, 2; SLOs 1 & 2)

- a. *description*: A grade of *B* (80–89 out of 100) or better demonstrates sufficient content mastery for each course, whether that content is methods, practical application of professional skills, theory, or any combination of the three. Failure is considered a *C* or below. Students are allowed one *C* (70–79 out of 100) during their time in the ELPhD program. A second *C* is grounds for academic dismissal from the program. Tables in Appendix 1 demonstrate course alignment to SLOs & PGs; attainment of an acceptable grade or higher in these courses aligns with progress toward and attainment of SLOs & PGs.
- b. *type*: other—scores (0–100 scale)/GPA (0–4 scale)
- c. *frequency*: every semester
- d. *thresholds*:
 - i. Acceptability: 3.25 GPA (mainly *B*s; 80–89 out of 100)
 - ii. Expectation: 3.5 GPA (*A*s & *B*s; 85–100)
 - iii. Exceptionality: ≥ 3.9 GPA (almost all *A*s or all *A*s; 90–100)

4. Graduation rate (PGs 1, 2, 3; SLOs 1 & 2)

- a. *description*: 6-year Graduation rate for ELPhD students, time to graduation
- b. *type*: graduation rate, time to graduation
- c. *frequency*: annual
- d. *thresholds*:
 - i. Acceptability: 50% / 5.8 years (aligns with national trend)
 - ii. Expectation: 55% / 4.5–5.7 years
 - iii. Exceptionality: $\geq 60\%$ / ≤ 4.4 years

5. Research sequence courses (PGs 1, 2, 3; SLOs 1 & 2)

- a. *description*: The research course sequence is an integral part of the ELPhD program. *Theoretical Foundations of Research* (EDU 7010), *Qualitative Inquiry in Education* (EDU 7330), *Data Analysis and Representation in Qualitative Inquiry* (EDU 7340) make up the qualitative series. *Quantitative Inquiry in Education I* (EDU 7420), *Quantitative Inquiry in Education II* (EDU 7430), and *Research Design* (EDU 7300) comprise the quantitative series. Each 3-course series includes foundational theoretical concepts, methods of data collection and data analysis, creation of a research proposal, and an original study. The research courses build upon one another and are sequential in order, further facilitating

theoretical understanding and methodological application. For example, statistical concepts learned in EDU 7420 form the base knowledge for assignments in EDU 7430. Assignments in EDU 7430 are deliberately designed to be further developed in EDU 7300, the culminating quantitative research course. Similarly, theoretical foundations are used to inform a research proposal in EDU 7010 that is then used to enact data collection (EDU 7330), analysis, and interpretation (EDU 7340). This succession allows students to develop the necessary research skills and emerge from the courses with original work that addresses gaps in the literature, investigates theory, uses sound and appropriate methodologies, and contributes knowledge to the discipline. Additional concentration research classes are also required. These courses offer students the chance to gain crucial theoretical and methodological knowledge, which they then apply to required original research projects. This familiarizes them with the types of research available while preparing them to successfully meet the expected quality and scope of scholarship as they enter dissertation. 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 connected with peer tutors, additional study materials, and/or other resources to ensure success in the course and preparedness for the next level or, if more appropriate, encouraged to withdraw and re-take the class at a later date. Starting in Fall 2018, ELPhD faculty and the Director of Graduate Programs have recently implemented a noncompletion identification and intervention procedure to improve student success and identify risk factors to better support students throughout their academic journey in the program. Faculty alert the Director when students are in danger of earning a C, display a marked change in classroom behavior (e.g., a shift from engaged and outspoken to withdrawn), failure to submit multiple assignments, consistent underperformance, and/or knowledge of major life changes that could undermine or threaten academic success. The Director then schedules an interview with each student whom faculty have identified as at-risk for noncompletion. After the interview, the student, faculty, and Director decide on a course of action that best accommodates the student's needs and provides supports and process to assist (e.g., tutoring, weekly meetings with faculty members, peer mentors).

- b.** *type*: other—ELPhD Academic Achievement Table, score (0–100 scale)/GPA (0–4 scale)
- c.** *frequency*: every semester
- d.** *thresholds*:
 - i. *Acceptability*: successful completion of all research courses with a grade of *B* or better (research course GPA minimum: 3.0); submission of an original research project (via presentation or manuscript) to a regional, national, or international scholarly conference or publication.
 - ii. *Expectation*: successful completion of all research courses with a grade of *B* or better, with at least two *As* (research course GPA minimum: 3.3); acceptance of an original research project (via presentation or manuscript) to a regional, national, or international scholarly conference or publication.

- iii. Exceptionality: successful completion of all research courses with mainly As (research course GPA minimum: 3.6); submission of original research projects (via presentation or manuscript) to two or more national or international scholarly conference or publication; acceptance to one or more national and/or international scholarly conferences or publications; collaboration on current research projects with ELPhD and/or other Tech faculty, staff, and/or students.

6. Grant Proposals (PG 1, 2, 3; SLOs 1 & 2)

- a. *description*: Grant proposals are crafted each Summer semester in *Program Planning and Proposal Development* (EDU 7040). *Program Planning and Proposal Development* (EDU 7040) incorporates theoretical program planning perspectives; in-depth discussion of various program planning models; and effective program development, planning, and evaluation practices for a variety of educational settings. This class includes a focus on adult learners as exceptional learners, in and out of traditional educational environments, and their particular needs. These theories, skills, and practices are not typically addressed in undergraduate or graduate programs and are especially important in preparing professionals who can lead sustainable change for exceptional learners. This course requires students to prepare products that may have real-world impact. One of two main project students undertake in EDU 7040 is creation of a grant proposal for a state- or federally-funded program. After completing the proposal, students must defend their proposal in mock “board meeting” discussions, which prepares them for gaining stakeholder buy-in, identifying unintended outcomes, and assessing needs in professional environments. This also provides students a chance to further improve their proposal via incorporation of the feedback given. The course instructor, who has authored or co-authored multiple successful grants over the last decade, evaluates the grant proposals and provides further input. 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 grant submission policy and procedures. Scores are monitored and in-class and informal feedback and qualitative data about the grant proposal process and collaboration (development of professional skills) are collected to ensure progress toward SLOs and PGs and to improve student success. Students are also encouraged to participate in/collaborate with faculty and campus initiatives in submitting and carrying out grants.
- b. *type*: other—ELPhD Student Scholarly Activity Table, ELPhD Academic Achievement Table
- c. *frequency*: every semester
- d. *thresholds*:
 - i. Acceptability: successful completion of a grant proposal as part of *Program Planning and Proposal Development* (EDU 7040) with a score of ≥ 80 or better.
 - ii. Expectation: successful completion of a grant proposal as part of *Program Planning and Proposal Development* (EDU 7040) with a score of ≥ 88 or better.
 - iii. Exceptionality: successful completion of a grant proposal as part of *Program Planning and Proposal Development* (EDU 7040) with a score of ≥ 88 or better;

grant proposal submission; collaboration with other Tech faculty and students on additional grant proposals.

7. Comprehensive Exam (PGs 1 & 2; SLOs 1 & 2)

- a. *description*: Comprehensive examinations are administered near the end of each semester as needed, typically in conjunction with *Research Seminar in Education* (EDU 7920), after all other coursework has been completed. Rigorous comprehensive examinations provide an opportunity for ELPhD students to provide evidence of proficiency in and mastery of expected learning outcomes. Students illustrate mastery of theory, research proficiency, professional skills, and concentration-specific content through their comprehensive exam responses. Students must pass their comprehensive exams in order to move on to Ph.D. candidacy and continue in the program. At the beginning of *Research Seminar in Education* (EDU 7920), the student and his/her Chair will select a series of four consecutive days during which the comprehensive examination will take place. Each committee member submits an exam question or set of questions to the Chair. The student typically has 24 hours in which to craft a response to each member's question/set of questions. Committee members may elect to allow the use of resources or to prohibit them. Responses are written to one committee member's question at a time. A student should not work on multiple responses at once. The questions must be answered with appropriate detail, clarity, and insight, and display strong comprehension and integration of fundamental concepts. Once complete, the student submits the response to the Chair. If the question being answer was the Chair's, the Chair will then grade the response. If the question was submitted by a committee member, the Chair shares the response with the appropriate member. Responses on the qualifying exam are scored by their program chair and members of their graduate committee. Scores (pass, low pass, fail) are based on pre-determined performance criteria devised by their committee and informed by evidence-based practices, discipline content knowledge, and professional skills introduced and reinforced in previous coursework taken by the student. Upon passing the comprehensive exam, students move into Ph.D. candidacy. If an answer lacks the desired mastery, committee members have two options. If the response is reasonably close to the expected level of proficiency and fluency, the committee member may choose to ask for more detail and offer a student an opportunity to elaborate if necessary. Alternatively, the committee member may fail the student. Students who fail the comprehensive exam must wait a semester before retaking their exam. Students may only retake their comprehensive exam one time. A failure of any part of a student's retake examination warrants academic dismissal from the program. Student pass rates are monitored every semester. Any signs of declining competence and response quality are reviewed as a means of maintaining and/or improving curricular efficacy as well as ensuring student success.
- b. *type*: Graduation Rate, ELPhD Academic Achievement Table
- c. *frequency*: every semester
- d. *thresholds*:

- i. Acceptability: students pass the comprehensive exam in no more than two attempts.
- ii. Expectation: students pass the comprehensive exam on the first attempt with no more than one *Low Pass* score.
- iii. Exceptionality: students pass the comprehensive exam on the first attempt and receive *Pass* for all sections.

