



2018-2019

COLLEGE OF EDUCATION IMPACT REPORT



DEAN'S LETTER

Southwest Texas State Normal School was chartered in 1899 with the mission of preparing the highest quality teachers in Texas. One hundred and twenty years later, we are celebrating an unbroken line of students who have come to this university on a hill across generations with the goal of becoming exceptional educators. Over these twelve decades of the College of Education's history, we have also expanded our expertise and academic programs into mental and physical health and well-being, adult and higher education, and all aspects of K-12 school district professionals, from principal and superintendent preparation to school counselor certification. As we reflect on our rich history, I am excited to bring you this report that is full of stories of a College of Education committed to quality teaching and education for all students while also having come into its own as a major research center.



I am proud that our college is currently more representative of the diverse communities of Texas than it has ever been. Our College of Education has become a pathway to meaningful careers for learners who work together across a wide range of cultures and life experiences. To ensure that we are serving all of our students in a community of inclusive excellence, we have embarked on an equity audit led by our new Dean's Fellows. This project involves a college-wide review of student success indicators in order to enhance quality and relevant academic engagement and learning support opportunities for all of our students.

Investing in our students also means responsibly developing our degree programs to ensure that our graduates are prepared to meet current and evolving workforce needs, and to become leaders in their fields. For example, our new Bachelor's of Science in Public Health and Master's of Science in Public Health Education and Promotion degrees feature contemporary curricula that prepare students to pursue careers in public health promotion in nonprofit organizations, government agencies and private businesses. We are also addressing the critical shortage of special education teachers across the U.S. through our participation as one of only ten universities selected nationally for membership in The American Association of Colleges for Teacher Education's Shortage of Special Education Teachers Networked Improvement Community. In this four-year initiative, our faculty are working to substantively increase both the number and diversity of highly qualified special education teachers.

Our students' classroom experiences are supplemented by the research that our faculty are conducting across the world. This year alone, three faculty members embarked on prestigious Fulbright appointments to Italy, Malaysia and Vietnam, while others conducted immersive study abroad experiences in Cambodia, Chile, the Dominican Republic, and South Korea. Our LBJ Institute for STEM Education and Research has placed educators at every NASA research facility nationwide, one of whom brought educational opportunities to universities in Puerto Rico following devastation from Hurricane Maria. Faculty research and educational outreach is supported by key partners, including NASA, the National Science Foundation, the Texas Workforce Commission, the U.S. Department of Education's Institute of Education Sciences and the Office of Special Education Programs, and Raise Your Hand Texas.

Our college has become a leader in the preparation of Spanish-English bilingual teachers and bilingual school psychologists; in cardiovascular, neuromuscular and applied physiology research; in autism and professional counseling services; in culturally responsive community engagement; and much more. This year we are celebrating the fact that our doctoral programs produce both the highest number and most diverse group of Ph.D. graduates on campus, the opening of a new concussion research lab, and 25 years of education excellence for both our Teacher Fellows program and Tomás Rivera Mexican American Children's Book Award.

These achievements are just some of the many aspects of our college that we are proud to share with our alumni, and their support is one of the most encouraging forms of feedback we receive as educators. This past June, we hosted the first in a series of College of Education regional alumni receptions around the state, during which I had the pleasure of meeting many of our alumni in the Houston area. I was inspired to hear about their positive experiences at Texas State and their professional and civic accomplishments over the years. As we move into the new academic year, I look forward to continuing to connect with our alumni around Texas.

Thank you for your interest in, and support of, our College of Education. I invite you to explore our ongoing story across the following pages, and to partner with us in advancing human potential for all.

Sincerely,



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DID YOU KNOW YOU'RE AN ENGLISH LEARNER?

Dr. Maneka Brooks, assistant professor in the Department of Curriculum and Instruction, distinctly remembers the day when she was teaching high school and one of her students threw his English proficiency evaluation on the floor in frustration, asserting that he knew English. Although he self-identified as an English speaker, he was one of many students who were classified by their schools as English Learners (ELs) and required to take an annual English proficiency exam. This moment made Brooks recall another student she had taught as a long-term substitute who, despite speaking English, was placed in an English as a Second Language classroom. Brooks was troubled by the phenomenon of students who clearly spoke English being classified as ELs, and this sense of injustice sparked her interest in pursuing a Ph.D. in Educational Linguistics.

Since that time, Brooks' body of research has focused on English proficiency and understanding the EL classification in schools. Through her research, she has noticed that most of the perspectives being examined are those of the adults making decisions around English proficiency exams rather than of the students who are being tested. This thought led to her latest research project "Always an 'English Learner': Learning from the Veterans of EL Educational Systems," which earned her the prestigious two-year, \$70,000 National Academy of Education/Spencer Postdoctoral Fellowship.

Brooks is now one year into the project and already expanding on her research question. In total, she has interviewed 40 high school students in two districts who have been in the English Learner classification for at least six years (though most of them have carried the label since kindergarten or first grade). This population of students is commonly referred to as long-term English Learners. While she initially embarked on the project hoping to understand what students know about the proficiency criteria and what's expected of them, she has now learned that many of the students in her sample were not even aware that they were classified as English Learners.

How is this possible? Primarily, it is a matter of identity. Like the students Brooks encountered as a high school teacher, many teenagers who have spoken English all their lives may see themselves as English speakers or bilingual individuals, but not English Learners or emerging bilinguals. Several of the students in the study assumed that the label had been removed when they transitioned from a bilingual elementary classroom to an English-only middle-school classroom.

Also, Brooks says, there is no explicit mandate that schools talk to students about the fact that they are identified as "English Learners". There is only a requirement to notify their guardians about their classification, and there is no guarantee that that information will be shared with students. Additionally, high school students are already so inundated with mandatory testing that Brooks says it is easy to conflate an English proficiency exam with an English Language Arts content area exam. For this reason, many of the students she interviewed did not realize that their English proficiency was being assessed annually.

The English Learner classification seems to be distinct in its mystery. Brooks says a handful of students she interviewed also had Special Education classifications that they understood much more clearly than the language classification. In those situations, students were able to articulate their diagnoses, as well as the plans the school had put in place for them and what accommodations their teachers were supposed to provide to them. However, they could not express the accommodations that come with the English Learner label in the same way.

