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TEXAS  STATE[®]
COLLEGE OF EDUCATION

IMPACT REPORT
2016-2017

Dean's Letter



Dr. Stan Carpenter

This report is a glimpse into the long and proud history of the College of Education (COE) at Texas State University. In addition to our century-old reputation as the premier provider of certified Texas teachers, we are now taking our place among the top research institutions in the state. From autism to prison discipline and rehabilitation to STEM education and animal assisted counseling, COE faculty are making their marks and transforming these—and many more—fields of study. We are hiring top scholars in all phases of their careers who are changing our culture and the very face of education.

As our emphasis on research is growing, we continue to focus on our traditional role as a professional school, preparing educators and professionals in a variety of other fields. But if our role as a professional school is traditional, our current understanding and practice is anything but! We use cutting-edge pedagogy, backed by the best of current theory and research, to ensure that our students are equipped to become effective practitioners—professionals who make a true difference in the lives of the citizens of Texas and beyond.

The Texas State University College of Education is an exciting and engaging place to work these days. Our diversity reflects that of our state; our methods and our teaching reflect the best that education has to offer; our research is world class; and our reputation is growing stronger every day. We know how to advance education for all—and when we don't know, we figure it out and share it with the world!

We invite you to give us a call, send us an email, or come see us. We want to let everyone know that something special is happening here, something that will be important and relevant to our state, our nation, and the global community.

Sincerely,

Dr. Stan Carpenter

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Texas State: Where diverse athletes and expertise meet

As the only college in the state of Texas that offers undergraduate and master's programs in therapeutic recreation, the College of Education understands the immense benefits of working with diverse athletes and sees the need for more professionals in recreational therapy.

According to the Texas Regional Paralympic Sport's (TRPS) website, "there are more than 21 million Americans living with a physical disability." As an organization, TRPS is working in the Texas area to help expand opportunities for these individuals to participate in ongoing sports and recreation programs at the community level.

When TRPS approached Department of Health and Human Performance senior lecturer Allie Thomas to host a statewide Track and Field Clinic, she had one thought: "What an amazing opportunity for our university!"

Thomas, who is very active with the Paralympic Sport community as a recreation therapist, understood the benefits students would gain working with TRPS and saw the potential of building a collaboration.

Students from both the recreational administration and athletic training programs helped schedule, plan, and implement this large-scale state event. They secured sponsorships from local agencies to reduce costs for the athletes, checked people in and out, and handled risk management for the athletes by helping to transform and manage the venue. Additionally, the athletic training students were on the track to help decrease risks as the athletes were participating in events.

The attendees of the Track and Field Clinic varied in age and ability. Some athletes were as young as six, others were 50, and while some were attempting to advance to the next level of Paralympic Sport, others were just beginning. Furthermore, the clinic offered a coaches-track and an athletes-track where workshops/events were presented by U.S. Paralympic athletes and coach medalists.

Thomas believes that these community events provide valuable experiences for students to build their skillset working with diverse populations.

"By allowing students from the athletic training and recreational administration programs to participate ... they were able to understand the difficulties with the lack of accessibility in our world for these athletes and problem-solve how we manage this in our field of recreation therapy," explained Thomas.

Thanks to the help and support provided by Texas State University and the Department of Athletics, the Texas Regional Paralympic Sport has found a new home for its statewide Track and Field Clinic. Thomas confirmed that they have been asked to continue hosting every year due to "the location, energetic students, and expertise they hold in the area."



Athletes of all ages participating in the Texas Regional Paralympic Track and Field Clinic on February 11, 2017, take time out of their intensive schedule to take a group photo. They traveled from all over the nation to Texas State University in San Marcos to work on their skill level in wheelchair racing, running, jumping, throwing, and much more.

"By allowing students from the athletic training and recreational administration programs to participate ... they were able to understand the difficulties with the lack of accessibility in our world for these athletes, and problem-solve how we manage this in our field of recreation therapy."

James Patterson Graduates

May's Commencement marked an exciting moment for graduates all across Texas State, but for two individuals the excitement transcended to honor as they were part of the first cohort of the James Patterson Teacher Education Scholarship recipients to graduate.

In fall 2013, Texas State University's College of Education was selected by The Patterson Family Foundation as the recipient of several James Patterson Teacher Education Scholarships. Associate Dean for Teacher Education and Academic Affairs, Dr. Patrice Werner, was the chair for the Department of Curriculum and Instruction when news first came about the scholarships. "Dr. Trauth received a letter from James Patterson out of the blue, and it said he was impressed with our teacher education program and wanted to include us in the scholarship program. It was such a surprise and a great honor to be selected." The James Patterson Teacher Education Scholarship fully funds undergraduate and graduate students who are studying education and are committed to teaching careers.

In the first year of the scholarship, eight undergraduate freshmen who demonstrated academic talent and a passion for learning and teaching were selected; among them were **Mathew Zuniga, Baleigh Whitman, Alexandra Alldredge, and Yolivette Vivas.**

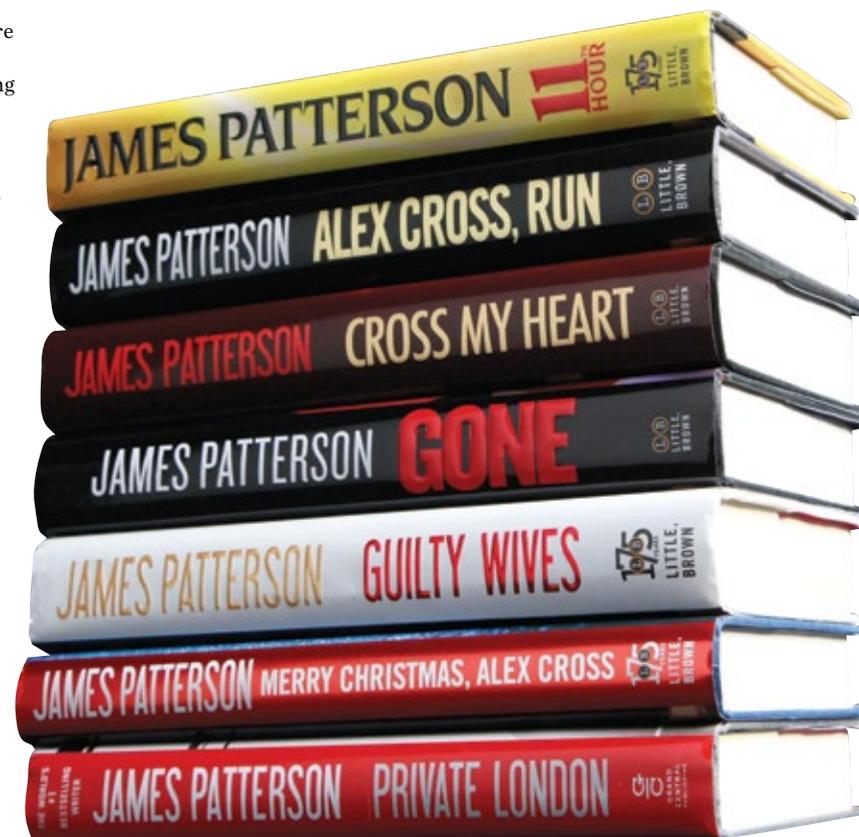
When the recipients were announced, Zuniga had mixed emotions. "I felt grateful and a little surprised that I had gotten it," he shared. Fellow peer Whitman had a similar reaction. "Honestly, I felt really

overwhelmed but so grateful."