8. Dissertation Prospectus Defense (PGs 1, 2, 3; SLOs 1 & 2)

- a. *description*: A dissertation prospectus is presented each semester as needed, in conjunction with or immediately following *Research Seminar in Education* (EDU 7920). [Note: Ph.D. candidate is used in place of student as the individual will typically have passed comprehensive exams before presenting the prospectus.] Ph.D. candidates prepare their dissertation prospectus in *Research Seminar in Education* (EDU 7920). In this course, the Ph.D. candidate crafts the research design and write the prospectus for the proposed study. After receiving iterative feedback on the first three chapters of their research proposal from the course instructor and making revisions, the Ph.D. candidate presents a practice prospectus defense. The course instructor and candidate's Chair attend, though all committee members are welcome. Input from the course instructor and Chair is given at the end of the practice defense. The Ph.D. candidate then incorporates the feedback into the prospectus presentation and the dissertation prospectus. After the practice prospectus defense, the Ph.D. candidate is directed to either schedule a formal prospectus defense with his/her dissertation advisory committee (after successful defense) or is directed to continue working on the prospectus and presentation with guidance from the Chair and committee members. Once a formal prospectus presentation and defense date has been selected, the Ph.D. candidate is required to submit the dissertation prospectus to committee members at least two weeks prior to the scheduled prospectus date, though earlier is encouraged when possible. At formal prospectus defense, the Ph.D. candidate presents the prospectus using PowerPoint, Prezi, or Keynote (other mediums may be acceptable) and provides handouts for the committee. The presentation is 20–30 minutes long. The Ph.D. candidate covers study background and context, problem description, study purpose, significance, theoretical lens, connections to relevant literature, and a detailed description of the proposed research methodology. Other pertinent information may also be included. After the presentation has concluded, committee members pose questions that the candidate must answer. The Ph.D. candidate is then dismissed from the room, while the committee members deliberate on whether or not the candidate should pursue the proposed research. Once a decision has been reached, the Ph.D. candidate is brought back and the decision is shared. The committee also provides additional feedback on the prospectus. If the prospectus defense was not successful, the committee will ask the Ph.D. candidate to revise the proposal and convene at a later date to present the revised prospectus. Ph.D. candidates who successfully defend the dissertation prospectus are given permission to proceed with their dissertation work. Dissertation prospectus defense pass rates are regularly monitored. Historical data

suggest students are well-prepared and indicate the ELPhD program is meeting PGs & SLOs, however, should a decrease in preparedness and pass rate occur, it will be recognized quickly and corrective action can be taken.

b. *type*: other—ELPhD Academic Achievement Table

c. *frequency*:

d. *thresholds*:

- i. *Acceptability*: Ph.D. candidate passes the dissertation prospectus defense in no more than two attempts; Ph.D. candidate answers defense questions, but answers may lack some of the desired complexity/depth; prospectus addresses all the required elements (study context, problem description, study purpose, significance, theoretical lens, connections to relevant literature, and research methodology), but may need additional information; major revisions may be required.
- ii. *Expectation*: Ph.D. candidate passes the dissertation prospectus defense on the first attempt; Ph.D. candidate adequately answers defense questions; prospectus is thorough and well-crafted, addressing all required elements in sufficient detail; revisions to the prospectus are required. After revisions, Ph.D. candidate will be ready to enter dissertation work.
- iii. *Exceptionality*: Ph.D. candidate passes the dissertation prospectus defense on the first attempt; Ph.D. candidate's answers to defense questions are exceptional and demonstrate deep understanding of the problem to be addressed and its relevance; prospectus displays thoughtful organization, relevant study purpose, clear significance, excellent methodology, and sophisticated insight; minimal revisions are required; Ph.D. candidate is clearly ready to enter dissertation work.

9. Dissertation Defense (PGs 1, 2, 3; SLOs 1 & 2)

- a. *description*: The dissertation defense occurs each semester as needed. Graduates must successfully complete a written and oral dissertation defense, scored by their dissertation advisory committee (minimum four qualified members). Building upon the prospectus work, the Ph.D. candidate works closely with committee members throughout the dissertation process in preparation for the dissertation defense. A Ph.D. candidate regularly submits dissertation chapters to each committee member for feedback (schedule determined by Ph.D. candidate and committee Chair). The Ph.D. candidate incorporates feedback from all members and continually seeks additional guidance on revisions and refinement. The full dissertation must be submitted to the dissertation advisory committee and Director of Graduate Programs at least two weeks prior to the scheduled defense date, though earlier is encouraged when possible. During the dissertation defense, the Ph.D. candidate has 20–40 minutes to review the information covered in the prospectus proposal (e.g., context, problem addressed, significance, methodology) and present the original dissertation research findings, conclusions, and implications (defense time is determined by the Chair). The defense includes written materials and a formal presentation. After the presentation has

concluded, the committee and any others present may pose questions to the Ph.D. candidate. Once all questions have been answered satisfactorily, the Ph.D. candidate and any guests are dismissed from the room. The dissertation advisory committee then deliberates about whether the Ph.D. candidate's defense was successful. Once a decision has been reached, the Ph.D. candidate is brought back and the decision is shared. If the dissertation defense was successful, the committee signs the *Dissertation Defense* form and submits it to the Director of Graduate Programs and Graduate Studies. If the defense was not successful, the committee also provides additional feedback and outlines revisions that need to be made before scheduling a second defense. The dissertation defense serves as the final assessment of a Ph.D. candidate's content mastery, course competency, and professional skill development as well as their development as scholars and leaders. Students' must have mastered and integrated the content and skills acquired throughout the ELPhD program in order to pass the dissertation defense. Historical data show that students are well-prepared and generally pass on the first attempt. This pass rate (graduation rate) is monitored every semester.

b. *type:* Graduation Rate, ELPhD Academic Achievement Table

c. *frequency:* every semester

d. *thresholds:*

- i. *Acceptability:* Ph.D. candidate passes the dissertation defense in no more than two attempts; candidate answers to defense questions, but answers may lack some of the desired complexity/depth; dissertation and defense presentation address all the required elements (study context, problem description, study purpose, significance, theoretical lens, connections to relevant literature, research methodology, findings, conclusions, and implications), but may need additional information; major revisions may be required before submitting to Graduate Studies and ProQuest.
- ii. *Expectation:* Ph.D. candidate passes the dissertation defense on the first attempt; Ph.D. candidate adequately answers defense questions; dissertation is thorough and well-crafted, addressing all required elements in sufficient detail; minor revisions required before submitting to Graduate Studies and ProQuest.
- iii. *Exceptionality:* Ph.D. candidate passes the dissertation defense on the first attempt; candidate's answers to defense questions are exceptional and demonstrate deep understanding of and connection to the work; defense presentation is engaging, informative, and shows Ph.D. candidate's expertise as a scholar and appropriate professional skills; dissertation displays thoughtful organization, relevant study purpose, clear significance, excellent methodology, clear findings, and insightful, nuanced conclusions and implications; minimal, if any, revisions are required before submitting to Graduate Studies and ProQuest.

Powell, Elizabeth	EDUP 7410	5	3	3.8	3.8	4.3	4.3	4.0	4.0	4.2	4.2	4.0	4.0
Silber- Furman, Dorota	EDUL 7500	3	4	4.0	4.0	5.0	5.0	3.0	3.0	4.0	4.0	4.0	4.0

2. ELPhD Scholarly Activity Report (PGs 2 & 3; SLOs 1 & 2) 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 information from these comprises the Exceptional Learning Ph.D. Faculty Scholarly Activity report. In addition, the Exceptional Learning Ph.D. Student Scholarly Activity report demonstrates student involvement in and dissemination of scholarly research and development of associated professional skills. The tables below show a high degree of faculty activity for each indicator and respective guided student involvement. The tables below show a high degree of faculty activity for each indicator and respective guided student involvement. During the 2018–2019 academic year, ELPhD students belonged to over 30 professional organizations and disseminated original work (either their own or part of an active research collaboration with faculty &/or peers) at 51 scholarly/professional conferences (24 regional presentations, 12 national presentations, 16 international presentations) Students constantly performed or above the *Threshold of Expectation*, with several attaining the *Threshold of Exceptionality*. A list of faculty and student scholarly and professional activity is attached (Appendix).

Table 3. Exceptional Learning Ph.D. Faculty Scholarly Activity

2018-2019 Exceptional Learning Ph.D. Faculty Activity (n = 24)						
In-Service Workshops	Grant Proposals Funded	National Presentations	International Presentations	Books	Book Chapters	Peer-Reviewed Publications
8	20	29	10	1	3	34

Table 4. Exceptional Learning Ph.D. Student Scholarly Activity

2018-2019 Exceptional Learning Ph.D. Student Activity (n = 36)							
In-Service Workshops	Grant Proposals Submitted	Regional Presentations	National Presentations	International Presentations	Book Chapters	Peer-Reviewed Publications	Pending Peer-Reviewed Publications
0	5*	24	12	16	0	3	4

* One proposal in which ELPhD students took part or wrote was funded.

