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Message from the Dean

“Far and away the best prize that life has to offer is the chance to work hard at work worth doing,” Theodore Roosevelt’s quote resonates with what we do in the Bagwell College of Education and the Professional Teacher Education Unit (PTEU). That is, we take seriously our responsibilities to prepare professional educators – knowing through many research studies that teacher effectiveness is the single most important factor in student achievement, with school leadership ranking second as a critical factor in student achievement and growth.

Unequivocally, the work we do is worth doing. The passion, dedication and hard work of our amazing faculty, staff, students and alumni were recognized during our recent accreditation visit conducted by both state and national teams. I hope you will share the enormous pride we have in the quality of our work when you read the accolades bestowed upon the PTEU by the National Council for Accreditation of Teacher Education (NCATE) in this annual report.

Many of the recommendations about ways to transform educator preparation programs, disseminated through such documents as Our Responsibility, Our Promise, a report by the Council of Chief State School Officers Task Force on Educator Preparation and Entry into the Profession, and Transforming Teacher Education through Clinical Practice, the report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning commissioned by NCATE, have already been implemented at KSU.

Multiple examples of our efforts to meet the needs of K-12 students will be found throughout this publication – from the Urban Education option offered at professional development schools in Area 2 of Cobb County School District; the Reading Endorsement program, math workshops and ESOL coaching offered to teachers in Fulton County School District; a STEM-focused cohort of teacher candidates at Marietta Center for Advanced Academics; and our 2+2 program in Paulding County to our yearlong, co-teaching/coaching model of student teaching in three school districts – Cherokee, Cobb and Marietta. We are committed to expanding and strengthening these school-university partnerships as indicated in our Five-year Strategic Plan.

Growth continues at Kennesaw State and is manifested in a variety of ways. Since the May groundbreaking ceremony for the Education Building Addition, tremendous progress has been made on expanding our current space by another 78,756 square feet. The new facility will support additional programming and research, which will facilitate Bagwell’s contributions to transitioning Kennesaw State University from its current Carnegie classification (Large Master’s University) to Doctoral Research University status.

As we continue Impacting Lives by fulfilling our commitment to continuous improvement, we are grateful for your interest in and support of the Bagwell College of Education – a place where we work hard at work worth doing.

Professionally yours,

(Arlinda J. Eaton, Dean)
IMPACTING LIVES through Partnerships
Expanding and Deepening Community Partnerships

It was a scene of organized chaos as teacher candidate Hannah Brock led a third grade science class in the making of water bottle thermometers.

Her fingers covered in green dye, Brock moved swiftly from one end of the KSU Lab at the Marietta Center for Advanced Academics (MCAA) to the other, helping her students figure out ways to make the temperature in the bottles rise.

“I’ve always wanted to be a teacher,” the Ringgold, Ga., resident said. “I love the kids, and I want to be able to be an influence in their lives, and I believe to educate them is a great way to prepare them for the future.”

In January, the Bagwell College of Education signed an agreement with MCAA, one of only six STEM-certified schools in the state of Georgia, to establish a collaboration to prepare more teachers focused on science, technology, engineering and mathematics (STEM).

“Our partnership with MCAA exemplifies Bagwell’s goal to remain responsive to the needs of P-12 schools,” said Bagwell College of Education Dean Arlinda Eaton. “Together, KSU and MCAA are working to advance the achievement of elementary students in the high-need fields of science and mathematics.”

The partnership with MCAA allows Department of Elementary and Early Childhood Education (EECE) undergraduate students to complete their senior year field and clinical experiences in a STEM-certified school. The collaboration also allows graduate students to observe and conduct research in a model STEM school. MCAA teachers are working alongside EECE faculty to develop a STEM concentration in both the undergraduate and graduate degree programs in early childhood education.

MCAA teacher Stormi Johnson was impressed by Brock’s choice of a science project for her first lesson as lead teacher.

“She’s doing a great job,” Johnson said. “I’m very lucky to have her.”

For Brock, who was in the second week of her senior year, it was “go big or go home.”

“Being a teacher is a hard balance because you want to love the children, but you have to manage
them, and finding that happy balance is something I’m working on every day,” Brock said.

With a freshly painted Scrappy the Owl on the lab wall overseeing the day’s activities, the students tried everything from rubbing the homemade thermometers between their hands to wrapping them in a sweatshirt to taking the bottles outside to get the internal temperatures to rise, with varying degrees of success.

“Ms. Brock taught me that when the molecules are hot, they spread out, and when they’re cold, they come together,” said 8-year-old Lindsey Rubury. “She just taught me that.”

Collaborations like the one with MCAA are an important part of the Bagwell College of Education’s strategic plan, which calls for the expansion and deepening of partnerships in the community, the dean said.

“School-university partnerships that focus on the achievement of P-12 students keep Kennesaw State University at the forefront of teacher education,” Eaton said. “Credibility and trust are established through collaborations in which classroom teachers and university faculty share the responsibility of preparing aspiring teachers.”
Improved teacher preparation leads to improved student achievement. That’s the idea behind a partnership between the Bagwell College of Education and the Fulton County School System.

“Fulton County reached out to us to provide professional development to their teachers in elementary, middle and high schools,” said BCOE Associate Dean for Graduate Studies Susan Stockdale. “And that professional development is in the form of three graduate courses in language and literacy.”

The original plan called for the courses to be taught at eight schools within the Fulton County system, but that number has jumped to 16.

“We go there once a week to the individual schools,” Stockdale said. “We’re working with about 40 teachers right now, but that number could go up to 100.”

According to program administrator Larry Wallace, in 2012, the Fulton County School System received the “Striving Reader Comprehensive Literacy Grant” from the Georgia Department of Education. The $4.2 million grant is intended to improve the reading performance of students through 12th grade and requires schools to develop literacy plans to better implement the Common Core Georgia Performance Standards, Georgia Early Learning Standards, Georgia Pre-K Standards and Head Start Standards.

“These funds assist schools in leveraging print and technology resources for students’ instruction and engagement, provide teachers with professional learning based on their identified needs, foster implementation of research-based models of tiered instruction and provide useful student assessment protocols,” Wallace said. “Many of the principals felt that the reading endorsement program that was previously offered to our teachers had a one-size-fits-all approach and was not tailored to the needs of the individual teachers or schools. When the schools were designing their literacy plans, the request was made for a graduate-style program that could adjust to the needs of the school and meet...
the needs of the teachers. I had an opportunity to meet with Dean Eaton and Dr. Stockdale, and they were just as enthusiastic about the opportunity for collaboration with Fulton County.

Upon completion of the Reading Endorsement program, teachers interested in pursuing a master’s of education may apply nine hours toward the advanced degree, Stockdale said.

“The Reading Endorsement program is based on the needs of that particular school and those teachers based on benchmark scores,” Stockdale said. “We teach teachers, and this partnership allows us to extend the reach of the Bagwell College of Education out into the community where we can positively impact even more lives.”

In addition to the Reading Endorsement program, the BCOE is providing Fulton County School System teachers professional development in the instruction of math. The two-day workshops focus on how to use technology to increase math understanding. And this partnership continues to grow.

Faculty in the BCOE Inclusive Education Department are also providing TESOL coaching for Fulton County teachers. “During the spring semester, Dr. Felice Russell, assistant professor, worked with teachers from four Fulton high schools providing coaching support to ESOL teachers,” department chair Patricia Alvarez McHatton said. “As a result of this project, we are in the preliminary stages of designing a similar project with two Fulton County elementary schools.”
Bagwell Offers Program in Paulding County

When the Bagwell College of Education first began offering classes in Paulding County, there were two to three students in each class, but that was then. Now, the classes are full with 25 elementary and early childhood education majors, who are seeking a Kennesaw State University degree closer to home.

The 2+2 program at Paulding in elementary and early childhood education is a partnership in which students finish their first two years of undergraduate coursework with faculty from Georgia Highlands College, then transfer to the Bagwell College for their bachelor’s degree program without ever leaving the Paulding Instructional Site.

“In about three years, our programs there have grown pretty rapidly,” said Dr. Jim Cope, chair of the BCOE Department of Elementary and Early Childhood Education. “It’s a smaller campus, so it’s a good spot for students who are not as comfortable on a big campus, such as KSU. It’s a more intimate experience for the students.”

Administrators are hoping the University System of Georgia Board of Regents will approve establishing a similar partnership with Atlanta Metropolitan State College in Atlanta this fall.

“A partnership with Atlanta Metro College would give us access to a more diverse student population,” Cope said.

But the Paulding site has become much more than a satellite campus. BCOE students do their student teaching in schools around the county, and in the summer of 2014, the first cohort of students earning master’s degrees in elementary and early childhood education at that site will graduate, and each one is an elementary school teacher in Paulding.

