2017 — 2018
College of Education
Impact Report
Dean’s Letter

Welcome to this window into the innovative and transformative impact that Texas State University’s College of Education has in Texas and around the world. Our college continues the foundational and inspirational work that our university began in 1899 of preparing exceptional teachers for the schools and communities of Texas, while also preparing candidates for a wide range of professional roles in PK-12 schools, higher education, adult learning, and health and wellness fields.

Our faculty are known for developing state-of-the-art teaching and learning methods while pursuing world-class research that improves the well-being of individuals, communities and organizations. In addition to their professional engagement locally at the San Marcos and Round Rock campuses, you will find our COE faculty preparing bilingual teachers and school psychologists in PK-12 school settings; partnering with Texas school districts in the preparation of school leaders; providing mental health and autism services for the public; advancing STEM education capacity in NASA flight and space centers around the nation; conducting research as Fulbright Scholars in Cambodia, Italy and Vietnam; traveling nationally with Texas State sports teams to develop research-based interventions for impact and concussion injuries; leading study abroad experiences in South Africa, New Zealand, Australia, South Korea, the Dominican Republic, and Chile; and much more around the world. Through their teaching and research, our faculty are committed to solving the problems of their fields and to advancing equity, diversity, and inclusion. It is an exciting time to be in our College of Education, a community of learners and experts that is proud of its historic recognition as a site of exceptional teaching quality and that has most certainly come into its own as a major research center.

I hope that exploring this report will open up to you the world of accomplishments and possibilities that is our College of Education. Please know that we are passionate about welcoming new partners with a vision of excellence and a spirit of innovation to join us in the work of creating a better world through education, whether as undergraduate or graduate students, faculty or staff colleagues, community partners and collaborating organizations, donors and advocates, or engaged alumni.

Sincerely,

Dr. Michael P. O’Malley

Dr. Michael P. O’Malley
Impact Report Contents

4 Play and Inquiry Workshop Enriches Students, Faculty and Community
6 A SUPERB Experience for School Psychology Students
8 The Sport of Education
10 Improving Writing Instruction for Children with Disabilities
11 Research by the Numbers
12 Muscle Research Is Going Strong
14 Research Incentive Opportunity
16 Former Chair Celebrates Exceptional Year
17 New Faculty
18 Faculty & Staff Accomplishments
20 Student & Alumni Accomplishments
21 Donors
22 By the Numbers | Fall 2017
Play and Inquiry Workshop Enriches Students, Faculty and Community
Imagine walking into a classroom to find a three-year-old child building a wooden house with a hammer and nails or flipping pancakes on a griddle. While those sights might be a little shocking for most, they are a daily experience during Texas State’s Play and Inquiry Workshop, an annual child-driven enrichment experience for children ages three to eight. The workshop encourages child-led learning and follows a “child as researcher” philosophy, with phrases like “it’s up to you” and “I like that idea” flowing through the hallways.

This immersive experience is hosted at Bonham Pre-K in San Marcos for three weeks in June and is attended by around 200 children, both from Bonham ESL summer school and the San Marcos community. While the Play and Inquiry Workshop is a decades-old institution, this is the fifth year of the workshop’s partnership with San Marcos CISD. This partnership has allowed the five Curriculum and Instruction faculty who direct the workshop to support the implementation of their play and inquiry model not only during the summer, but also during part of the regular school day at Bonham Pre-K.

For the local children who attend the workshop, the experience offers opportunities to explore woodworking, cooking, scientific inquiry, language arts and much more. Although each day is structured, this structure is hidden to the children, who are allowed to move freely from room to room and participate in each activity as they please. In one room, you will find children telling and enacting stories, a form of what is called sociodramatic play. According to associate professor Dr. Tim Kinard, in this type of play “a child creates a character, a setting, a narrative, a plot and other elements of literacy and then writes, rewrites, acts out, transforms and tests and retests the rules of social interaction.” Down the hall, you will find “Boxville,” where children construct their own worlds. This is called constructive play, during which Kinard says children are “developing a plan and following through with it in the physical world,” which helps them build skills in math, architecture, chemistry and technology.

The workshop serves as a learning environment not only for the children who attend, but also for Texas State students in the educator preparation program who are required to take an Early Childhood Education field-based block. The workshop can fulfill this field block for around 30 students during the summer. After participating in Play and Inquiry this past summer, Nidia Mascarro, a senior elementary education ESL generalist major, recommends that other elementary education majors fulfill their block this way, saying it changed the way she viewed learning. As someone who has always seen school as a structured environment, she loved that children could “experience how cool school can be,” and that she, as an instructor could “facilitate the kids’ play and learning.” For elementary education majors, the workshop also serves as a great experience in bilingual education. “In too many schools, those who speak Spanish at home and those who speak English at home are in different classrooms, having different experiences, literally walled-off from one another during class time,” says Kinard, “In a program like ours, where there is an almost equal number of students who speak English at home and those who speak Spanish at home, we have a unique opportunity to ‘normalize’ the two languages being heard and used all around, in every space, in play.”

Enrollment in the block is open to both undergraduate pre-service teachers and graduate practicing teachers. The course is rigorous and condensed, involving a pre-course week of online readings, followed by a week of the Pre-Workshop Institute aimed at preparing students for the three weeks that follow. After this work is complete, students then set up the school and begin to welcome pre-k and kindergarten students Monday through Thursday for three weeks, with Fridays reserved for discussion, reflection and connection to course materials.

Kinard, along with four other Curriculum and Instruction faculty, Becca Hemenway (lecturer), Teresa Zapp (senior lecturer), Dr. Mary Esther Huerta (associate professor) and Dr. Jesse Gainer (associate professor), teach alongside their Texas State students during the workshop. Their immersion has led to multiple publications about the workshop experience, the most recent of which is Power Play: Explorando y empujando fronteras en Tejas through a multilingual play-based early learning curriculum, a book Kinard, Gainer and Huerta published in 2018. Hemenway also notes that the workshop is doubly rewarding as it is testing and retesting the cultural rules of what it means to be a person in a culture, with a language, in a society with an identity,” says Kinard. Play gives children the opportunity to understand the world around them, and the Play and Inquiry Workshop extends this opportunity to learners of all ages. As Hemenway says, during the workshop “children and teachers, from pre-service to in-service to university faculty, are all researchers, learning and exploring alongside one another.”