- 3. ELPhD Academic Achievement (PGs 1, 2; SLOs 1 & 2)** The majority of students (89%) maintain an A (3.5 or higher GPA equivalent) throughout the duration of the program. In 2018–2019, ELPhD students maintained an A average in the key courses listed in the table above (overall score across all courses: 3.66 out of 4.0). (See Table 5 below)

Table 5. Exceptional Learning Ph.D. Student Academic Achievement

Key for table below:

non completer

^ second attempt required

~ revised prospectus presentation required

≈ not in program of study

(ip) = in progress at time of report

A=90–100

B=80–89

C=70–79

Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2009–2010	1	B	A	B	B	B	A	A	F11^	F11	S13	M13
2009–2010	2	A	A	A	A	A	A	A	S13	S13	F13	F13
2009–2010	3	A	A	B	A	A	A	A	F14	S15	M15	M15
2009–2010	4	B	A	A	A	B	A	A	S11	S11	S13	S13
2010–2011	1	A	A	A	≈	A	A	A	M13	M13	S14	S14

Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2010–2011	2	B	B	B	A	B	C	A	S13^	S13	–	–
2010–2011	3	A	A	A	A	B	A	A	M13	M13	S14	S14
2011–2012	1	A	A	B	≈	C	B	B	M14	M13	M16	M16
2011–2012	2	B	B	B	A	A	A	A	M14	F14	M19	M19
2011–2012	3	A	A	A	A	A	A	B	M14	S14	M16	M16
2011–2012	4	A	A	A	A	A	A	A	M14	S14	S15	S15
2011–2012	5	A	B	A	–	–	–	–	–	–	–	–
2011–2012	6	A	A	A	A	A	A	A	M14	F14	S15	S15
2011–2012	7	A	A	A	A	B	A	A	M14	S14	F14	F14
2012–2013	1	B	A	A	A	B	≈	A	M15	M15	M16	M16
2012–2013	2	A	A	A	A	A	A	B	M13	M13	S16	S16
2012–2013	3	B	A	B	A	C	A	A	F15	F15	M17	M17
2012–2013	4	A	A	A	A	A	A	A	M15	S16	F16	F16
2012–2013	5	A	A	A	A	A	≈	A	M13	M13	S16	S16
2012–2013	6	–	–	–	A	–	–	A	–	–	–	–
2012–2013	7	A	A	B	A	A	A	A	M17	F17	S20	S20
2012–2013	8	A	A	A	A	A	A	A	F16	F16	S16	F16
2012–2013	9	A	A	A	A	A	A	A	S15	S15	F15	F15
2012–2013	10	B	B	B	–	–	–	–	–	–	–	–
2012–2013	11	C	A	A	A	B	A	A	M16	M16	F16	F16
2012–2013	12	A	A	A	A	A	A	A	S16	M16	F16	S17
2012–2013	13	A	A	A	A	A	A	A	S16	S16	S16	F16
2012–2013	14	A	A	A	A	B	A	A	S13	S15	F15	F15

2012–2013	15	B	A	B	A	B	A	B	F15	F15	M16	M16
Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2012–2013	16	B	B	B	A	C	A	B	S16	S16		
2013–2014	1	A	A	A	A	A	A	A	M16	F16	S18	S18
2013–2014	2	A	A	A	A	A	A	A	M17	M17	M17	F17
2013–2014	3	I	–	–	B	C	–	B	–	–	–	–
2013–2014	4	A	A	A	A	A	A	B	S16	S16	M16	M16
2013–2014	5	A	A	A	A	B	A	A	S17	M17	S18	S18
2013–2014	6	A	A	C	A	B	A	B	M17 [^]	M17	–	–
2013–2014	7	A	A	A	A	A	A	A	F16	S17		
2014–2015	1	B	A	B	≈	A	A	A	S17	M17	S18	S18
2014–2015	2	A	A	A	A	A	A	A	S18	F18	M18	M18
2014–2015	3	B	C	–	B	B	B	C	–	–	–	–
2014–2015	4	A	A		A	A	A	A	M19	M19		
2014–2015	5	A	A	A	A	A	A	A	F16	F16	F17	F17
2014–2015	6	A	A	A	A	B	A	A	S17	S17	S18	S18
2014–2015	7	B	–	–	A	C	–	–	–	–	–	–
2015–2016	1	A	A	A	A	A	A	A	M17	M17	S18	S18
2015–2016	2	B	A	A	A	A	A	A	S18	S18	F18	F18
2015–2016	3	B	A	B	A	B	A	A	F18	F18		
2015–2016	4	A	A	B	B	B	B	≈	S19	S19		
2015–2016	5	A	A	B	A	A	A	A	S18	S18	F18	F18
2015–2016	6	A	A	B	A	A	A	A	F18	F18		
2015–2016	7	A	A	B	A	A	A	A	F18	F18	F18	S19

2015–2016	8	A	B	B	B	B	A	A	F18	F18		
Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2015–2016	9	B	A	A	B	B	A	A	M18	M18		
2015–2016	10	A	A	B	B	A	B	A	M19	S19		
2016–2017	1	A	A	A	A	A	A	(ip)	F19	F19		
2016–2017	2	B	A	A	A	A	A	≈	S19	S19		
2016–2017	3	–	–	–	A	B	A	–	–	–	–	–
2016–2017	4	A	I	–	B	W	–	–	–	–	–	–
2016–2017	5	A	A	A	A	A	A	A	F18	M18	S19	S19
2016–2017	6	B	–	–	C	–	–	–	–	–	–	–
2016–2017	7	B	–	–	–	–	–	–	–	–	–	–
2016–2017	8	A	A	B	B	B	A	(ip)	F19	F19		
2017–2018	1	–	–	–	A	–	–	–	–	–	–	–
2017–2018	2	A			A	A	A					
2017–2018	3	A	A	B	A	A	B	(ip)	F19	F19		
2017–2018	4	A	A	A	A	A	A	(ip)				
2017–2018	5	A	A	A	A	A	A	(ip)	F19	F19		
2017–2018	6	B	–	–	A	B	I	–	–	–	–	–
2017–2018	7	A	A	A	A	A	A	(ip)				
2017–2018	8	B	A	A	A	A	A					
2017–2018	9	A	A	A	A	A	A					
2017–2018	10	A			B	B	A	(ip)				
2017–2018	11	A	A	B	A	A	A	(ip)				
2017–2018	12	A	A	A	A	A	(ip)	A				

2017–2018	13				A							
Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2017–2018	14	A			A	A	A					
2018–2019	1	A	A	A								
2018–2019	2				A	A	(ip)					
2018–2019	3	A			B	A	(ip)					
2018–2019	4	–	–	–	–	–	–	–	–	–	–	–
2018–2019	5	A			A	A	(ip)					
2018–2019	6	A			A	A	(ip)					
2018–2019	7	A			A	A	(ip)					
		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad

4. **Graduation rate (PGs 1, 2, 3; SLOs 1 & 2)** The 6-year graduation rate (2012 cohort) is 61% (11 out of 18), with one student still working toward graduation. The average time to graduation for this cohort is 3.73 years.
5. **Research sequence courses (PGs 1, 2, 3; SLOs 1 & 2)** Quantitative research course sequence data—EDU 7420, EDU 7430, EDU 7300—demonstrate students' acquisition and mastery of knowledge of quantitative methods, instruments, analysis, and research design (see Table 5). Results across courses show consistency with each respective student. The higher number of Bs in EDU 7430 is expected considering the degree of difficulty with cumulative knowledge and application of research analysis skills. During the 2018–2019 academic year, students maintained mainly As (one student earning one B), and no student earned a C (see Table 5). Qualitative research course sequence data—EDU 7010, EDU 7330, EDU 7340—demonstrate students' acquisition and mastery of knowledge of qualitative theory, study design, methods, and analysis (see Table 5). Results across courses show consistency with each respective student and the increased degree of rigor in EDU 7010 and EDU 7430 in comparison to EDU 7330 (where data collection occurs and emphasis is on practical application of research skills). Students maintained mainly As (three students making a B in one of the three courses) and no student earned a C (see Table 5).
6. **Grant Proposals (PG 1, 2, 3; SLOs 1 & 2)** Grant proposals for an externally funding source are a required component of EDU 7040. Table 4 above shows the number of proposals written during 2018–2019. Five students crafted and submitted proposals; one of these was funded.

7. **Comprehensive Exam (PGs 1 & 2; SLOs 1 & 2)** Students are well prepared for their comprehensive examinations. All students in the last academic year passed their comprehensive examination on the first attempt and entered Ph.D. candidacy successfully. Historical comprehensive examination data show successful responses on the first attempt for students taking exams in the past 5 years (see Table 5).
8. **Dissertation Prospectus Defense (PGs 1, 2, 3; SLOs 1 & 2)** All Ph.D. candidates in the last academic year passed their dissertation prospectus defense on the first attempt. Dissertation prospectus data show successful completion of presentations on the first attempt for all ELPhD students admitted since 2009 (see Table 5).
9. **Dissertation Defense (PGs 1, 2, 3; SLOs 1 & 2)** All Ph.D. candidates in the 2018–2019 academic year successfully passed their dissertation defense on the first attempt. Historical dissertation defense data show successful completion of defense on the first attempt for all ELPhD candidates admitted since 2009 (see Table 5).