Fast forward three years, and the two are still filled with mixed emotions — but for different reasons.

"It feels surreal," said Zuniga. "I have been going to school my entire life as a student, and now as a teacher it just feels insane. I am excited and anxious and scared at times, but the education program at Texas State has prepared me well, and despite my emotions I know I am ready."

"At first, I felt like I knew I was good with kids and I liked teaching so [being an educator] seemed to be a good choice," shared Whitman. "Once I got in the program, I realized that the classroom is



Baleigh Whitman and Mathew Zuniga

where I am comfortable. I have a passion for learning, as well as helping children feel loved and successful. I'm so excited about the year to come. The past four years have flown by, but I have never felt readier to step into my role as an educator."

Upon graduating, Zuniga has accepted a position at Del Valle Opportunity Center, where he will be teaching English III.

Whitman graduated with a bachelor of science in interdisciplinary studies, and a concentration of early childhood through 6th grade; she has accepted a position in Luling ISD as a 4th grade reading and writing teacher.

Given the opportunity to thank Mr. Patterson face-to-face, Zuniga and Whitman wouldn't quite know how to express their immense gratitude.

"He may never know how much that

scholarship helped me. ... It was the first scholarship I had ever received," shared Zuniga. "My confidence was boosted and I [no longer felt like] an anxious 18-year-old. I would like to thank him for his contributions to the future of education."

"I would say thank you," said Whitman. "I know it doesn't quite embody a four-year degree, but it would be genuine gratitude for providing me with opportunities I wouldn't have had without the scholarship."

As of today, The Patterson Family Foundation funds the Teacher Education Scholarships in 22 institutions across the nation. Texas State University is the only university in Texas that receives funds for the James Patterson Teacher Education Scholarship and currently has two additional cohorts of recipients.



Rising Star of Texas

What the Oscar is to film, the Grammy is to music, or the Nobel Prize is to science, the Milken Educator Award is to teaching. And, unlike most teacher recognition programs, the Milken Educator Award has no formal nomination or application process. Instead, candidates are sourced through a confidential selection process and then reviewed by blue ribbon panels appointed by state departments of education. Those most exceptional are recommended for the award, with final approval by the Milken Family Foundation. To be chosen is truly an honor.

For **Amber Simpson ('99 Curriculum and Instruction alumna)**, that honor tripled when she learned that apart from being named a recipient and earning a \$25,000 prize, she was also the first winner from her district, the sole Texan to receive the honor for the 2016-17 season, and among only 33 honorees nationwide.

Ironically though, Simpson had initially rejected the idea of becoming a teacher.

“Both of my parents were educators, and I saw the hard work they put in every day with very little pay,” said Simpson. “I was determined to do something different and decided I was going to go into meteorology. Throughout high school I babysat for friends and family. I volunteered at the elementary school in Lytle and always enjoyed it. I was a substitute in college and realized that I really loved children and was meant to be a teacher. Shortly after beginning my college career I changed my major to education. I have never looked back.”

Barrera Veterans Elementary, the school Simpson works at, is a rural school that serves a predominantly high-poverty Latino population. To improve educator instruction and student achievement, it has been implementing TAP: The System for Teacher and Student Advancement through its partnership with the National Institute for Excellence in Teaching. As a TAP master teacher, Simpson is a vital part of the school’s TAP leadership team, sharing duties with the administrators and fellow master and mentor teachers.

In her role, Simpson works with pre-kindergarten through fourth grade teachers. She helps facilitate weekly professional development meetings, observes educators in the classroom, models and tests new instructional techniques, introduces curriculum and assesses students’ learning along the way. Beyond the school, Simpson serves on several district curriculum committees and mentors new TAP master teachers in the district.

Well-known in the community and respected by parents, Simpson provides one-on-one tutoring for students, with whom she develops long-term relationships. She motivates students to excel in school, encourages them to plan for college and attends their graduation ceremonies. Simpson’s former students return often to Barrera to share their successes with her.

“Amber Simpson is an exemplary leader and mentor who works every day to ensure a quality educational opportunity for Barrera Veterans Elementary students,” said Lowell Milken, chairman and co-founder of the



Above: Texas Governor Greg Abbott presents Amber Simpson with her Milken Educator Award envelope as veteran Milken Educator Dr. Gary Stark (AR '01), CEO of the National Institute for Excellence in Teaching and a representative of the Milken Family Foundation, looks on.

Left: Amber Simpson addresses the crowd gathered in her honor at Barrera Veterans Elementary School for her surprise Milken Educator Award notification.

Milken Family Foundation. “I commend Amber for her commitment and thank her for choosing teaching as a career.”

The Milken Educator Award targets early-to-mid career education professionals for their already impressive achievement and, more significantly, for the promise of what they will accomplish in the future. As Simpson continues to excel, she knows how difficult and gratifying teaching can be, and offers honest advice for soon-to-be educators.

“Teaching is one of the hardest, and yet most rewarding, professions,” said Simpson. “It can be mentally, physically, and emotionally draining, but your students need you. It’s normal to go through ups and downs — remember why you chose the profession when you begin to lose your passion. Always do what’s right for kids and never give up. Teachers make a difference — be a positive difference.”



Getting ahead of the game

In sports, it is often referred to as a hidden injury. Typically, there are no external signs of wounds; none like those you may see from a sprained ankle or broken arm. It is often difficult for others to understand what the injured person is experiencing, leading to frustration of all parties and sometimes alienation of the injured person. According to the Center for Disease Control, across all age groups, experts estimate that there are 1.6 million of these per year. They are sports-related concussions.

For **Assistant Professor Missy Fraser** in the Department of Health and Human Performance it is a personal mission to uncover more about this hidden injury to help prevent and reduce the risk of concussions. “I myself sustained a life-altering traumatic brain injury in 2010. After that injury, I realized my calling and went back to school to get my Ph.D. to study sports-related concussions.”

