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Special Assistant to the Dean for Diversity

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Dr. Kimberly Gray  
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Director – Universal Design Lab

Ms. Stephanee Stephens  
Director – iTeach

Dr. Maurice Wilson  
Director – Education Student Services  
Teacher Education Advisement – Rachel Blase, Associate Director  
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Teacher Resource & Activity Corner – Kellie Hebblethwaite, Manager
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Message From the Dean

Above all, the Bagwell College of Education remains dedicated to impacting lives. We seek to make a difference for the communities we serve, the field of educator preparation, as well as our students, alumni, staff, and faculty. On the pages that follow, you will see evidence of our many types of impact. I am inspired by the stories we have compiled for the 2016-17 Annual Report and look forward to sharing them with you.

Featured is the inaugural cadre of Research Fellows, faculty who will be supported for one year with funds from the Chantal and Tommy Bagwell endowment that was reported in last year’s publication. Elsewhere in this report, you will find the story about the naming of the Education Building that occurred as a result of the Bagwell’s generosity.

A focus on partnerships is a hallmark of our college, and 2016-17 was not unlike previous years in that regard. Beautiful art galleries can now be visited in both Kennesaw Hall and the Chantal and Tommy Bagwell Education Building as a result of a new collaboration among the Art and Design School in the College of the Arts, the Zuckerman Museum, and the Bagwell College of Education. Partnering with nearby school districts, the Department of Educational Leadership has made plans to launch the KSU Principal Academy in June 2018.

Excitement prevails in the college around the expansion of our academic footprint. Based on the development of a Higher Education Administration concentration in the Educational Leadership Ed.D. program that was approved by the Graduate Policies and Curriculum Committee, the first cohort of doctoral students is scheduled to begin next year. Now that the college has a ten-year history of offering doctoral programs, faculty have established guidelines for recognizing annually, if appropriate, an Outstanding Dissertation Award.

Our engagement with the community is at an all-time high with iTeach, a self-sustaining unit of the college, providing professional learning in instructional technology for school districts through contracts totaling nearly $5 million. The unit is known for its highly successful summer MakerCamps for both elementary and middle school students held on the KSU campus.

We were honored in 2016-17 to host six visiting scholars from Poland, Spain, and Uruguay, an affirmation of the college’s commitment to global engagement. The lives of faculty, staff, and students were greatly enriched through the interactions they had with these international scholars.

Another year of remarkable work of faculty, staff, students, and alumni in the Bagwell College of Education is chronicled in this report. On page 17, you will read about a new initiative to be implemented in fall 2017. Alumni with an outstanding record of making a difference in the lives of children, youth, and adults will be inducted into the BCOE Hall of Fame.

As we look toward next year, we will seize more opportunities to sustain our leadership position in preparing professional educators who make a difference. Our continuous improvement is substantially enhanced through the generosity of the college’s faculty, staff, students, alumni and friends. We are eternally grateful for the ongoing support we receive from all of you. It unequivocally matters and positions Bagwell for continued success in impacting lives.

Professionally yours,

Arlinda J. Eaton, Dean
IMPACTING LIVES through research
Research Fellows Program Enhances Faculty Scholarship

The Bagwell College of Education Research Fellows Program, funded by an endowment established by Chantal and Tommy Bagwell, launched with the Fall 2017 semester. By facilitating enhanced opportunities for faculty scholarship, the program advances the university’s commitment to increased research activity in keeping with KSU’s recent Carnegie designation as an R3 doctoral institution.

Each fellowship, which can include up to two faculty members, supports a single course release each semester of the academic year along with compensation during the summer. The fellows will share their progress during open presentations at the midpoint of the academic year, and they will also submit draft manuscripts for publication at the completion of their research.

The BCOE Faculty Development and Awards Committee recommended to Dean Arlinda Eaton the first four fellowships in May 2017 following a competitive selection process that evaluated applicants’ proposals based on creativity, quality, rigor and alignment with the missions of both the college and university. “These initial fellowships comprise compelling research projects that will undoubtedly impact stakeholders at all levels of education, from P-20 students to those who teach and lead them,” said Dean Eaton.

**IVÁN M. JORRÍN-ABELLÁN**

“Enhancing Hopscotch: A Webtool to Bridge Paradigmatic and Pragmatic Approaches to Teaching and Learning Qualitative Research Methods in Graduate Research Courses”

Jorrín-Abellán, associate professor in the Department of Secondary and Middle Grades Education, first introduced his Hopscotch Model in 2015. It is supported by a web tool that helps guide novice researchers through a multistep process to generate qualitative research designs and has been used by hundreds of graduate students at KSU and in universities around the world.

“Using feedback from a formal evaluation of the original Hopscotch, completed during the summer of 2017, I will build upon the model’s initial success to create an enhanced 2.0 version during my fellowship,” Jorrín-Abellán said. The Hopscotch 2.0 will incorporate refined multimedia resources, capabilities to generate graphical representations and a new itinerary to also help those interested in developing quantitative research designs. In addition, it will provide collaborative online spaces in which users of the model can share and discuss their work with others.

**LAURIE BRANTLEY-DIAS**

“Developing and Validating a Rubric for Multidimensional Critical Incident Reflections”

In collaboration with a colleague at the University of Western Ontario, Brantley-Dias, associate professor in the Department of Instructional Technology, is creating the Multi-Dimensional Critical Incident Reflection (MCIR) Rubric. “This fellowship extends my ongoing research on a reflection model and a technology-enhanced reflection process that teacher candidates can use for determining when and how to appropriately analyze and act upon critical classroom incidents,” said Brantley-Dias.

The multiphase project began with an extensive review of relevant literature and existing reflection instruments. Results will inform the development of an MCIR Rubric prototype, tested and fine-tuned in stages to create a reliable instrument for effective critical incident reflection. The rubric will serve both pre- and in-service teachers, offering a guide for analyzing practice and setting professional goals.

**ARVIN JOHNSON**

“The KSU Principal Academy”

This fellowship is paving the way for the KSU Principal Academy, a new BCOE initiative that will provide high-quality professional learning for current and aspiring school leaders (see page 16). Johnson, assistant professor in the Department of Educational Leadership, is developing a curriculum to serve the specific needs of three Atlanta-area school districts that have committed to participate in the Principal Academy’s inaugural class, set to begin in June 2018.

“The program’s collaborative framework stems from my own experience as a principal as well as my research on principal leadership and school transformation indicating that principals benefit greatly from opportunities to share strategies and successful practices with their peers,” Johnson said.

**KATE ZIMMER AND MELISSA DRIVER**

“Project AVATAR”

Co-principal investigators Zimmer and Driver, assistant professors in the Department of Inclusive Education, are implementing Project AVATAR (Advancing Virtual Interaction in Teacher preparation for Actual Reality) in collaboration with colleagues at the University of Texas Rio Grande Valley and the
Kennesaw State University’s first doctoral program was instituted by the Bagwell College of Education in 2007, leading both the college and the university into an era of heightened, innovative scholarship. More than 100 doctoral students have since graduated and 132 candidates are currently enrolled in the Bagwell College’s 7 Ed.D. degree programs, which prepare practitioner-scholars to conduct research that advances knowledge and informs practice and policy within diverse P-20 educational settings.

The journey toward a doctoral degree ends with the completion of the doctoral dissertation, an arduous academic feat requiring hundreds of hours of research and writing, countless revisions and extraordinary intellectual discipline.

During the 2016-17 academic year, Dean Arlinda Eaton charged the BCOE Student Development and Awards Committee with laying the groundwork for a new initiative, the Outstanding Dissertation Award. "We will be honored," she said, "to begin the tradition of recognizing exceptional doctoral-level scholarship that embodies the distinction of the Bagwell College of Education Ed.D. degree."

A subcommittee chaired by David Buckman, assistant professor in the Department of Educational Leadership, developed guidelines for the annual award, which will be conferred for the first time at the spring 2018 BCOE Honors Ceremony. For the inaugural year, two awards will be presented: the archive award in recognition of an outstanding dissertation completed prior to 2016, and the current award in recognition of an outstanding dissertation completed during the previous two calendar years (January 1, 2016-December 31, 2017). The winners will each receive an Outstanding Dissertation Award plaque and a $500 prize.

The selection process will begin during the fall 2017 semester with a call for applications issued by an award committee, comprising one elected representative from each of the five doctoral degree-granting departments in the BCOE—Educational Leadership, Elementary and Early Childhood Education, Inclusive Education, Instructional Technology, and Secondary and Middle Grades Education. The committee will also include the BCOE Associate Dean for Graduate Studies and Research and an elected representative from the BCOE Teacher Leadership doctoral program. Candidates for the award must first be nominated by the chair of their dissertation committee. Nominees themselves will submit a cover letter explaining how their dissertation meets award criteria, along with an electronic link to the dissertation, accessible through KSU’s Digital Commons.

“We are eager to see the first student honored with this prestigious award,” said Dana Fox, BCOE Associate Dean for Graduate Studies and Research and member of the subcommittee charged with developing the award guidelines. “Over time, the award-winning dissertations should become exemplars of the highest-quality research generated by Bagwell doctoral students.”

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The BCOE Outstanding Dissertation Award

University of Massachusetts Boston. “The goal of this project is to study the use of mixed-reality simulation to promote pre-service teacher acquisition and implementation of high-leverage practices throughout the transition from teacher candidate to novice teacher,” Zimmer said. “Project AVATAR is founded on existing research that points to virtual simulation as a promising approach to teaching future teachers classroom management strategies because it allows for repeated practice, real-time feedback and controlled levels of student behavior through the use of avatars, which are computer animated characters controlled by humans.”

As Driver explained, “Like flight simulators used to train airline pilots prior to flying an actual airplane, mixed-reality simulations provide an active opportunity for teacher candidates to interact with avatars in order to practice behaviors expected in their future career.”