“I think through our engagement we’re able to support the Paulding elementary schools,” said Terri Collins, educational outreach coordinator and faculty in residence. “We’re here to collaborate with them and be a part of this community.”
Whether hosting a math, science or reading night after hours, BCOE faculty is actively involved in the Paulding community.

“It’s important when you are a teacher to be a part of the community you’re in,” Collins said.

“These student teachers are willing to spend their own personal time to come in and make things better. Also, in these settings, parents get to see the students interact with the children, which traditionally happens behind closed doors.”

In January 2010, Kennesaw State opened its Paulding County Instructional Site in two buildings donated to the University and Georgia Highlands. A survey by the Board of Regents concluded that cooperative efforts between two- and four-year USG institutions would best address the state’s need for new academic programs in growing, underserved areas like Paulding County. The BCOE was the first academic unit to sign an agreement offering classes in the former Paulding County courthouse and an adjacent building.

“By offering classes at the Paulding Instructional Site, we get more students, and we get a presence in Paulding County,” Cope said. “KSU’s biggest challenge is our growth has surpassed our facilities. In Paulding, we have space to grow our programs.”
IMPACTING LIVES through Initiatives
The Bagwell College of Education is positioning itself to play a major role in helping Kennesaw State University become a doctoral research university. In September 2012, BCOE Dean Arlinda Eaton launched the “Dean’s Speaker Series” to support that endeavor.

“In keeping with a goal of KSU’s new strategic plan to gain national prominence, the Dean’s Speaker Series will initially focus on faculty accomplishments at the national level,” Eaton said. “We will highlight faculty who have published in nationally recognized journals, presented at national conferences and secured external funding from nationally recognized organizations.”

“We should take advantage of the opportunity to hear about the innovative and thought-provoking work in which our faculty are engaged,” she continued. “Also, this is an opportunity to learn how fellow colleagues establish their research agenda, design and conduct their studies, manage their time and resources, and network with other scholars to fulfill their faculty responsibilities.”

So far, four faculty have presented as part of the series: Patricia Alvarez McHatton, chair of the Department of Inclusive Education; Mary L. Garner, professor, Department of Mathematics and Statistics; Reta Ugena Whitlock, associate professor, Department of Secondary and Middle Grades Education; and Marvin Smith, associate professor, Department of Elementary and Early Childhood Education.

Patricia Alvarez McHatton

“Emoting through Ethnodrama: An Introduction to Working with Diverse Families through Performance”

It is likely general education teachers will serve diverse students with disabilities in their classrooms. To do so effectively, they need to be prepared to partner with the families of these students, as family involvement is mandated and best practice in the education of students with disabilities. This study investigated the use of ethnodrama as an instructional tool for preparing 316 preservice teachers to work with diverse families. Findings revealed participants indicated feeling more positive and committed to working with diverse families after the ethnodramatic performance and valued...
ethnodrama as a tool that supplemented traditional textbooks and readings.

Mary L. Garner
“Analysis of Test Survey Data Using Item Response Theory”

Item response theory is a relatively new way of analyzing tests and survey data. In item response theory, the probability of a person getting a specific item correct is related mathematically to the difficulty of the item and the skill level of the person. This new theory is behind the development of the Lexile reading scores now used in Georgia and is commonly used in state, national and international testing systems. “In my research, I’ve used IRT (Item Response Theory) for both design and analysis of tests and surveys, and I’ve investigated methods to obtain values for the parameters of the mathematical models involved,” Garner said.

Reta Ugena Whitlock
“Knowing Our Place: Narrative Writing, Teacher Education, and the Possibilities of Curriculum Studies”

This research is part of a 10-year study of southern place that seeks to learn more about LGBT families who are living in the southeastern U.S. who have children/adolescents in P-16 schools and the implications for how teacher educators approach diversity. Because census data indicate many LGBT families are in the South, the study focuses on the interpersonal relationships within families by relating their personal narratives. Research questions include: 1) Does the southern region of the U.S. influence lesbian and gay families who live here? 2) What do the stories of these families contribute to a more comprehensive understanding of southern place? 3) What are the experiences of LGBT families living in the South with school-age children? This interdisciplinary project is a unique integration of curriculum studies, narrative inquiry and LGBT studies, with implications for how we as teacher educators approach diversity.

“What I really hope to show is that it is not unusual or surprising to find LGBT families with kids in schools in the South. The news is that it is not news,” Whitlock said.

Marvin Smith
“Longitudinal Mixed Methods Evaluation in Elementary Mathematics Teacher Education”

Smith examined with colleagues at a nearby university the effects of their courses in elementary mathematics content and courses in methods for teaching elementary mathematics. The series of studies focuses on undergraduate teacher candidates’ beliefs about how to teach elementary mathematics effectively, their beliefs about their own effectiveness in teaching this subject, and their expectations for all students to be successful in learning mathematics and the specialized content knowledge needed for teaching this subject. Findings show: 1) A second semester of elementary mathematics methods corresponds with increases in teaching efficacy beliefs and learning outcome expectancies; 2) Greater teacher content knowledge corresponds with stronger beliefs that teaching should focus more on children’s understanding, thinking and problem solving rather than memorization; and 3) Teacher candidates are very interested in curricular relevance and caring instructors for courses in the content knowledge required for teaching elementary mathematics.
Transforming Teacher Preparation Programs

Answering a national call to prepare prospective and practicing teachers with the knowledge, skills and dispositions to collaborate with colleagues and provide an equitable, high quality education for all students, particularly those from diverse backgrounds, the Bagwell College of Education is transforming its teacher preparation programs.

“There’s been a demand for our students to have longer, more intentional field experiences,” said Anete Vásquez, assistant professor of English education and director of the Center for Education Placements and Partnerships. “We initially piloted pre-service co-teaching (PSCT) exclusively with students in the Teacher Quality Partnership grant in Area 2 of Cobb County.”

Funded by a five-year grant from the U.S. Department of Education, a yearlong co-teaching model was established in five elementary, one middle and one high school in Cobb County in the fall of 2011. As early as the spring of 2012, the model was expanded to schools in Cobb outside the grant and to four elementary schools in Cherokee. In the fall, five elementary schools and one middle school in Marietta City Schools implemented the model. As the project develops, the BCOE faculty are forming research teams to study the effectiveness of the program. In 2013, Drs. Toni Strieker, Jennifer Heckert and Maria Shaheen published a study that found benefits of PSCT to BCOE teacher candidates, their collaborating teachers and the P-12 students.

“What we are learning from our teacher candidates and collaborating teachers is that when they employ pre-service co-teaching, they both learn a great deal, as do their students,” Strieker said. “The teacher candidates consistently reported that they had fewer difficulties with classroom management because the shift of control in the classroom was smooth as silk. Collaborating teachers said that with PSCT they felt free to try new strategies and take more risks because they knew that someone else was there to assist them. Everyone felt that by its very nature, PSCT creates the circumstances for
more students to get their individual needs met,” Strieker said. “Don’t forget that every co-teaching team gets an instructional coach to assist them.”

Strieker is currently researching the benefits of instructional coaching with Drs. Maria Shaheen, Lee Digiovanni and Daphne Hubbard.

“Our preliminary results show that the coaches have helped teacher candidates and their collaborating teachers increase student engagement by using more advanced types of classroom management techniques and strategies to differentiate instruction,” Strieker said. “We are constantly working to improve our approaches to PScT and coaching. Next year, we expect it to be even better!”

Vásquez said she thinks the program will have approximately 200 student teachers participating next year who will be placed in three to four school districts.

“Anecdotally, we’re finding the K-12 students are getting more individual attention when there are two teachers in the classroom,” Vásquez said. “This model gives the teachers an increased ability to meet the needs of all students.”

Pre-service co-teaching comprises four components that are essential to the learning of teacher candidates and K-12 students including co-planning, co-assessment, co-instruction, and co-reflection and problem solving. Mentor teachers participate in 10 hours of professional development to learn or hone their co-teaching skills.

“I believe the grant has definitely helped move us in the direction of refining our teacher preparation programs,” Vásquez said. “We’ve found that a yearlong field experience gives teacher candidates more confidence, and when we add pre-service co-teaching to the equation, the results are reliably better. No other teacher preparation program in Georgia is doing this to this extent.”
Expanding Global Outreach and Impact

Student teaching expands to Uganda

Early childhood education major Staci Cordery always dreamed of going to Africa, but she didn’t know how she would get there. The former teacher’s assistant once saw a movie about teaching at an international school, which planted the idea in her head, but when a Bagwell College of Education recruiter came around with the opportunity to student teach in Uganda, Cordery balked.

“I was scared,” she admitted. “Originally I talked myself out of going because it was completely out of my comfort zone.”

Fast forward to spring 2013, and Cordery was one of three student teachers returning from Uganda – the college’s first student teachers in that country.

“When the recruiters came back around, I decided to go,” Cordery said. “It was so worth it!”