Modifications for Improvement

PGs 1, 2, 3 – Evidence-based Practices, Scholarly Research, and Leadership Personnel

ELPhD students participate in seven research courses and use the knowledge gained not only to become successful researchers, but also to understand information in other ELPhD courses and that they encounter in everyday life (savvy research consumers). Developing strong research skills sets ELPhD students up to be active, fruitful collaborators—a hallmark of a great researcher, leader, and educator. Though they are successful in their ELPhD coursework (see ELPhD Academic Achievement table) and engaged in scholarly activities (see ELPhD Scholarly Activity table), students have mentioned the need for additional encouragement in sharing their work and in collaborating. In response to this informal, formative feedback, the Director of Graduate Programs has highlighted opportunities to use high-quality coursework as ways for ELPhD students to collaborate across concentrations on projects as a pilot program. To do so, the Director has 1) increased regular sharing of conference, seminar, and symposia calls for proposals (CFPs) and calls for publication submissions to increase student awareness of these opportunities, 2) added workshops to support proposal submissions, and 3) provided feedback on proposal and publication submission drafts. The Director also directly encourages faculty to continue to include students in their research activities, and encourages students to work together on submissions for presentations and publications. This also offers multiple opportunities to increase cross-disciplinary knowledge, collaborative skills, and dissemination of scholarship, as well as to heighten exposure to and support of diverse views and scholarship. The Director will continue this program in the 2019–2020 academic year and solicit feedback to evaluate the initiative's efficacy (paired with ELPhD Academic Achievement table and ELPhD Student Scholarly Activity table). (Alignment to: PGs 1, 2, 3; SLOs 1 & 2; Core Principles: *Academic Excellence, Student Success, Supportive Environment*; SG–1 PAs A,B, D, E; SG–2 PAs B, C; SG4–PAs A, B, D)

Link to assessments. Though the associated assessments (ELPhD Academic Achievement table and ELPhD Student Scholarly Activity table) indicate appropriate progress, the Director of Graduate Programs and Dean of the College of Education recognize this is only part of the picture. In order to maintain the threshold of expectation and move toward exceptionality, student feedback is solicited for the express purpose of program improvements such as is described above.

SLOs 1 & 2 – Content Mastery & Course Competency, Professional Skills

Though students generally do well in the research course sequence (see ELPhD Academic Achievement table), informal, formative assessment done through discussions with students in those courses revealed anxiety around course success and the need for additional support. In response, study support sessions for quantitative research courses (all students made *B* or higher) have been implemented in the 2018–2019 academic year as a pilot program. The majority of students made an *A* in in the Fall 2018 and Spring 2019 semester (only 1 student made a *B*). The Director will continue this program in the 2019–2020 academic year and solicit feedback to evaluate the initiative’s efficacy (paired with ELPhD Academic Achievement table). (Alignment to: SLOs 1 & 2; Core Principles: *Academic Excellence, Student Success, Supportive Environment*; SG–1 PA E, SG–2 PA B)

While students do well their coursework which requires scholarly writing, (see *ELPhD Academic Achievement table*), students in EDU 7000 requested additional support in mastering academic/scholarly writing. The course offers opportunities to practice scholarly writing and receive feedback. Student, however, have requested additional support as they move on to research, core, and concentration courses. Requests from students further along in their Programs of Study have also been received. In response, one-on-one writing support for research and theoretical papers are offered. Students may also be paired with other students or ELPhD alumni in the area for additional support. This helps students develop skills to succeed in research, core, and concentration classes; enrich quality of scholarly research activities; and enhance program development and contribute to and across disciplines through research dissemination. The Director will continue this program in the 2019–2020 academic year and solicit feedback to evaluate the initiative’s efficacy (paired with *ELPhD Academic Achievement table* and *ELPhD Student Scholarly Activity table*). (Alignment to: SLOs 1 & 2; Core Principles: *Academic Excellence, Student Success, Supportive Environment*; SG–1 PA B, SG–2 PA B, SG4–PAs B & D)

As part of their enrollment in the ELPhD program, students are expected to present original scholarly work at academic/scholarly/professional conferences, seminars, and symposia. While students demonstrate a high level of participation in such events (see *ELPhD Student Scholarly Activity table*), some have been more productive than others. It is important that all students take part in presenting original work. Many students have asked faculty and/or the Director of Graduate Programs for additional assistance in preparing proposals for submission. In an effort to increase student scholarly research activity and move more students into the threshold of exceptionality, two tactics have been implemented: 1) regular sharing of conference, seminar, and symposia calls for proposals (CFPs) to increase student awareness of these opportunities and 2) workshops for conference proposal

submissions to help students learn discipline-specific protocols and language in support of sharing original research done as part of ELPhD coursework. In addition to presenting scholarly work and developing professional skills, growth in submission to and participation in these events increases exposure to and knowledge of evidenced-based practices—which not only benefits the students, but also offers opportunities to share this knowledge with others in the ELPhD program, College of Education, Tech, and the community. The Director will continue this program in the 2019–2020 academic year and solicit feedback to evaluate the initiative’s efficacy (paired with *ELPhD Student Scholarly Activity table*). (Alignment to: PGs 1, 2, 3; SLOs 1 & 2; Core Principles: *Academic Excellence, Student Success, Supportive Environment*; SG–1 PAs A,B, D; SG–2 PA B, SG4–PAs A, B, D)

Though graduation rate and time to completion (3.68 years) are good, students have informally voiced recurring questions about the Program of Study and dissertation process. In response, the Director of Graduate Programs is creating Program of Study and dissertation workshops, with plans to debut in the 2019–2020 academic year. Student input will be collected as the workshops are created to ensure their concerns are addressed, and faculty will also be consulted as they often field questions and concerns and have valuable insights to share. (Alignment to: SLOs 1 & 2; Core Principles: *Academic Excellence, Student Success, Supportive Environment*; SG–1 PAs A,B, D; SG–2 PA B, SG4–PAs A, B, D).

Link to assessments. Though the associated assessments (*ELPhD Academic Achievement table, ELPhD Student Scholarly Activity table, graduation rate, time to graduation*) indicate appropriate progress, the Director of Graduate Programs and Dean of the College of Education recognize this is only part of the picture. In order to maintain the threshold of expectation and move toward exceptionality, student feedback is solicited for the express purpose of program improvements such as is described above.

Appendices

1. Curriculum Map - ELPhD Core & Research Course Alignments
2. Faculty & Student Scholarly and Professional Activity 2018–2019

Appendix 1: Curriculum Map - ELPhD Core & Research Course Alignments

I = introduced

R = reinforced

M = mastery

A = assessment

Core Course Alignment with Program Goals and Student Learning Outcomes

<i>Course</i>	<i>Title</i>	<i>Content Mastery (SLO 1)</i>	<i>Scholarly Research Activities (PG 2)</i>	<i>Professional Skill Development (PG 3, SLO 2)</i>	<i>Evidence- based Practices (PG1)</i>
EDU 7000	Trans-Concentration Seminar	I	I	I	I
EDU 7010	Theoretical Foundations of Research	I	I, A	I	R
EDU 7020	At-Risk Populations: Research, Service, & Delivery	R, A	R	R, A	R, A
EDU 7040	Program Planning and Proposal Development	I, R	I, R, A	R, M, A	R
CUED 7430	Specialized Applications of Technology to Education	I	I	R, A	R

Research Course Alignment with Program Goals and Student Learning Outcomes

<i>Course</i>	<i>Title</i>	<i>Content Mastery (SLO 1)</i>	<i>Scholarly Research Activities (PG 2)</i>	<i>Professional Skill Development (PG 3, SLO 2)</i>	<i>Evidence- based Practices (PG1)</i>
EDU 7010	Theoretical Foundations of Research	I	I, A	I	R
EDU 7330	Qualitative Inquiry in Education	R	R	R	R
EDU 7340	Data Analysis and Representation in Qualitative Inquiry	R, M, A	M, A	M, A	M, A
EDU 7420	Quantitative Inquiry in Education I	I	I	I	I
EDU 7430	Quantitative Inquiry in Education II	R, M	R, M	R	R
EDU 7300	Research Design	M, A	M, A	M, A	M, A
EDU 7320	Single Subject Design	I, R	R, M, A	R, M, A	R, M
EDU 7350	Advanced Regression Analysis	R, M	R, M, A	R, M	R, M
EDUL 7700	Theory, Methodology, & Trends in Literacy Research	R, M	M, A	M	M
EDUS 7350	STEM Education Research	R, M	M, A	M, A	M
ABAP 7920	Topics, Issues, & Research in Early Childhood Special Education	I, R	R, M	M, A	R