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Dr. Nihal Khote, Associate Dean Dana Fox, Dr. David Buckman, Dr. Nita Paris, Dr. Olga Koz
Bringing the World to KSU

A partnership of educators from universities in Poland, Spain and Uruguay visited KSU during the spring 2017 semester as part of the Bagwell College of Education’s burgeoning Visiting Faculty Program. These mutual exchanges between faculty from abroad and Bagwell teacher candidates, faculty and staff complement both the college and university’s commitment to global engagement.

“The Visiting Faculty Program furthers Kennesaw State University’s international mission of developing international, intercultural and interdisciplinary competencies through innovative curriculum, partnerships, research, creative activity and community engagement,” said Binbin Jiang, BCOE Director of Global Engagement.

Visiting faculty conduct research, collaborate with KSU faculty on projects related to research and teaching, observe classes at the university and other schools in the community, and learn about K-16 education in the United States, particularly in Georgia. At the same time, “the KSU community gains a better understanding of education systems and practices in various international settings,” noted Jiang, who plans to increase the number of countries involved in the program.

UNIVERSITY RZESZÓW, POLAND

An ongoing partnership, established with a 2015 Memorandum of Understanding between Poland’s University Rzeszów and the Bagwell College of Education, began when Jiang and three KSU students traveled to UR to participate in a month-long English education program in June 2016. In return, four UR faculty spent several weeks last February and March in Kennesaw, where they visited college classes and local school districts and interacted with BCOE faculty to explore common interests and potential research projects.

Monika Zielinska described the visit as an "open window" through which KSU faculty and staff could view the education system in Poland. “Wherever we went, we were asked about the culture of our country. Students were also curious about our culture of studying,” she said. Zielinska added that her visits to elementary schools, where she both observed and taught classes, were the most beneficial aspect of her time in Kennesaw.

For Marlena Pieniazek, whose research interests include the volunteer activities of university students, connecting with KSU’s Volunteerism and Service Learning Support services was a major interest. “Talking to all the people who primarily deal with volunteer organizations was extremely valuable to me. Right after my return, I decided to implement some of the system solutions to improve the quality of my students’ work,” she said.

Observing a Montessori class taught by Feland Meadows, Bagwell’s Goizueta Endowed Chair and professor of Elementary and Early Childhood Education, was a highlight for Magdalena Wasylewicz, who was impressed by the professor’s “knowledge, passion and relationships with students and use of modern media.”

The plethora of KSU’s campus resources, especially the Writing Center, was notable to Jakub Czopek. “We don’t have anything like that,” he said. “Maybe a center to help students write in an academic way, that would be a good thing for University Rzeszów.”

UNIVERSIDAD COMPLUTENSE DE MADRID, SPAIN

Monica Fontana Abad’s three-month experience at KSU helped strengthen her knowledge of research, particularly in terms of incorporating novel teaching methods in her own doctoral-level classes. Abad returned to her country with plans to introduce her students to Associate Professor Iván Jorrin Abellán’s Hopscotch Model (see p. 6), thus bolstering their ability to generate reliable qualitative research designs. She was also inspired by the work of Bagwell’s Research Consortium and the Montessori classrooms.

INSTITUTO DE FORMACIÓN DOCENTE, PANDO, URUGUAY

During Raisa López’s weeklong visit to KSU, the professor was struck by the “diversity of international research conducted at KSU.” López, who comes from a university system consisting of single buildings located in different regions of Uruguay, described the KSU campus as “dazzling,” adding, “The idea that there is a place where all the areas coexist and also have a library, gymnasium and food court is really very interesting.” Summing up the essence of the Visiting Faculty Program, López offered this parting perspective: “These opportunities bring us closer to understanding that education is universal and that no matter where we are, our goal is the same – to be better, to achieve the best in our students.”
IMPACTING LIVES through Partnerships
To be successful in the 21st century, students must learn to identify problems, explore inventive ways to solve them and be able to face failure along the way. With help from the Bagwell College of Education’s iTeach unit, an increasing number of K-12 educators are designing creative educational environments that are ideal for fostering these skills.

“The goal of iTeach is to be the model for transformational teaching and learning with technology,” said Stephanee Stephens, who took the helm of the program in February 2016. Under her direction, iTeach has broadened the territory it serves both inside and outside of Georgia, to states as far away as Texas and Maryland. “We work hard to ensure that we are not just traditional ‘trainers,’ but rather a team of educators who can and will do the work of modeling and co-planning so that we can bring best practices to students across Georgia and beyond.”

Initially called the Educational Technology Training Center (ETTC), the program was one of 16 state-funded centers established in 1996 by the Georgia Department of Education to provide technology integration workshops and online tutorials for K-12 in-service teachers. The program had gone through two name changes—first to the Educational Technology Center and then to the iTeach Center—when funding for the statewide network of centers ended.

However, demand for the Bagwell-based iTeach Center services remained strong, enabling then-director Dr. Brent Williams to continue providing much-needed technology professional learning to metro Atlanta educators through contracts funded by school districts. The program’s name was shortened to iTeach when Stephens succeeded Williams, and the delivery model shifted from workshops and tutorials to embedded coaching. This refinement has led to tremendous growth, with Stephens now managing 57 contract-funded coaches, an increase from the 14 on staff when she became director.

Although she inherited the program’s name, Stephens has her own idea of what the “i” in iTeach stands for: innovation and iteration. “We show teachers how to innovate and iterate to meet the needs of students every day, every week and every year,” she said. “Because students and their needs change constantly, teachers have to identify these changing needs and adapt their practices, sometimes minute by minute. That’s what we help them learn how to do.”

iTeach coaches are veteran educators who begin the process of transformation by listening to what school districts, schools and teachers themselves say are their strengths, weaknesses and instructional needs.
The dynamics of innovation and iteration are also at play in “makerspaces,” another hallmark of the iTeach brand.

Stephens refers to this as “voice and choice,” and it serves as a starting point for the goal setting and co-planning that lead to change. The personalized learning model used by iTeach coaches with in-service educators is what teachers are then encouraged to incorporate in their own K-12 classrooms. According to Stephens, such an approach requires revamping the traditional one-size-fits-all, lecture-based content delivery that simply doesn’t work for many students. Giving students “voice and choice” means setting individual goals for and with each student based on their needs, skills and interests, and giving them a say in how those goals will be achieved.

Personalized learning in a high school government class, for example, might mean allowing students to choose from a menu of options to complete an assignment. Alternatives could include creating a podcast, video, flowchart, op-ed piece, or a traditional written essay, with mastery of a given topic being the targeted outcome for all students. From math to language arts departments, this more flexible framework invigorates the learning environment. “We see more students who want to come to school because they’re engaged with the content,” Stephens said.

The dynamics of innovation and iteration are also at play in “makerspaces,” another hallmark of the iTeach brand. The term, coined in tandem with the tech-inspired, global “Maker Movement” that emerged in the early 2000s, refers to shared creative zones that offer access to high-tech and low-tech tools for hands-on tinkering, innovating and collaborative learning experiences. Stocked with gadgets across the spectrum of technology—from programmable robots to basic wooden blocks—iTeach coaches take makerspaces to schools, giving students the opportunity to explore new concepts in a fun, engaging environment while their teachers can observe the educational value of this concept in real time.

Stephens has overseen an expansion of makerspace activities, including a weeklong iTeach MakerCamp for K-8 students on the KSU campus, inaugurated in June 2016. And in fall 2017, a new ADA-compliant iTeach Maker Bus was added to the program’s repertory. “This mobile makerspace will enable iTeach coaches to impact even more students and teachers, in communities both near and far,” said Dean Arlinda Eaton, who was instrumental in securing funding for the vehicle.

Fittingly, the successful evolution of iTeach is a shining example of the innovative, iterative process the program inspires others to embrace. As iTeach continues to flourish, so will many thousands of students within its reach—resilient problem-solvers in the making who are preparing for the 21st-century challenges ahead of them.
ITEACH MAKERCAMPS FOR K-5 AND MIDDLE SCHOOL STUDENTS

When middle school students from across Atlanta arrived for their first day of KSU’s iTeach MakerCamp in June, they were greeted by a team of enthusiastic coaches who gave them each a brown paper sack containing tools and guidelines for tackling the week’s first “Mystery Bag Challenge”: to build a tall tower out of 12 plastic drinking straws and 12 inches of masking tape. The tallest structure, at a height of 44 inches, had been fortified with a triangular base, as explained by the budding architect who built it.

The “makers” then headed to a computer lab, where they worked in pairs to build homemade robots using traditional arts and crafts supplies and a high-tech robotics kit. After a thirty-minute break for snacks, kickball and cornhole on the campus green, morning activities came to an end amid a collection of automatons—including a fire truck, a disc-shaped spacecraft and a two-dimensional faux Starbucks beverage—that could move, flash lights and make sounds based on sequences programmed by their creators. With lunch and afternoon activities
yet to come, MakerCamp was off to a winning start.

“This blend of traditional summer camp activities with no-tech to high-tech fabrication supports an environment in which students can have fun while they learn,” said iTeach director Stephanee Stephens, who implemented the camp in summer 2016. For two full weeks in June—one designed especially for K-5 students and another for students in grades 6-8—MakerCamp transforms the Bagwell College of Education into an exciting makerspace that encourages “design thinking,” a trial and error process that, paired with the right tools, can help bring to life an array of original ideas.

At MakerCamp, these tools are abundant. Green screens, video equipment and a podcasting studio provide outlets for media production activities. A laser cutter and 3-D printer are sophisticated means to ends limited only by the imagination. Osmos, spheros, Code-a-pillars and Squishy Circuits are among the gizmos that help campers learn and practice skills related to electronic circuits, computer coding and programming. Crocheting needles, a sewing machine and rubber bands yield textile products ranging from scarves to doll clothes to tie-dyed shirts. And rounding out the stockpile is a collection of markers, paper, glue, pipe cleaners and assorted other classic hands-on supplies.