Fraser’s primary research interests are concerned with the short- and long-term emotional and behavioral alterations associated with sport participation and sports-related concussions.

To date, the psychological aspects of sports-related concussions are still not well understood and have been under-studied. Fraser is utilizing several metrics in conjunction from various researchers to find a more generalizable predictive model for athletes of all ages.

She collects data on neuropsychological tests and questionnaires, balance, vision, coordination, head impact biomechanics (accelerometers), and video.

The accelerometers allow Fraser to collect new data on how and when sports-related concussions occur. These accelerometers are headbands with embedded sensors that measure the force and duration of impacts, and the speed and direction of players’ head movement. Thus, she is able to use them with athletes from various sports.

“The SIM-G sensors are worn in a headband that goes around your head so that you don’t have to have a helmet, which means we don’t only have to limit our data collection to football and ice hockey. Now we can collect in soccer, track, volleyball, wrestling, baseball, softball, a lot of the other sports that maybe wear some headgear but not necessarily something we can put sensors in,” explains Fraser about the technology.

Another piece of high-tech equipment Fraser and her team use for data collection is the Senpatec Sensory Station, which helps measure visual and sensorimotor skills. “[This one] is really cool, and I’m really excited about it,” shares Fraser. “[With the Senpatec Sensory Station] we’re able to do hand-eye coordination tests. [Athletes are] doing go and no-go tests, which means they’re chasing green dots and/or there’s green and red dots and they hit the green and not the red. So, they’re having to make executive decision-making as well as do it quickly and accurately.”

Fraser and her team use video recordings of all Texas State athletics’ practices and games to further their data collection and help determine validity.

Furthermore, Fraser and her team have extra equipment at their disposal at the Biomechanics and Sports Medicine Lab on campus, which they



utilize to help gather the additional baseline data needed for their research.

Once all of the data is gathered it will provide useful information for evaluating an injured player’s biomechanics to help find ways athletes can minimize the risk of future injuries.

Fraser’s goal is to develop predictive models indicating which athletes are at greatest risk of injury, and allowing interventions to be made before an injury occurs. This would then improve the short- and long-term quality of life for athletes. Furthermore, Fraser hopes her research can assist coaches or athletic trainers by identifying and implementing safe technique training for at-risk players.

“As a clinical athletic trainer, I have had to care for many athletes who sustained concussions,” says Fraser. “Most of their recoveries followed the expected timeline, and they were able to return to sport safely. Unfortunately, a small number of these athletes either experienced delayed recoveries or were not able to return to sport at all. Helping them work through these injuries was always challenging due to the nature of the injury.” Hopefully, Fraser’s research will aid in keeping athletes safe and healthy, and prevent sports-related concussions as much as possible.

Approaching school policing through a new frame

According to the National Center for Education Statistics, about 30 percent of public schools reported having a school resource officer in 2013, the most recent year for which data is available. Whether the presence of school resource officers has been a success remains controversial. However, for one College of Education faculty member, the issue is not with the presence of school officers, but rather how to integrate them into the schools.

Dr. Brenda Scheuermann, Professor in the Department of Curriculum and Instruction, is serving as the principal investigator for a four-year, \$4.3 million grant from the National Institute of Justice (a division of the U.S. Department of Justice) to study a process for integrating law enforcement officers into an educational setting.

Most of Scheuermann's research focuses on the efficacy of systems-level positive behavior supports for incarcerated youth. Over the past few years, however, she has been working with the Texas School Safety Center on research projects related to the role of law enforcement in schools. Although many districts now assign police to their campuses, very little is known about "what works" in regards to school-based law enforcement; the NIJ grant will help explore what does.

Over two full school years, Scheuermann's team (which includes Kathy Martinez-Prather and Dr. Joe McKenna of the Texas School Safety Center) will conduct a randomized controlled trial to evaluate the effects of a comprehensive framework for implementing school-based law enforcement. The framework is broadly based on concepts related to Positive Behavior Interventions and Supports (PBIS) and involves setting tailored goals, including: all stakeholders in decision-making, training officers and school staff, and using data-driven decision-making to make program adjustments and solve problems. They will evaluate the effects of the framework on measures of school climate, delinquency, victimization, and school discipline in treatment schools compared to control schools. In addition to impact analyses, they will evaluate the extent to which the framework is implemented with fidelity (e.g., consistently and correctly).

"Our hypotheses are that this framework for school-based law enforcement will reduce exclusionary



discipline practices, such as suspension and expulsion, and other negative school and personal experiences, such as bullying and high-risk behaviors," shared Scheuermann. "Further, we predict that implementing the framework will lead to improvements in school climate, positive adult-student interactions, student engagement with school, and positive perceptions of



The Texas School Safety Center is leading the mission to make every school a safe place for students to thrive.

school police officers and school safety."

To the best of their knowledge, their four-year study is the first randomized controlled trial to evaluate the effects of a comprehensive approach to integrating school-based law enforcement with overall school discipline practices. "School policing has evolved out of concerns over school safety, but without significant guidance about the optimal role for school-based law enforcement officers, or how those individuals can effectively contribute to positive, preventative school discipline practices," explains Scheuermann. "Our work is unique in addressing that need."

The uniqueness of the study is that it focuses on an implementation framework, rather than a specific program, which makes it generalizable to campuses of all types, sizes, and characteristics. In other words, a framework that can be applied nationwide.

"This project offers us an exciting opportunity to evaluate a practice (school policing) that is widespread, but about which we know relatively little," said Scheuermann. "We hope to be able to show that giving school police officers and educators practical tools for guiding their partnership can produce desirable outcomes in terms of school discipline and school climate."

“We predict that implementing the framework will lead to improvements in school climate, positive adult-student interactions, student engagement with school, and positive perceptions of school police officers and school safety.”

A leader among leaders

By anyone's standards, **Associate Professor Paige Haber-Curran** from the Department of Counseling, Leadership, Adult Education, and School Psychology is having quite a successful year.

Apart from the numerous awards and recognitions she has received from various organizations and conferences, she has also been awarded a Fulbright with appointment to Austria for spring 2018. Her host institution will be Salzburg University of Applied Sciences, and her project will be Developing and Examining Emotionally Intelligent Leadership in Austria Business Administration Graduate Education.



Most recently, Haber-Curran accomplished at Texas State University what no faculty member has done in over 15 years: She received the Texas State University Presidential Award for Excellence in Scholarly/Creative Activities (Assistant Professor Rank) and the Presidential Seminar Award for 2017.