Teaching in the International School of Uganda, Cordery was joined by fellow teacher candidates Natalie Coley and Pat Jackson. Coley and Jackson were both offered teaching jobs in Uganda following their study abroad program, and Coley returned to Uganda in August to teach at another international school.

“It was an overwhelming experience,” Coley said. “As far as diversity goes, I have never seen anything like that before.”

Attended by the children of government employees, diplomats, business leaders and missionaries, the international school gave the student teachers an opportunity to work with children from 50 countries, including students with limited English language skills.

“One thing I will take from this experience into my classroom is the desire to create a dominant culture-free classroom,” Cordery said. “This school
had such a sense of community among all the students. In that kind of environment, students can focus more on learning skills than cultural skills because you take away the need to assimilate into the dominant culture, which can limit students’ academic success.”

As part of a re-entry seminar in April, Cordery, Jackson and Coley met with soon-to-be student teachers T. Brittney Hampton and Amanda Low. The first piece of advice Hampton and Low received about traveling to Uganda: bring a mirror. “I spent four months without a mirror to see what my outfit looked like,” Coley joked. “On a more serious note, be open-minded. Try everything.”

Cordery and Coley are two of about 200 student teachers who have studied abroad in China, Costa Rica, Ecuador, Mexico, Uganda and Belize. The Bagwell College also has a summer program for teaching English in Seoul, South Korea, where the college has sent 40 teacher candidates since 2008.

“It is important to give teacher candidates choices about host countries around the world where they will spend a semester student teaching,” said Dr. Sandra Bryan, the Bagwell College’s director of global engagement. “Uganda is the first country in Africa where we are student teaching. Student interest in Africa led to the partnership between KSU and the International School of Uganda, with support from long-time KSU partner, Makerere University in Kampala, Uganda.”

In addition to the experience and knowledge gained by their time overseas, teacher candidates are also eligible for global engagement certification, a recognition program that began in 2009. To date, 135 student teachers have received global certification.
Expanding global outreach in Ecuador

The global footprint of the Bagwell College of Education is expanding, as is the impact of its outreach.

This spring, two BCOE faculty members became the first exchange professors from Kennesaw State University to the Universidad de Cuenca in Ecuador. They have been tasked with introducing social research methods at the Universidad de Cuenca and working with faculty and students in developing their research expertise and projects.

“The national educational system in Ecuador is currently experiencing a dramatic change in expectations and direction, particularly at the postsecondary level,” said Dr. Robert DeVillar, professor of elementary and early childhood education. “Knowledge and implementation of research is now a performance criterion that university professors and students must meet. Binbin (Jiang) and I feel extremely fortunate to be at the forefront of this national initiative.”

At the behest of BCOE Director of Global Engagement Sandra Bryan, in the fall of 2011, DeVillar and Jiang met with various directors and deans at the Universidad de Cuenca to explore the possibility of establishing a relationship between the two universities.

“Over the past few years, we have been to Ecuador several times conducting research on international student teaching and really enjoyed the culture and people here,” Dr. Jiang said. “Prior to our arrival, there was very little to no research being conducted. The only research being conducted was action research. Thus, we started by focusing on the fundamentals of social research.”

Those fundamentals include teaching instrument design, data collection procedures, reliability and validity measures, data analysis and reporting of findings, discussion and conclusions.

“After the initial shock of having their research notions and practices challenged, the faculty and graduate students readily understood the distinction between the two constructs and diligently, and with increased motivation, continued their studies with a renewed sense of appreciation for the elegance of the social research paradigm and the rigor of the research endeavor,” DeVillar said.

While the Universidad de Cuenca faculty continue to learn how to develop a literature review in order to identify a specific problem and generate relevant research questions, the graduate students are pursuing theses focused on topics such as student learning outcomes, student attitudes and student motivation.

“Faculty and graduate students have been very grateful for what they have learned about social research so far,” Jiang said. “And, they are highly motivated to learn more.”

One student, who happens to be a faculty member and a master’s candidate said, “I have learned a lot. It has been motivating. Now I would like to get involved in a real investigation. Everything has been very clear. I had a different perception about research, and now I think it is fascinating.”
IMPACTING LIVES through Continuous Improvement
It was with much pomp and circumstance that Bagwell College of Education Dean Arlinda Eaton welcomed administrators, faculty, staff and community supporters to a groundbreaking ceremony for the new building addition in May. The multi-million-dollar, state-funded expansion is slated for completion next fall.

“Today’s event represents a long-awaited milestone for Bagwell – a time when all academic departments and student service units can be physically located at one site to facilitate our collaborative approach to the preparation of teachers and educational leaders who will impact the lives of thousands of students over the course of their careers – and a time when Bagwell will no longer need to look for coveted space in other buildings on campus to offer its classes,” she said.

The 78,756-square-foot addition initially will feature three floors housing nine general classrooms, eight model classrooms, one computer lab, two seminar rooms, student study areas, the Center for Literacy and Learning, three conference rooms, a department suite and the dean’s suite. Additional funding is needed to build out the fourth floor.

According to Eaton, the new facilities also will allow the Bagwell College of Education to expand its academic footprint and offer additional graduate degree programs, such as School Counseling and School Psychology, and a variety of certificate programs.

Following her opening remarks, Eaton introduced the Red Storm Drumline from Osborne High School, one of the BCOE’s long-standing partnership schools.

“We take our responsibility to prepare educators to work in K-12 schools and early learning centers very seriously and do so in collaboration with colleagues in other colleges on the campus and in our partnering K-12 schools and early learning centers,” Eaton said. “As a result, our teacher preparation and educational leadership programs are of the highest quality, reflecting the needs of the schools in our community and

Growing Toward the Future
earning national recognition through Specialized Professional Associations and the National Council for Accreditation of Teacher Education.”

On hand for the groundbreaking was Kennesaw State President Daniel S. Papp. “This is another significant step forward in Kennesaw State’s rise to national prominence,” he said. “In Georgia, the Bagwell College of Education is No. 1 in the production of elementary education teachers and fluctuates between the No. 1 and No. 2 producer of teachers at all grade levels. In Georgia and the U.S., the need for quality teachers has never been greater.”

State Rep. Earl Ehrhart also offered the college congratulations on reaching this milestone and voiced his continued support of the university. The Georgia General Assembly allocated $20.3 million for the project.

“Not an individual here would be here without a teacher touching their lives,” Ehrhart said. “You are training Georgia’s future teachers, and I’m proud to represent this school.”

As construction continues, efforts are being made to raise an additional $4 million to build out the interior of the new building’s fourth floor. Plans for that floor include a general classroom, two early childhood classrooms, two computer labs, student study areas, a doctoral program suite, a grants/research suite, a global engagement suite, one conference room and a department suite.

Prospective donors seeking additional information may contact Debra Day at dday13@kennesaw.edu or 678-797-2525.
Everyone needs a teacher. Whether students grow up to be doctors, lawyers or shade-tree mechanics, someone filled the role of teacher in their lives. It’s in that spirit former Bagwell College of Education administrator and professor Ann Smith has endowed a scholarship.

“A teacher is the foundation of every other career,” Smith said. “Our profession is the most important profession of all.”

Smith, who spent more than 26 years on the Kennesaw State University faculty, several as associate dean or interim dean, said her motivation for establishing the scholarship was easy: a simple wish to give back.

“Kennesaw State has been so good to me,” she said. “I’ve had so many opportunities here as a professional, as a teacher and as a leader. It enriched my life.”

Smith also recalls it was the generosity of strangers that enabled her to receive two college scholarships when she graduated from high school.

“I always wanted to give back,” she said. “To whom much is given, much is expected.”

The Ann Smith Endowed Scholarship supports Bagwell College of Education graduate students from Smith’s home department of educational leadership, or any BCOE undergraduate student.
Though she retired from Kennesaw State in 2008, Smith took a part-time faculty position at Reinhardt University in Waleska, Ga., to support the scholarship. After contributing the first $5,000, a turn of events at home had Smith wondering if her dream of an endowed scholarship could ever be a reality.

“I started soliciting help from friends,” she said. “And, with the help of a lot of friends and support from the dean, it has been fully funded at more than $20,000.’

The first scholarship is expected to be awarded this fall.

“The support this scholarship fund has received from other individuals has been heartwarming,” Smith said. “That support validates the importance of teacher education and what society at large perceives is the importance of teacher education. We’re investing in the preparation of the future.”