Accessibility is a priority, so iTeach offers need-based scholarships to MakerCamp and has even taken the experience on the road. During summer 2017, iTeach coaches held an abbreviated MakerCamp at the Cobb County School District’s STEMapalooza Conference and full-week MakerCamps in Wheeler County, Georgia and Florence, Alabama.

With momentum like this, Stephens and her team of coaches look forward to continued growth for MakerCamp and the iTeach unit’s other endeavors. “Infinite possibilities exist for the future of learning and work for students, and we can’t wait to help them MAKE it a success no matter what their passions or talents,” she said.
Albert Einstein said, “It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Through a collaboration between the Bagwell College of Education, the Bernard A. Zuckerman Museum of Art (ZMA) and the KSU School of Art and Design’s (SOAAD) art education program, the joyful creations of local P-12 art students will abound in two new permanent exhibition spaces located on the first floor of Kennesaw Hall and the fourth floor of the Chantal and Tommy Bagwell Education Building.

Katy Malone, head museum educator at the ZMA, envisioned the galleries as a means of forging positive relationships between the university and art educators in the Atlanta area. For April Munson, assistant director of the School of Art and Design and associate professor of art education, the program seemed like a wonderful way for KSU student teachers to showcase the work being done in their pre-service classrooms. Malone and Munson proposed the initiative to BCOE Dean Arlinda Eaton, who needed no further convincing. “The Youth Art Galleries benefit KSU students, faculty and staff, as well as a number of our friends in the community,” she said. “This is a winning partnership for all.”

The BCOE provides space and funding for the galleries, the SOAAD connects the program with community art educators and the ZMA facilitates the framing, matting and exhibition rotations. Debuting in November 2016 with the artwork of Marietta High School and Wheeler High School students, the galleries have also featured pieces created by Dodgen Middle School, North Cobb High School, Kell High School and Osborne High School students. In addition to the art, exhibitions display the student teacher’s lesson plan, giving observers an overview of projects from start to finish.

Exhibitions rotate three times a year, each kicking off with an opening reception for the artists, KSU student teachers, collaborating teachers from participating schools and family members. Spring and fall semester rotations are open to KSU student teachers and alumni, and the summer rotation is open to any Georgia teacher. To be considered for the galleries, teachers must submit an application, a one-page lesson plan outlining the goals and requirements of the assignment, and a digital image of a completed sample of the project. Malone, who views the galleries as an extension of the ZMA, believes the collaboration will inspire excellence among prospective participants. “My goal is for the galleries’ reputation to grow, so hopefully the submission process becomes competitive and inclusion in the exhibitions becomes even more prestigious,” she said.

With mythical archetypes, reproductions of Vincent Van Gogh’s “Starry Night” painting and self-portraits of middle school students among artwork brightening the galleries’ walls, it comes as no surprise that this collaboration has garnered plenty of enthusiasm.” A father approached me at the first reception and remarked, ‘I never knew my daughter could do this. She’s amazing,’” said Munson. “And the overwhelmingly positive feedback from faculty and staff in the Bagwell College of Education has been incredible. While we expected viewers to appreciate the gallery spaces, those in the BCOE have been exceptionally gracious for the opportunity to see work from local schools in their buildings.”
IMPACTING LIVES through Initiatives
Arvin Johnson, assistant professor in the Department of Educational Leadership (EDL), knows that being a principal takes hard work and dedication. Capping off 12 years as a school administrator, he led an impressive turnaround of a low-performing middle school in Florida, which generated praise from local and state leaders.

In preparation for that challenging job, Johnson had taken part in two leadership development programs for current and future school principals. “Collaborating with other school leaders through such programs was helpful to me, especially because the role of principal can be so isolating,” Johnson said. “My experiences as an educator, the existing relationships that KSU has with local school districts and the expertise of the EDL faculty sparked the idea of developing the KSU Principal Academy.”

As a Bagwell research fellow, Johnson is laying the groundwork for the Principal Academy’s yearlong course of study, designed to provide high-quality professional learning for participants. The program will begin in June 2018 with a 4-day, 20-hour series of workshops and continue throughout the academic year with virtual professional learning community meetings and one-on-one meetings facilitated by Bagwell faculty. Its first cohort will include current and aspiring principals from three Atlanta-area school districts that collectively enroll approximately 85,000 students: Bartow County, Cherokee County, and Paulding County.

The KSU Principal Academy will offer a customized curriculum, developed to target the needs of individuals, their schools and the school districts they serve. General topics will include, but not be limited to, research-based practices in educational leadership, educational policy, technology implementation, and alignment with the Georgia Educational Leadership Standards and the Georgia Professional Standards Commission. One additional benefit is that completion of the program can be applied toward certificate renewal in Georgia.

An advisory board consisting of EDL faculty and leadership from participating school districts will oversee the academy’s operations and provide feedback. These ongoing partnerships, which Johnson hopes to expand in the future, will help fulfill a long-term goal for the KSU Principal Academy to strengthen connections between Bagwell’s Department of Educational Leadership and local school systems while serving as a catalyst for multidistrict collaboration and problem-solving. “For higher education to remain relevant, we have to partner with local school districts to stay in touch with the real needs of current educators,” he said.
You can find them in diverse urban centers, tiny rural communities and vibrant locales around the globe. They inspire students, staff and colleagues. They advocate for those in need, championing quality education for all. Through research, they identify and implement innovative best practices in teaching and educational leadership. Many are on their feet all day, and their work never ends. Above all, they are committed to excellence, both inside and outside of the classroom.

They are the outstanding alumni of the Bagwell College of Education, soon to be recognized in a new BCOE Hall of Fame. “This initiative has the potential to bring honor and distinction to the college, attract high-performing students to the college’s programs, motivate current students and graduates and build a strong affiliation between the Bagwell College of Education and its alumni,” said Dean Arlinda Eaton.

The Student Development and Awards Committee recommended the nomination process and criteria for induction into the BCOE Hall of Fame, expected to launch during the 2017-2018 academic year. Final details will be sent to Bagwell alumni by the KSU Alumni Association, with information also available on the BCOE website in fall 2017.
From organizational structure to resource management to legal issues, today’s college and university leaders face complex challenges in a dynamic, intensely scrutinized academic landscape. To address their unique concerns, Bagwell’s Department of Educational Leadership has redesigned its Ed.D. in Educational Leadership to include a concentration in higher education administration (HEA), which, pending approval from the University System Board of Regents, will welcome its first cohort in the fall 2018 semester.

While the existing doctoral program has enrolled candidates from the broad P-20 range since its inception, this new offering will more thoroughly prepare practitioner-scholars to contribute to the success of postsecondary institutions. Simultaneously, a coexisting concentration will focus on the particular issues of P-12 educators.

The 3-year, 60-hour HEA concentration will blend online and monthly campus-based programming to accommodate the needs of working professionals. According to Nicholas Clegorne, associate professor of higher education in the Department of Educational Leadership, an innovative curriculum will be structured around thematic units taught by Unified Instructional Teams (UnITs). “Within these UnITs, faculty will coordinate courses and assignments for an integrated, collaborative approach to content delivery,” he said.

At the program’s instructional core are two educators with expertise in higher education leadership who recently joined Bagwell’s faculty: Clegorne, who came to KSU from Virginia Tech and Chinasa Elue, an assistant professor hailing from Kent State University. With their experience and dedication, the HEA concentration is well on the way to nurturing leaders who will advance the field through scholarship and strategic vision.
IMPACTING LIVES through Continuous Improvement
In 1996, Clarice Bagwell made a generous gift to Kennesaw State University that forever linked the family name to the university’s college of education, known thereafter as the Clarice C. and Leland H. Bagwell College of Education. Two decades later, Mrs. Bagwell’s son and daughter-in-law sustained a long tradition of giving with their $3 million naming gift for the BCOE’s new education building.

“My wife said to me, ‘You just need to go ahead and do that. We don’t need someone else’s name on the Bagwell College,’” recalled Tommy Bagwell. “And I said, ‘You know, you’re right. We should continue to reinforce Mom’s legacy.’”

On October 19, 2016, the new name became official when faculty, staff, students and guests gathered for the dedication ceremony of the Chantal and Tommy Bagwell Education Building.

“Continuing the legacy of his parents, Tommy and his wife Chantal are committed volunteers and thoughtful benefactors,” said Dean Arlinda Eaton. “In naming the Chantal and Tommy Bagwell Education Building, they have created endowments to benefit the college in perpetuity. With this gift, the Bagwell College of Education will be able to respond to the greatest needs of its students and faculty, and will create a prestigious endowed chair position to enhance the innovative pedagogy and professional preparation offered to aspiring and experienced educators.”

The event was the culmination of a dream years in the making for KSU’s Bagwell College of Education, a top producer of teachers in Georgia. In 2011, this dream came closer to reality when the state’s General Assembly approved funding for a new facility to accommodate the college’s rapid growth.

Five years later, the 78,756 square-foot Chantal and Tommy Bagwell Education Building, which opened in August 2015, houses 12 general classrooms, three computer labs, eight model classrooms, student study areas, the Academy for Language and Literacy, conference rooms, the dean’s office, two departments and a research suite. This expansion of existing space in Kennesaw Hall has doubled the college’s physical capacity to more than 140,000 square feet.

Within and beyond the walls of the new building, the BCOE will impact lives indefinitely through high-quality teaching and research thanks to endowments like those established by the Bagwell family. For Tommy Bagwell, who sees education as “the great leveler, the great enabler,” such legacies are worth continuing.
Thanking Our Donors for Their Generosity
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Mr. Lee E. Townsel Sr.
Ms. Patricia Tubbs
Dr. Ikechukwu Ukeje
Dr. Anissa L. Vega
Ms. Barbara E. Vella
Dr. Mark Warner
Ms. Jacquelyn B. Whitt
Mr. Brent L. Wilson
Mr. Clarence E. Zachery Sr.