During the workshop, Texas State students like Mikhaela Sanchez (right) encourage young researchers to express themselves through various types of play.
A SUPERB Experience for School Psychology Students

Project SUPERB (Scholars Using Psychology and Education to Reach Bilinguals), an initiative within the school psychology master’s program, began in 2014 with the mission of providing more and better-qualified bilingual (Spanish-English) school psychologists to serve the growing population of Spanish-speaking children. Now, the third and final Project SUPERB grant-funded cohort is entering their internship year, having just returned from an immersion experience through the Llano Grande Center in the Rio Grande Valley.

Project SUPERB is highly selective, accepting only eight students each year. Those students then receive an annual stipend from a Department of Education grant that can be used toward their tuition costs. Upon completing the program, students receive a specialist degree in school psychology and a certificate in bilingual school psychology. In addition to their stipend, students receive funds for professional development and memberships, as well as a fully-funded immersion experience.

The program is run by three faculty and staff in the Counseling, Leadership, Adult Education and School Psychology Department. Dr. Cindy Plotts and Dr. Jon Lasser, both school psychology professors, are the principal investigators for the grant, while Maria Sanchez serves as the grant coordinator. Dr. Plotts, who is the project director, describes the immersion experience as a combination of field outings to educational sites and consistent self-reflection. The educational site that stands out most to Cristina Rodriguez, a Project SUPERB student, is the Blanca E. Sanchez Elementary School, which runs a dual-language program that teaches students to read, write and speak in both Spanish and English. “We got to sit and talk with the principal and see how she ran her dual-language program,” Rodriguez reflects. “The way she interacted with her colleagues and the students was genuine, and it was just nice to see that.”

Another student, Dulce Gonzalez, found the time the group spent at La Unióon Del Pueblo Entero (LUPE) most inspiring. LUPE is a community union founded by César Chavez in 1989 that provides social services such as health outreach and legal assistance. “Hearing their stories and hearing about what sort of work they’re doing was really great because we’re going to work in a school setting, so it was really nice

As part of the immersion experience, students created digital stories about heritage and language, which they shared while in Llano Grande. Here, Dr. Plotts (right) leads one such discussion.
to hear what is going on in the community,” Gonzalez says.

Ivelisse Ramos describes the group’s visit to the United States/Mexico border as “eye opening.”

“It makes you think about it,” she says, “I was just there three weeks ago and now it’s [on the news].” Her personal experience visiting the border now allows her to see those news stories from a different perspective.

Graduates of Project SUPERB have a service obligation to work for two years in public schools where their services are considered high-need for each year of grant funding they received, totaling six years of service for those who complete the program in three years. This service obligation not only assists in meeting the needs of Spanish-speaking students and parents in public schools, but also produces the next generation of bilingual supervisors who can oversee field work for future bilingual school psychology students.

For Ramos, the Llano Grande immersion experience was essential to informing her future career as a bilingual school psychologist. “You can understand another person’s language ... but it’s also about understanding their culture, where they’re coming from, the different experiences they’ve had.” Similarly, Gonzalez notes that “a student doesn’t come without a story” and that it is important to know people’s stories in order to help them better themselves in their educations.

During the trip, students are encouraged to think about their own histories, as well, and reflect on their own dual-language experiences. Gonzalez, who is originally from the Rio Grande Valley, said that the immersion trip reinforced “being really in touch with our personal stories and especially how your story intersects with language and your culture.”

Another student, Christina Cavazos, said that learning about her own story and the stories of those in her cohort helped her to see students “as individuals rather than a collective.” This self-reflection is something all the students in the Project SUPERB cohort felt was important to encourage in their future students.

Overall, as these students move on to the final year of their program, they are thankful to Project SUPERB. Rodriguez says the program allowed her to be “part of a group where we can just share our experiences and feel comfortable doing so.” Likewise, Karen Salazar says SUPERB has uniquely prepared her for her career by giving her a “free place to practice my Spanish and my bilingual skills.”

In May 2019, when this final cohort graduates, Project SUPERB will have produced 27 graduates, all of whom will be sharing their unique bilingual school psychology expertise with public schools across the country.
The Sport of Education
Cheryl Jarrett (née Medley) remembers having two passions when she transferred to Texas State (then Southwest Texas State) University in 1976: teaching and gymnastics. At Texas State, she found a home for both of those passions. She earned her bachelor’s degree in physical education with a minor in health education and an emphasis in dance while studying gymnastics under coach Dr. Darlene Schmidt, who was named one of the state’s top coaches at the time by the Texas Association of Intercollegiate Athletics for Women.

Jarrett, who had been a gymnast since middle school, had suffered several sports injuries, and after her second concussion, she had a conversation with Schmidt about her future in the sport. To this day, Jarrett says, she is extremely thankful for Schmidt, who helped her realize that her love of teaching is what would keep her involved in gymnastics. “[Texas State] opened up my belief system that I could be an Olympic coach, I could be an elite coach,” she remembers. After that conversation, Jarrett attended a few outside training opportunities each year and brought the information she learned back to Texas State, where she taught clinics.

After graduation, she stayed true to her passions, teaching gymnastics and physical education at Robert E. Lee High School in San Antonio while also working at a local gymnastics school. She met her husband, Jim, through gymnastics, and the pair eventually settled in Round Rock. With no teaching jobs available at the time, they set their sights toward opening their own gym, and in May 1982, they opened Rabbit Hill Gymnastics in a barn behind a daycare. To their surprise and delight, the demand for their services quickly grew, and by 1983, they were moving into a 7,000-square-foot facility in Pflugerville, which they dubbed Capital Gymnastics. Another year after that, they added 2,500 additional square feet to the space, eventually growing to 60,000 square feet, and when they outgrew that, they sold the building to build a new gym in Cedar Park. Today, Capital Gymnastics has three locations in the Austin area (Cedar Park, Round Rock and Pflugerville), all run by Cheryl and Jim’s children.