These preliminary results, Brooks says, demonstrate the beauty of qualitative research. Now that she knows her initial research question was one step ahead of the question she needs to be asking, she wants to redirect her study's focus to investigate how to talk to adolescents who have been classified as English Learners since early elementary school about their official English language acquisition status. These types of conversations are important for educational equity because students' ongoing classification as ELs can be at odds with their individual linguistic identities as speakers of English. Moreover, this population needs access to information about the impact of their enduring classification on the courses in which they are placed and how educators and other school-affiliated adults may understand their linguistic abilities.

In order to better understand how these conversations about EL status should take place, Brooks' next steps include three new populations: 1) adults who were classified as ELs and felt frustrated with that classification, 2) parents who see their children as English-speaking despite their EL classification, and 3) seventh-grade EL students who in a few years will transition into a high school environment. In the end, Brooks says that her research is about "creating spaces for teenagers to have an active role in educational decision-making. They have unique knowledge of their own experiences that should be recognized and valued." She is grateful for the partnerships she has forged with local school districts and hopes that her research will be used to continue to support efforts in creating equitable educational opportunities for high school ELs. •



SAN MARCOS' DUAL LANGUAGE TRIPLE THREAT

In Dr. Luz Murillo's second year teaching at Texas State, she has successfully created an influential partnership between three San Marcos institutions. Once a week, children in the San Marcos Consolidated Independent School District (SMCISD) Dual Language Program attend an after-school program at Centro Cultural Hispano de San Marcos focused on biliteracy and reading enrichment and hosted by Texas State Bilingual Education students.

The seeds for this unique partnership were planted in 2017 when Murillo, who is an associate professor in the Curriculum and Instruction Department, attended an Amigas del Centro event and met Centro Program Coordinator Gloria Salazar. The two soon began discussing opportunities for College of Education students to become involved with programming at Centro. Since biliteracy is Murillo's area of expertise, she pitched an after-school biliteracy enrichment program hosted by the students in her Bilingual Education field block courses, Assessing Literacy EC-6 (RDG 3315) and Literacy Instruction for EC-6 (RDG 3321).

After receiving Salazar's enthusiastic approval, Murillo reached out to Benjamin Grijalva, who was San Marcos CISD's director of Bilingual Education at the time. Grijalva, who recently graduated from the College of Education's School Improvement doctoral program, was excited about the possibility of supplementing Dual Language Program students' in-class experiences with an after-school program. He called a meeting with the parents of the district's Dual Language Education students and explained the opportunity to them.

The idea was an immediate hit with parents, and Murillo quickly ended up having a wait list for the after-school program. Murillo wanted to make sure the children got individualized attention, so she was only able to accept two SMCISD students for each of her Texas State students. In the fall, for the inaugural semester of the program, this meant that 19 children participated, but this number grew to 29 in the spring, and Murillo hopes to have 42 SMCISD students participate in fall 2019.

Once weekly, Murillo's class met at Centro from 3 p.m. to 4 p.m. for an hour of lecture during which they went over the theories and concepts in their assigned readings. At 4 p.m., the SMCISD children arrived and dispersed to their assigned rooms to read and write with Murillo's students until 5:30 p.m. Following the interactive time, the Texas State students regrouped to debrief and make connections between their experiences and the class readings. Following Literacy Research Association guidelines that call for preservice teachers to work directly with children rather than passively observing classroom instruction, Murillo required her students to keep a notebook with weekly entries about their interactions with the children and how those interactions connected to the theories of language and literacy they were studying in class.

During their reading and writing time, children were truly engaged with biliteracy in every room of the building. "Children always need to feel that they are playing, even when they are working," says Murillo. She adds that bilingual books are a great way to teach skills in a way that relates easily to children's lives. For example, one strategy she taught her students is to read a book aloud and then ask the children to share their thoughts on the book. After the children are given an opportunity to talk about the book, the Texas State

students conduct a writing workshop during which the children reflect on the thoughts they shared with the group. Senior Jacqueline Tellez found the learning through play approach to be very rewarding. "Instead of watching and working with kids that have formal instruction, it became an opportunity to work with kids in a playful setting which allowed them to explore, create, and most importantly learn without the pressures of an everyday classroom," she shared.

Since English is usually the dominant language in the children's home and school environments, the program focuses on biliteracy development through Spanish-language acquisition. Murillo points to research about the importance of fostering Spanish understanding for dual-language learners and modeling the importance of Spanish as a language for reading and writing. Working with dual language students was equally empowering for the Texas State students, many of whom had a different understanding of language and literacy prior to this course. Like many future bilingual teachers, Murillo's students may have learned in traditional education systems that literacy in Spanish is unimportant and that code-switching between English and Spanish is an unacceptable behavior. By participating in the biliteracy enrichment program, these future teachers are gaining a firsthand look at how children use code-switching to develop biliteracy.

While bilingual children are sometimes looked at from a deficit perspective, Murillo says that during the course, her students "realize there's nothing wrong with bilingual children." They also learn "that we have to be very careful [not] to label children, because all children are learning at different paces." Her students leave the course with an understanding of how to teach biliteracy in a comprehensive way; that literacy is a social practice and a way for children to express their identity. Reflecting on the course, senior Rubi Vargas says that it made her "realize that children have their own ways of learning and understanding" and that "they contribute to their learning as well."

After a full year of implementing the program, all parties seem extremely satisfied and are hoping to grow the collaboration between Texas State, Centro and SMCISD. According to Murillo, SMCISD teachers have told parents that their children have become more confident readers and writers as a result of attending the after-school program. "The partnership we have established with Dr. Luz Murillo is essential to the success of our dual language program," says Grijalva, adding "students who participate seem more confident in speaking Spanish and parents have noticed it." In the upcoming second year of the program, Murillo hopes to grow enrollment and focus on kindergarten and first grade students who have yet to internalize negative societal ideas about Spanish. She also plans to involve and educate parents about biliteracy by offering workshops featuring the authors of the bilingual books their children enjoy. •



Dr. Ricardo Espinoza, the new executive director of Centro, Dr. Luz Murillo and Dr. Benjamin Grijalva



FIGHTING FIRES AND HEART DISEASE

On a muggy Texas summer morning, Dr. Matt McAllister found himself in full firefighter gear, hauling hoses and dragging a 160-pound dummy across the pavement of a Lake Travis Fire and Rescue parking lot. This may not be the typical scene that comes to mind when picturing an assistant professor at a university, but for McAllister this is just another day in the life of a researcher investigating the effect of a dietary intervention on firefighters' physical health.