$1 - $99
Dr. Linda B. Akanbi
Ms. Melinda R. Akin
Ms. Stefanie Barnes
Ms. Patricia E. Beardsley
Ms. June Bekken
Ms. Bryandra R. Bell
Dr. Patricia L. Bullock
Ms. Rachel M. Canegni
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Ms. Elizabeth A. Thomas
Ms. Sherry R. Thomas
Ms. Rebecca L. Tidwell
Ms. Lisa L. Tolbert
Dr. Anete Vasquez
Dr. Jo Williamson
# NAMING OPPORTUNITIES

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<tr>
<th>Naming Opportunity</th>
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<td>Academy for Language and Literacy</td>
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* College Naming Gift: Clarice C. and Leland H. Bagwell College of Education
Building Naming Gift: Chantal and Tommy Bagwell Education Building
One Endowed Chair: funded by the Goizueta Foundation
One Endowed Chair: funded by Chantal and Tommy Bagwell
One Faculty Office: BEB226 funded by Dr. Debra Coffey

For Information on naming opportunities, please contact Debra Day at dday13@kennesaw.edu.
Charles Conley has not yet graduated from KSU, but his talent as an educator was revealed in heroic fashion during Atlanta's 2016 pop-culture convention, Dragon Con. The early childhood education major was wearing his exquisitely handcrafted Batman costume when he took the opportunity to share an important lesson with a young boy, about 5 or 6 years old.

With only his lower face exposed below the mask's rim, Conley saw the boy whispering to his mother and pointing to the Batman of color before his very eyes. What unfolded from there made Conley realize how powerful the influence of a role model can be.

“I approached and he was a little intimidated at first, as any little kid is when meeting a life-sized armored character,” he said. Conley knelt down and offered the boy a high five. “With all the force he could muster, he slapped my hand, with the biggest smile on his face. He told me he wanted to ask me something so, still kneeling, I leaned in with my ear. ‘Batman,’ he said timidly, ‘You’re brown, just like me! Does that mean that I can be a real superhero someday, too? I don’t see a lot of brown superheroes.”

Moved by the little boy’s reaction, Conley lifted his cowl to show his face, breaking his “#1 Batman rule.” With tears in his eyes, he said to the boy, “Being a brown superhero is a very special thing, and I know you’re going to make a great one.”

“When he told me he was so excited to see a brown Batman, that touched me,” Conley said. “That I could be a positive influence, not only because I’m Batman, but I’m just being me as a person of color for another kid who is a person of color.” Conley later wrote about this encounter in a Facebook post that garnered around 13,000 likes, 1,100 comments and 5,700 shares.

Like Batman, Conley is a champion of justice, actively working to fight racism and police brutality. The aspiring fifth grade teacher plans to promote another important cause in the classroom, one he passed along to his Dragon Con mentee: “You can be any superhero you want to be, and don’t ever let anyone tell you differently.”
Jasmine Ennis, a Bagwell College of Education doctoral candidate, has been recognized with two prestigious professional awards from the Georgia Council for Exceptional Children (CEC). (1) She is the 2017 CEC Teacher of the Year, and (2) the CEC TED Policy and Advocacy Committee selected Ennis as one of four doctoral students to participate in the CEC Special Education Legislation Summit last July.

The prestigious Georgia CEC Teacher of the Year Award recognizes a CEC member who currently provides direct services to students with exceptionalities. The Georgia CEC Teacher of the Year is an outstanding member of the profession whose work exemplifies the best in special education teaching.

The TED Policy and Advocacy Committee Award is designed to help students engage with practitioners, faculty, parents, and students from all over the country to discuss pressing educational policy issues in educating students with exceptionalities. The summit culminated with a day on Capitol Hill, during which time the doctoral students met with their legislators to communicate CEC’s achievements and policy priorities for the forthcoming year.

“I work to form encouraging relationships with my students by holding high expectations and creating a loving environment where they can reach their full potential,” Ennis said. “I continue to be a lifetime learner myself, always open to new ideas to further my students’ academic futures, while leading them to become contributing citizens of the world.”

Ennis received her B. S. in English Education from KSU in 2009 and returned last year to complete her doctoral degree. Congratulations Jasmine! We are proud of you!

Music has been her saving grace. For Christina Vehar, who graduated in May in choral music education, earning her undergraduate degree was an incredibly long journey full of hope, loss and determination.

A 2008 Harrison High School graduate, Vehar learned a month after high school graduation that her mom, Diane, had breast cancer. She decided to delay her start at KSU for a year to take care of her mom.

“It’s what I needed to do and wanted to do,” she said. “When I came to KSU, I think I had a different perspective than many of my classmates. I had a different outlook on life.”

Vehar arrived at Kennesaw State in 2009 to pursue a degree in elementary education. After nearly four years on that path, she changed her major to choral music education, essentially starting her bachelor’s degree all over again.
An elementary education course on how to incorporate music into the classroom was her first clue that she may have found a new calling. While most music education majors spend years training and performing musically before coming to college, Vehar had never taken a vocal lesson or played the piano. She played the violin for a short time, sang in her elementary choir and performed in musical theatre in high school. But with little musical training, Vehar braved the immensity of learning new musical skills.

“Christina knew those hurdles would not be permanent, and pushed out of her comfort zone and worked so much harder, knowing that it would help her later in her career,” said Alison Mann, associate professor of choral music education and Vehar’s academic advisor.

After completing her first three semesters in her new major, her family suffered another devastating blow when her dad passed away unexpectedly.

Two years later, her mom faced another round of chemotherapy after a thyroid cancer diagnosis – the second of three cancer diagnoses, and an amputation – that she would endure while Vehar was in college.

“My professors were so supportive and cared about me,” she said. “They wanted to build me as a musician but they also wanted to build me as a person,” she said. Watching Vehar develop as a musician and an educator over the years, Mann explained that, despite so much going on in Vehar’s personal life and the academic hurdles in music, she showed up every day with a rare sense of focus.

Despite the struggles their family has endured, the Owl spirit spread through the Vehar family. Younger brother, Daniel, graduated from KSU in 2014, and younger sister, Liz, is currently pursuing a degree in communications.
2017 HONORS
CELEBRATION Awardees

Each year, faculty in the Clarice C. & Leland H. Bagwell College of Education select outstanding students from our degree programs based on distinguished achievements in the major field (including having earned an exceptional GPA), as well as notable accomplishments in extracurricular, civic, or professional activities. Students selected to receive the Outstanding Scholar award, as well as their honored faculty members, are recognized at an Honors Celebration each spring.

Undergraduate Programs
Bachelor of Science in Early Childhood Education B-K
Janie Alberta Gilstrap
Faculty Honoree: Dr. Douglas Bell
Bachelor of Science in Early Childhood Education P-5
Whitney A. Boring
Faculty Honoree: Dr. Sanjuana Rodriguez
Bachelor of Science in Early Childhood Education P-5
Charlotte Cormier
Faculty Honoree: Dr. Natasha Thornton
Bachelor of Science in Middle Grades Education
LaQuincia Shuantrese Brown
Faculty Honoree: Dr. Kadian Callahan

Graduate Programs
Master of Arts in Teaching - TESOL
Lisa Petsko
Faculty Honoree: Dr. Maria Montalvo
Master of Education in Early Childhood Education
Carolyn Watterson
Faculty Honoree: Dr. Lee Langub
Master of Education in Instructional Technology
Rebekah Yoder
Faculty Honoree: Dr. Anissa Lokey-Vega
Master of Education in Middle Grades Education
Kelsey Dierdorff
Faculty Honoree: Dr. Anete Vásquez
Master of Education in Reading
Schament Reid
Faculty Honoree: Dr. Toni Strieker
Master of Education in Secondary Education
Holly Hoover
Faculty Honoree: Dr. Jennifer Dail
Master of Education in Special Education
Sydni Corinne Ross
Faculty Honoree: Dr. Katherine Zimmer

Master of Education in Teacher Leadership
Dianna Shuford
Faculty Honoree: Dr. Angela Blaver
Master of Education in TESOL
Kathryn Elisabeth King
Faculty Honoree: Dr. Amanda Richey
Education Specialist in Educational Leadership
Ulysses J. Smallwood
Faculty Honoree: Dr. Susan Padgett-Harrison
Education Specialist in Instructional Technology
Shana Vidal White
Faculty Honoree: Dr. Jo Williamson
Education Specialist in Secondary Education
Linda J. Turner
Faculty Honoree: Dr. Nita Paris
Education Specialist in Special Education
Cleopatra Sorina Iliescu
Faculty Honoree: Dr. Joya Carter Hicks
Education Specialist in Teacher Leadership
Lisa Herron Davidson
Faculty Honorees: Teaching Team of Dr. Suzann Wilcox & Dr. Terrell Johnson
Doctor of Education in Educational Leadership
Dr. Abigail May
Faculty Honoree: Dr. Arvin Johnson
In Memoriam: Dr. Mary Chandler
Doctor of Education in Educational Leadership
Dr. Leslie Pourreau
Faculty Honoree: Dr. Anissa Lokey-Vega
Doctor of Education in Secondary Education
Krista Bowen
Faculty Honoree: Dr. Megan Adams
Doctor of Education in Special Education
Dr. Cherry M. Stanard
Faculty Honoree: Dr. Joya Carter Hicks
Doctor of Education in Teacher Leadership
Dr. Amy Vitala
Faculty Honoree: Dr. Jo Williamson
FULL STEAM AHEAD: USING INNOVATIVE TEACHING METHODS IN THE CLASSROOM

Bagwell College of Education alumna Claudia Fitzwater is an innovative teacher – even the governor thinks so. Earlier this year, Governor Nathan Deal announced Fitzwater as one of three Georgia educators to win the 2016–2017 Innovation in Teaching Competition. Fitzwater, who earned a master’s degree in educational leadership with a concentration in technology from Kennesaw State University in 2011, is an elementary Spanish teacher at Drew Charter School in Atlanta. Fitzwater entered the competition with an interdisciplinary project-based learning (PBL) unit about digital storytelling. Her students participated in the design process to create digital storybooks in Spanish. Fitzwater’s project uses foreign language as a vehicle to learn and connect different disciplines such as science, technology, engineering, art and mathematics to create a final product. Students move from text analysis, storyboarding, paper and pencil puppet drafts to 3D puppet prototypes, e-book design using tablets, puppetry performances and finally publication of digital storytelling books on a YouTube channel.