While Capital Gymnastics was growing, Jarrett also became the Director of Education on the Gymnastics Association of Texas Board, where she served 17 years. In that role, she developed a gymnastics curriculum for coaches across the state of Texas that is still in place to this day. USA Gymnastics took note of her work and in 2007, asked her to do the same on a national level. Jarrett is now in her ninth year as the VP of Member Services for USA Gymnastics and doing what she loves. “My passion is teaching the teachers,” says Jarrett, “because we can have the best athletes in the whole world, but if we don’t have good teachers that can teach, then that’s where we have a problem.” She says that her time at Texas State helped her to realize the importance of teaching teachers, and she has carried that with her through each step of her journey. Under Jarrett’s direction, USA Gymnastics now provides dozens of online courses that are used nationwide, as well as instructors who can educate coaches not only in gymnastics, but also in other areas, such as child development, nutrition and psychology. One of her favorite parts of the job is organizing USA Gymnastics’ annual conference and trade show, which draws between 3,000 and 5,000 people each year.

Looking back on her career, Jarrett feels very fortunate. In her 30 years coaching, she worked with several elite gymnasts, including national team members, and has attended multiple international events, including the Olympics, the Pan-American Games and the World Championships. While she now spends most of her time in Indiana with USA Gymnastics, she can’t stay away from her Texas roots, and commutes back to Austin often.
In a national survey published in *Reading and Writing: An Interdisciplinary Journal* in 2016, third and fourth grade teachers responded that they felt less prepared to teach writing compared to reading, math, science and social studies. While writing is already a difficult skill for elementary instructors to teach, when combined with the specific needs of special education students, it becomes even more challenging.

Associate professor Dr. Stephen Ciullo and assistant professor Dr. Alyson Collins in the Curriculum and Instruction Department have their sights aimed at improving writing instruction for students with disabilities. Their interest in the project began from their own experiences in teaching at an elementary level. Collins, who was a reading intervention specialist before pursuing her doctoral degree, noted that during that time “there wasn’t a lot of writing intervention research readily available to us.” Furthermore, Collins observed that, “writing is hard anyway. Even if you’re a good writer, it’s a challenging task. Then you look at students with disabilities and they just struggle that much more.”

In order to address the need for research on writing instruction, and specifically writing instruction for students with disabilities, the pair submitted their proposal for *Exploring the Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities (SWDs)* to the Institute of Education Sciences (IES). In July, it was announced that they, along with their Co-Principal Investigator, Dr. Steve Graham of Arizona State University, were awarded a $1.4 million grant for the four-year project.

Their project, which is funded by IES’ National Center for Special Education Research (NCSER), focuses on gaining a better understanding of writing instruction for fourth-grade students with disabilities by exploring the relationships between teachers’ use of effective writing practices, teacher-specific variables (knowledge, beliefs and expertise) and student writing outcomes. To that end,
Ciullo and Collins will observe both special education and general education teachers in Central Texas school districts to compare their writing instruction practices. The researchers will be looking for evidence-based practices, or instructional techniques that research has shown to be effective. One such technique is modeling, which Ciullo describes as demonstrating a writing project start to finish for students, while also narrating the cognitive processes that occur while writing (e.g. “Hm, I could put this detail here, but I think I want to expand on this a little bit.”).

In addition to observation, Ciullo and Collins will also collect survey responses from the teachers they observe to get a better understanding of teachers’ own knowledge and preparation in writing instruction, as well as if teachers’ perceptions of their knowledge align with the researchers’ observations. Armed with that data, the research team can begin to learn whether teachers’ expertise is associated with the practices they use in the classroom. Finally, students’ writing scores will be added into the mix, which will aid in determining if there are any associations between higher test scores and teachers with more expertise who are using evidence-based practices in their classrooms.

After analyzing their data, Ciullo and Collins ultimately want to pave an easier road both for instructors and for students with disabilities by creating new professional development models for writing teachers. “Students with special needs are not performing well in writing,” Ciullo notes. “So, we want to improve the writing instruction that’s provided to these students, and the way to do that is to understand what’s being done and explore the data so that we can make some concrete recommendations.” Collins is excited by the prospect of the project influencing education on both a local and national level. “Locally, the districts we’re working with and collaborating with will get some great information moving forward,” she shared, “and then nationally, it will help us design better interventions for students with disabilities and professional development trainings for teachers too.” In the end, their research will provide teachers with the interventions they wish had been available when they were elementary school teachers themselves. With the help of their IES grant, Ciullo and Collins will soon return to elementary classrooms to begin their journey of making writing instruction less of a challenge for teachers and students alike.

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### Research by the Numbers

#### Selected Awards from External Funders

**Exploring Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities**

Dr. Stephen Ciullo, Associate Professor, and Dr. Alyson Collins, Assistant Professor in Curriculum and Instruction

$1,398,259 from the U.S. Department of Education's Institute of Education Sciences

**Collaborative Research: Adapting Reading Comprehension Strategies for Use in Elementary School Computer Science Instruction to Educate Tomorrow’s Computational Innovators**

Dr. Cathy Thomas, Assistant Professor in Curriculum and Instruction

$172,902 from the National Science Foundation

**Parent-Directed Treatment for Children with Autism**

Dr. Russell Lang, Executive Director, and Mrs. Katy Davenport, Clinical Service Director in the Clinic for Autism Research Evaluation and Support (CARES)

$142,887 from the Texas Higher Education Coordinating Board

**Can’t Buy Me College: Examining Texas College Support Nonprofits in an Era of Rising Costs**

Dr. Marialena Rivera, Assistant Professor in Counseling, Leadership, Adult Education and School Psychology

$87,957 from the Greater Texas Foundation Fellows Program

**Always an English Learner: Learning from the Veterans of EL Educational Systems**

Dr. Maneka Brooks, Assistant Professor in Curriculum and Instruction

$70,000 from the National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program