McAllister brought his interest in firefighters with him when he joined the Health and Human Performance (HHP) department in fall 2018. When he was a Ph.D. student at Mississippi State University, he worked with Dr. Heather Webb, whose research introduced him to the fact that firefighters have the highest occupational risk of death from heart attack or stroke. As a student of exercise science and nutrition, McAllister was immediately interested in what physical and dietary interventions had been tested in the firefighter population and was shocked to find that very few exercise interventions and not a single dietary intervention had been studied.

Firefighters' predisposition to heart disease boils down to oxidative stress. Oxidative stress is a specific type of stress that results from excessive production of free radicals in the body. Free radicals have unpaired electrons and frantically search the body for an electron to pair with, which causes cellular damage that can elevate the risk of heart disease. Common causes of oxidative stress include heat, psychological stress, and disruptive sleep; in other words, an ordinary day for a firefighter.

Determined to find an effective intervention to lower this risk, McAllister is setting out to publish the first study on how dietary change may impact free radical damage in the bodies of firefighters. Specifically, he is studying firefighters who participate in an eight-week time-restricted feeding protocol that asks participants to eat all their calories for the day within a 10-hour period and fast for the remaining 14 hours. According to McAllister, just like human brains keep internal clocks that tell the body when to wake and when to sleep, human livers keep clocks that respond to food intake. When the liver clock is disrupted, levels of fat and cholesterol increase along with blood pressure. While no researcher has yet published a study on this intervention in firefighters, McAllister says there is some evidence that it may be the perfect diet for firefighters, who are often disrupted by shift work. Time-restricted feeding will help to regulate their liver clocks, which will increase the enzymes in their bodies that help to burn fat and decrease inflammation. This diet is also relatively easy for firefighters to implement, as it doesn't ask them to change the amount or type of food they eat, only the period during which they eat it.

In order to control for individualized exercise regimens, McAllister has divided participants into two groups. Over eight weeks, both will participate in a full body training program specifically created for this study, but only one group will complete the diet. Before and after this eight-week period, McAllister and his students will measure several biological factors such as muscular strength, body fat

percentage, inflammatory markers and firefighters' physical performance, which is where the Lake Travis Fire & Rescue parking lot comes into the story.

McAllister's partnership with Lake Travis Fire & Rescue developed through his HHP colleague, Stacey Herzog Bender, whose husband, Zach, is a firefighter in Lake Travis. McAllister presented the idea to Fire Chief Steve Knaus and firefighter Matt Benson, who is a station engineer and serves as the department's health and wellness coordinator. The pair were interested in the potential partnership and brought it to the attention of Fire Chief Robert Abbott, who quickly saw that the research would come with myriad benefits for the firefighters and supported the project. With everyone's approval, McAllister set off to begin his research, which started with three days of rigorous pre-testing prior to the eight weeks of exercise and dietary intervention.

On day one, firefighters were equipped with full gear and oxygen tanks and asked to complete what McAllister calls the fire grounds test, which is a demanding course that involves a series of physical challenges that would be required of them in the field, such as hose dragging, ladder carrying, forced entry tasks, victim removal, and ceiling breaching. In an act of solidarity, McAllister completed this test alongside the firefighters and finished in an impressive 10 minutes (the average time to completion for the firefighters was 9 minutes). During the test, McAllister's students measured air depletion, time to completion and heart rate. They also collected saliva that will later be tested for inflammatory and stress markers.

Day two was comprised of muscular strength and endurance testing such as bench presses, squats, push-ups, inverted rows and vertical jumps, and on day three firefighters participated in a graded excess treadmill test. In this test participants began by running on a treadmill at a low intensity and students gradually increased the intensity every three minutes so that the firefighters would become completely exhausted over the course of 15 minutes. The purpose of this test is to measure the maximal rate of their oxygen consumption, or VO₂ max. McAllister points out that this is an important marker for his team to examine, as increasing the amount of oxygen one can consume per minute is correlated with lower risk of heart disease. On the third day, the team also measured body fat and collected blood to measure hormones, inflammatory markers and markers of free radical damage.

While McAllister is still in the data collection phase of his project, he is excited not only to see the results of the

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“... if you follow this diet program and you can come out [of the fire grounds test] with a couple extra minutes of air, that would be a couple extra minutes of air that might save someone’s life.”

— Dr. Matt McAllister



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study, but also for the hands-on experience his students are getting. His Metabolic and Applied Physiology Lab is staffed by one funded graduate assistant and ten undergraduate and graduate students who receive training through his various research projects. In this study, his students experience a range of research activities from basic data collection, such as measuring height and weight to administering finger pricks to measure levels of lactate and glucose in the blood. Other students in his lab are trained to handle blood after it has been drawn and are able to centrifuge it and extract the plasma for analysis.

McAllister’s hope is that the study will be the first step in developing a physical training and diet program for firefighters that will help not only to save *their* lives, but the lives of others as well. Putting the study into perspective, he suggests, “if you follow this diet program and you can come out [of the fire grounds test] with a couple extra minutes of air, that would be a couple extra minutes of air that might save someone’s life.” •





WITH HAPPINESS AND HEALTH FOR ALL

This academic year began with the Common Experience program asking Texas State faculty, staff and students to engage with the theme of Innovation; to explore new ideas and embrace unique methods that would help to shape our future. Across campus, Bobcats were coming together to brainstorm, collaborate and problem solve. For Dr. Andrea Dennison, this year of innovation made the perfect setting for the extraordinary new pathways she explored as she worked to move her multidisciplinary Happy+Healthy Toolkit from a prototype to a ready-for-market product.

Dennison, an assistant professor of School Psychology, began her journey with the Happy+Healthy Toolkit in 2017 at Texas State's annual CoSearch competition. CoSearch is a two-day intensive incubator for Texas State faculty to engage in interdisciplinary, collaborative research projects. Dr. Rebecca Davio, an associate professor in the Department of Geography, attended CoSearch with the idea of creating an accessible tool for adults to reduce their stress by integrating wellness and well-being information from previously disparate disciplines.