“Puppetry is a vital element of the project because it helps students get in the role of the narrator and presenter as they prepare and gain experience to use their voices to record their own stories,” Fitzwater said. Rather than only teaching and learning isolated vocabulary in Spanish, students are engaged in a project that allows them to learn and use the language in a meaningful way and participate in the STEAM curriculum. “My main goal with this project is to provide my students with opportunities to create, communicate and collaborate under the STEAM umbrella by bringing inclusion and interdisciplinary learning experiences into my class,” she said. “We need creative scientists in the future, and I think art is a good way to foster that creativity.”

Fitzwater enjoyed studying at KSU. “I have a lot of gratitude for Kennesaw State University,” she said. “I had a great experience. While I was attending KSU, I was an international exchange teacher and KSU was my first experience in an academic program abroad. I am thankful for all the teachers and the support I received. My master’s from KSU has helped me to focus on PBL and technology integration as an educator.”

APPLE DISTINGUISHED EDUCATOR AWARD

Andrea Rioux, a 2012 graduate of the Bagwell College of Education masters’ degree in instructional technology program, was selected for the Class of 2017 Apple Distinguished Educator Award. In 1994, Apple created the Apple Distinguished Educators (ADE) program to recognize K–12 and higher-education pioneers who are using Apple technology to transform teaching and learning.

These are the educators who are looking to change the world. They are active leaders from around the world helping other educators rethink what’s possible with iPad and Mac to make learning deeply personal for every student.

Apple Distinguished Educators are true innovators. They are:

- trusted advisors working closely with Apple to foster innovation in education;
- passionate advocates who share their expertise in using technology to engage students in new ways with other educators around the world;
ALUMNA RECEIVES PBS AWARD

Shana White, technology coordinator at Creekland Middle School in Gwinnett County and adjunct teacher for Georgia Virtual School, was named Georgia’s 2016 Lead PBS LearningMedia Digital Innovator. This national program recognizes P-12 educators from across the country whose innovative use of technology transforms student learning.

As the Lead Innovator for Georgia, White received a year’s worth of professional development opportunities, including an all-expense paid trip to Denver, Colorado for the annual PBS LearningMedia Digital Summit and the International Society for Technology in Education Conference.

“Shana is a hard-working educator who seeks ways to innovatively deliver content and add relevance for students,” Principal Eddie Maresh said. Her knowledge of technology and sound pedagogy can be seen in the many successful initiatives she has implemented, including “Plan and Play,” a series of monthly professional development sessions during which teachers can tinker with new, fun and engaging technology that can be integrated into classrooms. She also takes students on virtual field trips with a device called Google Expeditions, uses the digital tool Google Sheets to help administrators manage smoother dismissals at the end of the school day, and conducts information sessions that help parents optimize their access to the county’s learning management system.

Most recently, White was selected as one of 46 members of ASCD’s (Association for Supervision and Curriculum Development) 2017 Emerging Leaders Class. This highly competitive two-year program recognizes and prepares promising educators to influence education programs, policy and practice on both the local and national levels.

White, who received her Ed.S. in Instructional Technology from KSU in 2016, says her degree has informed and improved her efforts to create meaningful and engaging educational experiences for others. “I learned what purposeful and successful technology integration should look like in the classroom and school wide,” she said. “Technology provides both teachers and students the opportunity to amplify their story, become empowered, exercise their autonomy and disrupts status quo learning habits in our schools.”
MERRY WILLIS WINS PRESTIGIOUS FULBRIGHT AWARD

Carmel Elementary School STEM enrichment specialist Merry Willis was selected by the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board to receive a Fulbright Distinguished Award in Teaching grant to study in New Zealand from February through June of 2017. During this time, she observed how technology impacts student learning throughout the country and focused on developing classroom resources, collaborative relationships, and cross-cultural professional development for teachers in New Zealand and the U.S.

“This experience was absolutely amazing,” said Willis of her time in New Zealand. “I have been able to visit schools all over New Zealand and talk to students and teachers about how they are using technology to impact student learning and achievement. I will use these observations and conversations, as well as the readings and university discussions and lectures I have attended at Victoria University to develop resources for teachers to use to facilitate global connections with their students and students and teachers in New Zealand.” She was regularly invited to speak to teachers, schools, community groups and students and had the opportunity to teach lessons in different schools on programming, robotics, engineering, science and even about the United States.

She learned that schools in New Zealand are structured differently than those in the U.S. “Each school is independent and managed at the school level by a board and the principal,” she said. “As part of their national curriculum, they are focused on educating the whole child in a way that produces well-rounded students who are invested in their community, the environment and their classmates.” Willis believes this experience gave her insights to reflect upon her teaching practices and look at how she can better engage her students to be creative problem solvers.

The Fulbright award is one of many honors Willis has received during her career. After graduating from Kennesaw State University with a B.S. in Education, she began teaching at Carmel Elementary School where she was named 2011 Teacher of the Year. Other recent honors include being named a 2015-16 Microsoft Innovative Educator Expert and Master Trainer, as well as 2015-16 Museum of Aviation National STEM Academy’s STEM Teacher of the Year.
IMPACTING LIVES through Faculty and Staff
WELCOME NEW FACULTY AND ADMINISTRATORS

ERIN C. ADAMS, PH.D.  
Assistant Professor  
Elementary & Early Childhood Education

SUSAN L. BANKE, PH.D.  
Clinical Assistant Professor  
Educational Leadership

DAVID G. BUCKMAN, PH.D.  
Assistant Professor  
Educational Leadership

NICHOLAS A. CLEGORNE, PH.D.  
Associate Professor  
Educational Leadership

CHINASA ELUE, PH.D.  
Assistant Professor  
Educational Leadership

DANA L. FOX, PH.D.  
Associate Dean  
Graduate Studies & Research

TRISTAN L. GLENN, PH.D.  
Assistant Professor  
Inclusive Education

NIHAL KHOTE, PH.D.  
Assistant Professor  
Inclusive Education

BRIAN R. LAWLER, PH.D.  
Assistant Professor  
Secondary & Middle Grades Education

MARIA MONTALVO, ED.D.  
Clinical Assistant Professor  
Inclusive Education

SUZANNA ROMAN, M.ED.  
Clinical Assistant Professor  
Secondary & Middle Grades Education

NORA SCHLESINGER, PH.D.  
Assistant Professor  
Elementary & Early Childhood Education
After a highly competitive application and selection process, Dr. Joya Carter Hicks (Associate Professor, BCOE-INED) was selected as one of 13 faculty members from institutions of higher education across the state to serve as a 2016-17 Governor’s Teaching Fellow (GTF). Since that time, she has been researching innovative ways of bringing technology into the classroom.

“The GTF award allows me a safe, interdisciplinary space to design, implement and assess new instructional innovations that have a direct impact on the special education courses I teach and the Universal Design Lab (UDLab) where I direct assistive technology,” Hicks said. “For some time I’ve been reading about Virtual Reality Learning and how it could be a game changer for students with disabilities because it allows students to manipulate objects and experience environments that would otherwise be difficult or impossible in real life.”

“I did a practice lesson at GTF using a three-dimensional (3-D), computer-simulated environment with Virtual Reality headsets. There were some kinks, but it was such an awesome experience sharing teaching vulnerabilities with the GTF group,” she said. “I have since lectured on Virtual Reality Learning and how it can meaningfully serve as assistive technology for students with disabilities.”

After a successful career as a middle grades science teacher and administrator, Dr. Paris joined the Bagwell College of Education faculty in 2000 as an assistant professor in the secondary and middle grades education department. Moving quickly through the ranks at KSU, Dr. Paris became associate dean of graduate studies in 2008 and was promoted to full professor in 2011.

During her time as associate dean, she was a key contributor to the development of the first doctoral program offered at Kennesaw State University. Because she missed the direct contact with students, in 2011, Paris returned to teaching full time, serving as the Ed.S. and Ed.D. in Adolescent Education coordinator.
CO-DIRECTOR OF THE ACADEMY FOR LANGUAGE AND LITERACY WINS NATIONAL AWARD

Dr. Sanjuana Rodriguez (Assistant Professor, BCOE-EECE) was selected by the National Council of Teachers of English (NCTE) Latinx Caucus as the inaugural recipient of the Nuestra Gente Award for outstanding teaching and research as an early career scholar. She received a $500 award to support her research agenda and was recognized at an awards ceremony during the NCTE national convention in Atlanta, GA.

The Nuestra Gente Award was established in 2015 to honor a Latinx graduate student or junior faculty member to support his or her continued education and research agenda. Dr. Rodriguez’ research focuses on early literacy development of culturally and linguistically diverse students, writing development, and literacy development of English learners. Her passion for teaching began as a practitioner in a kindergarten classroom, working alongside teachers as a literacy coach.

Rodriguez serves on the nominating committee for the elementary section of NCTE and is a member of the editorial review board of Language Arts, one of NCTE’s flagship journals. She joined the Bagwell College of Education faculty in 2014 as an assistant professor of literacy and reading education and is currently serving as the co-director of the Academy for Language and Literacy.