**Texas Success Initiative (TSI) Professional Development Program**

Dr. Emily Payne, Associate Professor in Curriculum and Instruction

$30,000 from the Texas Higher Education Coordinating Board

**Positive Behavioral Interventions and Supports Research and Technical Assistance**

Dr. Brenda Scheuermann, Professor in Curriculum and Instruction

$27,442 from the Texas Juvenile Justice Department

**The Effects of Different Blue Light Photobiomodulation Therapy Parameters**

Dr. Justin Rigby, Assistant Professor in Health and Human Performance

$21,001 from the Careware Sport Corporation
Muscle Research Is Going Strong

In October of 2016, the Centers for Disease Control and Prevention (CDC) officially recognized sarcopenia, or the age-related loss of muscle mass and strength, as a diagnosable medical condition. Now, as older adults begin to receive this diagnosis, physicians will be looking for reliable treatments to improve muscle strength for their patients. Thankfully, Dr. Joni Mettler, associate professor in the Health and Human Performance Department, has been researching one such treatment — neuromuscular electrical stimulation — since she began at Texas State six years ago.

At Texas State, Mettler is the director of the Translational Neuromuscular Physiology Laboratory, based in the Jowers Center. Mettler first became interested in the effects of inactivity on muscle mass and function during her post-doctoral fellowship with the University of Texas Medical Branch in Galveston. During her fellowship, she spent a great deal of time working with the bed rest model, which looked at muscle wasting and changes in muscle function after extended periods of inactivity. This experience, coupled with her experience in athletic training, led her to focus her research on neuromuscular electrical stimulation (NMES) as a possible treatment for muscle wasting.

NMES is a treatment used by athletic trainers and physical therapists to induce muscle growth and strengthening and is conducted by placing electrode pads over the muscles and providing electrical current, which causes the muscles to artificially contract. While this treatment is used frequently in physical rehabilitation, Mettler points out that “the research evidence isn’t clear regarding its effectiveness.” Her research aims to get answers about the treatment’s effectiveness, not only for the aging population and individuals with neurological conditions, but also for young people, such as athletes, who would benefit from NMES as a possible alternative to resistance training exercise. Having an alternative treatment option would be beneficial in cases when regular exercise or resistance training may be difficult or unsafe for the individual to perform.

When Mettler began her first NMES study at the university, she was among very few scholars globally who were looking at the effects of this treatment at a cellular level in human muscle. Her first project was funded by a Research Enhancement Program grant, an internal funding opportunity for Texas State professors. The study examined the effects of NMES on muscle anabolic response (growth) in stroke patients in comparison to healthy older adults. In this study, Mettler found that a one-time NMES treatment did, in fact, increase cellular factors that regulate muscle growth in both groups. Notably, although the stroke patients displayed an impairment in physical function compared to the healthy adults, there was no difference in the effectiveness of the NMES between the two groups.
Next, Mettler received funding from the National Athletic Trainers’ Association Research and Education Foundation to study NMES in young healthy adults. This time, Mettler wanted to answer the question of whether the frequency of the electrical current delivered to the muscle influenced muscle growth. At the end of the study, she found that both a low and high frequency of NMES induced anabolic signaling that leads to muscle growth, but this signaling was elevated to a greater degree with the high frequency treatment. Knowing that different frequencies produce varying results benefits physical rehabilitation professionals working to deliver the most effective NMES regimens for clients who may want to train a muscle toward a specific adaptation.

This spring, Mettler began her third NMES study, which examines the extended effects of NMES in healthy older adults. In this study, she will deliver the NMES treatment to participants’ legs three times a week over a period of four weeks, after which she will measure changes in muscle function, as well as participants’ self-efficacy of physical activity. Ultimately, she hopes to answer the question: do people perform more physical activity after receiving NMES? The answer to this question will help to determine if NMES is an effective treatment for sarcopenia, the effects of which Mettler hopes to remedy. “My passion and my goal is to try to help reduce the effects of sarcopenia and muscle wasting so that people can continue to live active lives and take care of themselves as long as possible,” she shares. Sarcopenia is an important issue to Mettler, who says that mobility loss is a health concern that spans beyond transitioning to a wheelchair. She explains that “once you’re confined to a wheelchair, then a host of other problems start to happen, like insulin resistance (which leads to diabetes), high blood pressure, heart disease, obesity, etc.” With the help of NMES, Mettler hopes to keep people walking and out of a wheelchair when possible.

Because Mettler knows that laboratory research can seem far-removed for some, she stresses the importance of the word translational in her lab’s name. Her mission is to translate the basic science behind her research into clinical practices that influence everyday people, especially those in the aging population who are experiencing mobility loss. Thankfully for those people, Mettler's research won’t be slowing down any time soon.

“My passion and my goal is to try to help reduce the effects of sarcopenia and muscle wasting so that people can continue to live active lives and take care of themselves as long as possible.”

— Dr. Joni Mettler
Research Incentive Opportunity

The Research Incentive Opportunity (RIO) is designed to strategically and efficiently transform faculty research ideas into fundable research projects, and help faculty develop and hone the skills necessary to submit high-quality, competitive research proposals to external funders.

The purpose of RIO is to change the culture of waiting for a formal request for applications (RFA) before seeking feedback from funders on the viability of faculty research projects. RIO also allows researchers to focus on the impactful work they truly want to do — the work they are passionate about — without being “boxed in” by RFA parameters.

Staff from the College of Education Research Office support tenured and tenure-track faculty as they develop a work plan and budget to operationalize their research idea, and craft and submit a two-page concept paper targeting a specific external funder. Based on funder feedback, faculty then prepare and submit a full proposal.
Eighteen projects were initiated using the RIO process, and five were completed. Funding is needed to begin implementation of the following research projects:

1. **Developing, Delivering, and Researching Second Language Learning Standards: Preparing Chilean Teachers to Instruct Haitian Displaced Migrant Students**
   - Funding: $215,000 over 2½ years
   - Dr. Lori Assaf, Professor, and Dr. Luz Murillo Benjumea, Associate Professor, both in Curriculum and Instruction
   - Working with faculty from the Universidad Diego Portales’ College of Education in Santiago, this project will produce replicable evidence-based professional development for Chilean high school teachers to teach Spanish as a second language. Findings will lay the foundation for national grade-level learning standards and inform policies and practices for preparing current and future teachers who work with the growing number of non-Spanish speaking students.