As a school psychologist, Dennison was drawn to this project's potential application and benefits for youth, especially those living in or near poverty. "If we want to shape people's lives in a meaningful way," she says, "the best way to do that is to aim knowledge and skills development at children, who stand to benefit the most from learning these types of skills." While stress has universal adverse effects on the body and the lifespan, Dennison notes, high-poverty environments come with additional stressors that people of higher socioeconomic status do not have to consider. With this in mind, Dennison signed herself up for Davio's team and over the next two days, they developed the initial concept for the Happy+Healthy Toolkit.

Shortly thereafter, they received a Michael and Susan Dell Community Collaborative for Child Health mini-grant that they used to create a beta version of the Happy+Healthy Toolkit, a set of 21 cards, grounded in multidisciplinary research, each featuring an activity that promotes whole-person wellness and social-emotional learning. The Toolkit includes coping mechanisms based in neuroscience, mindfulness, positive psychology, nutrition, prevention science and other wellness fields.

After a positively-received round of beta testing at Youth Rise Texas in 2018, Dennison dedicated the following summer to translating the Toolkit into Spanish, an undertaking rooted in Davio and Dennison's mission to make the Toolkit accessible to impoverished youth. According to Dennison, research shows that people who speak a language other than English are disproportionately living in economically disadvantaged homes, and she wanted to ensure those people also had access to their tool. In further interest of accessibility, the Toolkit is intentionally low-tech and written for a second-grade reading level. Additionally, using the kit requires few extra materials: only something to write with, something to write on, a bite of food and some water. The research team recently developed a braille version of the Toolkit and hopes to bring it to scale so that people who are visually impaired can also access these stress management tools. Their long-term goal, Dennison shared, is for every child, adolescent or adult who is in need of increased coping skills to have access to a Toolkit, whether it's in their living room, at school, in a library, classroom, or the workplace.

The braille iteration of the Toolkit is just one of the many innovative steps that Dennison and Davio have taken this year to share their tool with as wide an audience as possible. This spring, the team was one of 11 projects selected to showcase their research at Texas State's Innovation Lab at South by Southwest, where they were able to network with donors, alumni and community members and establish connections between public research and private interests. The team also attended Texas State's inaugural New Ventures Pitch Competition, which resulted in their participation in the university's National Science Foundation-funded I-Corps for Entrepreneurs program for developing business ideas in the STEM fields. The project took perhaps its most innovative step this year as Dennison and Davio negotiated the first university professor copyright licensing agreement with Texas State, allowing them to sell the Toolkit online at happyhealthytoolkit.com.

Dennison has been especially grateful for the many platforms the university has given to her and her team, especially the four Texas State graduate students who have helped her build the Social-Emotional Well-being Lab, a virtual lab that meets in-person monthly during the fall and spring. Her students participate in several research projects, but have been fundamental in the Happy+Healthy Toolkit's pilot testing. They are currently working on analyzing and publishing data from the Toolkit's multinational pilot study, which included youth and adult participants from Texas, Mexico and Spain. In this pilot research, teachers and other practitioners, such as counselors and psychologists working in clinical settings, were asked to implement the Toolkit with their students and/or clients. For Dennison, this project provides her with "the opportunity to engage graduate students in professional writing opportunities and research practices," as well as the mutually beneficial process of sharing the Toolkit's public health message with community members.

As the team's research continues, Dennison emphasizes the importance of a mixed-methods approach, remarking that she and Davio are actively looking to their participants to help them shape the next round of their studies. So far, she says, the responses to the Toolkit have been overwhelmingly positive. Moving forward, the pair would love to establish partnerships with school districts locally, nationally and internationally in order to continue sharing the Toolkit with all those who need it. "Our country is suffering from an epidemic of stress right now," Dennison says, adding, "There are so many different ways of coping with stressors." She hopes that by bringing together various bodies of research in an accessible way, all those who are managing stress will find new ways to stay happy and healthy. •



DR. SHANNON LUIS



DR. JASON SWISHER

SCHOOL IMPROVEMENT COHORT CLIMBS THE LEADERSHIP LADDER

When they began their doctoral program, the members of the School Improvement program’s fifteenth cohort were told not to make any major life changes during their doctorate work. Looking back on that advice, Dr. Cade Smith realizes he didn’t follow it very well.

“I changed jobs twice, and then I moved to another district,” he quips. However, Smith isn’t alone in making major life changes while in the program. In fact, this was a common occurrence for his classmates. “I can undoubtedly say they are a dynamic and inspiring group of leaders. Many advanced in their careers while still in our program, becoming superintendents, associate superintendents, and district leaders across the state,” says Associate Professor Dr. Melissa Martinez of the group, dubbed Cohort 15. Although they are the largest cohort in the program’s history, bringing a wide array of experiences, personalities and opinions with them, they all supported one another through every change, and they all agree that they owe credit for each new job, promotion, and district change to their doctoral program. As Cohort 15 member Diana Barrera puts it, “We’ve had success because of our work with each other and with the university and the professors we have the awesome opportunity to work with.”

The School Improvement Ph.D. program began in 2001 and takes an interdisciplinary approach to preparing educators who are interested in developing their leadership skills in order to improve and strengthen education. What drew many of the members of Cohort 15 to the program was its face-to-face format that cultivates conversations around diverse thought. “Most of the learning really came from our class sessions where we were having conversations as a cohort,” says Dr. Shannon Luis, “but we all have such varied backgrounds and experiences that everybody had a unique perspective on the conversation, so that’s what really pushed the learning I feel like, was the face-to-face [format].” She admits that she tended to be a very black-and-white thinker in the past, but going through the program has helped her to see the gray areas in many school issues, which is essential to her role as assistant superintendent of Academics and School Improvement in Elgin ISD.