FACULTY RECOGNITION

Dr. Erin Adams (Assistant Professor, BCOE-EECE) was the BCOE representative at the Perspectives on Global Issues Workshop – Sustainability held at the European Academy at Otzenhausen, Germany in May. She was selected from a pool of highly qualified applicants. Through a combination of seminar-based discussions, site visits, interactive discussions with policy makers and most importantly, group-based dialogue, participants engaged in a wide-ranging inter and cross-cultural professional learning community.

Dr. Megan Adams (Assistant Professor, BCOE-SMGE) received the 2017 BCOE Outstanding Early Career Faculty Award. She is the lead faculty member for Fast Start Academy, a program designed to help students from low-socioeconomic circumstances learn to read and provide pre-service elementary school teachers with the experience of working with readers who are two grade levels behind. Adams was selected to participate in the University System of Georgia Scholarship of Teaching & Learning (SoTL) Fellows Program. Throughout the course of the fellowship, participants become familiar with existing scholarly research on teaching and learning, and are encouraged to develop a long-term SoTL research agenda of their own. Equally important, participants leave with resources to use and share on their own campuses as SoTL mentors and advocates.

Dr. Sohyun An (Associate Professor, BCOE-EECE) was the 2016 recipient of the Kennesaw State University Foundation Early Career Award.

Dr. Harriet Bessette (Professor, BCOE-INED) and Dr. Nita Paris (Professor, BCOE-SMGE) received the Best Paper Award at the International Organization of Social Sciences and Behavioral Research Spring 2017 Conference for Using Written and Visual Metaphors to ‘Trouble’ Teaching.

Dr. Sandra Bird (Professor, COTA-AD) was curator of the From Mecca to America: Cross-cultural Exchange in the Art Classroom Exhibition.

Dr. Mei-Lin Chang (Assistant Professor, BCOE-SMGE) was elected historian of the American Psychology Association Division 15 Educational Psychology Committee.

Dr. Debra Coffey (Associate Professor, BCOE-EECE) is the Georgia field coordinator for the Literacy Research Association and the regional coordinator for the International Alliance for Invitational Education. She is the vice-president for community engagement for the Kennesaw Chapter of Phi Kappa Phi. Dr. Coffey is secretary of the Teacher Education Division and the College Literacy Division of the Association of Literacy Educators and Researchers. She is chair-elect for the Clinical Research and Practice Division of the Association of Literacy Educators and Researchers.

Dr. Brian Culp (Associate Professor, WCHHS-HPE) is the nominations and elections committee chair for the National Association for Kinesiology in Higher Education (NAKHE). He was named to the Fulbright Specialist Program by the U. S. State Department and is the 2017 Delphine Hanna Lecturer for NAKHE.
Dr. Stacy Delacruz (Associate Professor; BCOE-EECE) is member-at-large of the board of directors and chair of the awards committee for the Organization of Teacher Educators in Literacy Special Interest Group of the International Literacy Association.

Dr. Michael Dias (Associate Professor; CSM-EOB) is the teacher accreditation coordinator for the National Science Teachers Association. He also serves as chair of audits for the Specialized Professional Association Reports for the Council for the Accreditation of Educator Preparation. Locally, Dr. Dias is on the STEM Academy Advisory Board and KSU Liaison for Paulding County High School.

Dr. Arlinda Eaton (Dean, BCOE) serves on the Executive Board of the American Association of Colleges for Teacher Education (AACTE) and is a member of AACTE’s Committee on Professional Preparation and Accountability. She serves as the Region II representative of the Executive Committee of the Teacher Education Council of State Colleges and Universities (TECSCU) and as a member of the governing board of The Renaissance Group (TRG). Dean Eaton is a member of the Georgia Professional Standards Commission’s CAEP Task Force.

Dr. Adrian Epps (Associate Dean, CSM & ATOMS Center Director; BCOE & CSM, BCOE-EDL) was selected to serve a three-year term on the Academic Assembly Council of the Advanced Placement Program at the College Board.

Dr. Julia S. Fuller (Assistant Professor; BCOE-IT) is program co-chair for the Georgia Educational Technology Consortium Conference Steering Committee.

Dr. M. Leigh Funk (Associate Dean, BCOE-INED) was selected as a CAEP (Council for the Accreditation of Educator Preparation) national assessment reviewer and a CAEP on-site reviewer.

Dr. R. L. Garner (Associate Professor; COTA-AD) is a member of the new media committee of the American Art Therapy Association.

Dr. Joya Carter Hicks (Associate Professor; BCOE-INED) was selected as a Governor's Teaching Fellow (see article on page 33). Dr. Hicks was chosen as a member of the 2017 class of Leadership Coweta sponsored by the Coweta County Chamber of Commerce. She is president-elect of the KSU Faculty Senate and received the 2017 BCOE Outstanding Diversity Award.

Dr. Shannon Howrey (Associate Professor; BCOE-EECE) serves as treasurer of the executive board of the Professors of Literary Teacher Education.

Dr. Iván Jorrín Abellán (Associate Professor; BCOE-SMGE) serves on the steering committee for the Spanish National Association of Educational Technology.

Dr. Charlease Kelly-Jackson (Associate Professor; BCOE-EECE) is a member of the awards committee for the Association of Science Teacher Educators. She serves the Georgia Association of Teacher Educators as a member of the executive committee.

Dr. Jihye Kim (Assistant Professor; BCOE-SMGE) is serving as the primary investigator for a research collaboration between the American Cancer Society and Kennesaw State University to advance the understanding of cancer survivorship, cancer patient caregiving, and cancer prevention and screening.

Dr. Leigh Langub (Associate Professor; BCOE-EECE) is the editor of Research Highlights in Technology and Teacher Education. She serves as chair of the Early Childhood Education Special Interest Group for the Society for Information Technology and Teacher Education.

Dr. Marielle Myers (Assistant Professor; BCOE-EECE) serves on the program committee for the Georgia Council of Teachers of Mathematics Annual Conference.

Dr. Anete Vásquez (Associate Professor; BCOE-SMGE) is the treasurer of the Georgia Association of Teacher Educators.

Dr. Amy Vitala (Lecturer; BCOE-IT, pictured left) received the 2016 Outstanding Part-time Faculty Teaching Award from the Kennesaw State University Foundation.

Dr. Ugena Whitlock (Professor; BCOE-EDL) is the president-elect of the Georgia Educational Leadership Faculty Association. She also was elected factotum by the Professors of Curriculum Society.

Dr. Binyao Zheng (Professor; BCOE-SMGE) was the recipient of the 2017 BCOE Outstanding International Engagement Award.
BCOE STAFF RECOGNITION

Ms. Helen Maddox, (BCOE Instructional Technology Coach – IT) received the Bagwell College of Education Distinguished Staff Award at a college-wide celebration held in April 2017. Maddox has secured more than $350,000 in ‘free’ software licenses and technology-driven equipment to better prepare our teacher candidates to work with twenty-first century students. She has a passion for bringing the latest technology to our students, faculty and staff and was instrumental in the creation of our Universal Design Laboratory where teacher candidates learn to use technology to facilitate the learning of all students in the classroom. Maddox’s positive attitude and impressive customer service skills are exemplary. As Dean Eaton put it, “Helen, you are awesome. The assistance you provide our faculty and students is phenomenal.”

2016-2017 GRANTS AND AWARDS

Note: In addition to faculty from the Bagwell College of Education (BCOE), this section contains grants and awards won by faculty in other colleges who are teacher educators and an integral part of the Educator Preparation Provider (EPP) community at KSU as follows: College of the Arts (COTA), College of Humanities and Social Sciences (CHSS), College of Science and Mathematics (CSM), and WellStar College of Health and Human Services (WCHHS). A complete list of college and department abbreviations appears in the key above.

EXTERNAL FUNDING

Principal Investigators:
Dr. Michelle Head, Assistant Professor; CSM-CB
Dr. Gregory Rushton, Associate Professor; Stony Brook University
Dr. Brett Criswell, Clinical Assistant Professor; University of Kentucky
Dr. Adrian Epps, Associate Dean, CSM, & ATOMS Center Director
Dr. Donna Whiting, CEISMC, Georgia Institute of Technology

Project Title:
Recruiting and Retaining Teachers in Physics and Chemistry

Funding Agency:
National Science Foundation-Robert Noyce Scholarship PGM

Award: $2,841,528

Principal Investigators:
Dr. Charlease Kelly-Jackson, Associate Professor; BCOE-EECE
Dr. Meltem Alemdar, CEISMC, Georgia Institute of Technology
Dr. David Rosengrant, Associate Professor; University of South Florida

Project Title:
The Pipeline to Teacher Preparation in Physics and Chemistry

Funding Agency:
National Science Foundation-Robert Noyce Scholarship PGM

Award: $1,198,577

Principal Investigators:
Dr. Brendan Callahan, Assistant Professor; CSM-EEOB
Dr. Neporcha Cone, Associate Professor; BCOE-EECE
Dr. Paula Jackson, Professor of Biology, CSM-EEOB

Project Title:
TELBio: Teaching English Learners Biology

Funding Agency:
National Science Foundation

Award: $1,198,244

Principal Investigators:
Dr. Charlease Kelly-Jackson, Associate Professor; BCOE-EECE
Dr. Brendan Callahan, Assistant Professor; CSM-EEOB

Project Title:
Northwest Georgia Mathematics & Science Education

Funding Agency:
National Science Foundation-Robert Noyce Scholarship PGM

Award: $1,198,577
Partnerhsip
Funding Agency:
Georgia Department of Education
Award: $928,194