### 2012-2013 Bagwell Donor List

**$5,000 – $10,000**
- Dr. Linda B. Akanbi
- Price Gilbert, Jr. Charitable Fund

**$1,000 – $4,999**
- Maria Louisa Britt
- John and Rosemary Brown Foundation
- Chick-fil-A, Inc.
- Dr. Debra Coffey
- D-Unity Consulting, LLC
- Dr. Arlinda J. Eaton and Mr. Ronald J. Martinez
- Ms. Patricia Farr
- Georgia Association of Educators, Inc.
- Dr. Eleanor T. Hopper
- Leitalift Foundation, Inc.
- Dr. Loretta Howell Lillard
- Dr. Ann D. Smith
- Dr. L. Lynn Stallings
- Dr. Brent E. Williams

**$500 – $999**
- Ms. Nina C. Frey
- Dr. Ikechukwu C. Ukeje
- Dr. Mary L. Ursits
- Mr. and Mrs. Neil Warren
- Anonymous
- Dr. Rosa Bobia
- Dr. Susan B. Brown
- Dr. Frank A. Butler
- Dr. Mike L. Dishman
- Ms. Kellie M. Hubblewai
- Dr. Raynice Jean-Sigur
- Ms. Debra J. Lawson
- Ms. Linda M. Lyons
- Mr. W.R. Pinkston
- Dr. Tony S. Strieker
- Wallace Coopwood Associates, Inc.
- Dr. Maurice Wilson

**$250 – $499**
- Dr. Loreta Howell Lillard
- Ms. Scott H. Mason
- Professional Association of Georgia Educators Foundation
- Drs. Ann and George Pullen
- Mr. Luis R. Reyes and Ms. Vanessa Escandon-Reyes
- Linda Rodriguez State Farm
- Ms. Hula G. Scott
- Dr. Ann D. Smith
- Dr. L. Lynn Stallings
- Dr. Brent E. Williams

**$100 – $249**
- Dr. Patricia Alvarez McHatton
- Dr. Melvis E. Atkinson
- Dr. Lorrie O. Bearden
- Dr. Douglas D. Bell, Jr.
- Dr. Angela D. Blauer
- Dr. Joya Carter Hicks
- Dr. T. C. Chan
- Dr. Mary Chandler
- Dr. James R. Cope
- Ms. Jennifer P. Costen
- Dr. Sandra Cox
- Mr. Jim Crone
- Dr. Robert A. DeVillar
- Ms. Kimberly T. Dooley
- Dr. Linda S. Evans
- Dr. Leigh Funk
- Dr. Betty Gray
- Dr. Henry Earl “Doc” Holliday
- Dr. Daphne W. Hubbard
- Dr. Willoughby G. Jarrell
- Dr. Binbin Jiang
- Dr. Ethel King-McKenzie
- Dr. Woong Lim
- Dr. Kimberly S. Loomis
- Ms. Samantha J. Mann
- Dr. C. Gwen McAlpine
- Dr. Feland L. Meadows
- Dr. Julie Moore
- Ms. Arlean Paige
- Ms. Nita A. Paris
- Ms. Chau M. Pham
- Ms. D. Michelle Smith
- Sandra Thompson, Ed.S.
- Dr. Anissa Vega
- Dr. Mark L. Warner
- Ms. Jill Williams

**$1 – $99**
- Mrs. Robbie Certain
- Dr. Philip D. Chernutan
- Ms. Angela L. Chunilo
- Dr. David S. Collier
- Ms. Michelle S. Davidson
- Educators First, Inc.
- Kelli (Hunt) Fisher
- Dr. Charles Bowen
- Dr. Patricia Bullock
- Ms. Jordan P. Cameron
- Mrs. Roebbe Certain
- Mr. John F. Lamarca
- Mr. and Mrs. Hark Lane
- Dr. Joanne D. Lee
- Dr. Emily Lebeck
- Ms. Helen M. Maddox
- Ms. Patricia McConnon
- Ms. Rayvin G. Meikle
- Dr. Gwendolyn H. Middlebrooks
- Dr. Judith A. Mitchell
- Dr. Robin L. Morrow
- Ms. Kristie Neese
- Ms. Mary L. Orr
- Mrs. Jennifer L. Painter
- Ms. Krista L. Patterson
- Ms. Charlotte D. Pietrowski
- Ms. Diane G. Poore
- Ms. Nancy L. Gillis
- Ms. Jamie Gonzalez
- Ms. Sandra D. Goren
- Ms. Kathleen G. Griffin
- Ms. Alison E. Hahn
- Ms. Ashley M. Healey
- Mr. Joel C. Irvin
- Ms. Melissa L. Jennings
- Ellen and Mitch Jones
- Dr. Charlease P. Kelly-Jackson
- Arlene and Glenn La Vine
- Mr. John F. Lamarca
- Mr. and Mrs. Hark Lane
- Dr. Joanne D. Lee
- Dr. Emily Lebeck
- Ms. Helen M. Maddox
- Ms. Patricia McConnon
- Ms. Rayvin G. Meikle
- Dr. Gwendolyn H. Middlebrooks
- Dr. Judith A. Mitchell
- Dr. Robin L. Morrow
- Ms. Kristie Neese
- Ms. Mary L. Orr
- Mrs. Jennifer L. Painter
- Ms. Krista L. Patterson
- Ms. Charlotte D. Pietrowski
- Ms. Diane G. Poore
It's been eight years in the making, but the Professional Teacher Education Unit (PTEU) is celebrating its approval for continuing state and national accreditation.

“Our evidence-based accreditation process requires continuous improvement and assures the quality of KSU’s educator preparation programs that are focused on advancing P-12 student learning,” BCOE Dean Arinda Eaton said.

In its report, the National Council for Accreditation of Teacher Education (NCATE) praised the PTEU for meeting all standards and for having all initial teacher education programs and select advanced programs nationally recognized by Specialized Professional Associations (SPAs) specified by NCATE.
“The SPA recognitions are elective for the state of Georgia and actively pursued by KSU for national peer review and affirmation,” the report stated. “KSU applied rigorous assessment standards by seeking and obtaining approval from every specialized professional association in which they had an eligible and appropriate program.”

Relying on hundreds of exhibits – ranging from candidate performance assessment data to results of data-driven programmatic changes to interviews with faculty, administrators, students, alumni and P-12 partners – the review solicits input from all of the college’s constituencies.

“Advanced candidates and program completers volunteered in interviews that they had learned to advocate for diverse students and had learned to provide leadership among their peers in schools,” the report stated. “These interviews included candidates from advanced programs in teacher leadership, ESOL, early childhood and middle grades, among others. Advisory committee members also praised Kennesaw candidates’ abilities in this area.”

The accreditation process is so comprehensive, the BCOE has a four-person office dedicated to this effort. According to Associate Dean for Assessment and Accreditation Dr. Beverly Mitchell, Bagwell leads in this arena as well. “Historically, it’s unusual to have an office dedicated to assessment and accreditation, but it’s becoming more common as the amount of work increases in terms of accountability,” she said.

“The purpose of this office is to make sure all educator preparation programs meet state and national standards. It’s a constant process.”

The writing of the institutional report began two years ago, Mitchell explained, noting a report for each program was submitted to its SPA in 2009. The process culminated with a site visit in October 2012.

As part of the review process, a visiting accreditation team analyzes the extent to which KSU’s educator preparation programs meet NCATE standards. One strength the BCOE is continually noted for is its collaboration with partners on and off campus.

“It’s always the strengths around our collaborations with other colleges in the university, the community and P-12 schools that are touted,” Mitchell said. “We have wonderful relationships with principals, system administrators and teachers in the schools. Collaboration has always been a hallmark of the Bagwell College.”

NCATE also complimented the college on its continuous improvement since the previous visit in 2004.

“The process of ensuring candidates are prepared is owned by the faculty, the leadership team and the Professional Teacher Education Unit (PTEU),” the report stated. “KSU is serious in its commitment to responsive and responsible educator preparation. Its systems for ensuring candidate competence are dynamic, standards-based and inclusive.”
IMPACTING LIVES through Alumni
As a first-year, seventh grade life science teacher, Kristen Sembrat was better prepared than most new recruits for the challenges of teaching in a Title I school. That’s because Sembrat, who fulfilled her student teaching requirement at Smitha Middle School and subsequently was hired there, was part of the first cohort of graduates from the Professional Teacher Education Unit’s urban education option.

“As part of the urban education cohort, I had the benefit of a yearlong student teaching experience in this environment, plus a semester before that,” Sembrat said. “I work with several other new teachers who didn’t come through the urban education program, and I can definitely tell it’s been much easier for me than for them.”

Sembrat is an alum of the Teacher Quality Partnership (TQP) program, which offers teacher candidates an urban education option in which they are prepared to teach English language learners, students with special needs and those who live in poverty. The program is funded by a five-year, $8.9 million grant from the U.S. Department of Education – the largest grant ever awarded to Kennesaw State.

Working with students who face challenges in and out of the classroom brings a sense of professional satisfaction that ninth grade English teacher Amber Schoer doesn’t think she would get anywhere else.

Urban education graduates Kristen Sembrat (left) and Stephanie Ryan (right) are teaching at Smitha Middle School. Rebecca Volkerding, Ph.D., (center) is an administrator at Smitha.
"I don’t know if I would do as well in a more affluent school because I really connect with these kids,” the Osborne High School teacher said.