Like Luis, others in the cohort express that the program opened their minds in ways that led them to successes in their fields that they would not have otherwise found. “It’s invigorating to learn *with* other smart people and learn *from* other smart people and to have your own viewpoints challenged. I think that’s extremely beneficial,” says Dr. Pete Price, who serves as the director of Social-Emotional Learning in Austin ISD. For Jose Falcon, assistant principal at New Braunfels High School, the drive to San Marcos was something he looked forward to every week because it was an opportunity to talk with what he calls his professional learning network. The School Improvement course work

gave him the opportunity to converse with and learn from other educators at various levels of leadership. The in-class discussions were integral to the learning experience, but Kenedy ISD Superintendent Diana Barrera notes that the reading materials her professors chose were also hugely beneficial to her work. “Literally everything that we’ve read and we’ve learned I’ve been able to apply, which is really cool because you normally don’t get that opportunity.” Sometimes, she says, courses may contain fascinating concepts that don’t seem applicable to a student’s day-to-day routine, but she never experienced that with course material in this program.

The passionate conversations the students had in class allowed them to form relationships with each other that have been professionally beneficial. For example, Dr. Chris Galloway, director of Secondary Learning and Advanced Academics in Floresville ISD, first learned about Social-Emotional Learning (SEL) practices from hearing about Price’s job duties in class. At the time, Galloway was an elementary principal and began implementing SEL practices at his school. He credits these practices with the school’s decrease in disciplinary issues and improved reading and math scores in the months following implementation. When he moved to Floresville ISD, Galloway passed this learning experience on to his principals by bringing them to Austin ISD to meet Price and tour his campus.

When Barrera began her first year as superintendent in Kenedy ISD, she leaned on her classmate Blaine Carpenter, founder of CommunityWise Planning, to assist her in restructuring the district’s strategic plan. With Carpenter’s expertise, they were able to create a plan that brought the entire community into the conversation about the district’s future. After consulting on the strategic planning process for a year, Carpenter shared his vision for the continued transformation of the district as the Kenedy ISD convocation speaker this past August. His friendship and knowledge have been a comfort to Barrera, who points out that “The higher that you go up on the leadership ladder, the more you realize it’s a lonely job up on the top.” Having peers to support her when the going gets tough makes a difference, she says.

While professional connections are certainly important to these educational leaders, they have also been there for each other in times of personal crisis. As Dr. Monica Ruiz-Mills, now the deputy superintendent in San Marcos

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DR. MONICA RUIZ-MILLS



DR. PETE PRICE

“The program is structured very well. The leadership is exceptional, and the professors make that thing run. And it runs like a top.”

— Dr. Cade Smith

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CISD, was preparing to defend her dissertation proposal, her house was tragically struck by lightning and burned down. “I ran out of the house and I saved the dissertation, my mom, the dog and the cat,” she remembers. Upon hearing about the incident, her classmates came together and bought her new copies of the books she had been using for her dissertation research, and she was able to defend her proposal 11 days later.

As she processed her loss, Ruiz-Mills was also comforted by the kindness of her professors, who had all reached out to her by the end of that day. Others in the cohort share the sentiment that the School Improvement faculty are truly special. “The program is structured very well. The leadership is exceptional, and the professors make that thing run. And it runs like a top,” Smith says. Dr. Jason Swisher has seen firsthand the lengths faculty will go to in order to help their students succeed. He says he has Assistant Professor Dr. Barry Aidman to thank for his position as an organizational change management specialist at the Teacher Retirement System. When he interviewed for the job, Swisher had just taken a Leadership & Organizational Change course with Aidman and remembers writing out 15 pages of takeaways from that course to study for the interview. On the morning of the interview, Swisher called Aidman, who stayed on the phone with him for an hour and coached him through potential interview questions and responses. “I don’t think I would have the job that I have now if I hadn’t enrolled in this program,” Swisher says.

Immersion in the research process was also a beneficial experience for this cohort. Galloway says he consistently consults research before making changes in his district, and Price echoes that the theoretical and conceptual frameworks he learned in the program have changed the way he approaches his job tasks. With dissertation topics ranging from improving refugee education to superintendent and principal preparation to creative leadership, this exceptional cohort is bringing a wide range of knowledge not only to those they work with, but to the larger body of School Improvement research.

After four years, two job changes, and one district move, Smith, now the superintendent in Brock ISD, graduated this past August. Earning his doctoral degree is an accomplishment that carries a strong generational meaning for him. While he always encourages professional learning to those in his district, the ultimate reason he pursued his doctorate was for his children. One of Smith’s first memories was watching his father, a former superintendent himself, receive his doctorate, and he wants his children to have that same memory. “I want to show them that if you’re going to go after a career, go be the best at it,” he says, and so he went to Texas State. •

COE NEW FACULTY

CURRICULUM AND INSTRUCTION



Dr. Reem Muharib
Assistant Professor
Special Education,
Ph.D. in Special Education,
University of North
Carolina at Charlotte



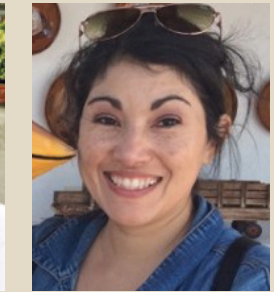
Dr. Katherine Ledbetter-Cho
Assistant Professor
Special Education,
Ph.D. in Autism
and Developmental
Disabilities,
University of Texas
at Austin



Dr. José Martinez Hinestroza
Assistant Professor
Elementary Education,
Ph.D. in Curriculum,
Instruction and
Teacher Education,
Michigan State University



Dr. Yun-Wen Chan
Assistant Professor
Elementary Education,
Ph.D. in Social Studies
Education,
University of Wisconsin-
Madison



Nancy Valdez-Gainer
Lecturer
Elementary Education,
M.A. in Bilingual
Bicultural Studies,
University of Texas
at Austin

HEALTH AND HUMAN PERFORMANCE



Dr. Rachel Rolfe
Assistant Professor
Athletic Training,
Ph.D. in Sports Medicine,
University of Virginia



Marina Garcia
Lecturer
Therapeutic Recreation,
M.S. in Recreation and
Leisure Services,
Texas State University



Gabriela Crockett
Lecturer
Athletic Training,
M.S. in Athletic Training,
Texas State University



Dr. Megan McClendon
One Year Appointment
Public Health,
Ph.D. in Health
Promotion,
Baylor University



Amy Esmiol
Lecturer
Recreation
Administration,
M.S. in Recreation and
Leisure Services,
Texas State University

COUNSELING, LEADERSHIP, ADULT EDUCATION AND SCHOOL PSYCHOLOGY



Dr. Lisa Baumgartner
Associate Professor
Adult Education,
Ed.D. in Adult Education,
University of Georgia



RESEARCHING TO THE BEAT OF A DIFFERENT DRUMMER

The College of Education prides itself on conducting research with relevance – a standard that became especially poignant as we embraced this year’s Common Experience theme of Innovation. Dr. Lyn Litchke in the Department of Health and Human Performance (HHP) is just one of many College of Education faculty members who has been incorporating innovative techniques and approaches into her research.