2. **Yoga and Vascular Function: A Novel Therapeutic Approach to Hypertension**
   - Funding: $160,000 over 2 years
   - Dr. Stacy Hunter, Assistant Professor in Health and Human Performance
   - Hypertension increases the risk of stroke and heart attack and fewer than half of those taking medication for this widespread disease achieve normal blood pressure. Yoga has been shown to improve blood vessel function, inflammation, and stress levels, which play a role in hypertension. This study would be the first to examine if yoga has a positive effect on blood pressure and other indicators related to hypertension.

3. **Filling the VOID: Creating a Continuum of Professional Development and Credentials for Adult English as a Second Language (ESL) Instructors**
   - Funding: $250,000 over 15 months
   - Dr. Clarena Larrotta, Associate Professor in Counseling, Leadership, Adult Education and School Psychology
   - The demand for Adult ESL classes is significant, yet only 5% of full-time instructors and 36% of part-time instructors hold a credential. This project will provide course work to current Adult ESL instructors resulting in a credential so they can continue teaching as well as offer professional development to their colleagues. Further, this will be the first study to investigate the relationship between Adult ESL instructors’ professional credentials and adult learners’ educational and literacy gains. Most important, it will improve the quality of instruction delivered to adult English learners leading to better employment and social outcomes.

4. **DrumCats: Moving to Improve Education Outcomes and Social-Emotional Health for Vulnerable High School and College Students**
   - Funding: $290,000 over 1 year
   - Dr. Lyn Litchke, Associate Professor in Health and Human Performance, and Dr. Christine Norton, Associate Professor in the School of Social Work
   - As the demand for special education and mental health services grows, limited funding and access leaves many young adults under- or unserved. DrumCats will team vulnerable high school students and TXST Buddies as they engage in a low-cost rhythm-based and language-enriched intervention that simultaneously engages the brain and body. Various social, emotional and educational outcomes will be studied to determine the impact of the intervention compared to a control group, and findings could lead to replicable, cost-efficient programs targeting various vulnerable populations.

5. **Who Influences Who? Researching Eating Behaviors using U.S. Adolescent-Parent Dyads from the National Cancer Institute’s FLASHE Study**
   - Funding: $200,000 over 1½ years
   - Dr. Ron Williams and Dr. Jeff Housman, both Associate Professors, and Dr. Mary Odum Dixon, Assistant Professor, all in Health and Human Performance
   - Most nutrition education and intervention programs are designed based on the assumption that changing parental eating behaviors should result in adolescent eating changes; however, there is limited research on parent-adolescent dyads to confirm or reject this common belief. The Family Life, Activity, Sun, Health, and Eating (FLASHE) study — the only known data from parent-adolescent dyads across the U.S. — will be examined to identify the interactions between adolescent and parent eating behaviors, including the impact of multiple demographic, environmental and psychosocial measures from communities at highest risk for poor health outcomes. If parents are influenced by their children’s behavior, current approaches to developing and funding nutrition education and prevention programs need to be revised based on new theoretical approaches to healthy eating and family nutrition.
Former Chair Celebrates Exceptional Year

After serving as Health and Human Performance Chair for eight years, Dr. Duane Knudson has spent his first year off the job diving back into his research interests. Stepping down from the chair role has not only allowed him more time to focus on research, but has also opened doors for recognitions both by the university and by outside organizations. Over the past year, Knudson has received the Jerry R. Thomas Distinguished Leadership Award from the American Kinesiology Association (AKA) and was elected to the presidency of the International Society of Biomechanics in Sports (ISBS). This past June, he added a third honor when President Trauth announced that Knudson is the 2018 recipient of the Presidential Award for Excellence in Scholarly/Creative Activities at the professor/associate professor rank.

Each of these recognitions hold a special significance for Knudson, who has been working in his field for three decades. For many of those years, Knudson served as a Vice President and a Director on the ISBS board. Several years ago, he was part of an effort to institute term limits on board positions aimed at introducing new faces to the board. However, he was surprised to find that after phasing himself out, his peers asked him to run for the presidency. Now, he will fulfill a four-year commitment as president of the organization, which he says is near and dear to his heart, especially due to its efforts to ensure that its members’ research gets communicated to practitioners who can apply it.

Knudson is also proud to be associated with the AKA, which he says has worked hard in a short time to increase the visibility of the field. Each year, the organization recognizes kinesiology leaders for their “outstanding administrative and leadership performance,” with their Distinguished Leadership Award, according to their website. Knudson's work during his time as HHP Chair and leadership in the field throughout his career earned him this distinction at the master's degree granting university level. After being involved with the organization for ten years, Knudson says receiving this award from his peers is very humbling.

Following these two recognitions, President Trauth’s announcement in June that Knudson had won a Presidential Award came as the icing on the cake of an already exceptional year. Knudson, who had been ineligible for the award during his time as a department chair, feels that this award emphasizes and recognizes his last five years of research and the contributions he has made to his field while working under the name of Texas State University. “It’s a really fine university,” he says, adding “it’s an honor to receive this award.”