“Teaching is more than just giving kids knowledge. I feel that I’m best able to serve these students.”

Schoer said the urban education program’s focus on culturally relevant pedagogy, and its emphasis on meeting students where they are, proved to be valuable lessons she employs in her classroom every day.

“Theory is one thing, but to practice it and see success with it, that’s another,” she said.

Because she did her student teaching at Osborne last year, Schoer was already familiar with some of the students, including one young man who wasn’t very engaged.

That same student ended up in her class this year, and when she asked him to write a paragraph as a classroom assignment, he claimed he couldn’t do it.

“He said, ‘I can’t,’ and I said, ‘you can,’” she explained. “I walked him through it, and it was really cool because when he was finished, he was amazed with himself! He didn’t see that part of himself before.”

Impacting student lives is also what motivates Sembrat. The daughter of a Bagwell College of Education alumna, Sembrat transferred to Kennesaw State her junior year and changed her major from pharmacy to teaching.

“We’ve all had those special teachers we remember,” she said. “The ones who pushed you and encouraged you, and helped you to be the best you could be. I just hope I can be that for someone someday.”
KSU alumni who are now doctoral candidates in educational leadership added what they described as “a life-changing experience” to their graduate studies. Misty Cooksey, Deborah Davis, Greg Doss and Mimi Gammel were joined by fellow Ed.D. candidates Alvin Thomas and Tiffany Boyle on a trip abroad to discuss education challenges and policies with European leaders, including Zoltan Loboda, chair of the European Union’s (EU) Education Committee and member of the EU’s Presidency Council during Hungary’s term (2010-11); Dr. Laszlo Munkacsy, headmaster of one of Hungary’s most elite educator preparation practice schools and Hungarian representative to the EU parliament; and a number of other dignitaries.

The trip was the vision of Mary Chandler, Ph.D., M.B.A., and associate professor of educational leadership, and it was facilitated through the Graduate Student Association with funding from the Graduate College. Chandler’s research focuses on education policy and practices worldwide. She believes that education is the common thread in developing citizens of the world. “We are all connected globally as leaders and welcome the views of others so we can improve our practice and consequently improve the educational opportunities for our students,” she said. “Being able to offer our students this sort of opportunity is a key factor in what makes our institution so remarkable,” said Mike Dishman, chair of the Educational Leadership Department. “It is one thing to study comparative education policy; it is quite another to discuss it with the EU’s equivalent of the secretary of education.”
Alumni Receive Honors

2012-2013 Teachers of the Year

**Cherokee County School District**
- Lorin Cook, Woodstock Middle School
- Lori Hale, Knox Elementary School
- Tracie Johnson, Teasley Middle School
- Angela Martin, Canton Elementary School
- Kimberly Moody, R. M. Moore Elementary School
- Jane Morris, Arnold Mill Elementary School
- Carmen Power, Free Home Elementary School
- Susan Vance, Bascomb Elementary School
- Mary Werner, Sixes Elementary School
- Nathan Whitehurst, Carmel Elementary School
- Lisa Wright, Clayton Elementary School

**Cobb County School District**
- Roxanne Atrchin-Lopez, Argyle Elementary School
- Laurie Bradford, Blackwell Elementary School
- Terri Carlin, Austell Intermediate School
- Terri Davis, Clarkdale Elementary School
- Amy DeBusschere, Big Shanty Elementary School
- Christine Einertson, Rocky Mount Elementary School
- Alvina Evans, Baker Elementary School
- Jennifer Flacke, Due West Elementary School
- Paula Garner, Kincaid Elementary School
- Mary Hall, Teasley Elementary School
- James Hawik, Daniell Middle School
- Wendy Holland, Sky View Elementary School
- Rachel Hyatt, Awtry Middle School
- Eve Israel, Mabry Middle School
- Isaac Jones, Hawthorne Center
- Karen Kline, Barber Middle School
- Joy Lee, Eastside Elementary School
- Tammy MacLean, Performance Learning Center
- Beth Morgan, Lassiter High School
- Jennifer Pritchett, Kemp Elementary School
After serving in the U.S. Air Force and working as an information technology engineer for more than a decade, Daniel Gagnon decided to pursue his true passion – teaching. “There was a part of me that always knew I wanted to be a teacher,” Gagnon said, “however, sometimes life takes you on another path before bringing you to your true destination.” After he received a B.S. in secondary education from Kennesaw State University in 2005, Gagnon returned to KSU to attain a master’s degree in adolescent education. In 2012, Gagnon was awarded the Clendenin Fellowship to pursue a doctoral degree at KSU in teacher leadership for learning with a concentration in instructional technology. Established by John L. Clendenin in 2008, the Clendenin Graduate Fellows Program attracts outstanding scholars interested in earning a graduate degree with awards of up to $20,000 annually. Successful candidates may study at any approved institution and must show outstanding leadership potential, academic distinction and a capacity for accomplishment. To date, 30 scholars have benefited from this highly competitive program.

“Receiving the Clendenin Fellowship was one of those validation moments in my life,” Gagnon said. “It was the point at which I realized that this kid from rural New Hampshire really does belong in the halls of academia.” Gagnon’s research focuses on how blended instruction can increase instructional time and student performance in the K-12 environment.

“Teaching, for me, is all about the moments,” he said. “Those moments when you see the light of understanding in a student’s eyes, the moment a student realizes that there is more to this world, when they appreciate that teachers are there to guide them along their path. Those are the things I enjoy most about teaching.”

Active in the education community, he was recently named to the Executive Board of the Georgia Educational Research Association (GERA) as the Graduate Student Member at
Large. Gagnon is the lead Moodle instructor for Cherokee County School District and teaches AP World History and AP Economics at Cherokee High School.

Pamela Haight was named 2012-2013 Fulton County Teacher of the Year. A fifth-grade teacher at Alpharetta Elementary School, she completed an M.Ed. in elementary education at Kennesaw State University in 2010.

Haight has been teaching for five years and is known for investing an abundance of time and energy into ensuring that her students develop a genuine love of learning. Singing, laughter and performance are the hallmarks of her teaching style. Her students describe her as creative, energetic, funny, caring and crazy. “She is fun to be with in the classroom,” one student said. “She leaves us eager to come back to school.”

Haight describes her classroom as a bit dramatic. “I came across a fifth-grade friendly version of Romeo and Juliet, and we acted that out in our classroom,” she said. “It made Shakespeare come alive so the students could really appreciate his work.”

She mixes popular music with curriculum, writing original lyrics set to current hit tunes. Student favorites, “Don’t Forget the Writing Strategies” (reminiscent of a Cee Lo Green melody) and “Conjugate” (a la Cher Lloyd’s “Want U Back”), not only make learning fun, they increase retention.

She ends each year with a poetry slam. “The kids write their own poetry, and I transform the room to look like a coffee shop,” Haight said. “Parents bring in bakery items, and this year we actually had a vendor come in and set up his barista bar in my classroom.” Parents and students attend wearing all black, and the audience members snap for the poets, and some even get to play the bongos.

The arts definitely drive her teaching style, but relationships are at the core of her teaching philosophy. Haight is known for attending student extracurricular activities after school and on weekends. “It shows the kids that I care about them,” she said. “A former student recently asked me to look at a paper she had written. It makes me smile that even though I haven’t had her in my class for three years, she thinks of me as someone she can turn to for writing advice. Teaching has given me a chance to use who I am to have a positive impact on kids.”
IMPACTING LIVES through Faculty and Staff
Welcome New Faculty and Administrators

FACULTY

Felice Russell, Ph.D.
Assistant Professor of TESOL
Inclusive Education

Joanne Simpson, Ed.D.
Assistant Professor of Reading & Literacy
Secondary and Middle Grades Education

ADMINISTRATORS

Patricia Alvarez McHatton, Ph.D.
Department Chair
Inclusive Education

Harriet Bessette, Ph.D.
Director
Ed.D. & Ed.S. Programs

Mike L. Dishman, Ed.D., J.D.
Department Chair
Educational Leadership

Susan Stockdale, Ph.D.
Associate Dean for Graduate Studies
A

ssociate Dean for Graduate Studies Susan Stockdale recently won a national award for her scholarship.

Last November, Dr. Stockdale, along with her major professor, Ralph Brockett of the University of Tennessee, was presented with the Imogene Okes Award for Outstanding Research by the American Association for Adult and Continuing Education.


“Dr. Brockett wrote two books about self-direction and its relationship to learning, and our research operationalized that into a scale,” Stockdale said.

Stockdale’s research and award have attracted global interest. She has been approached by researchers in 10 different countries to use the scale. Penn State University has reached out as well. The Center for Online Innovation in Learning at Penn State has partnered with Stockdale and KSU to work on one of their research grants.