As an associate professor of Therapeutic Recreation, Litchke’s research has always focused on improving the quality of life for persons with disabilities. When working with the Special Olympics in 2016, she learned about DRUMTASTIC®, a therapeutic intervention from the company Drums Alive. According to the Drums Alive website, DRUMTASTIC® combines “kinesthetic awareness, neuromuscular skills, cardiovascular conditioning, flexibility, strength, and wellness activities” into an evidence-based recreational program. Guided by her curiosity, Litchke invited Carrie Ekins, Drums Alive founder, to campus as part of HHP’s Brennan and Smith Lecture Series. In the two years since then, Litchke has become a certified master trainer in DRUMTASTIC®, along with several of her students. She has combined this unique intervention with yoga and studies the two practices together in a research initiative she has branded as DrumCats.

DrumCats is a collaborative effort between Litchke, her students and the community. Her research aims to understand the effectiveness of DRUMTASTIC® as a therapeutic recreation intervention. She studies the intervention across all walks of life, including working with veterans, college students and children. Her specialty is adapting the intervention so that people of all abilities may participate, and she frequently works with people with developmental disabilities. To gather data for her research, Litchke and her student DrumCat instructors bring DRUMTASTIC® to various groups in the local community, where they teach classes and collect measurements on skill improvement, specifically social skills, emotional self-regulation, language arts, motor skills, and cognitive ability. As she moves forward with her research, Litchke hopes to also collect saliva from participants

to investigate markers of stress and depression based on their cortisol levels and inflammation.

While finding a variety of sites to collect this data from is certainly an undertaking, Litchke has the good fortune of the strong relationships she has built with alumni of the Therapeutic Recreation program who are now putting their degrees to good use in the local community. Last summer, those connections led to partnerships with both Street2Feet at Haven for Hope Homeless Shelter and Children’s Rehabilitation Institute TeletonUSA (CRIT) in San Antonio.

Elizabeth Rosenbaum graduated from Texas State in 1991 with a degree in Recreation Administration and a concentration in Therapeutic Recreation. She has maintained a close relationship with Litchke following a period when they worked together at Laurel Ridge Treatment Center. Eleven years ago, Rosenbaum began a nonprofit organization in San Antonio called Street2Feet, which provides people experiencing homelessness with accessible exercise routines. Last August, Litchke brought DRUMTASTIC® to a health-related workshop at Street2Feet, and Rosenbaum says the results were instantaneous. “There was so much joy in the room,” she shared. Following the workshop, Rosenbaum also got certified in DRUMTASTIC®, and plans to continue this intervention on a regular basis with those she serves.

Another visit Litchke made on her summer research trail was to Kelli Roberts, a 2010 Recreation Administration graduate with a Therapeutic Recreation concentration who now serves as the Therapeutic Recreation Coordinator at CRIT in San Antonio. CRIT is a multidisciplinary outpatient rehabilitation facility that serves children

CONTINUED ON PAGE 20



continued from page 19

on an income-based basis from all 50 states, as well as internationally. After hearing about DRUMTASTIC® from a Texas State intern she was working with, Roberts asked Litchke to bring the intervention to CRIT's staff education series so that they could see how beneficial it would be for the patients they serve. Roberts says she likes DRUMTASTIC® as an intervention because it can be modified for all abilities. "A lot of times," she notes, "when we think about disabilities, we think of limitations, and what they can't do instead of what these kids are capable of and how much potential they do have." Moving forward, Roberts wants to continue using DRUMTASTIC® as a form of patient therapy and hopes to invite Drums Alive founder Carrie Ekins to CRIT to conduct a certification for several members of her staff.

Litchke's research line is not only a shining example of the strong tradition of community-engaged scholarship within the Health and Human Performance Department, but it also speaks to the well-trained College of Education alumni who go on to work in the Central Texas community. After taking a developmental leave to further the reach of her project last year, Litchke returned to campus this year with a \$15,000 TEA Services to Students with Autism Grant for research in Seguin and four research papers in various phases of publication. She is looking forward to continuing to work with both undergraduate and graduate students to spread the DRUMTASTIC® intervention to all those who can benefit from it. •



BY THE NUMBERS

ENROLLMENT FALL 2018

4,590
UNDERGRADUATES

1,726 C&I • 2,864 HHP

**HHP IS HIGHEST-ENROLLED
DEPT. ON CAMPUS**

983
GRADUATE AND
POST-BACCALAUREATE

325 C&I • 200 HHP • 458 CLAS

178
DOCTORAL

38 C&I • 140 CLAS

C&I = Curriculum & Instruction
HHP = Health and Human Performance
CLAS = Counseling, Leadership, Adult Education
and School Psychology