The Presidential Awards are intended to recognize and reward superior accomplishments, provide models of excellence for fellow faculty, and to encourage all faculty to continue to perform, improve and advance their teaching, scholarly/creative activity, and service.

The purpose of the Presidential Seminar Award is to highlight and recognize superlative research, creative work, or other scholarly efforts undertaken by Texas State University faculty members. The recipient delivers the Presidential Seminar during the spring semester and is honored at a reception during the fall.

One has to wonder what Haber-Curran thinks about all of her recent success. "Honestly, I'm still in shock," she shares. "I also earned tenure this year, so there has been a lot to celebrate. Being honored through these awards feels great [and I feel] affirmed in the work that I am doing."

Haber-Curran's research agenda focuses primarily on college student leadership development. Her scholarly work focuses heavily on women's leadership, emotionally intelligent leadership, and how students learn and develop leadership capacities.

"This important work is needed now more than ever; it is an understatement to say that socially responsible leadership and emotionally intelligent leadership are significantly lacking in our world," explains Haber-Curran on the significance of her research.

With a clear focus on her research goals and the accolades to back up her accomplishments, what drives Haber-Curran to continue her work and look beyond the success? "As cheesy as it sounds, I want my work to inspire others to better themselves so they can effectively educate and work with others in order to make a positive impact in our communities and our world," said Haber-Curran. "At conferences when colleagues share with me that my work has helped them rethink how they lead or how they teach, or students approach me to share how my work has influenced their leadership development, I know that I am living my purpose."

New Faculty

CURRICULUM AND INSTRUCTION

Dr. Sonya Armstrong, Associate Professor of Developmental Education
Ed.D. in Literacy Education, University of Cincinnati (fall 2016)

Dr. Michael Boucher, Assistant Professor of Curriculum & Instruction
Ph.D. in Curriculum Studies, Indiana University (fall 2016)

1 Dr. Kristen Duncan, Assistant Professor of Elementary Education
Ph.D. in Educational Theory and Practice, University of Georgia (fall 2016)

2 Dr. Carlton J. Fong, Assistant Professor of Developmental Education
Ph.D. in Educational Psychology, The University of Texas at Austin (fall 2017)

Dr. Shelly Forsythe, Assistant Professor of STEM Education
Ph.D. in Learning, Teaching & Diversity, Vanderbilt University (fall 2016)

3 Dr. Marcus Johnson, Assistant Professor of Elementary Education
Ph.D. in Cultural Studies in Education, The University of Texas at Austin (fall 2017)

Dr. Luz Murillo, Associate Professor of Bilingual Education
Ph.D. in Language, Reading & Culture, University of Arizona (fall 2017)

Dr. Sandra Murillo-Sutterby, Director of the Tomás Rivera Mexican American Children's Book Award
Ph.D. in Curriculum & Instruction with emphasis in Reading, Texas A&M University-Corpus Christi

Dr. Patrick H. Smith, Professor of ESL and Bilingual Education
Ph.D. in Language, Reading & Culture, University of Arizona (fall 2017)

Dr. Cathy Thomas, Assistant Professor of Special Education
Ph.D. in Special Education, Learning Disabilities/Behavior Disorders, The University of Texas at Austin (fall 2017)

HEALTH AND HUMAN PERFORMANCE

4 Dr. Missy Fraser, Assistant Professor of Athletic Training



Ph.D. in Human Movement Science, University of North Carolina (fall 2016)

5 Dr. Stacy Hunter, Assistant Professor of Exercise and Sports Science

Ph.D. in Clinical Exercise Physiology, The University of Texas at Austin (fall 2017)

Dr. Junhyoung Kim, Assistant Professor of Therapeutic Recreation
Ph.D. in Leisure Studies, Penn State University (fall 2017)

Dr. Natalie Myers, Assistant Professor of Athletic Training
Ph.D. in Rehabilitation Sciences, University of Kentucky (fall 2017)

Dr. Mary Odum, Assistant Professor of Health Education
Ph.D. in Health Education, Texas A&M University (fall 2016)

6 Dr. Justin Rigby, Assistant Professor of Athletic Training
Ph.D. in Exercise Physiology, Brigham Young University (fall 2016)

COUNSELING, LEADERSHIP, ADULT EDUCATION, AND SCHOOL PSYCHOLOGY

Dr. Sarah Blalock, Assistant Professor of Professional Counseling
Ph.D. in Counseling and Higher Education, University of North Texas (fall 2016)

7 Dr. Andrea Dennison, Assistant Professor of School Psychology
Ph.D. in School Psychology, Texas A&M University (fall 2016)

8 Dr. Paulina Flasch, Assistant Professor of Professional Counseling
Ph.D. in Counselor Education, University of Central Florida (fall 2016)

Dr. Maria Haiyasoso, Assistant Professor of Professional Counseling
Ph.D. in Counselor Education and Supervision, University of Texas at San Antonio (fall 2016)

9 Dr. Susan Hall, Clinical Assistant Professor of School Psychology
Ph.D. in School Psychology, Teachers College, Columbia University (fall 2016)

Dr. Shaywana Harris, Assistant Professor of Professional Counseling
Ph.D. in Counselor Education, University of Central Florida (fall 2017)

Dr. James Koschoreck, Associate Professor of Educational Leadership
Ph.D. in Educational Administration, The University of Texas at Austin (fall 2017)

Dr. Hilary Lustick, Assistant Professor of Educational Leadership
Ph.D. in Educational Leadership, New York University (fall 2016)

Dr. Marialena Rivera, Assistant Professor of Educational Leadership
Ph.D. in Education Policy, University of California, Berkeley (fall 2016)

10 Dr. Rolf Straubhaar, Assistant Professor of Educational Leadership
Ph.D. in Social Science/Comparative Education, University of California, Los Angeles (fall 2017)



Faculty Awards & Publications

1 **Dean Carpenter** was one of two graduates from the College of Education at the University of Georgia recognized with the 2016-17 Lifetime Achievement Award. The award honors career achievements, community leadership, and impact. Awardees were recognized at the College's 12th annual Distinguished Alumni Awards Dinner held on March 31 at the UGA Hotel and Conference Center.

Dr. Jovita Ross-Gordon (Professor, CLAS) was inducted into the International and Adult Continuing Education Hall of Fame.

Dr. Melissa Martinez (Associate Professor, CLAS) received the Emerging Scholars Award from the American Educational Research Association, Division A: Administration, Organization, Leadership.

Dr. Lori Czop Assaf (Professor, CI) was recommended for the Fulbright Specialist Roster.

Senior Lecturers Allie Thomas and Britney Webb (HHP), were both recognized at the San Marcos Fire Department Award Ceremony on March 31 for their valiant efforts to help save a man's life during a national wheelchair basketball game and a student's life during a soccer

game, respectively.