While he feels humbled and fortunate to have had such a great year, Knudson is grateful to his friends and colleagues in the Health and Human Performance department who nominated him for these recognitions. “It’s a combination of persistent hard work, good luck and then colleagues that nominate you,” he shares. Knudson now looks forward to continuing his research in the areas of tennis biomechanics as well as teaching and learning biomechanical concepts.
New Faculty

HEALTH AND HUMAN PERFORMANCE

TENURE TRACK

1. Dr. Anthony Deringer, Assistant Professor of Recreation Management
   Ed.D. in Educational Leadership from Washington State University

2. Dr. James Farnsworth, Assistant Professor of Athletic Training
   Ph.D. in Human Performance from Middle Tennessee State University

3. Dr. Yumeng Li, Assistant Professor of Exercise Sports Science
   Ph.D. in Kinesiology from the University of Georgia

4. Dr. Matthew McAllister, Assistant Professor of Exercise Sports Science
   Ph.D. in Nutrition from Mississippi State University

NONTENURE TRACK

5. Lindsay McClune, Lecturer of Health Education
   M.Ed. in Health Education from Texas State University

Alexis Chambers, Lecturer of Exercise Sports Science
   M.S. in Exercise Science from Texas State University

COUNSELING, LEADERSHIP, ADULT EDUCATION AND SCHOOL PSYCHOLOGY

TENURE TRACK

Dr. Katherine Purswell, Assistant Professor of Professional Counseling
   Ph.D. in Counseling from the University of North Texas

CURRICULUM AND INSTRUCTION

TENURE TRACK

1. Dr. Emily Suh, Assistant Professor of Developmental Education
   Ph.D. in Education Studies from University of Nebraska – Lincoln

NONTENURE TRACK

Lydia Saldivar, Lecturer of Elementary Education
   M.A. in K-12 Educational Administration: Teaching and Curriculum from Michigan State University

Dr. Jennifer Porterfield, Lecturer of Special Education
   Ph.D. in Special Education Learning Disabilities/Behavior Disorders from the University of Texas at Austin

Yolanda Reyes, Lecturer of Elementary Education
   M.Ed. in Educational Administration from the University of Texas at Austin

Dr. Tara Newman, Lecturer of Elementary Education
   Ed.D in Educational Leadership from Stephen F. Austin University

Dr. Katie Peterson, Lecturer of Reading Education
   Ph.D. in Curriculum & Instruction from the University of Texas at Austin
Faculty & Staff Accomplishments

GRANTS AND FELLOWSHIPS

Dr. Maneka Brooks (Assistant Professor, C&I) was selected as a 2018 National Academy of Education/Spencer Postdoctoral Fellow, an honor given to only thirty scholars nationwide. The two-year, $70,000 fellowship will support her project Always an “English Learner”: Learning from the Veterans of EL Educational Systems, which aims to understand English language assessment from the perspective of long-term English Learners.

Dr. Stephen Ciullo (Associate Professor, C&I) and Dr. Alyson Collins (Assistant Professor, C&I) received a $1.4 million grant from the Institute of Education Sciences’ National Center for Special Education Research. The grant will support their four-year project, Exploring the Writing Instruction Delivered to Teachers Providing Services to Students with Disabilities (SWDs), the goal of which is to improve writing instruction for students with disabilities.

Dr. Joellen Coryell (Associate Professor, CLAS) received a Fulbright U.S. Scholar program grant to work with the Libera Università Maria SS. Assunta in Rome, Italy, where she will both teach and conduct research about adult and higher education in Italy this coming fall.

Dr. Paul Jantz (Associate Professor, CLAS) received a 10-month Fulbright U.S. Scholar program grant to Hanoi, Vietnam, where he will be hosted by the University of Social Sciences and Humanities-Vietnam National University. While in Vietnam, he will present lectures, seminars and workshops on the biomechanics of traumatic brain injuries and their consequences on children's social, emotional, behavioral and educational functioning.

Dr. Paige Haber-Curran (Associate Professor, CLAS) received a Fulbright U.S. Scholar program grant and served as a Fulbright Scholar at Salzburg University of Applied Sciences in Salzburg, Austria, during the Spring 2018 semester.

OUTSIDE RECOGNITIONS

Dr. Paige Haber-Curran (Associate Professor, CLAS) received the 2017-2018 Spirit of Inquiry Alumni Award from the University of Arizona Honors College. The award is given annually to an Honors College graduate whose intellectual curiosity, commitment to lifelong learning and success in professional endeavors embodies a spirit of inquiry and discovery.

Dr. Jeff Housman (Associate Professor, HHP) was named Health Educator of the Year by the Texas Association for Health, Physical Education, Recreation and Dance.

Dr. Duane Knudson (Professor, HHP) received the Jerry R. Thomas Distinguished Leadership Award from the American Kinesiology Association. The award recognizes professionals in the field who have exhibited exceptional administrative and leadership performance.

Dr. Ron Williams (Associate Professor, HHP) received the Jack Davis Professional Achievement Award from the College of Human Environmental Science at the University of Alabama. The award is presented annually to alumni who have achieved outstanding professional accomplishments.

Dr. Steve Furney (University Distinguished Professor, HHP) was named an Outstanding Alumnus by the College of Education and Human Development at Texas A&M University.
Dr. Jan Hodges (Associate Professor, HHP) received the Lifetime Achievement Award from the Consortium for Therapeutic Recreation/Activities Certification, whose mission is to assure the general public and employing agency of the competence of therapeutic recreation and activity personnel by certifying that they meet basic and prescribed standards.

Dr. Cheryl L. Fulton (Assistant Professor, CLAS) received the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) Pine-Biggs Award for outstanding contribution to their journal, Counseling and Values.

Dr. Linda Hoymeyer (Professor, CLAS) received the Lifetime Achievement Award from the Texas Association for Play Therapy, which promotes play therapy and advances the use of evidence-based play therapy practices.

Dr. Linda Hoymeyer (Professor, CLAS) received the Garry Landreth Pioneer in Play Therapy Award from the Northwest Center for Play Therapy Studies, which promotes the healthy development and welfare of children and families through the process of play and filial therapy.

Dr. Deepika Sangam (Assistant Professor of Practice, LBJ Institute for STEM Education and Research) was awarded the 2018 Code 100 Peer Award for Outstanding Customer Service by NASA Goddard Space Flight Center.

Dr. Lester Morales (Assistant Professor of Practice, LBJ Institute for STEM Education and Research) was awarded all of the following by the NASA Kennedy Space Center: Award for Exploration Ground System for Outreach; Award for NASA Community Day “Columbus Goes to Mars” Award for Solar Eclipse 2017 contribution.