SCHOLARSHIPS

COE SCHOLARSHIP
DOLLARS AWARDED

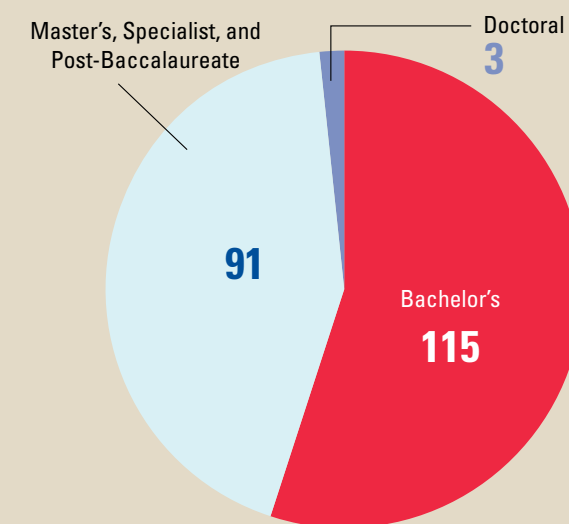
\$318,741.18

105 STUDENTS RECEIVED
COE SCHOLARSHIPS

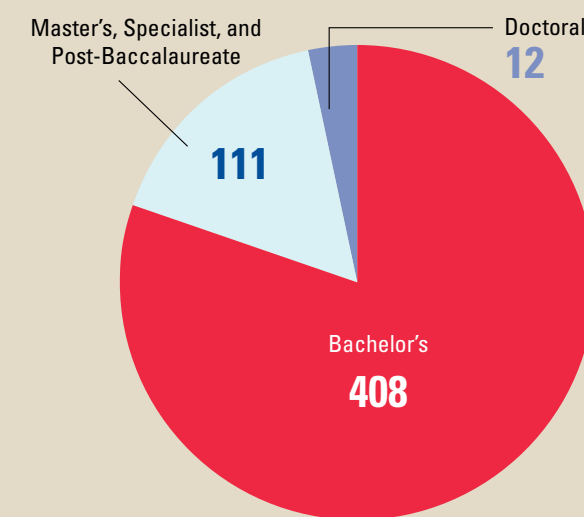
3 FULBRIGHT SCHOLARS

2 PRESIDENTIAL AWARDS

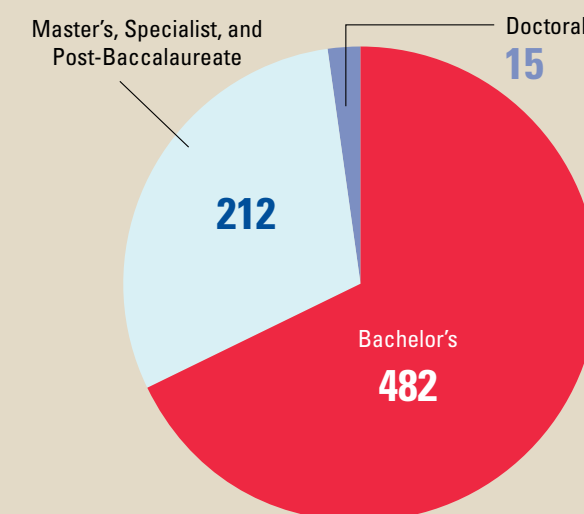
DEGREES AWARDED SUMMER 2018



DEGREES AWARDED FALL 2018



DEGREES AWARDED SPRING 2019



BY THE NUMBERS

COLLEGE OF EDUCATION FACULTY AND STAFF FALL 2018

187

full-time faculty

48

full-time staff

RESEARCH CENTERS AND LABS

3 CLINICS

Assessment and Counseling Clinic
Counseling Clinic (Round Rock Campus)
Clinic for Autism Research, Evaluation and Support

1 RESEARCH CENTER

LBJ Institute for STEM Education and Research

8 LABS

Biomechanics/Sports Medicine Lab
Cardiovascular Physiology Lab
Community-Engaged Scholarship Lab
Exercise Physiology Lab
Human Performance Lab
Metabolic and Applied Physiology Lab
Socio-Emotional Wellbeing Lab
Translational Neuromuscular Physiology Lab

6 SPECIALIZED TRAINING PROGRAMS

Animal-Assisted Counseling Academy
Central Texas Writing Project
Education Institute
Institute for Play Therapy
Project SUPERB
Teacher Fellows

CLINIC SERVICES

THE CLINIC FOR AUTISM
RESEARCH, EVALUATION AND
SUPPORT SEES

100

clients per year in clinic and
local school districts

THE ASSESSMENT AND
COUNSELING CLINICS SEE

150

clients per year

CAMPS SUMMER 2018

ATHLETIC TRAINING
SUMMER CAMP SERVED

179

campers

YOUNG WRITERS CAMP
SERVED

58

campers

FUN & FIT 4 LIFE CAMP
SERVED

43

campers

AUTISM SUMMER CAMP
SERVED

48

campers

STUDENT PARTICIPATION IN FIELD-BASED EXPERIENCES

HEALTH AND HUMAN PERFORMANCE

Fall 2018

161
STUDENTS

Spring 2019

186
STUDENTS

Summer 2019

132
STUDENTS

STUDENT TEACHERS

Fall 2018

352
STUDENTS

in 51 districts

Spring 2019

439
STUDENTS

in 51 districts

COUNSELING, LEADERSHIP, ADULT EDUCATION AND SCHOOL PSYCHOLOGY

Fall 2018

221
STUDENTS

Spring 2019

216
STUDENTS

Summer 2019

38
STUDENTS

2018-2019 TOTAL ENROLLMENT IN FIELD-BASED EXPERIENCES

CURRICULUM AND INSTRUCTION

Fall 2018

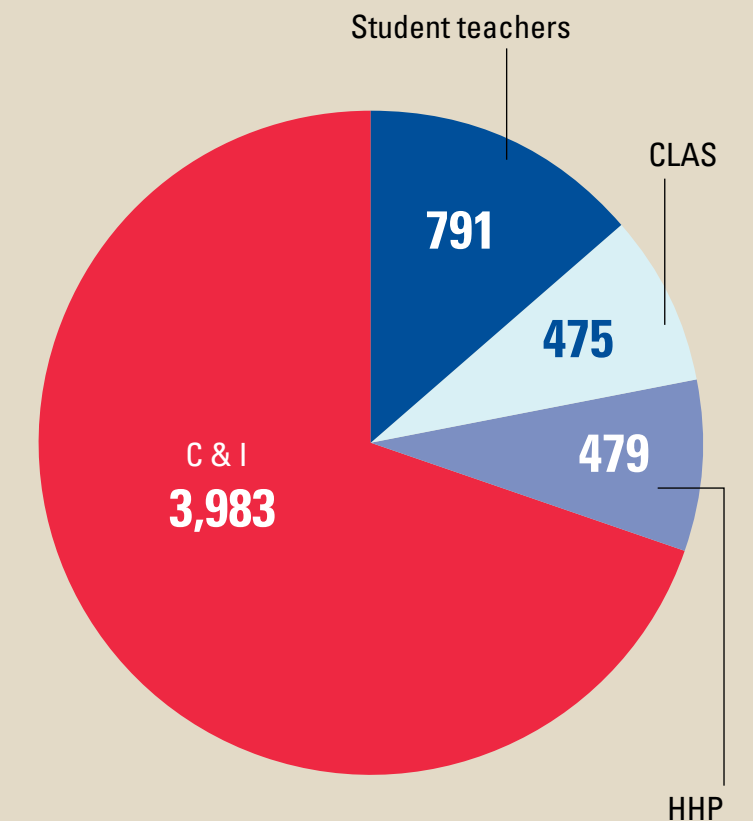
2,038
STUDENTS

Spring 2019

1,841
STUDENTS

Summer 2019

104
STUDENTS



2018-2019 EVENTS

Stay up to date with College of Education news at education.txstate.edu/newsroom



8.29.18

DEAN CARPENTER'S RETIREMENT CELEBRATION

We started the year by celebrating Dr. Stan Carpenter's 15 years of dedicated service to Texas State University.