Dr. Jon Lasser (Professor, CLAS) published a children's book titled *Grow Happy*.

Lyn Litchke (Associate Professor, HHP) published her inspirational book titled *Cupcakes, Yoga, Jesus*.

Dr. Duane Knudson (Professor, HHP) received the Scholar Award at the 2016 Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD) Annual Awards Dinner.

Principal Investigator Dr. Russell Lang (Associate Professor, CI, and Director, Clinic for Autism Research, Evaluation and Support [C.A.R.E.S.]) and Co-PI Mrs. Katy Davenport (Lecturer in CI and C.A.R.E.S. Clinical Service Director) received \$156,089 in grant funding from the Texas Higher Education Coordinating Board (THECB). Parent-Directed Treatment for ASD will deliver and evaluate a systematic parent-directed treatment approach for families of children with autism. The project will provide services to 40 families of children with autism across two years.

Principal Investigator Dr. Ting Liu (Associate Professor, HHP) used

\$5,000 in H-E-B grant funds and \$5,500 in UWHC grant funds to support the 2017 Texas State University Autism Summer Camp, a partnership between HHP and San Marcos CISD. The summer camp will serve approximately 20 children with autism from low-income families by providing high-quality camp experiences while being sensitive to each child's unique abilities. No child is turned away based on the severity of a disability and each family receives a \$400 scholarship to help defray the cost of child care during the summer.

Dr. Justin Rigby (Assistant Professor, HHP) was awarded \$30,000 by the Carewear Sport Corporation for his one-year research project, *The Effects of Different Blue Light Photobiomodulation Therapy Parameters on Muscle Fatigue and Injury*. Dr. Rigby will perform a series of studies to understand the effects of blue and blue-red combination light at limiting muscle fatigue and preventing muscle injury. Photobiomodulation treatment involves multiple parameters; thus, a series of studies will focus on determining the proper timing of application, power output, energy dose, and combination of wavelengths. Paring down treatment parameters into the best clinical practices

will help ensure clinicians obtain positive outcomes for their patients and athletes with new photobiomodulation technologies.

Dr. Paige Haber-Curran (Associate Professor, CLAS) recently received the 2017 Outstanding Scholarship for Emerging Scholars Award from the International Leadership Association's Women's Leadership Affinity Group. The award recognizes outstanding scholarship that advances the topic of women's leadership. Dr. Haber-Curran's research focuses on college women's leadership development, and she recently published two books on the topic, *Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives* and *Critical Perspectives on Gender and Student Leadership*.

Dr. Marialena Rivera (Assistant Professor, CLAS) received a three-year external grant from the Greater Texas Foundation to study the role of college support nonprofits in an era of rising higher education costs. The purpose of the GTF Fellows program is to build research and teaching capacity for Texas faculty working in areas related to the foundation's mission to ensure all Texas students—especially those from underserved and disadvantaged populations—are prepared for, have access to, persist in, and complete postsecondary education. With this \$87,957 award spanning Aug. 2017 – Jan. 2021, Dr. Rivera's *Can't Buy Me College: Examining Texas College Support Nonprofits in an Era of Rising Costs* will employ a multiple case study design to examine five college support nonprofits that focus their support

on socioeconomically disadvantaged and first generation college students.

Dr. Eric Paulson (PI/Professor, CI) and Co-PIs **Dr. James Van Overschelde (Assistant Professor, CI, and Director of Evaluation & Research, Office of Educator Preparation)** and **Dr. Afi Y. Wiggins (The University of Texas at Austin)** were awarded \$157,000 by the Greater Texas Foundation for their 18-month project *Sealing the Pipeline Leak: The Impact of Developmental Integrated Reading & Writing (IRW) Instruction on Education Outcomes for Students Enrolled in Texas Community Colleges*.

Dr. Karen Meaney (Chair/PI/Professor, HHP), Dr. Kent Griffin (Co-PI/Associate Professor, HHP) and **Dr. Lindsay Kipp (Co-PI/Assistant Professor, HHP)** utilized \$5,500 in UWHC grant funds to deliver the *Fun & Fit 4 Life Summer Camp*. The camp provided 100 San Marcos children ages 5-15 with innovative experiences and activities specifically designed to impact campers' attitudes and behaviors toward healthy choices, highlight the importance of education to their futures, and communicate the benefits of demonstrating cooperative and respectful behaviors. *Fun & Fit 4 Life Summer Camp* also afforded approximately 35 students in Texas State's teacher preparation program invaluable experiences as they developed and delivered age-appropriate curriculum to at-risk children.

Dr. Kent Griffin (PI/Associate Professor, HHP), Dr. Karen Meaney (Chair/Co-PI/Professor, HHP) and **Dr. Lindsay Kipp**

(Co-PI/Assistant Professor, HHP) received \$5,400 in UWHC grant funds to deliver the *Cycling 4Fitness and 4Life* program, a youth development program using mountain bike riding to develop strong minds, strong bodies, and strong character along with leadership and decision-making skills. The program serves 35 San Marcos High School students via afterschool and weekend practice sessions, along with five camping and racing trips.

Dr. Shelly Forsythe (PI/Assistant Professor, CI) and **Dr. Julie Jackson (Co-PI/Associate Professor, CI)** were awarded a 2017 Teaching and Learning Technology Innovation Grant (TLTIG) for their project "Digital Science Notebooks: Elementary Pedagogy for the 21st Century." This project will engage students in elementary science methods courses in a variety of tablet-based learning activities designed to support their scientific understandings, pedagogical content knowledge for science, and their self-efficacy in implementing technology-based pedagogical strategies in their future early childhood-sixth grade classrooms.

Dr. Lindsay Kipp (Assistant Professor, HHP) received the Society of Health and Physical Educators (SHAPE America) Research Council's 2016 Research Writing Award.

Dr. Steven Furney (University Distinguished Professor, HHP), received the Fellow Award of the North American Society for Health, Physical Education, Recreation, Sport and Dance. The Fellow award recognizes outstanding leaders in the allied health professions over the course of their careers.

Presidential Award Winners Fall 2016



Dr. Russell Lang
Excellence
in Teaching



Dr. Melissa Martinez
Excellence
in Scholarly/
Creative Activities



Dr. Brandon Beck
Excellence
in Diversity



Dr. Barry Aidman
Excellence
in Teaching



Dr. Lyn Litchke
Excellence
in Service



Project SUPERB
Excellence in Diversity

Areas of Note

In November 2016, **Dr. Paige Haber-Curran (Associate Professor, CLAS)** served as a keynote speaker for the International Conference on Emotional Intelligence in Organizations in Salzburg, Austria. Her talk was titled: Developing and teaching emotionally intelligent leadership.