“Penn State is one of the top 25 universities for online learning,” Stockdale said. “We’re going to investigate whether there is a relationship between levels of self-direction and certain teaching and learning behaviors. We’re looking at how more or less self-directed students respond to online learning.”
Faculty and Staff Recognition

FACULTY RECOGNITION

Dr. Patricia Alvarez McHatton (professor and chair, INED) is president of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children (CEC).

Dr. Susan Brown (professor; INED) is serving as the Institutes of Higher Education representative on the Georgia State Advisory Panel for Special Education.

Dr. Patricia Bullock (associate professor; EECE) is the chair-elect of the Governing Council of The Curriculum and Pedagogy Group.

Dr. T. C. Chan (professor; EDL) is the member-at-large of the Learning and Teaching in Educational Leadership SIG of the American Educational Research Association. He serves on the Board of Executive Directors of the International Society for Educational Planning; as an Evaluation Specialist of the Hong Kong Council for Academic Accreditation, Hong Kong, China; as a Collaborating Scholar for the National Center for the 21st Century Schoolhouse; and on the Scientific Advisory Board of the Cyprus Educational Research Association.

Dr. Mary Chandler (associate professor; EDL) is the president-elect of the Southern Regional Council on Educational Administration (SRCEA).

Dr. Debra Coffey (associate professor; EECE) is the secretary of the Association of Literacy Educators and Researchers Teacher Education Division. She serves as state of Georgia coordinator for the International Association of Invitational Education, and as vice president of research for the Kennesaw Mountain Chapter of Phi Delta Kappa.

Dr. Corrie Davis (assistant professor; EECE) received a service award from the Georgia Educational Research Association (GERA) for her loyal and dedicated service as 2011-2012 president of the association.

Dr. Robert A. DeVillar (professor; EECE) participated in a faculty exchange program with Universidad de Cuenca in Cuenca, Ecuador. From February to August, he offered social research methods courses to graduate students engaged in thesis research.

Dr. Arlinda Eaton (dean, Bagwell College of Education) was the inaugural recipient of the Georgia Charter Schools Association (GSCA) Bridge Impact Award. Dean Eaton was honored for her efforts to bridge the gap between traditional and charter schools by creating a partnership between KSU, Lake Oconee Academy and the GCSA to start an Ed.S. program designed to prepare leaders from traditional and charter public schools. She serves as Region II representative on the executive committee of the Teacher Education Council of State Colleges and Universities and was elected to serve as an at-large member of the Board of Directors of the Georgia Association of Colleges for Teacher Education (GACTE).
Drs. Linda Evans (assistant professor; INED), Karen Kuhel (associate professor; INED), Patricia Alvarez McHatton (professor and chair; INED) and Anete Vásquez (director; CEPP) were invited to serve on the Georgia Coalition for English Learners – 2020 Pathway to Literacy by Third Grade. Funded by the Goizueta Foundation and organized by the Rollins Center for Language & Learning of the Atlanta Speech School, this coalition is charged with developing a plan to bring about significant, scalable change to improve education for ESOL students.

Dr. Leigh Funk (special assistant to the president for accreditation and associate professor; INED) was elected secretary of the Regents Administrative Committee on Effectiveness and Accreditation (RACEA), University System of Georgia Board of Regents.

Dr. Kimberly Gardner (assistant professor, mathematics education) served as director of exhibits for the 2009-2012 term and is the 2013 conference board president for the Georgia Council of Teachers of Mathematics.

Dr. Bryan Gillis (assistant professor; SMGE) has been named co-editor of ALAN Picks in the ALAN Review Journal (Assembly on Literature for Adolescents at the National Council for Teacher Education).

Dr. Diana Gregory (associate professor; art education) is the Georgia Art Association Teacher of the Year. She was also the recipient of the 2012 College of the Arts Distinguished Service Award and was selected for a two-year appointment as Fellow for Creativity & Innovation by the KSU Center for Excellence in Teaching and Learning.

Dr. Paula Guerra (assistant professor; EECE) was selected as a fellow of the 2012 class of Service, Teaching and Research (STaR) Program, a National Science Foundation project to support early-career mathematics educators.

Dr. Daphne Hubbard (associate professor; SMGE) is the editor of Current Issues in Middle Level Education. She is a reading SPA program reviewer for the Council for Accreditation of Educator Preparation, International Reading Association (CAEP/IRA). She serves as higher education liaison for the Kennesaw Mountain Chapter of Phi Delta Kappa.

Dr. Binbin Jiang (professor; EDL) participated in a faculty exchange program with Universidad de Cuenca in Cuenca, Ecuador. From February to August, she offered social research methods courses to graduate students engaged in thesis research.

Dr. Charlease Kelly-Jackson (assistant professor; EECE) was appointed to serve on the Distinguished Clinician in Teacher Education Committee for the Association for Teacher Educators (ATE). She was also selected as a Fellow of the ATOMS (Advancing the Teaching of Mathematics and Science) Center.

Dr. Karen Kuhel (associate professor; INED) is a member of the Editorial Review Board for the International Journal of TESOL and Learning; She serves on the Standards Committee of the TESOL International Association.

Dr. Woong Lim (assistant professor; SMGE) was selected as a fellow of the 2012 class of Service, Teaching and Research (STaR) Program, a National Science Foundation project to support early-career mathematics educators. He is also serving as a Fellow of the ATOMS (Advancing the Teaching of Mathematics and Science) Center.

Dr. Feland Meadows (KSU Goizueta Endowed Chair; EECE) was honored at the Wisdom of the Elders Award Ceremony at the Montessori Teacher Educator Conference in Alexandria, Va. He was recognized for his leadership throughout the Montessori community as an educator, writer and innovator.

Dr. Traci Redish (professor and chair; IT) serves as the International Society for Technology in Education (ISTE) representative on the NCATE Specialty Areas Studies Board. She is a Board Member of the Georgia Educational Technology Consortium and serves on the Program Committee, which planned the Georgia Educational Technology Conference (GaETC) and the Georgia Tech Fair.

Dr. Scott Ritchie (assistant professor; EECE) serves as a member of the Editorial Review Board for Language Arts, a publication of the National Council of Teachers of English (NCTE). His joint presentation (with Drs. Karen Kraeger, Tiffany Proctor and Wendy Harris) at the NCTE International Literacies for All Institute received the Bell Ringer Session Honor.

Dr. Joanne Simpson (assistant professor; SMGE) won the Arizona School Administrators Outstanding Research Award for her dissertation. She was invited to the AZSA conference in June to accept the award.

Dr. Susan Stockdale (associate dean for Graduate Studies) is the 2012 recipient of the Imogene Okes Award for outstanding research in the field of adult education, given by the American Association for Adult and Continuing Education. (For more information, see page 36.)
Dr. Lynn Stallings (professor and chair; SMGE) is the treasurer of the Association of Mathematics Teacher Educators.

Dr. Peter St. Pierre (assistant professor; exercise and health science) is the vice president elect-general of the Georgia Association for Health, Physical Education, Recreation and Dance. He received the Distinguished Teaching Award from WellStar College of Health and Human Services.

Dr. Anete Vásquez (director; CEPP) is serving on the Executive Board of the Georgia Field Directors Association.

Mr. Hoke Wilcox (IT professional, iTTeach Center) has been selected to chair the 2013 annual conference program for the Georgia Educational Technology Conference (GaETC).

Dr. Jo Williamson (associate professor; IT) has been named program chair for the 2014 Annual ISTE (International Society for Technology in Education) Conference.

Dr. J. M. Wright (assistant professor; SMGE) was a finalist for the Georgia Educational Research Association’s Outstanding Student Research Award.

Dr. Nichole Guillory (associate professor; SMGE) was a finalist for the Distinguished Faculty Award for Teaching.

Dr. Leena Her (assistant professor; INED) received a $5,500 Holder Professional Development Award for travel funding to support her ethnographic study of ethnic minority schooling in Laos.

Dr. Nita Paris (professor; SMGE) was a finalist for the Distinguished Faculty Award for Graduate Service.

Dr. Maria Shaheen (assistant professor; EECE) received a $2,500 Holder Professional Development Award to further her study of innovative teaching practices.

Dr. Toni Strieker (professor; SMGE) was a finalist for the Distinguished Faculty Award for Graduate Service.

KSU GRADUATE COLLEGE FACULTY AWARDS

Dr. Nita Paris (professor; SMGE) was recognized as a 2013 Distinguished Graduate Faculty Award Winner in the category of Distinguished Teaching.

BCOE FACULTY AWARDS

Dr. Raynice Jean-Sigur (associate professor; EECE) - Distinguished Undergraduate Teaching Award

Dr. Nita Paris (professor; SMGE) - Distinguished Graduate Teaching Award

Dr. Mary Ursits (lecturer; EECE) - Distinguished Undergraduate Research and Creativity Award

Dr. Binyao Zheng (associate professor; SMGE) - Distinguished Graduate Research and Creativity Award

Dr. Nichole Guillory (associate professor; SMGE) - Distinguished Undergraduate Service Award

Dr. Desha Williams (associate professor; SMGE) - Distinguished Graduate Service Award

KSU & BCOE STAFF RECOGNITION

Ms. Patricia Beardsley (administrative associate, ESS) was the April 2013 KSU Employee of the Month.