Principal Investigator:
Dr. W. Ken Harmon, Provost & Vice President for Academic Affairs
Project Director:
Dr. Susan Stockdale, Professor, BCOE-SMGE
Project Title:
Woodrow Wilson Fellowship Program
Funding Agency:
The Woodrow Wilson National Fellowship Foundation/ Rockefeller Brothers Fund Teaching Fellowship for Aspiring Teachers of Color
Award: $400,000

Principal Investigator:
Dr. Neporcha Cone, Associate Professor, BCOE-EECE
Project Title:
Exploring Ways to Enhance Science Learning for English Language Learners through Improvement in Teacher Self-efficacy Beliefs
Funding Agency:
National Science Foundation
Award: $296,395

Principal Investigators:
Dr. Denise R. Simons, PI, Virginia Polytechnic Institute and State University
Dr. Nicholas Clegorne, Co-PI, Associate Professor, BCOE-EDL
Project Title:
Preparing a 21st Century STEM Workforce: Defining and Measuring Leadership in Engineering Education
Funding Agency:
National Science Foundation
Subaward: $176,917

Principal Investigators:
Dr. Yannis Dimitriadis, University of Valladolid, Spain
Dr. Iván Jorrín-Abellán, Associate Professor, BCOE-SMGE
Project Title:
RESET: Reformulating Educational Scalable Ecosystems
Funding Agency:
Spanish National Program of Research, Innovation and Development
Award: $147,000

Principal Investigators:
Dr. Charlease Kelly-Jackson, Associate Professor, BCOE-EECE
Dr. Brendan Callahan, Assistant Professor, CSM-EEOB
Dr. Roneisha Worthy, Assistant Professor, SPCEET-CCE
Dr. Donna Barrett-Williams, Fulton County Schools
Project Title:
STEMic
Funding Agency:
Improving Teacher Quality State Grant
Award: $47,573

Principal Investigators:
Dr. Kimberly Gardner, Associate Professor, CSM-MATH
Dr. David Glassmeyer, Assistant Professor, CSM-MATH
Dr. Roneisha Worthy, Assistant Professor, SPCEET-CCE
Project Title:
Collaborative for Advancing Mathematical Proficiency III
Funding Agency:
Improving Teacher Quality State Grant
Award: $45,100

Principal Investigators:
Dr. Charlease Kelly-Jackson, Associate Professor, BCOE-EECE
Dr. Adrienne King, Assistant Professor, CSM-EEOB
Project Title:
Phenomenal 3D Science in the Schoolyard
Funding Agency:
Improving Teacher Quality State Grant
Award: $44,108
Principal Investigators:
Dr. Anton Puvirajah, Assistant Professor, CSM-EEOB
Dr. Laurie Brantley-Dias, Associate Professor, BCOE-IT
Dr. Donna Barrett-Williams, Fulton County Schools

Project Title:
Integrating Elementary Physical Science and Mathematics through a Three-Dimensional Learning Approach

Funding Agency:
Improving Teacher Quality State Grant
Award: $34,507

Principal Investigator:
Dr. Arlinda J. Eaton, Dean, BCOE

Project Director:
Dr. Katherine Zimmer, Assistant Professor, BCOE-INED

Project Title:
CEEDAR [Collaboration for Effective Educator Development, Accountability and Reform]

Funding Agency:
Georgia Department of Education
Award: $30,000

Principal Investigators:
Dr. Brian Lawler, Assistant Professor, BCOE-SMGE
Dr. Wendy Sanchez, Professor, CSM-MATH
Dr. Belinda Edwards, Associate Professor, CSM-MATH

Project Title:
Building Capacity in Cobb County for Fourth-Year Mathematics Instruction

Funding Agency:
Improving Teacher Quality State Grant
Award: $29,835

Principal Investigators:
Dr. Olaia Fontal, Associate Professor, University of Valladolid, Spain
Dr. Alex Ibáñez, Associate Professor, University of the Basque Country, Spain

Methodologist:
Dr. Iván Jorrín-Abellán, Associate Professor, BCOE-SMGE

Project Title:
To Know, Understand, Respect, and Value Cultural Heritage: The Evaluation of Learning in Heritage Education Programs Focused on Awareness Processes, Recovery, and Socialization of Cultural Heritage

Funding Agency:
Spanish Ministry of Economy and Competitiveness
Project:
EDU2015-65716-c2-1-R
Award: $27,588

Principal Investigators:
Dr. Wendy Sanchez, Professor, CSM-MATH
Dr. Brian Lawler, Assistant Professor, BCOE-SMGE
Dr. Belinda Edwards, Associate Professor, CSM-MATH

Project Title:
Open Source Technology for Teaching High School Mathematics

Funding Agency:
Improving Teacher Quality State Grant
Award: $27,580

Principal Investigators:
Dr. Olaia Fontal, Associate Professor, University of Valladolid, Spain
Dr. Iván Jorrín-Abellán, Associate Professor, BCOE-SMGE

Project Title:
Evaluacion de los Aprendizajes en Programas de Educacion Patrimonial Centrados en los Procesos de Sensibilizacion, Valorizacion y Socializacion del Patrimonio Cultural

Funding Agency:
Spanish Ministry of Economy and Competitiveness
Award: $25,000

Principal Investigators:
Dr. Jennifer S. Dail, Associate Professor, CHSS-ENG
Dr. Robert Montgomery, Associate Professor, CHSS-ENG

Project Title:
Invitational Leadership Institute to Invest in Developing New Teacher Leaders

Funding Agency:
National Writing Project
Award: $15,000

Principal Investigator:
Ms. Susan Collins, Senior Lecturer, BCOE-EECE

Project Title:
STEM Summer Camp

Funding Agency:
Greystone Power Corporation
Award: $9,000

Principal Investigator:
Dr. Megan Adams, Assistant Professor, BCOE-SMGE

Project Titles:
Supplies Grant ($3,565) and Summer Literacy Grant ($2,000)

Funding Agency:
Dollar General Foundation
Awards: $5,565

Principal Investigators:
Dr. Chinasa Elue, Assistant Professor, BCOE-EDL
Dr. Edna Martinez, Assistant Professor, EDL & Technology, California State University, San Bernardino

Project Title:
Exploring Academic Advising Policies and Practices at Baccalaureate Degree-Granting Community Colleges

Funding Agency:
National Academic Advising Association
Award: $5,000

Principal Investigator:
Ms. Susan Collins, Senior Lecturer, BCOE-EECE

Project Title:
STEM Family Nights

Funding Agency:
AT & T
Award: $4,500

Principal Investigators:
Dr. Chinasa Elue, Assistant Professor, BCOE-EDL
Dr. Edna Martinez, Assistant Professor, EDL & Technology, California State University, San Bernardino

Project Title:
Pre-Tenure Women at Purdue University Fellowship

Funding Agency:
The Butler Center, Purdue University
Award: $500

KENNESAW STATE UNIVERSITY FUNDING

Dr. Sandra Bird (Professor of Art Education, COTA-AD) - $17,500 award from the KSU Division of Global Affairs Strategic Internationalization Grant (SIG) for International Community Engagement (ICE) to fund "From Mecca to America: Cross-
cultural Exchange in the Art Classroom."

Dr. Kadian Callahan (Associate Professor, CSM-MATH) - $12,000 award from the KSU Office of the Vice President for Research to fund “Examining Mathematics Teachers MKT Knowledge Domains during Lesson Planning.”

Dr. Joya Carter Hicks (Associate Professor, BCOE-INED) - received an award from The KSU Office of Diversity and Inclusion that provided a course release and stipend that allowed Dr. Carter Hicks to direct the planning, development and opening of the Universal Design Laboratory classroom in the Chantal & Tommy Bagwell Education Building.

Ms. Susan Collins (Senior Lecturer, BCOE-EECE) - $5,000 award from the Office of the Vice President for Research to co-sponsor participation in the Carreta Experiential Research Sea Turtle Conservation Project at Wassaw Island.

Dr. Brian Culp (Associate Professor, WCHHS-HPPE) and Jennifer Wade-Berg - $10,390 Wellstar College of Health and Human Services professional development grant to conduct the KSU-BJF Program Needs Assessment.

Dr. Melissa Driver (Assistant Professor, BCOE-INED) - $7,679 award from the KSU Center for Excellence in Teaching and Learning to support a randomized control trial aimed at improving culturally and linguistically diverse students’ word-problem solving.

Dr. Chinasa Elue (Assistant Professor, BCOE-EDL) - $1,000 travel grant from the KSU Center for Teaching and Learning to present: “Who has Access to the Public Good? The Financial Implications to College for Rural Low Income Students” at the Association for the Study of Higher Education Conference in Columbus, OH.

Dr. Iván Jorrín-Abellán (Associate Professor, BCOE-SMGE) - $8,282 award from the KSU Office of the Vice President for Research to fund “Evaluating and Refining the Hopscotch Model and Supporting Webtool: A Model to Bridge Paradigmatic and Pragmatic Approaches to Teaching and Learning Qualitative Research Methods in Graduate Research Courses.”

Dr. Lisa Kastello (Assistant Professor, COTA-AD) - $1,500 Quick Starters Faculty Learning Community Travel Grant from the KSU Center for Excellence in Teaching and Learning to travel to China to conduct K-12 interdisciplinary professional development in student centered learning and teaching.

Dr. Marrielle Myers (Assistant Professor, BCOE-EECE) - $3,000 travel grant from the KSU Center for Excellence in Teaching and Learning to support the KSU-BJF Program Needs Assessment.

Dr. Amanda Richy (Assistant Professor, BCOE-INED) - $2,500 to fund “Hunting for Our Lives: Urban Refugee Education in Jordan.”

Dr. Camille Sutton-Brown-Fox (Assistant Professor, BCOE-IT) - $2,500 to fund “Show and Tell…and Take Action: A Photovoice Project with Elementary School Students.”