Stephen Culivan (Lecturer of Practice, LBJ Institute for STEM Education and Research) was awarded the NASA Group Achievement Award for service during the 2017 Solar Eclipse Education event at Stennis Space Center and Infinity Science Center by the NASA Stennis Space Center.

Dr. Stacy Bender (Lecturer, HHP) was named Chair-Elect for the Fitness Activities of the College Division of the Texas Association for Health, Physical Education, Recreation and Dance.

Dr. Duane Knudson (Professor, HHP) was named President-Elect of the International Society of Biomechanics in Sports.

Dr. Lisa Lloyd (Professor, HHP) was appointed Special Assistant to Texas State University President Dr. Denise Trauth.

Dr. Stacy Hunter (Assistant Professor, HHP) was appointed to the Board of Directors for the Texas Chapter of the American College of Sports Medicine.

Dr. Paulina Flasch (Assistant Professor, CLAS) was appointed to the International Committee of the American Counseling Association (ACA) by the ACA President.

Dr. Sarah Blalock (Assistant Professor, CLAS) was named Treasurer of the Texas Association for Play Therapy.

Dr. Linda Homeyer (Professor, CLAS) was named the International Liaison by the Association for Play Therapy.

Dr. Leslie Huling (Grant Director, LBJ Institute and Professor, C&I) was appointed chair of the “STEM Education in the Future” Commission.

Dr. Jennifer Ahrens (Clinical Assistant Professor, HHP) was named Chair-Elect for the Physical Education Division of the Texas Association for Health, Physical Education, Recreation and Dance.

ELECTIONS AND APPOINTMENTS

Dr. Paige Haber-Curran (Associate Professor, CLAS) received the Excellence in Scholarly/Creative Activities award at the assistant professor/lecturer rank, as well as the Presidential Seminar Award.

Stephen Culivan (Lecturer of Practice, LBJ Institute for STEM Education and Research) was appointed to the International Liaison by the Association for Play Therapy.

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STAFF RECOGNITIONS

Stephanie A. Korcheck (Research Coordinator, College of Education Research Office) was an active member of the Planning Committee for the 10th Annual National Organization of Research Development Professionals (NORDP) Research Development Conference, which was held in May 2018 in Arlington, VA. In addition to assisting with general conference planning, Stephanie served on the Pre-Conference Workshop Subcommittee and co-chaired the Conference Volunteers Subcommittee.

Three College of Education staff members served on the Texas State University Staff Council this year. Noel Fuller (Academic Advisor I, College of Education Advising Center) served as the Staff Council Parliamentarian. Having served as Staff Council Chair-Elect, Stephanie A. Korcheck (Research Coordinator, College of Education Research Offices) began her term as Staff Council Chair on September 1, 2018. Angela Behnke (Grant Senior Secretary, LBJ Institute for STEM Education and Research) began her two-year term on Staff Council in September 2017 and serves on the Compensation & Benefits and Special Events committees.

Donya Villarreal (Senior Administrative Assistant, Dean’s Office) received the Texas State University Employee of the Month Award for July 2018.

Dr. Jan Hodges (Associate Professor, HHP) received the Lifetime Achievement Award from the Consortium for Therapeutic Recreation/Activities Certification, whose mission is to assure the general public and employing agency of the competence of therapeutic recreation and activity personnel by certifying that they meet basic and prescribed standards.

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Student & Alumni Accomplishments

CURRICULUM AND INSTRUCTION

Alumna Maegen Medrano (C&I) earned Educator of the Year (2017-2018) at Koennecke Elementary in Seguin, TX.

Alumna Carissa Peterson (C&I) has been promoted from SPED Resource/Inclusion Teacher to SPED Specialist at Goforth Elementary School, where she was also named Teacher of the Year in her first full year of teaching.

Alumna Dr. Erin Scanlon (C&I), who earned her Ph.D. in Developmental Education in August 2017, won this year’s Graduate College Outstanding Dissertation Award in the Social Sciences for her dissertation Introductory Physics Students’ Physics and Mathematics Epistemologies.

Alumna Dr. Jeanette Winn (C&I), superintendent of Karnes City ISD, was named as the Region 3 Superintendent of the Year by The Texas Association of School Boards.

Alumnus Mark Estrada (HHP, C&I) was hired as the superintendent of the Lockhart Independent School District. The Lockhart ISD Board of Trustees voted unanimously to approve Estrada as the top pick for the job.

HEALTH AND HUMAN PERFORMANCE

Jerrilyn Roberson (HHP) won the Sallie Beretta Outstanding Senior Woman award from Texas State University.

Alumna Erin Dresser (HHP) was awarded the Southwest Athletic Trainers’ Association Free Communication and Research Grant.

Sara Smith (HHP) received the Eta Sigma Gamma National Undergraduate Health Education Major of the Year award.

Alumna Megan Dugie (HHP) received the Masters Scholar Award from the American Kinesiology Association.

Haleigh Blocker (HHP) received the Undergraduate Scholar Award from the American Kinesiology Association.

Austin Hagan (HHP) presented Photobiomodulation Effects of Blue and Red Light Therapy on Elbow Flexion Fatigue at the National Conference on Undergraduate Research.

COUNSELING, LEADERSHIP, ADULT EDUCATION AND SCHOOL PSYCHOLOGY

Minor Baker (CLAS) and Richard Pelton (CLAS) were selected as 2018 Clark Scholars. Both attended the David L. Clark National Graduate Research Seminar in Education Administration and Policy in New York City.

Sascha Betts (CLAS) and Sara Torres (CLAS) were selected as Texas State University nominees for the University Council for Educational Administration’s Jackson Scholars 2018-2020 network.

Amy Biedermann (CLAS) received the Department of Counseling, Leadership, Adult Education and School Psychology Award for Service.

Brittany Davis (CLAS), Kevin Collins (CLAS) and Joslyn Johnson (CLAS) received the Love of Learning award from the Phi Kappa Phi honor society. This $500 award helps to fund doctoral dissertations and other activities related to professional development and graduate education.