The M.A. in Adult Education has recently changed to the **M.A. in Adult, Professional, and Community Education**. It is now offering one of its concentrations (Workplace, Community, and Continuing Education) as an online program. This change was designed to provide Texas adult educators, trainers, and coordinators of continuing and community education more access to high-quality curriculum, programming, and faculty.

Dr. Ann Brooks (Professor, CLAS) was elected chair of Commission of Professors of Adult Education.

1 Dr. Joellen Coryell (Associate Professor, CLAS) is the Principal Faculty and Sponsor of a Memorandum of Understanding between Texas State University and the Università degli Studi di Padova, Italy. She oversees research and teaching collaboration and exchange with a doctoral and master's program with the second oldest university in Italy.

Dr. Michael O'Malley (Chair/Professor, CLAS) was appointed an Honorary Professor of International Studies at Texas State University.

The Educational Leadership faculty has launched a new six-year partnership with Austin ISD to prepare principals for the district's K-12 schools.

Dr. Michael O'Malley (Chair/Professor, CLAS) was invited to give a keynote address at the Cuarto Congreso Interdisciplinario de Investigación en Educación (4th Interdisciplinary Congress on Research in Education), Santiago de Chile.

Dr. Clarena Larrotta (Associate Professor, CLAS) was invited to join the Bilingual Research Group at Universidad del Quindío in Colombia.

Drs. Clarena Larrotta (Associate Professor, CLAS) and **Megan Trad (Associate Professor, Radiation Therapy Program)** offered a community-wide event at the San Marcos Public Library in April 2017. Health literacy was used as an umbrella to offer adult education instruction to families in the community. The project was sponsored

by the Multidisciplinary Team Incentive Grant at the College of Education at Texas State University. Community organizations who benefited and participated in this project included: San Marcos Public Library, St. John Catholic Church, Hispanic Cultural Center of San Marcos, Kyle Learning Center, and Community Action Inc.

Bailey Verschoyle (Academic Advisor II, COE Advising) served as chair of the Texas State Career Advising Team.

Lilia Montes (Academic Advisor I, COE Advising) served as secretary for the Texas State Advising Achievement and Recognition Team.

Jenna Remily (Academic Advisor I, COE Advising) served as chair-elect of the Texas State Career Advising Team.

Noel Fuller (Academic Advisor I, COE Advising) served as secretary of the Texas State Advising Assessment Team and was member at large for Logistics on University Staff Council.

Arlene Harborth (Academic Advisor I, COE Advising) served as chair of the Texas State Athletic Advising Team.

April Cunningham (Academic Advisor I, COE Advising) served as secretary of the Texas State Technology Advising Team.

Let's Get Intentional: A Simple Approach to Creating and Implementing a Proactive Advising Center Communication Strategy, presented by **Joya Konieczny (Director, COE Advising)**, was selected by the National Academic Advising Association as a Commission-Sponsored session, for being one of the top three rated proposals.

2 Dr. Duane Knudson (Professor, HHP), gave one of three keynote lectures at the **40th Annual Conference of the American Society of Biomechanics** at North Carolina State University in Raleigh, NC. Knudson presented "Application of Tennis Biomechanics in the Court and Beyond." His research on hand forces, muscle activations, kinematics, and kinetics during tennis strokes, as well as other research has informed instruction and conditioning for tennis and other sports.

Dr. Kristina Collins (Assistant Professor, CI), was a keynote speaker at the **33rd Annual Conference for the Supporting Emotional Needs of the Gifted (SENG)** organization over the

summer in Williamsburg, VA.

English in Texas, co-edited by Department of Curriculum and Instruction faculty **Jane Saunders (Associate Professor)**, **Gwynne Ash (Professor)**, **Lori Czop Assaf (Professor)**, **Carol Delaney (Associate Professor)** and **Valerie Taylor**, published by the Texas Council of Teachers of English, was named winner of the 2016 NCTE Affiliate Journal Award, given by the National Council of Teachers of English.

The Clinic for Autism Research, Evaluation and Support (C.A.R.E.S.) received multiple awards totaling over \$347,000 to further its autism research and support services.

Dr. Jo An Zimmerman (Associate Professor, HHP) was invited to be a visiting expert and teach a one-week course at Beijing Sport University during Spring Break.

3 Naomi Wilson (Administrative Assistant III, CI) received the Texas State University Employee of the Month Award for January 2017.

The master's in counseling program was named one of the top 10 programs in Texas by TopCounselingSchools.org.

4 On November 16, the Department of Health and Human Performance hosted **Carrie Ekins, chief executive officer, education coordinator and owner of Drums Alive** as their fall Brennan and Smith Lecture Series guest speaker and for the first time hosted an interactive session.

5 The College of Education's Educational Technology and Talent Development programs, in collaboration with Art Education, Engineering Technology, and Mathematics Education, hosted **Dr. Leah Buechley's** guest lecture event on October 3, which focused on access and equity within the maker movement and implications for teaching and learning.

Stephanie Korcheck (Research Coordinator, COE Research Office) presented her poster, A Better Investment of Time & Effort: Selling Faculty Research to Targeted Funders, at the National Organization of Research Development Professionals Conference.

Arlene Harborth (Academic Advisor I, COE Advising) was awarded the Best University Seminar 1100 Instructor/Peer Mentor Award for spring 2017 at the PACE Mentoring Banquet in May.



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Student & Alumni Accomplishments

1 Karina Ogunlana (CLAS) received the 2017 Outstanding Graduate Student Award from the American College Personnel Association's Latin@/x Network.

Lauren Loper (CLAS) and **Tori Carrillo (CLAS)** received first place in the Graduate Student Case Study Competition at the National Association for Student Personnel Administrators annual conference.

Leslie de la Rosa (CLAS) received the 2017 Graduate Fellowship Award from the Texas Association of Chicanos in Higher Education.

Amber Severt (CLAS) was selected as the 2016-2017 Outstanding Graduate Assistant by Texas State's Division of Student Affairs.

Karina Ogunlana (CLAS) and **Naiha Campos (CLAS)** were selected as the 2016-2017 Graduate Assistants of Outstanding Contribution to Student Affairs by Texas State's Division of Student Affairs.

Skyller Walkes (CLAS) and **Terrance McClain (CLAS)** were selected as fellows by the Texas Association of Black Personnel in Higher Education. From TABPHE's website: "TABPHE FELLOWS are an elite group of individuals chosen, with the direction of the State Board of Directors, to work on special projects that support the vision and mission of TABPHE."