Dr. Natasha Thornton (Assistant Professor, BCOE-EECE) - $2,500 to fund “A Change is Going to Come: Reading and Writing for Social Action in Grades 3 – 5.”
Faculty Scholarship Publications

Bagwell College of Education

Book Chapters


Zimmer (Eds.), Cultural relevance across teaching: Models of inclusive practices across disciplines (pp. 61-72). Lanham, MD: Rowman & Littlefield.


BOOK REVIEWS


JOURNAL ARTICLES


Bhatnagar, R., Kim, J., & Many, J. (2017). An instrument to study state-wide implementation of edTPA: Validating the levels


Paulus, T., & Bennett, A. (2017). “I have


**ONLINE JOURNAL ARTICLES**


PROCEEDINGS


COLLEGE OF THE ARTS

BOOKS


JOURNAL ARTICLES

Crow, S. R., & Kastello, L. (2016). The disposition of elementary school children of individualistic and collectivist culture who are intrinsically motivated to seek information. School Library Research, 19, ISSN: 2165-1019

ONLINE JOURNAL ARTICLES


COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

BOOKS


BOOK CHAPTERS

ONLINE JOURNAL ARTICLES


BOOK REVIEWS


WHITE PAPER


COLLEGE OF SCIENCE AND MATHEMATICS

BOOK CHAPTERS


PROCEEDINGS


JOURNAL ARTICLES


WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

JOURNAL ARTICLES


ONLINE JOURNAL ARTICLES

Bagwell College of Education


Adams, E. (2017, March). Facts in the fiction: Using chains in the elementary classroom for ELA and social studies (with ECE 4403 students). Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.


Banks, M., Croft, S., & Stenhouse, V. (2016, October). It’s clobberin’ time!!! Educational stakeholders beating a perfect storm of neoliberalism in the urban South. U.S. Sources of Urban Educational Excellence Conference, Atlanta, GA.


Bilyeu, A., & James, M. (2016, November). Moving from emoticons and explanation points to quality content: Successful blogging with students. Georgia Educational Technology Conference, College Park, GA.


Boske, C., & Elue, C. (2016, November). Not convinced ‘these’ students meet our “criteria”: Exclusive graduate education in educational administration programs. University Council for Educational Administration Conference, Detroit, MI.


Brantley-Dias, L., Lokey-Vega, A., Fuller, J., & Langub, L. W. (2016, October). What teachers say works and what they learned from participating in a professional learning MOOC. Association for Educational Communications and Technology Conference, Las Vegas, NV.


Chang, M. –L., & Taxer, J. (2017, April). Why do I feel this way?
Teacher appraisals and emotion regulation strategies in response to student misbehavior. Society for Research in Child Development Annual Conference, Austin, TX.


Coffey, D. (2016, November). Enhancing media literacy throughout a study abroad experience. Association of Literacy Educators and Researchers Conference, Myrtle Beach, SC.

Coffey, D. & Maddox, H. (2017, March). Exploring literature with virtual field trips. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

Coffey, D. & Maddox, H. (2017, March). Exploring the legacy of Dr. Martin Luther King, Jr. with literature and technology. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.


Croft, S., Pogue, T., & Willis, V. (2016, October). Disrupting silos and establishing authentic relationships: Analysis of a university-school collaboration in the urban South. Sources of Urban Educational Excellence Conference, Atlanta, GA.


Delacruz, S., & Howrey, S. T. (2016, July). Building digital literacy bridges: Connecting cultures and promoting cultural competencies through school-based virtual field trips. The Organization of Teacher Educators in Reading, International Literacy Association...


Elue, C. (2016, November). The underutilization of the public good: Examining issues around work-life balance and attrition of graduate students. Association for the Study of Higher Education Conference, Columbus, OH.

Elue, C. (2016, November). Who has access to the public good? The financial implications to college for rural low income students. Association for the Study of Higher Education Conference, Columbus, OH.


Fox, D. L. (2017, April). Teacher leader preparation. Education Preparation Advisory Committee/Georgia Educator Preparation Programs Spring Conference (jointly sponsored by University System of Georgia and Georgia Association of Colleges of Teacher Education), Peachtree City, GA.


Funk, M. L., & Chafin, J. J. (2016, October). Utilizing differentiated practices to promote assessment and continuous improvement. Georgia Association of Teacher Educators Conference, Young Harris, GA.


XVI Congreso Nacional y VII Congreso Iberoamericano de Pedagogía. Sociedad Española de Pedagogía, Madrid, Spain.


Hale, A., Ockwell, T., & Martin, L. (2016, June). The choice is yours! Listening to the voices in your classroom. Fulton County Schools Summer Summit, Atlanta, GA.


Hubbard, D. W. (2016, November). Field experience impact on preservice teacher efficacy level for teaching reading in the content areas. Association of Literacy Educators and Researchers Annual Meeting, Myrtle Beach, SC.


Jean-Sigur, R. E. (2016, October). Understanding culture and advancing the higher education opportunities of early care providers. National Black Child Development Institute Annual Conference, Orlando, FL.


Khote, N. (2016, October). Deconstructing academic language. DeKalb County Schools District Meeting of ESOL Teachers, Stone Mountain, GA.

Khote, N. (2016, October). Scaffolding ELs from social language to academic registers in high school. Georgia Teachers of ESOL Conference, Atlanta, GA.


Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

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Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.

Lokey-Vega, A. C. (2017, January). Humanizing the online instructor. Kennesaw State University Distance Learning Center Unconference 2017, Kennesaw, GA.


Salyer, B. A., & Zong, G. (2016, October). Working under the umbrella of sustainability: Preparing pre-service teachers to create integrated curriculum. Georgia Association of Teacher Educators, Young Harris, GA.


and Teacher Education, Austin, TX.


Stephens, S., Ockwell, T., Maddox, H., Carrier, A. M., & Aera, A. (2017, April). Reaching the next generation by integrating technology in the classroom. Georgia Child Care Association Conference, Duluth, GA.


Thompson, W., Coffey, D., & Shivers, J. (2016, November). Using Reader’s Theater to enhance comprehension of texts: Novel ways Brod Bagert’s expository poems increase comprehension. Association of Literacy Educators and Researchers Conference, Myrtle Beach, SC.


Williamson, J., & Redish, T. (2016, June). How the ISTE technology coaching standards can help you! International Society for Tech-
nology in Education, Denver, CO.


COLLEGE OF THE ARTS


Kastello, L. (2016, October). Graphic novels: Student-centered, constructivist teaching and learning. Georgia Art Education Association Conference, Brenau University, Gainesville, GA.


COLLEGE OF HUMANITIES AND SOCIAL SCIENCES


COLLEGE OF SCIENCE AND MATHEMATICS


WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES


BACCALAUREATE

Birth-through-Kindergarten
  Montessori Concentration
  Traditional Concentration

Early Childhood Education (P-5)

Middle Grades Education (4-8)
  Concentration in Language Arts
  Concentration in Mathematics
  Concentration in Reading
  Concentration in Science
  Concentration in Social Studies

Secondary Education (6-12)
  Biology
  Chemistry
  English
  History
  Mathematics
  Physics

P-12
  Art Education
  Health & Physical Education
  Modern Language & Culture
    Concentration in Chinese
    Concentration in French
    Concentration in German
    Concentration in Spanish
  Music Education

MASTER OF ARTS IN TEACHING (M.A.T.)
  Art (P-12)
  Biology (6-12)
  Chemistry (6-12)
  English (6-12)
  ESOL (P-12)
  Foreign Languages:
    Chinese (P-12)
    Spanish (P-12)
  Mathematics (6-12)
  Physics (6-12)
  Special Edu: General Curriculum (P-12)
  Woodrow Wilson Foundation

MASTER OF EDUCATION (M.Ed.)
  Early Childhood Education*
  Educational Leadership*
  Instructional Technology*
  Middle Grades Education:
    Language Arts*
    Mathematics*
    Science*
    Social Studies*
  Reading Education*
  Secondary Education: English*
  Secondary Education: History*
  Secondary Education: Mathematics*
  Secondary Education: Science*
  Special Education:
    General Curriculum*
    Teacher Leadership*
    Teaching English to Speakers of Other Languages*

EDUCATION SPECIALIST (Ed.S.)
  Curriculum and Instruction*
  Early Childhood Education
  Educational Leadership
  Instructional Technology - Advanced
    & Certification Track*
  Middle Grades Education:
    Language Arts*
    Mathematics*
    Science*
    Social Studies*
  Secondary Education: Chemistry
  Secondary Education: English*
  Secondary Education: History*
  Secondary Education: Mathematics*
  Special Education:
    General Curriculum
    Teacher Leadership*

DOCTORATE (Ed.D.)
  Early Childhood Education

EDUCATIONAL LEADERSHIP
  Instructional Technology - Initial
  & Advanced Track*
  Middle Grades Education:
    Language Arts
    Mathematics
    Social Studies
    Science
    History
    English
  Secondary Education:
    Chemistry
    English
    History
    Mathematics
    Science
    Social Studies
  Special Education:
    General Curriculum
    Teacher Leadership*

NON-DEGREE PROGRAMS - GRADUATE
  Curriculum and Instruction
  Certification Only*
  Educational Leadership Tier I
  Certification Only*
  Educational Leadership Tier II
  Certification Only*
  Instructional Technology Certification Only*
  Special Education (General Curriculum)
    Certification Only*
  Coaching Endorsement
  Teaching English to Speakers of Other Languages Endorsement*
  Gifted In-Field Education Endorsement*
  Online Teaching Endorsement*
  Pre-School/Special Education Endorsement
  Reading Endorsement*
  Teacher Leader Endorsement*
  Autism Spectrum Disorder KSU Certificate*
  Educational Assessment and Measurement KSU Certificate*
  Online Teaching KSU Certificate*
  Special Education KSU Certificate*

* Available Online