Brittany Davis (CLAS) was selected to serve as the Secretary of the Graduate House of Representatives and to sit on the Graduate Student Commission Task Force for the American Association for Adult and Continuing Education.

Joslyn Johnson (CLAS) received the Top Research Paper award in the doctoral category from the Texas State University Graduate College, as well as the Graduate Research Paper Award from the Adult Education Research Conference.

Kevin Collins (CLAS) was the 2017 recipient of the William F. Miller, MD Postgraduate Education Recognition Award from the American Respiratory Care Foundation.

Samuel Parrott (CLAS) was awarded Teacher of the Year at AJ Briesemeister Middle School in Seguin ISD, as well as Secondary District Teacher of the Year for Seguin ISD.

Brittany Davis (CLAS) was selected to serve as the Secretary of the Graduate House of Representatives and to sit on the Graduate Student Commission Task Force for the American Association for Adult and Continuing Education.
Cade Smith (CLAS) received the Educational Administration Award from the American Association of School Administrators. The award is given to the nation’s top doctoral students who are pursuing careers as superintendents.

Alumna Ashley Arnold (CLAS) received the Outstanding Service to the Field of School Psychology Award from the Texas Association of School Psychologists.

Alumna Irma Pedraza (CLAS) was awarded the Outstanding Graduate Student award by the Texas Association of School Psychologists in November 2017, prior to her graduation.

Victoria Carrillo (CLAS) and Lauren Loper (CLAS) won the Graduate Student Case Study Competition in the second-year master’s student category at the National Association of Student Personnel Administration’s Annual Convention. This is the second consecutive year that Carrillo and Loper won the case study competition.

The Texas State Student Affairs Division awarded Graduate Assistant of the Year to Quynh-Huong Nguyen (CLAS) and Outstanding Graduate Student to Sean Hembrick (CLAS) at their graduation celebration this year.

Donors

Students Are Important: A Legacy Lives On

During his 15-year tenure as Texas State’s Vice President for Student Affairs, Dr. James Studer’s motto was “students are important.” When he retired in 2005, Student Affairs staff had buttons made with this motto on them, and now, after his passing, his motto will live on as the first recipient of the James D. Studer Memorial Endowed Founder’s Graduate Research Fellowship in Student Affairs in Higher Education begins this fall.

Dr. Studer was a decorated Student Affairs professional and educator, having served in student affairs communities for 45 years as a senior level administrator and tenured faculty member. He received numerous honors from professional associations, including Diamond Honoree of the American College Personnel Association Foundation in 2009 and the Pillar of the Profession designation from the National Association of Student Personnel Administrators in 2013. In 1992, he founded Texas State’s student affairs in higher education (SAHE) master’s program, which is housed in the Counseling, Leadership, Adult Education and School Psychology Department.

Finding a way to provide lasting support to the SAHE program was always a part of Dr. Studer’s plans. After his passing in 2017, his wife, Dr. Roseann Mandziuk, took up the efforts to make these plans into a reality.

Founder’s Graduate Research Fellowship will award $2,500 to a first-year SAHE student each year. The award is then renewable in the same amount for that student’s second year in the program. Dr. Mandziuk says that Dr. Studer always wanted to have two “Studer Fellows” at a time and hopes the endowment can grow to accommodate even more students in the future. “I think it was so important to him to make that contribution to students,” Mandziuk reflects. “His mark is on this campus in a lot of ways, but some of those ways will fade.” She hopes that by giving directly to students in his name, recipients of the scholarship will hear Dr. Studer’s message that students are important for years to come.

Share your own news at education.txstate.edu/newsroom
By the Numbers | Fall 2017

Total College of Education Students: 6,026
Undergraduate Students: 4,904
Graduate Students: 1,122
Faculty: 347

Undergraduates by Department:
- Curriculum and Instruction: 3,082 (63%)
- Health and Human Performance: 1,822 (37%)

Graduates by Department:
- Curriculum and Instruction: 366 (32%)
- Counseling, Leadership, Adult Education, and School Psychology: 570 (51%)
- Health and Human Performance: 186 (17%)

Degrees Awarded Fall 2017 and Spring 2018:
- Bachelor’s Degrees: 870 (75.5%)
- Master’s Degrees: 263 (23%)
- Doctoral Degrees: 17 (1.5%)
College Leadership

Dr. Michael O’Malley  
Dean

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

Dr. Jon Lasser  
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  
Chair, Department of Health and Human Performance

Dr. Kevin Fall  
Chair, Department of Counseling, Leadership, Adult Education and School Psychology

Centers & Institutes

Animal Assisted Counseling Academy  
Assessment & 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  
Total Wellness  
The Tomás Rivera Mexican American Children's Book Award

Programs

**Doctor of Education (Ed.D.)**  
Developmental Education

**Doctor of Philosophy (Ph.D.)**  
Adult, Professional & 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  
Talent Development in Elementary or 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  
Talent Development in Elementary or Secondary Education

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

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

**Bachelor of Exercise and Sports Science (B.E.S.S.)**  
Exercise and Sports Science  
Teacher Certification in Physical Education, Early Childhood through Grade 12  
Concentration in Clinical Exercise Science  
Concentration in Pre-Rehabilitation Sciences  
Health and Fitness Management (with Minor in Business Administration)

Bachelor of Health and Wellness Promotion (B.H.W.P.)  
Health and Wellness Promotion  
Teacher Certification in Health Education, Early Childhood through Grade 12  
Non-Teacher Certification, Specialization in Community Health Promotion

Bachelor of Science (B.S.)  
Athletic Training  
Recreational Administration  
Recreational Administration (with Therapeutic Recreation Emphasis)  
Interdisciplinary Studies  
Teacher Certification in Bilingual Generalist-Spanish, Early Childhood through Grade 6  
Teacher Certification in English as a Second Language Generalist, Early Childhood through Grade 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 Special Education, Early Childhood through Grade 12

Content written by Emma Carberry, M.A., Outreach Coordinator, College of Education

If you would like to become a donor to the College of Education, please contact Staci Cooper at slcooper@txstate.edu or 512.245.4055 in University Advancement for more information.