Appendix2: Faculty Scholarly and Professional Activity 2018–2019

Publications

- Akenson, J. E. (2019).** “John Schneider: Let’s Duke It... Or Dance It... Out.” Country Underground Australia. <http://countryunderground.com.au/john-schneider>. 11 February 2019. pp. 2-10.
- Akenson, J. E., & Akenson, A. B. (2019).** “Gender Equity and Country Music: A Modest Proposal.” Submitted to Rolling Stone Country. 3 January 2019.
- Akenson, J. E. (2018).** “Have a Blue Blue Merry Country Music Christmas!” Country Underground Australia. <http://countryunderground.com.au/blue-merry-christmas> . 22 December 2018. pp. 2-10.
- Akenson, J. E. (2018).** “Go Gophers! No...Geaux Becky Buller.” Country Underground Australia. <http://countryunderground.com.au/geaux-becky-buller> 5 December 2018. pp.2-10.
- Akenson, J. E. (2018).** “Freda Sings Canada: Coulda, Woulda, Shoulda, Eh?” Country Underground Australia. <http://countryunderground.com.au/freda-sings-canada> 11 November 2018. pp.2-18.
- Akenson, J. E. (2018).** “Folsom Prison to Brushy Mountain State Penitentiary: The Fairview Union.” Country Underground Australia.<http://www.countryunderground.com.au/brushy-mountain-state-penitentiary> 10 October 2018. pp.2-10.
- Akenson, J. E. (2018).** “Jimmie Rodgers at the Fort Payne Opera House” Country Underground Australia. <http://countryunderground.com.au/jimmie-rodgers/> 10 September 2018. pp.2-10.
- Akenson, J. E. (2018).** “ICMC 2018...Touched All Bases, Checked All Boxes.” CountryUnderground Australia. <http://countryunderground.com.au/icmc-2018/> 20 August 2018. pp 2-10.
- Akenson, J. E. (2018).** “Jimmy Bilbrey: Former Student ‘Makes Good’.” CountryUnderground Australia. <http://countryunderground.com.au/jimmy-bilbrey/> 21 July 2018.pp.2-10.
- Akenson, J. E. (2018).** “Meeting Andrew Smith...Finally!” Country Underground Australia. 30 June 2018. pp.2-12. <http://countryundergroundaustralia.com.au/meeting-andrew-smith/>

“Redneck Underground: Lunch What Deacon?” Country Underground Australia. 20 May 2018.
pp. 2-10. <http://countryunderground.com.au/redneck-underground/>

Anthony, H. (2018, September). [Review of the book *Accessible Algebra: 30 Modules to Promote Algebraic Reasoning, Grades 7-10* by A. M. Collins & S.R. Benson]. *Mathematics Teacher*, 112(1), 78.

Geist, M. J., Anthony, H., & Majors, T. (2018). Authentic health-care scenarios make mathematics meaningful. *Mathematics Teacher*, 111(7), 496—502. (selected as May 2018 MT Twitter Chat article).

Anthony, H. (2018, January/February). [Review of the book *Strategy Games to Enhance Problem-Solving Ability in Mathematics* by A. S. Posamentier & S. Krulik]. *Mathematics Teacher*, 111(4), 317.

Geist, M., Sanders, J. R., Harris, K., Arce-Trigatti, A., & Cass, C. (2019). Clinical immersion: An approach for fostering cross-disciplinary communication and innovation in nursing and engineering students. *Nurse Educator*, 44(2), 69–73.

Sisk, C. & **Baker, J.** (in press, 2019). Children with special health care needs: Partners in participatory research. In LR. Berson, MJ. Berson, & C. Gray (Eds.), *Participatory methodologies to elevate children’s voice and agency* (pages to be determined). Charlotte, NC. Information Age Publishing.

Meadows, J. R., Baker, J., & Wendt, S. (Accepted). Fab Fridays: Fostering elementary teacher candidate preparation through informal STEM events. *Journal of STEM Teacher Education*.

Beaird, G., **Geist, M. J., Lewis, E. J.** (2018). Design thinking: Opportunities for application in nursing education. *Nurse Education Today*: DOI 10.1016/j.nedt

Chitiyo, M., Hughes, E., **Chitiyo, G.**, Changara, D., Itimu-Phiri, A., Haihambo, C., Taukeni S., & Dzenga, C. G. (2019). Exploring Teachers' Special and Inclusive Education Professional Development Needs in Malawi, Namibia, and Zimbabwe. *International Journal of Whole Schooling*.

Chitiyo, G., Potter, D., & Rezsnyak, C. (2018). Impact of an Atoms-First Approach on Student Outcomes in a Two-Semester General Chemistry Course. *Journal of Chemical Education*. DOI:10.1021/acs.jchemed.8b00195

Howard, M. & Hutson, S. Positively impacting mealtime experience for elementary school children. *Journal of Ethnographic and Qualitative Research*. (In press).

Isbell, J. K., Baker, J. C., Roberts, J., & Calender, A. (2018). Opening the Secret City: Tapping resources from a historic research lab to guide interdisciplinary secondary teaching and learning. *International Journal of Interdisciplinary Educational Studies*, 13(4), 17-25. doi:10.18848/2327-011X/CGP/v13i04/17-25

Eldaba, A., & **Isbell, J. K.** (2018). Writing gravity: Second language international female graduate students' academic writing experiences. *Journal of International Students*, 4(8), 1879–1890. doi:10.5281/zenodo.1471736.

Isbell, J. K., Baker, J. C., Zagumny, L., **Spears, A.**, & Camuti, A. (2018). Maintaining the myth: How Tennessee perpetuates deficit ideology about recipients of government- funded healthcare. *Journal of Poverty*, 22(1), 23–41. doi:10.1080/10875549.2017.1348424

Isbell, J. K., Chaudhuri, J., & Schaeffer, D. L. (2018). "It just messes your mind": U.S. international students' perceptions and experiences with academic text sourcing. *Journal of International Students*, 8(1), 308–331. doi:10.5281/zenodo.1134309

- Isbell, J. K.,** Byford, G., Landis, N., & Stephens, J. (2018). Close-up on co-teaching: Teacher candidates' and mentors' perspectives on co-teaching experiences in secondary classrooms. *Teacher Education & Practice*. (Accepted for publication in 2019; journal folded in Dec. 2018)
- Kennedy, K., & King, S.** (2018). All aboard: Using positive behavior supports on the school bus. Beyond Behavior. Online First Edition.
- King, S., Kennedy, K., & Ward, A.*** (2019). Behavior interventions for school buses: A systematic review. *Education and Treatment of Children*, 42(1), 99-126.
- King, S. A.,** Johnson, H.*, Burch, T.*, & Chitiyo, A*. (in press). Addressing feeding disorders using high-probability sequencing for children and adolescents with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*.
- Meadows, J. R. & Suters, L.** (In Press). Unpacking elementary mathematics edTPA. In L. Barron (Ed.), *A Practical Guide for edTPA Implementation and Success*. Charlotte, NC: Information Age Publishing Inc.
- Luna, L., Majors, T., & **Meadows, J. R.** (2018). Effective Engineering Models for a Multicultural Education Transformation in STEM: Engineering for All. Submitted for chapter in research volume. In C. Clark, Z. Haad, & A. VandeHei, (Eds.), *Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM) of the PK-12 Multicultural Curriculum Transformation Handbook Series*. Lanham, MD: Lexington Press.
- Powell, B.** (2018). Review of Critical Reading in Higher Education: Academic Goals and Social Engagement, by Karen Manarin, et al. *Impact*, 7(1). Retrieved from <http://sites.bu.edu/impact/previous-issues/impact-winter-2018/>.

Silber-Furman, D. (2019). *Quest for success: How international students collage school experiences are being shaped by their English language proficiency*, Poland Krakow: Rideré (ISBN 9788381556569)

Silber-Furman, D., & Zagumny, L. (2018). *Dare to Hope. A Critical Examination of Culturally and Linguistically Diverse International Students: Graduate Students' Experiences in the Southeastern United "States*, in *International Student Mobility and Opportunities for Growth in the Global Marketplace*.

Spears, A., & Reagan, K. (2018). *Better Nate Than Ever: Boy Meets Broadway!* In P. Greathouse & B. Eisenbach (Eds.), *Queer Adolescent Literature as a Complement to the English Language Arts Curriculum*.

Spears, A., & Baker, J. (2019). *Using Writing Mentor Texts in Elementary Science to Support Comprehension*. Article submitted to the *MidSouth Literacy Journal*.

Wendt, S., **Spears, A., & Fidan, P.** (2018). *Using Children's Nonfiction Trade Books to Address Scientific Misconceptions*. *The International Journal of Interdisciplinary Educational Studies*, 12(3), 31-43. doi:10.18848/2327-011X/CGP/v12i03/31-43.

Grants

Arce-Trigatti, A. (2018-19). *Renaissance Foundry Immersion and Problem Identification Proposal* EDGE Curriculum Grant Program. The Office of Creative Inquiry -Quality Enhancement Plan (QEP) Tennessee Technological University. (Funded \$15,000).

Anthony, H. G. (2018-19). *Principal Investigator, TTU Faculty Research Assistance Award, High School Mathematics Teachers' Beliefs and Perceptions of Integrated Mathematics*, (\$3,000).