Ms. Gail Dasher (administrative associate, IT) was the May 2013 KSU Employee of the Month.

Ms. Helen Maddox (IT systems support professional) became a STAR Discovery Educator with the Discovery Educator Network, a global community of educators that share resources, collaborate and network about teaching with digital media.

Ms. Tisha McCalla (administrative associate, EECE) was the 2012-2013 recipient of the Bagwell College of Education Distinguished Staff Award. She was also the November 2012 KSU Employee of the Month.

Ms. Denise Robbins (administrative associate, Office of the Dean) was the recipient of the 2012 KSU Distinguished Academic Staff Support Award.

KSU FOUNDATION AWARDS

Dr. T. C. Chan (professor; EDL) was a finalist for the Distinguished Faculty Award for Research.

Drs. Robert A. DeVillar (professor, EECE) and Binbin Jiang (professor, EDL) received the KSU Foundation Prize for Distinguished Publication for co-authoring their book entitled Transforming America: Cultural Cohesion, Educational Achievement, and Global Competitiveness.

Dr. Nichole Guillory (associate professor, SMGE) - Distinguished Undergraduate Service Award

Abbreviation Key:

BCOE = Bagwell College of Education
CEPP = Center for Education Placements and Partnerships
CETL = Center for Excellence in Teaching and Learning
EDL = Educational Leadership
EECE = Elementary and Early Childhood Education
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and Middle Grades Education
Faculty Research
External and Internal Grants and Awards

EXTERNAL FUNDING

Principal Investigators: Dr. Arlinda Eaton, Dean, Bagwell College of Education
Dr. Cheryl Hungerford, Deputy Superintendent, Cobb County School District

Project Directors: Dr. Angela Blaver, Assistant Professor; SMGE
Ms. Laura Kelley, Cobb County School District
Dr. Marie Holbein, Professor; EDL

Project Title: Teacher Quality Partnership grant
Funding Agency: U.S. department of Education
Award: $8.9 million

Principal Investigators: Dr. Desha Williams, Associate Professor; SMGE
Dr. Adrian Epps, Associate Dean, College of Science and Mathematics
Dr. Karen Kuhel, Associate Professor; INED

Project Title: Increasing Mathematics Teachers for All Students
Funding Agency: U.S. Department of Education
Award: $896,705

Principal Investigators: Dr. David Rosengrant, Associate Professor; Biology and Physics
Dr. Charlease Kelly-Jackson, Assistant Professor; EECE

Project Title: Northwest Georgia Mathematics & Science Education Partnership
Funding Agency: Georgia Department of Education
Award: $472,252

Principal Investigator: Dr. Anja Bernardy, Associate Professor; Foreign Languages

Project Title: STARTALK: Intensive Summer Program for Chinese Teachers in P-12
Funding Agency: National Security Agency
Award: $125,000

Principal Investigator: Dr. Virginia Watson, Associate Professor of Mathematics

Project Title: KSU Statistics and Probability Math Teachers’ Circle
Funding Agency: Federal flow-through, State of Georgia
Award: $51,881

Principal Investigators: Dr. Darryl Corey, Associate Professor; Mathematics Education
Dr. Nikita Patterson, Assistant Professor; Mathematics Education
Dr. Belinda Edwards, Assistant Professor; Mathematics Education
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Principal Investigator</th>
<th>Funding Agency</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners and Leaders: Developing Mathematics Teacher Leaders through Enhanced Content Knowledge</td>
<td><strong>Dr. Kimberly Gardner</strong>, Assistant Professor, Mathematics Education</td>
<td>Federal flow-through, University of Georgia</td>
<td>$50,495</td>
</tr>
<tr>
<td>Lake Oconee Academy Charter School Dissemination Grant</td>
<td><strong>Dr. Mike Dishman</strong>, Professor and Chair, Educational Leadership</td>
<td>Federal flow-through, State of Georgia</td>
<td>$27,456</td>
</tr>
<tr>
<td>Coaching for EL Teachers</td>
<td><strong>Dr. Patricia Alvarez McHatton</strong>, Professor and Chair, INED</td>
<td>Fulton County Schools</td>
<td>$18,550</td>
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<td>Technology and Problem Solving (TAPS) for Middle Grades</td>
<td><strong>Dr. Darryl Corey</strong>, Associate Professor, Mathematics Education</td>
<td>Woodcock Munoz Foundation</td>
<td>$9,600</td>
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<td>Multivariate Testing of the Components of Physics Problem Solving</td>
<td><strong>Dr. Gita Taasoobshirazi</strong>, Associate Professor, SMGE</td>
<td>American Psychological Association Research Award</td>
<td>$7,000</td>
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<td>Empowering K-3 Students through Tablet Reading in Afterschool Programs</td>
<td><strong>Dr. Stacy Delacruz</strong>, Assistant Professor, EECE</td>
<td>Target</td>
<td>$2,000</td>
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<tr>
<td>Lake Oconee Academy Charter School Dissemination Grant</td>
<td><strong>Dr. Joanne Simpson</strong>, Assistant Professor, SMGE</td>
<td>Grand Canyon University's Center for Innovation, Research &amp; Teaching</td>
<td>$1,250</td>
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<td>Coaching for EL Teachers</td>
<td><strong>Dr. Stacy Delacruz</strong>, Assistant Professor, EECE</td>
<td>Walmart Foundation</td>
<td>$1,000</td>
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<td>KSU FUNDING</td>
<td><strong>Dr. Neporcha Cone</strong>, (assistant professor, EECE) and <strong>Dr. Ikechukwu Ukeje</strong>, (professor, EECE) - $1,500 each in Global Learning Fee Committee Site Awards to visit Trinidad and Tobago to evaluate the viability of setting up a study abroad program for EDUC 2120 and 2130 students.</td>
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<td><strong>Dr. Stacy Delacruz</strong> (assistant professor, EECE) - $310 to incorporate theater into a historical approach to learning. CETL Funds for Undergraduate Research and Creative Activity.</td>
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<td><strong>Dr. Woong Lim</strong> (assistant professor, SMGE) - $2,000 in Global Learning Fee Committee Site Awards to visit Seoul and Kwangju, South Korea to evaluate the viability of setting up field experiences for pre-service teachers who will teach their content area in English to Korean pupils. Dr. Lim will examine the impact of this experience on the Korean pupils’ second language abilities and how this experience affects the pre-service teachers’ differentiated teaching strategies for ELs in the U.S.</td>
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<td><strong>Dr. Kim Loomis</strong> (professor, SMGE) - Funding through the CETL 2012 Tenured Faculty Enhancement Leave Program to write a science education textbook that will be published by Cengage Learning.</td>
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</table>
Dr. Nita Paris (professor; SMGE) - Funding through the CETL 2012 Tenured Faculty Enhancement Leave Program to support the writing of a book entitled Metaphors We Teach By: Inside Embodied Pedagogy, which explores the theoretical grounding, historical context and implications for metaphors of teaching in teacher education.

Dr. Ryan Rish (assistant professor; English education) - $4,500 from CETL to support pre-service English teachers in the teaching of grammar.

Dr. Scott Ritchie (assistant professor; EECE) - $11,062 KSU Graduate Research Assistant Award to support Teacher Research on Critical Literacy.

BAGWELL COLLEGE OF EDUCATION FUNDING

Global Learning Awards
Drs. Sohyun An (assistant professor; EECE) and Guichun Zong (professor; SMGE) - $5,000 to support research about global interdependence and understanding diverse world societies, “Education about Asia in the Era of Globalization: An Analysis of Curriculum Standards in American Southern States.”

Ms. Katy Basch (lecturer; EECE) - $500 stipend to revise ECE 3313 – The Preschool Curriculum to offer a more global focus that addresses intercultural engagement and family participation in the preschool experience.

Drs. Debra Coffey (associate professor; EECE), Neporcha Cone (assistant professor; EECE), Sohyun An (assistant professor; EECE) and Paula Guerra (assistant professor; EECE) - $5,000 to support “Global TOSS for Engaged Citizenship in the Community and the World.” The goal is to prepare teacher candidates to effectively teach in diverse, multicultural settings.

Dr. Leena Her (assistant professor; INED) - $3,500 to support “Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos,” an ongoing ethnographic study of ethnic minority schooling in Laos. This award will support a four-week field study in Laos that includes visiting schools in three villages and continuing to interview Hmong women about their educational experiences.

Dr. Yanghee Kim (associate professor; EECE) - $5,000 to support “School Barriers to Minority Parental Involvement in Their Child’s Education in South Korea.” This study seeks to identify the barriers, explore solutions and compare results to a similar study done in the United States.