Lynn Taylor (CLAS)—Adult, Professional, and Community Education graduate—was awarded a research grant from the Alexander N. Charters Library for Educators of Adults Grants-in-Aid program at Syracuse University. This funding supports research in the training of adult educators, the needs of teachers of adults, adult learning and adult literacy and training from a historical perspective and framework.

Zane Wubbena (CLAS) was named Outstanding Doctoral Student for the College of Education. Wubbena is a doctoral student in the school improvement program.

Katie Lewis (CLAS) and **Tanya Long (CLAS)** were accepted into the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy. The seminar is a competitive appointment open to a maximum of 40 doctoral students from over 100 research universities.

Under the guidance of **Drs. Clarena Larrotta (Associate Professor, CLAS)** and **Arlene Serrano (Lecturer, CLAS)**, a group of master's students assisted St. John Catholic Church's ESL program by creating



a bank of tests to be used for placement in the adult ESL program. They also observed the instructors' teaching and provided ideas for professional development.

The following Ph.D. in **school improvement (CLAS)** students have been appointed Barbara L. Jackson Scholars by the University Council for Educational Administration. The Jackson Scholars' initiative is a national, competitive two-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

Jackson Scholar 2017: **Jason Swisher; Diana Barrera**
Jackson Scholar 2016: **Brett Lee; Claudia Kramer Santamaria**

Jackson Scholar 2015: **Jocabed Marquez; Adrienne Aldaco**
Senior Stephanie Barker (CI) was awarded the New Braunfels Retired Teachers Association Fall Scholarship.

Issac Torres (CLAS) was the 2016-17 recipient of the Graduate College Scholarship and the Celebrity Classic Endowed Scholarship.

2 Jane Saunders (Associate Professor, CI) and a group of 10 undergraduates took part in the **15th Annual Bobcat Build** on April 1. The students were tasked with painting a home in Martindale that had suffered flood and rain damage.

3 At the Texas State University Boko Awards, the **College of Education's Association of Childhood Education International (ACEI)** student organization was honored as the Academic Organization of the Year. Additionally, ACEI's community service officer, **Michaela Watts (CI)**, received the Breakthrough Leader of the Year award.

Kaila Stovall (CI) was awarded the New Braunfels Retired Teachers Association Spring Scholarship award.

4 Darolyn Flagg (CI) was awarded the William G. White Jr. Graduate Study Scholarship by the National Association for Developmental Education. The William G. White Jr. award promotes graduate study in Developmental Education with the purpose of advancing research and/or practice in the field.

Alumna Yvonne Hernandez (CLAS) was awarded: Outstanding First Year Principal;



Outstanding Principal of the Year; and Greatest Academic Gains (Secondary) in South San ISD (San Antonio, TX).

Alumna Crystal Kelley (CI), middle school teacher at Goodnight Middle School (SM-CISD), was chosen as Regional Secondary Teacher of the Year. She was one of 40 regional winners who competed for Texas Teacher of the Year.

Alumna Diana Benner (CI) was selected to join the Microsoft Innovator Educator Expert Program. Benner is the Director of Professional Development at Texas Computer Education Association.

Dr. Clint-Michael Reneau, director of the Office of Disability Services at Texas State University, was the recipient of the Diversity in Excellence (Staff) Award. Reneau is a doctoral graduate from the Adult, Professional, and Community Engagement program.

Alum Elmer Nealy (CI), was nominated as Teacher of the Year at I.M. Terrell Elementary in Fort Worth ISD. Nealy is a 2nd and 3rd grade bridge teacher.

5 Alumna Marie (Alex) Vasquez (CI) received the Middle School Teacher of the Year Award for Austin ISD. Vasquez teaches 8th grade English at Mendez Middle School.

6 Alumna Katie Doyle (CI-TRP) was awarded Teacher of the Year for her school, Neidig Elementary (Elgin ISD). Doyle is a 4th grade teacher.

Alumna Jessica Risen (HHP) received the Emerging Professional Award at the 2016 Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD) Annual Awards Dinner.

Alumna Sarah Rabe (CI) was one of five finalists recognized for the Rising Stars category of the H-E-B Excellence in Education Awards.

Alumna Emily Merriman (CI) was named Teacher of the Year at Pflugerville Middle School. She teaches 7th grade English.

Alumna Allison Bouwman (CI-TRP), was named McNeil High School Teacher of the Year. She teaches Forensic Science and Principles of Biomedical Science.

Donors



Tomás Rivera Mexican American Children's Book Award

STEPPING UP FOR CHILDREN'S LITERATURE

1899 is significant for the Bobcat community. It is the year Texas State University was founded, and for those who participated in **Step Up for State**, it was the number of minutes they had to support 26 projects from 15 academic units across the campus.

Step Up for State was Texas State's inaugural online giving event planned to last from 8 a.m. on September 21 to 3:39 p.m. on September 22. The entire Texas State community was invited to participate, and gifts went toward sustaining achievement, furthering research efforts, and helping provide Bobcats with world-class facilities and programs.

Among the 26 projects chosen was the College of Education's **Tomás Rivera Mexican American Children's Book Award (TRMACBA)**.

The College of Education developed TRMACBA to honor authors and illustrators who create quality Mexican American children's literature that depicts the Mexican American experience. The award was established in 1995 and was named in honor of Dr. Tomás Rivera, a distinguished alumnus of Texas State University. Additionally, the award's initiatives help bring these quality books to the hands of children, teachers, and librarians.

Like many who understand the importance of diversity in children's literature, the College of Education believes this award helps students build strong and positive identities that have lasting impacts on their own education and a more equitable society for all people. This is one of the reasons

the award tries to support local schools by purchasing books in advance.

As the efforts of the award work to gain national exposure, the local impact continues to be a priority. Each year, school groups are invited to participate in the author/illustrator presentations with busing and lunch provided on the Texas State University campus. With this, the hope is that students not only relate to the characters in the books, the authors and illustrators who wrote them, but also to the college students around them.

It was the goal of the College of Education and TRMACBA to raise enough funds to provide high quality books to schools across the state of Texas, free of charge.

After the 1,899 minutes were complete during the Step Up for State campaign, the award had received over \$5,800 in donations from more than 130 donors. Through these efforts, children across Texas received the award-winning books. Meanwhile, students who were able to attend the event met with the authors Duncan Tonatiuh and Ashley Hope Pérez.

Overall, the Step Up for State campaign was a success and the news for the continuation of the campaign in fall 2017 has been met with excitement. With the interest growing, the College of Education will now expand to include three projects donors can choose from. In addition to TRMACBA, there will be an option to donate to the Animal Assisted Counseling program and to Student Teaching Scholarships.