Anthony, H. G. (2017-19). Co-Principal Investigator, TN Department of Education Mathematics Science Partnership Grant, Expanding Integrated Mathematics in the Mid-State: Focus on Content and Modeling (2-year extension), with Merrie Clark, Jessica Slayton, and David Williams (Metro Nashville Public Schools); and Denette Kolbe (Putnam County Schools) (\$1,011,950: Putnam: \$238,700). concluded in Fall 2018

Anthony, H. (2017-19). Math PD Designer/Instructor, TN Department of Education Mathematics Science Partnership Grant, Upper Cumberland 5-8 SciMath Math Science Partnership (2-year extension), with Sally Pardue (Oakley STEM Center) and Denette Kolbe (Putnam County Schools) (\$557,000). concluded in Fall 2018

Anthony, H. (2011-19). Co-Principal Investigator, National Science Foundation, DUE Noyce Teacher Scholarships, TTU STEM Majors for Rural Teaching (TTU-SMaRT) with Dr. Stephen Robinson (Physics), (\$1,199,908). ongoing on no-cost extensions.

Baker, J. (2019-20). Co-Director. College, Career, and Community Writing Project (C3WP), TTU. Professional development project funded by the National Writing Project (NWP). Co-Director with A. Baker. Amount awarded: \$15,000.

Chitiyo, G. (2019-22). Project Evaluator: Senior Personnel, "Mobile AMP: Mobile Additive Manufacturing Platform for the 21st Century STEM Workforce Enhancement," National Science Foundation Advanced Technological Education (ATE) program, \$600,000. Funded. Project Director & Co-PI: Ismail Fidan, Co-PIs Eric Wooldridge & Elaine Kohrman.

Chitiyo, G. (2018-21). Project Evaluator: Senior Personnel, "Smart Manufacturing for America's Revolutionizing Technological Transformation (SMART)," National Science Foundation Advanced Technological Education (ATE) program, \$600,000. Funded. Project Director & Co-PI:

Khalid Tantawi, CO-PI Ismail Fidan, Karen Wosczyzna-Birch, Other Senior Personnel Yunbo Zhang.

Role

Howard, M. (2019). Milestones TTU Eligibility Evaluation Team (\$7,100,000)

Howard, M. (2019). BRIDGES Early Intervention Resource Agency Grant, Principal Investigator
(\$1,501,000)

Howard, M. (2019). Tennessee Early Childhood Pilot Program Grant, Principal Investigator (\$86,000)

Isbell, J., Spears, A., Smith, T., Laffoon, A., & Schmitt-Matzen, C. Improving Teacher Quality Grant
Program, Tennessee Higher Education Commission, (2018) *It's a Working Life: Building
Knowledge of Social Studies Practices for Accessing and Critically Examining Primary Sources.*
Funded. \$74,548.00

Meadows, J. R. (2019). Principal Investigator, EDGE Sustainability Grant, Meaningful Math: Making the
Most Out of Misconceptions. (funded: \$1,000)

Meadows, J. R. (2018). Co-PI, QEP EDGE Collaborative, Civic Engagement Project-Get Out the
Vote. (funded: \$1500.00)

Powell, B. "What do engineers do? Communicating the diverse, dynamic field through outreach." PI: B.
Powell. Co-PI: H. Ingle. Tennessee Board of Regents. \$34,969.00. July 2018. **(Funded.)**

Isbell, J., Spears, A., Smith, T., Laffoon, A., & Schmitt-Matzen, C. Improving Teacher Quality Grant
Program, Tennessee Higher Education Commission, (2018) *It's a Working Life: Building
Knowledge of Social Studies Practices for Accessing and Critically Examining Primary Sources.*
Funded. \$74,548.00

Spears, A. (2019). EDGE QEP Sustainability Grant Recipient (\$1,000).

Spears, A.; Landis, R. (2019). (Director). Tennessee Department of Education Read to be Ready Summer Grant Program. (\$78,000).

Spears, A. (2018). EDGE QEP Sustainability Grant Recipient (\$1,000).

Spears, A.; Landis, R. (2018). (Director). Tennessee Department of Education Read to be Ready Summer Grant Program. (\$104,500).

Presentations

Anthony, H. G. (2019, May). Implementation barriers and challenges for high school mathematics teachers transitioning to integrated mathematics. Paper presented at the Fifteenth International Congress of Qualitative Inquiry, Urbana~Champaign, IL (served as Panel Chair: High School Mathematics Teachers' Experiences Transitioning to Integrated Mathematics)

Anthony, H. G., Vogel, J., & Kolitsch, S. (2019, April). Investigations with right triangles to deepen students' conceptual understanding. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.

Anthony, H. G. (2019, March). Investigations and strategies that positively influence student success in undergraduate mathematics. Invited special session presented at the Mathematical Association of America (MAA) Southeastern Section Spring 2019 Meeting, Cleveland, TN

Arce-Trigatti, A., Jorgensen, S., Sanders, J. R., & Arce, P. E. (2019). The promotion of a revised TPACK model {TSPACK}: Lessons learned from the foundry inspired Steelcase Active Learning Space project. Proceedings from the American Society for Engineering Education Southeastern Conference. March 10-12, 2019. Raleigh, North Carolina.

Jorgensen, S., **Arce-Trigatti, A.,** Mathende, A., Haris, A., Cain, S. B., Sanders, J. R., & Arce, P. E. (2019). An activity to illustrate teamwork: An introduction to the renaissance foundry model through

mindful abstraction. Proceedings from the American Society for Engineering Education Southeastern Conference. March 10-12, 2019. Raleigh, North Carolina.

Jorgensen, S., **Arce-Trigatti, A.**, Sanders, J. R., & Arce, P. E. (2019). Promoting innovative learning strategies: A collaborative curricular re-design at the undergraduate level. Proceedings from the American Society for Engineering Education Southeastern Conference. March 10-12, 2019. Raleigh, North Carolina.

Arce-Trigatti, A., & Silber-Furman, D. (2019). Examining the process of designing and constructing a meaning of diversity and inclusion for education. Paper presentation at the 15th Annual International Congress of Qualitative Inquiry Conference, May 15-18, 2019. University of Illinois at Urbana-Champaign, Urbana, Illinois.

Meadows, J., Arce-Trigatti, A., Moore, K., Ablakwa, C., Clemons, M., **Baker, J., & Potter, D.** (2019). Examining the Process of Designing and Constructing a Meaning of Diversity and Inclusion for Education. Paper presentation at the 15 Annual International Congress of Qualitative Inquiry Conference, May 15-18, 2019. University of Illinois at Urbana-Champaign, Urbana, Illinois.

Arce-Trigatti, A., & Dubose, S. (2018). What is neoliberalism? Engaging in praxis via practitioner observations from an undergraduate cultural studies course. Paper presentation at The American Educational Studies Association Annual Conference 2018. November 7-11, 2018. Greenville, NC.

Dubose, S. & **Arce-Trigatti, A.** (2018). Teaching colonization: A cultural studies case of critical pedagogy from the student perspective. Paper presentation at The American Educational Studies Association Annual Conference 2018. November 7-11, 2018. Greenville, NC

Baker, J.E., & Meadows, J. (2018, July). Family-focused STEM events for young children supported by pre-service teachers. Session presentation at the National Science Teachers Association (NSTA) STEM Forum and Expo. Philadelphia, PA.

Chitiyo, M., **Chitiyo, G.**, Chitiyo, J., & Dzenga, C.G. (November, 2018). Special Education Professional development needs assessment in selected southern African countries. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Fidan, I., **Geist, M., Chitiyo, G.**, & Zhang, Y. (2019). The Development and Implementation of an Interdisciplinary Additive Manufacturing for Healthcare Innovation Course. American Society for Engineering Education.

Fidan, I., Singer, T., **Chitiyo, G.**, Wooldridge, E. (2019). Multi Institutional Collaboration in Additive Manufacturing. American Society for Engineering Education.

Garrett, R., **Chitiyo, G.**, Fidan, I., Davis, K., Potter, D., & Mathende A. (November, 2018). Evaluating an engineering project to capture participants' holistic experiences. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Chitiyo, G., Akenson, A. B., Garrett, R., Zagumny, L., Besnoy, K., Fidan, P., Ablakwa, C., Mathende, A., Potter, D., & Davis, K. (November, 2018). Chess in Schools Initiative: Evaluation design to inform evidence-based practice. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Chitiyo, M., **Chitiyo, G.**, Chitiyo, J., & Dzenga, C.G. (November, 2018). Special Education Professional development needs assessment in selected southern African countries. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Davis, K., Garrett, R., Stenson, T., & **Chitiyo, G.**, (November, 2018). Social emotional learning in practice. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Arens, S., **Chitiyo, G.**, Murphy, K., LaVelle, K.B., & Sharporn, L. (November, 2018). It Depends: strategically addressing gray areas in educational evaluation. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH

Isbell, J. K., Baker, J., Potter, D., & Ezell, L. (2019, May). *Rural working-class scholars' perspectives and experiences seeking post-secondary education*. Paper accepted for presentation at the 15th Annual International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Isbell, J. K., Baker, J., Potter, D., & Ezell, L. (2019, March). *Rural working-class scholars perspectives and experiences seeking post-secondary education*. Paper presented at the 2019 Annual Conference of the Adult Higher Education Association, Orlando, FL.