Dr. Jim Wright (assistant professor; SMGE) - $2,500 to support and cultivate a new student teaching location in Kampala, Uganda, that will broaden the scope of Bagwell’s existing partnership with Makerere University and introduce a new partnership with the Kampala International School.

Research/Scholarship Awards
Dr. Sohyun An (assistant professor; EECE) - $1,750 to conduct a case study: The Impact of Co-Teaching in Elementary Math and Social Studies Methods Courses on Teacher Candidates’ Teaching Effectiveness.

Dr. T. C. Chan (professor; EDL) - $2,500 to conduct research: An Examination of Green School Practices in Atlanta Schools.

Dr. Neporcha Cone (assistant professor; EECE) - $2,500 to conduct a case study: Gateway to STEM Literacy for Urban Elementary Students.

Dr. Stacy Delacruz (assistant professor; EECE) - $2,500 to conduct a case study: Are We There Yet? Content Area Literacy via Virtual Field Trips.

Dr. Paula Guerra (assistant professor; EECE) - $1,750 to conduct a case study: The Impact of Co-teaching in Elementary Math and Social Studies Methods Courses on Teacher Candidates’ Teaching Effectiveness.

Dr. Daphne Hubbard (associate professor; SMGE) - $2,500 to conduct research: Improving Reading Levels and Motivation to Read in Adolescents through Individualized Literacy Instruction.

Dr. Guichun Zong (professor; SMGE) - $2,500 to conduct a case study: Teacher Preparation in China: A Study of University-Based Teacher Education Curriculum.

Abbreviation Key:
BCOE = Bagwell College of Education
CEPP = Center for Education Placements and Partnerships
CETL = Center for Excellence in Teaching and Learning
EDL = Educational Leadership
EECE = Elementary and Early Childhood Education
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and Middle Grades Education
Faculty Scholarship Publications

BOOKS


BOOK CHAPTERS

Tillman & J. J. Scheurich (Eds.), American Education Research Association (AERA) division handbook of research on educational leadership for diversity and equity. (pp. 625-650). New York, NY: Rutledge.


JOURNAL ARTICLES


Ritchie, S. (2013). Reclaiming sociopolitical critique within culturally relevant pedagogy. What’s the IDEA?: A Publication of the Georgia Chapter of the National Association for Multicultural Education, 2(4), 1-5.


ENCYCLOPEDIAS


REVIEWS

Gillis, B. (2013, March). Interview with Chris Crutcher. ALAN Review Journal Online


ONLINE PUBLICATIONS


PROCEEDINGS


Basch, K., Bell, D., Steffen, C., & Jean-Sigur, R. (2013, February). Incorporating technology and diversity into early childhood education through the use of digital literacy. Association of Teacher Educators, Atlanta, GA.


Bessette, H. (2013, March). Collaboration is not a “thing”: It’s how we work together. Massachusetts Title I Conference, Marlborough, MA.


Blaver, A., & Kelley, L. (2013, February). Teacher preparation program reforms as they grow beyond a Professional Development School Model. Association of Teacher Educators, Middle Level Educators Special Interest Group, Atlanta, GA.

Blaver, A., & Kelley, L. (2013, February). Teacher preparation reform: Partnerships and professional development schools in high need areas. Association of Teacher Educators, Atlanta, GA.


Callahan, K. M. (2012, July). Prospective middle school teachers’ generalizing actions as they reason about algebraic and geometric representations of even and odd numbers. International Congress on Mathematics Education (ICME), Seoul, South Korea.


Carter Hicks, J. (2013, February). Digital stories and 21st century skills for preparing special education teachers. Association of Teacher Educators, Atlanta, GA.


Devereaux, M., Tillman, S. (2013, February). Not quite back to basics—This isn’t your momma’s grammar instruction. Georgia Council for Teachers of English Conference, Young Harris, GA.
Devereaux, M., & Tillman, S. (2013, February). Not quite back to basics—This isn’t your momma’s grammar instruction. National Association of Professional Development Schools Conference, New Orleans, LA.


Digiovanni, L. W. (2012, October). We get to choose? Student choice as a means to teach principles of differentiation. Georgia Association of Teacher Educators, Atlanta, GA.


Evans, L. S. (2012, October). The incredible advantage of bilingualism: What teachers need to know about students’ native language proficiencies. Georgia TESOL, Atlanta, GA.


Gray, K., & Williams, D. (2013, February). Using self-efficacy to investigate the effectiveness of a yearlong internship. Association of Teacher Educators, Atlanta, GA.


Heckert, J. (2012, November). Clinical co-teaching: Preparing general educators to instruct students with diverse learning needs. Teacher Education Division Annual Conference, Council for Exceptional Children, Grand Rapids, MI.

Heckert, J. (2012, November). Instructional leadership strategies for students with diverse learning needs. Teacher Education Division Annual Conference, Council for Exceptional Children, Grand Rapids, MI.


Hillen, A., Sanchez, W., Watanabe, T., & Lischka, A. (2013, January). Reading and writing group: A tool to support the scholarship of mathematics teacher educators. Association of Mathematics Teacher Educators, Orlando, FL.


Jean-Sigur, R. (2013, January). Responding and working with diverse families of young children who have chronic illnesses. Southern Conference on Children, Statesboro, GA.
Jean-Sigur, R., Bell, D., Saxton, R., McCall, M., Ratajczak, B., & Thomas-Fair, U. (2012, September). Undergraduate birth through five programs. Georgia Association on Young Children Annual Conference, Duluth, GA.


Kim, Y. (2012, October). Promoting involvement using Joye Epstein’s model. Georgia Association for Education of Young Children (GAEYC), Atlanta, GA.


Lim, W., & Guerra, P. (2012, October). Improving teaching through effective feedback. Georgia Educational Research Association, Savannah, GA.


Redish, T. (2012, November). Newcomer’s presentation. Georgia Educational Technology Conference (GaETC), Atlanta, GA.


Russell, F. A. (2013, February). Teacher leader and principal collaboration to meet the needs of English learners. 12th Annual ESOL Conference, Kennesaw, GA.


Steffen, C., & McAlpine, G. (2013, February). Connecting elementary students at home and abroad through gardening. Association of Teacher Educators, Atlanta, GA.


Steffen, C., Warner, M., & Cope, J. (2013, February). Meeting the students where they are: Preparing pre-service teachers to teach in the 21st century. Association of Teacher Educators, Atlanta, GA.


Vásquez, A. (October, 2012). One university office for all teacher candidate field experiences and school partnerships: Policies, procedures, opportunities and challenges. Georgia Association of Teacher Educators, Atlanta, GA.


Vega, A., & Redish, T. (2012, November). The state of K-12 online learning and becoming qualified to teach online in Georgia. Georgia Educational Technology Conference (GaETC), Atlanta, GA.


Wright, J. M. (2012, October). Planning and implementing online instruction: Faculty perceptions of one university. Georgia Educational Research Association, Savannah, GA.


Zong, G. (2012, October). Effective strategies to build globalization into teacher education curriculum: An autoethnography study. Georgia Association of Teacher Educators (GATE), Atlanta, GA.


Approved Educator Preparation Programs

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 Education
Chemistry Education
English Education
History Education
Mathematics Education

P-12
Art Education
Health & Physical Education
Modern Language & Culture 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)
Foreign Languages: Chinese Education (P-12)
Foreign Languages: Spanish Education (P-12)
Mathematics (6-12)
Physics (6-12)
Special Education (P-12)
TESOL (P-12)

MASTER OF EDUCATION (M.Ed.)
Early Childhood Education*
Early Childhood Education: Montessori Educational Leadership: Technology Leadership*
Educational Leadership: Ethics & Multicultural Leadership
English to Speakers of Other Languages (ESOL)*
Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades Education: Science
Middle Grades Education: Social Studies
Reading

SECONDARY EDUCATION
Secondary Education: English
Secondary Education: History
Secondary Education: Mathematics
Secondary Education: Science
Special Education: General Curriculum*
Teacher Leadership

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

DOCTORATE (Ed.D.)
Early Childhood Education
Educational Leadership
Instructional Technology
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades Education: Science
Middle Grades Education: Social Studies
Secondary Education: English
Secondary Education: Mathematics
Secondary Education: Science
Special Education
Teacher Leadership

NON-DEGREE PROGRAMS

Graduate
Assessment Certificate*
Coaching Endorsement
Curriculum and Instruction Certification
Educational Leadership (certification only)
ESOL Endorsement*
Gifted Endorsement
Leadership Preservice Endorsement
Online Teaching Certificate*
Preschool Special Education Endorsement
Reading Endorsement*
Special Education Certificate*
Teacher Leader Endorsement
Teacher Leadership Certification

Undergraduate
Computer Science Education Certification

* Available Online