The support from the Bobcat community has been moving, and the College of Education is thankful to all of those who donated to TRMACBA and to other projects during the Step Up for State campaign.

By the Numbers | Fall 2016

6,237

Total Number of College of Education Students

5,049

Undergraduate Students

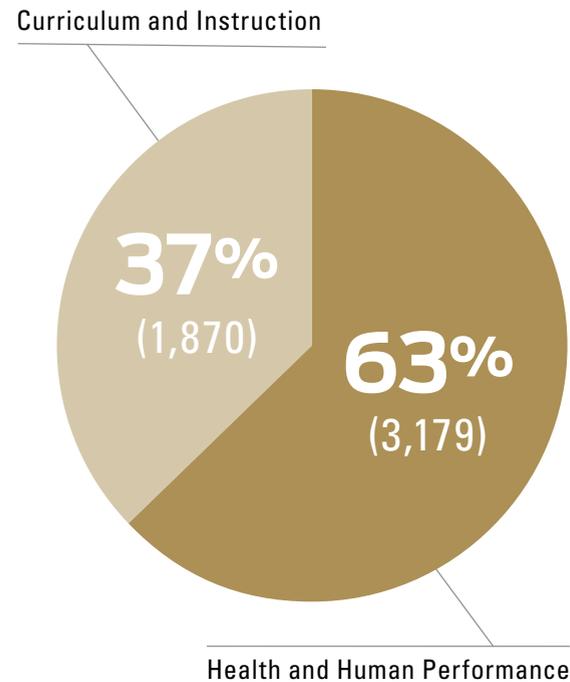
1,188

Graduate Students

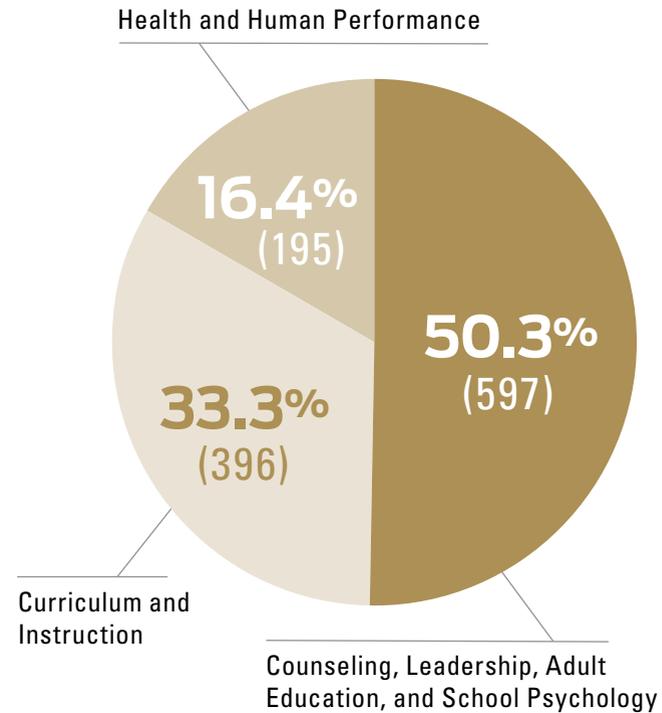
341

Faculty

Undergraduates by Department



Graduates by Department



Deans and Chairs

Dr. Stan Carpenter
Dean

Dr. Patrice Werner
Associate Dean for Teacher Education and Academic Affairs

Dr. Jon Lasser (entering fall 2017)
Dr. Lisa Lloyd (exiting)
Associate Dean for Research and Sponsored Programs

Dr. Eric Schmidt
Assistant Dean for Faculty and Staff Development

Dr. Rubén Garza
Assistant Dean for Academic Affairs

Dr. Jodie Flint
Director, Office of Educator Preparation

Dr. Jodi Holschuh
Chair, Department of Curriculum and Instruction

Dr. Karen Meaney (entering fall 2017)
Dr. Duane Knudson (exiting)
Chair, Department of Health and Human Performance

Dr. Michael O'Malley
Chair, Department of Counseling, Leadership, Adult Education, and School Psychology

Centers and Institutions

Assessment and Counseling Clinic
The Clinic for Autism Research, Evaluation and Support (C.A.R.E.S. Clinic)
Central Texas Writing Project (CTWP)
LBJ Institute for STEM Education and Research
NASA STEM Educator Professional Development Collaborative (NASA STEM EPDC)
Play Therapy Institute
The Education Institute
Tomás Rivera Mexican American Children's Book Award
Total Wellness

Programs

Doctor of Education (Ed.D.)
Developmental Education

Doctor of Philosophy (Ph.D.)
Adult, Professional and Community Education
Developmental Education
School Improvement

Specialist in School Psychology (S.S.P.)
School Psychology

Master of Arts (M.A.)
Adult Education
Developmental Education
Educational Leadership
Elementary Education
Elementary Education—Bilingual/Bicultural
Professional Counseling
Secondary Education

Master of Education (M.Ed.)
Educational Leadership
Educational Technology
Elementary Education
Elementary Education—Bilingual/Bicultural
Health Education
Physical Education
Reading Education
Secondary Education
Special Education
Student Affairs in Higher Education

Master of Science (M.S.)
Athletic Training
Exercise Science

Master of Science in Recreation and Leisure Services (M.S.R.L.S.)
Recreation Management
Therapeutic Recreation

Bachelor of Exercise and Sports Science (B.E.S.S.)
Exercise and Sports Science (Health and Wellness Promotion for Clinical Populations Concentration)
Exercise and Sports Science (Health and Fitness Management)
Exercise and Sports Science (Pre-Rehabilitation Sciences Concentration)
Exercise Sports and Science (Teacher Certification in Physical Education, Grades EC-12)

Bachelor of Health and Wellness Promotion (B.H.W.P.)

Health and Wellness Promotion
Health and Wellness Promotion (Teacher Certification in Health Education, Grades EC-12)

Bachelor of Science (B.S.)

Athletic Training
Interdisciplinary Studies
Teacher Certification in Bilingual Generalist-Spanish, Grades EC-6
Teacher Certification in English as a Second Language Generalist, Grades EC-6
Teacher Certification in English, Language Arts, Reading and Social Studies, Grades 4-8
Teacher Certification in Generalist, Grades 4-8
Teacher Certification in Mathematics, Grades 4-8
Teacher Certification in Mathematics and Science, Grades 4-8
Teacher Certification in Science, Grades 4-8
Teacher Certification in Special Education, Grades EC-12

Recreation Administration
Recreation Administration (Therapeutic Recreation Concentration)

TEXAS  STATE
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The rising STAR of Texas

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San Marcos, TX 78666