Isbell, J. K., Spears, A., Smith, T., & Laffoon, A. (2018, November). Radical and relevant work: Using primary & secondary sources to guide high school students' understanding of the history of labor struggles. Paper presented at the 28th annual international conference of the National Association of Multicultural Education, Memphis, TN.

King, S. A., Kennedy, K., & Pullum, M.* (May, 2019). Teaching preschool-aged children with developmental delays functional play skills using structured teaching. Poster presentation at Association for Behavior Analysis International. Hyatt Regency Hotel, Chicago, IL.

Kennedy, K., King, S. A. & Pullum, M.* (January, 2019). Using structured teaching to teach preschool-aged children with developmental delays functional play skills. Poster presentation at Association for Behavior Analysts International-Autism. Hyatt Regency Hotel, San Francisco, California.

Burch, T. & King, S. (May, 2019). Blending as a Treatment for Feeding Disorders: A Review of the Literature. Poster Presented at the 45th Annual Association of Behavior Analysis International Conference, Chicago, IL.

Burch, T. & King, S. (November, 2018). Blending as a Treatment for Feeding Disorders: A Review of the Literature. Poster Presented at the 21st Annual Tennessee Association for Behavior Analysis Conference, Nashville, TN.

King, S. A., Kennedy, K., & Pullum, M.* (May, 2019). Teaching preschool-aged children with developmental delays functional play skills using structured teaching. Poster presentation at Association for Behavior Analysis International. Hyatt Regency Hotel, Chicago, IL.

Kennedy, K., King, S. A. & Pullum, M.* (January, 2019). Using structured teaching to teach preschool-aged children with developmental delays functional play skills. Poster presentation at Association for Behavior Analysts International-Autism. Hyatt Regency Hotel, San Francisco, California.

Lloyd, M., & **Kolodziej, N.** (July 2018). Classroom Discourse and the FLE Model: An Essential Component in Building a Classroom Community. International Literacy Association's Annual Conference. Austin, TX.

Meadows, J. R., Arce-Trigatti, A., Moore, K., Ablakwa, C. N., Clemons, M., Potter, D., Baker, J. C. Instructor Perspectives on Collaboratively Teaching Critical Thinking and Problem Solving through Integrated STEM Content in a Rural High School: A Qualitative Piece. Session to be presented at the International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign.

Meadows, J. R., Clemons, M., & McGehee, N. (2018, July- Not included in 2017-2018 Accomplishments). May the Force Be with You: A STEM Wars Night to Remember! NSTA STEM Forum, Philadelphia, Pennsylvania.

Baker, J. & Meadows, J. R (2018). STEM Safari Saturdays: Family- Focused Learning Events for Young Children Supported by Preservice Teachers. NSTA STEM Forum, Philadelphia, Pennsylvania.

Siber-Furman, D. (2019). Examining the Process of Designing and Constructing a Meaning of Diversity and Inclusion for Education, co-presenter with Andrea Arce-Trigatti, 15 International Congress of Qualitative Inquiry, Urbana-Champaign, IL, 15-19 May, 2019

Siber-Furman, D. (2019). Struggles and Strategies: Culturally and Linguistically Diverse International Graduate Students, 15 International Congress of Qualitative Inquiry, Urbana-Champaign, IL, 15-19 May, 2019

Pittman, C. & **Spears, A.** (2019). Words on Wheels: How effective community/school/family partnerships brought to life a vision to bring children's books into rural neighborhoods. International Literacy Association Conference and Exhibits. New Orleans, LA.

Wendt, S., **Spears, A.**, & Fidan, P. (2018, July). Research paper to be presented at the Thirteenth International Conference on Interdisciplinary Social Sciences, Granada, Spain.

Spears, A., Meadows, J., & Rogers, A. L. (2018, July). Using Growth Mindset Literature to Increase Confidence and Motivation with Resilient Readers. International Literacy Association Conference and Exhibits. Austin, © TX.

Isbell, J. K., Spears, A., Smith, T. & Laffoon, A. (2018, November). Radical and relevant work: Using primary & secondary sources to guide high school students' understanding of the history of labor struggles. Paper accepted for presentation, 28th annual international conference of the National Association of Multicultural Education, Memphis, TN.

In-Service Workshops

Siber-Furman, D. & Arce-Trigatti, A. (2018). Diversity Talk, Impact Leadership Youth Force Initiative, High School, Cookeville TN, 25 September, 2018 (with Andrea Arce-Trigatti)

Siber-Furman, D. & Arce-Trigatti, A. (2019). What is Diversity, Impact Leadership Community Leaders Initiative, The Biz Foundry, 114 N Cedar Ave, Cookeville TN, 12 February, 2019 (with Andrea Arce-Trigatti)

Akenson, J. E. (2018). Regions, Interconnections, Academic Vocabulary, Visual Learning, and Student Engagement in Elementary Social Studies." Warrior Workshop. White County Schools. Sparta, Tennessee. 6 November 2018.

Akenson, J. E. (2018). "Close Reading, Academic Vocabulary, and Student Engagement in Social Studies for Middle and Secondary School." Warrior Workshop. White County Schools. Sparta, Tennessee. 6 November 2018.

Akenson, J. E. (2018). "Dottie West: Economic and Gender Issues in Country Music." Presentation to Graduate Country Music Course. University of Saarland. Saarbruecken, Germany. 20 October 2018. Zoom Conferencing. "Get In The Zone: Secondary Social Studies Vocabulary." Tennessee Technological University/International Reading Association. Cookeville High School. 7 June 2018.

Howard, M. (2018). Supporting Children's Right to Choose: Foster Grandparent Training.

Students

Publications

King, S. A., Johnson, H. *, **Burch, T. ***, & Chitiyo, A*. (in press). Addressing feeding disorders using high-probability sequencing for children and adolescents with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*. Manuscript in press.

King, S. A., Johnson, H. *, Burch, T. *, & **Chitiyo, A***. (in press). Addressing feeding disorders using high-probability sequencing for children and adolescents with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*. Manuscript in press.

Chitiyo, M. Hughes, E. M., Chitiyo, G., Changara, D. M., Itimu-Phiri, A., Haihambo, C., Taukeni, S. G. & **Dzenga, C. G.** (In review). Professional development needs in Malawi, Namibia and Zimbabwe. *International Journal of Whole Schooling. U.S. Journal of Research in Special Educational Needs*.

Chitiyo, J., May, M. E., **Mathende, A. M.**, & **Dzenga, C. G.** (2018). The relationship between school personnel's confidence with using the school-wide positive behaviour intervention support model and its sustainability. *Journal of Research in Special Educational Needs*.

Chitiyo, G., Zagumny, L., Akenson, A. B., **Littrell, M. N.**, **Davis, K. M.**, & Besnoy, K. (2019) Teaching with chess: Exploring the relationship between chess and student learning outcomes (ACIS Years 1–3 Report).

Chitiyo, G., **Potter, D. W.**, & Rezsnyak, C. (2018). Impact of an Atoms-First Approach on Student Outcomes in a Two-Semester General Chemistry Course. *The Journal of Chemical Education*, 95(10), 1711–1716. doi:10.1021/acs.jchemed.8b00195

Grants

Co-Principal Investigator: **Potter, D.W.** (2019). *HIPSTERS: High Impact Practices in STEM Targeting Engagement, Retention, & Success*. TBR: Student Engagement, Retention and Success Grant. PI: Julie Baker; Co-PIs: Lisa Zagumny, Carlos Galindo, Harry Ingle, Robert Owens, Charria Campbell. (submitted for review; \$24,092)

Co-Principal Investigator: **Potter, D.W.** (2019). *The STEM Foundry Heritage Fellows Program*. TBR: Student Engagement, Retention and Success Grant. PI: Andrea Arce-Trigatti; Co-PIs: Pedro Arce, Carlos Galindo, Stephanie Jorgensen, Robby Sanders. (submitted for review; \$25,000)

Principal Investigator: **Potter, D.W.** (2019). *Girls Rule, Lead, and Succeed: Creative Opportunities to Develop and Empower (GRLS CODE)*. American Honda Foundation Grant. Co-PIs: Carlos Galindo, Lisa Zagumny. (submitted for review; \$42,667)

Principal Investigator: **Potter, D.W.** (2018). TSIN Hub Operations and Innovative Educator Workshops Grant. (FUNDED; \$32,166)

Isbell, J., Spears, A., Smith, T., Laffoon, A., & **Schmitt-Matzen, C.** Improving Teacher Quality Grant Program, Tennessee Higher Education Commission, (2018) *It's a Working Life: Building*

Knowledge of Social Studies Practices for Accessing and Critically Examining Primary Sources.

Funded. \$74,548.00.

Presentations

Ablakwa, C., Littrell, M., & Mathende, A. (2019). **Ablakwa, C., & Littrell, M. N.** (2019) *Graduate evaluation programs: A student focused roundtable discussion for achieving desired professional outcomes.* Emergent Voices in Evaluation (EViE), "The Role of Evaluation in Society." Greensboro, NC. March 15.

Akenson, A. B., Chitiyo, G., **Garrett, R.**, Zagumny, L., Besnoy, K., Fidan, P., **Abakwa, C. N., Sr., Mathende, A., Potter, D. W., & Davis, K. M.** (November, 2018). *Chess in Schools Initiative: Evaluation design to inform evidence-based practice.* Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Ablakwa, C., Meadows, J., Moore, K., Arce-Tragitti, A., Baker, J., **Clemons, M. P., & Potter, D. W.** (2019). *Instructor Perspectives on Collaboratively Teaching Critical Thinking and Problem Solving through Integrated STEM Content in a Rural High School: A Qualitative Piece.* Presentation, Urbana-Champaign, IL.

Ablakwa, C. N. Sr., Meadows, J., Moore, K., Arce-Trigatti, A., Baker, J., **Clemons, M. P., & Potter, D.W.** (February, 2019). *Problem Solving Through STEM Applications at a Rural and Remote School: Observations of An Ongoing Research Project.* Presentation made at the TN STEM Education Research Conference, Murfreesboro, TN.

Burch, T. & King, S. (May, 2019). *Blending as a Treatment for Feeding Disorders: A Review of the Literature.* Poster Presented at the 45th Annual Association of Behavior Analysis International Conference, Chicago, IL.

Burch, T. & King, S. (November, 2018). Blending as a Treatment for Feeding Disorders: A Review of the Literature. Poster Presented at the 21st Annual Tennessee Association for Behavior Analysis Conference, Nashville, TN.

Campbell, B. M., Fletcher, S. C., & Fricks, A. (2018). Themed STEM Nights to Facilitate 3-D Learning. Tennessee Science Teacher's Association Annual Conference and Professional Development Institute, Murfreesboro, TN. November 2.

Campbell, B. M. (2018). Music Parodies in the Classroom. Middle Tennessee Educational Technology Association Teacher Day, Mount Juliet, TN. July 13.

Clemons, M. P., Robinson, S. J., & Engelhardt, P. (2019). *Assessing the NGSS Alignment of Next Gen PET*. Poster, Provo, UT.

Anthony, H., **Clemons, M. P., Pérez, M., & Wilson, C.** (2019). *High School Mathematics Teachers' Experiences Transitioning to Integrated Mathematics*. Panel Presentation, Urbana-Champaign, IL.

Clemons, M. P. (2019). *Rural High School Teachers' Perceptions of Teaching and Learning When Using an Integrated Mathematics Curriculum*. Poster, Cookeville, TN.

Clemons, M. P. & Meadows, J. (2019). *Informal STEM Learning Opportunities: What Can Be Gained for Inservice Teachers*. Presentation, Murfreesboro, TN.

Anthony, H., **Clemons, M. P., Pérez, M., & Wilson, C.** (2019). *High School Mathematics Teacher Beliefs and Perceptions of Integrated Mathematics*. Paper presented at the 13th Annual TN STEM Education Research Conference, Murfreesboro, TN.

Clemons, M. P. (2019). *Rural High School Teachers' Perceptions of Teaching and Learning When Using an Integrated Mathematics Curriculum*. Poster presented at the 13th Annual TN STEM Education Research Conference, Murfreesboro, TN.

- Clemons, M. P.**, Robinson, S. J., Engelhardt, P. (2018). *Characterizing Next Gen PET Assessments Using the 3-D LAP*. Poster, Washington, D.C.
- Meadows, J., **Clemons, M. P.**, Gipson, F. (2018). *May the Force Be with You: A STEM Wars Night to Remember*. Presentation, Philadelphia, PA.
- McGehee, N. & Clemons, M. P.** (2018). *Characteristics of a Successful STEM Middle School: Developing a Framework for Excellence in STEM Schools*. Presentation, Murfreesboro, TN.
- Davis, K.**, & Chitiyo, G. (2018, November). Successes and Lessons from a Grassroots Evaluation of District-wide Social Emotional Learning. Paper presented at the American Evaluation Association Annual Conference, Cleveland, OH.
- Davis, K.**, & Krengel, K. (2018, June). What does SEL look like and how do we measure it: Developing a process for observing SEL in schools. Paper presented at the Music City Social Emotional Learning Conference, Nashville, TN.
- Chitiyo, M., Chitiyo, G., Chitiyo, J., & **Dzenga, C.G.** (November, 2018). Special Education Professional development needs assessment in selected southern African countries. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.
- Elizer, N. H.** (2019). *Literacy guidance for schools serving students impacted by global resettlement*. Poster presented at the Inaugural Conference of the Tennessee Chapter of the National Association for Multicultural Education, Tennessee Technological University, Cookeville, TN, July19.
- Elizer, N. H.**, Ellis, A., Enix, J., Littrell, M., & Sukowski, D. (2019). *Novice scholars resisting repression of critical consciousness: Experiencing an equity-intentional, qualitatively-rich doctoral program*. Panel presented at the 14th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL, May 15–17.

Elizer, N. H. (2019). *Feminism, motherhood, and social constructionism*. Paper presented at the 14th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL, May 15–17.

Elizer, N. H. (2018). *Defying gravity: How mothers navigate the academic journey*. Paper presented at the National Association for Multicultural Education 2018 International Conference, Peabody Hotel, Memphis, TN, Nov 27–30.

Enix, J. (2019). *Public School Mockingbirds: Embracing structural ideology through the (hardly) fictional world of Atticus Finch*. Traditional presentation. Cookeville, TN.

Enix, J. (2019). *Reasonable belief*. Panel presentation. Urbana, IL.

Ezell, L. Commons Understanding: High School Librarians' Experiences of the Transformation from Traditional Library to Modern Space. Poster to be presented at Tennessee NAME Annual Conference, 17 July, 2019.

Ezell, L. Commons Understanding: High School Librarians' Experiences of the Transformation from Traditional Library to Modern Space. To be presented at International Conference of Qualitative Inquiry, 17 May, 2019.

Isbell, J. K., Baker, J.C., **Potter, D.**, & **Ezell, Laura**. Rural Working-Class Scholars' Perspectives and Experiences Seeking Post-Secondary Education. To be presented at International Conference of Qualitative Inquiry, 17 May, 2019.

Potter, D., Chitiyo, G., Powell, E., Ingle, H., & **Littrell, M. N.** (2018) *TTU STEM mobile*. American Evaluation Association (AEA), "Speaking Truth to Power." Cleveland, OH. October 31.

Mathende, A. M. (May, 2019). Analyzing observational strategies using the Kirkpatrick model: Insight from a curricular redesign earmarked to promote student-centered learning in postsecondary education. TTU Research and Creative Inquiry Day, Tennessee, TN.

Mathende, A.M. (2019). Experiences and Perceptions of faculty with the use of flipped classroom. 15th International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign, Champaign, USA.

Isbell, J. K., Baker, J. C., **Potter, D. W.**, & **Ezell, L.** (2019). *Rural working-class scholars' perspectives and experiences seeking post-secondary education*. Presentation made at the International Congress of Qualitative Inquiry Conference in Urbana-Champaign, IL.

Meadows, J., Arce-Trigatti, A., Moore K., **Ablakwa, C. N., Sr.**, **Potter D. W.**, **Clemons, M. P.**, & Baker, J. C., (2019). *Instructor perspectives regarding a unique teaching program at a rural school*. Presentation made at the International Congress of Qualitative Inquiry Conference in Urbana-Champaign, IL.

Arce-Trigatti, A., **Potter, D. W.**, Meadows, J., Moore, K., **Ablakwa, C. N., Sr.**, **Clemons, M. P.**, & Baker, J. C. (2019). *Addressing the equity divide through diverse, educational opportunities in rural communities: A three-pronged qualitative study*. Presentation made at the Inaugural Conference of the Tennessee Chapter of the National Association for Multicultural Education (TN NAME).

Powel, A. R. (2018). Innovative Solutions to Transportation Training Challenges Transforming Transportation Training National Transportation Training Directors Annual Conference Chattanooga Marriott Downtown, October 11, 2018

Powel, A. R. (2018). Learning Lab: Virtual Reality and Prevention Resources to Solve National Health Issues The Healthiest Tennessee: Enduring Accomplishments that Matter for Our Future

Tennessee Public Health Association 75th Annual Conference Cool Springs Marriott Conference Center, Franklin, TN, September 13, 2018

Sukowski, D. (2019). *Perceptual transformations emerging from Freirean approach to working with equity and diversity initiatives* at the Tennessee NAME 2019 conference at Tennessee Technological University.

Thomas, G. (2018). Literacy Association of Tennessee. Poster Presentation.

Williams, R.D., Akenson, J. E., & Rezwan, P. (2018). *Intercontinental Connections Teaching Country Music: Germany to Cookeville—Winning the Intercontinental Country Music Course Collaboration Championship Belt*. International Country Music Conference. Nashville, TN, 02 June 2018.

Kelley, J. & **Wilson, C.** (2018, November): *Our neck of the woods: Toward a more equitable conception of rural schools and communities*. Paper presented at the National Association for Multicultural Education 28th Annual Conference, Memphis, TN.