10.17.18

COE DONOR LUNCHEON

In October, we welcomed several of our College of Education donors to campus for a thank you luncheon. Donors were able to meet with College of Education faculty and staff, as well as the students who benefited from their scholarships.



9.26.18

NASA INNOVATION DAY

This year's Common Experience theme was Innovation. Our LBJ Institute for STEM Education and Research hosted a NASA Innovation Day featuring our Educator Professional Development faculty who are stationed at every NASA Research Center nationwide.



10.25.18

TOMÁS RIVERA MEXICAN AMERICAN BOOK AWARD

At this year's annual Tomás Rivera event, we honored three books that reflect the Mexican American experience.

12.14.18

FALL COMMENCEMENT

Congratulations to all our fall graduates! We awarded 531 degrees in fall 2018.



2.18.19

SOCIAL JUSTICE FILM SERIES: SAY HER NAME

In partnership with the Office of Student Diversity and Inclusion and several other campus offices, we showed *Say Her Name* for this year's Social Justice Film and Speaker Series. We were so fortunate to be joined by the filmmakers, as well as two of Sandra Bland's sisters, who graciously shared their experiences and message of hope with us.



4.4.19

SPRING TEACHER JOB FAIR

Over 150 employers joined us at the Embassy Suites in San Marcos this year to recruit our highly-prepared students for jobs in their districts and industries.



5.17.19

SPRING COMMENCEMENT

Congratulations to all our spring graduates! We awarded 709 degrees in spring 2019.

8.31.18

RECREATION THERAPY JUMPS INTO FALL

Recreation Therapy majors, minors and faculty kicked off the fall semester by jumping into the San Marcos River in Sewell Park, right outside of Jowers Center.



9.27.18

BRENNAN & SMITH LECTURE SERIES

For their annual Brennan & Smith Lecture Series, the Health and Human Performance Department welcomed Dr. Jared Russell of Auburn University, who presented several sessions on promoting diversity and inclusion in College of Education programs.



11.11.18

KAPPA DELTA PI INDUCTION AND SCHOLARSHIP CEREMONY

It's always great to see our students' family and friends come to campus to support them and their achievements. We were thrilled to see so many people come out as many of our students were inducted into the Kappa Delta Pi International Education Honor Society and others were recognized for the scholarships they received this year.



3.7.19

LATINX LANGUAGES AND IDENTITIES BEYOND BORDERS

We welcomed Dr. Jonathan Rosa of Stanford University to campus in March to speak about his work as a sociocultural and linguistic anthropologist.

3.13.19

COE STAFF APPRECIATION LUNCHEON

In the spring, we brought together the 50+ staff members who work across the College of Education to celebrate them and offer our thanks for everything they do to keep the college running.

4.8.19

CHI SIGMA IOTA INDUCTION

Congratulations to our amazing Professional Counseling students who were inducted into the Sigma Tau chapter of Chi Sigma Iota, the international honor society for counseling, this spring.



6.20.19

HOUSTON ALUMNI EVENT

We traveled to Houston in June for the first in a series of alumni events we plan to hold around Texas over the next year.



SELECTED FACULTY/STAFF AWARDS AND RECOGNITIONS

GRANTS

Dr. Lori Assaf (Professor, C&I) received a \$14,780 International Research Accelerator Award for her project “Co-Designing Generative Professional Development: Extending Literacy Learning in Rural South Africa,” which she will be carrying out during her developmental leave.

Dr. Kent Griffin (Associate Professor, HHP), Dr. Anthony Deringer (Assistant Professor, HHP) and **Allie Thomas (Senior Lecturer, HHP)** along with **Dr. Rob Dussler** and **Miranda Wait** from the Meadows Center for Water and the Environment received a \$49,969 award from the Texas Parks and Wildlife Department to continue their work with the Spring Lake Outdoor Education Program, which offers outdoor experiences to underserved youth.

College of Education faculty **Dr. Jesse Gainer (Associate Professor, C&I), Dr. Minda Morren López (Associate Professor, C&I), Dr. Kiyomi Sánchez-Suzuki Colegrove (Assistant Professor, C&I)** and **Dr. Michael O’Malley (COE Dean)** were awarded \$25,000 from the 100,000 Strong in the Americas Innovation Fund to create exchange programs focused on migration, inclusion and diversity with their counterparts at Universidad Alberto Hurtado in Chile.

Dr. Araceli Martinez Ortiz (Associate Research Professor, LBJ Institute for STEM Education and Research) is the Principal Investigator for NASA Future Aerospace Engineers and Mathematicians Academy (FAMA) Central Texas Minority Youth, a two-year research project awarded \$324,000 by NASA’s Minority Research and Education Program Aerospace Academy.

Dr. Natalie Myers (Assistant Professor, HHP) was awarded \$15,000 from the United States Tennis Association for her project (on page 14) “The Acute:Chronic External Workload Ratio in Adolescent Tennis Players: Associations with Injury.”

Dr. Stephen Ciullo (Associate Professor, C&I) and **Dr. Alyson Collins (Assistant Professor, C&I)** are Co-PIs on “Project Explore – Writing in Middle School Science and Social Studies: Exploring Instruction for Students with Disabilities,” a four-year \$1.4 million Institute of Education Sciences grant in partnership with George Mason University. Their sub-award totals \$539,280.

EXTERNAL RECOGNITIONS

The Research Council of the Society of Health and Physical Educators (SHAPE) named **Dr. Duane Knudson (Professor, HHP)**, the 2019 SHAPE America Scholar.

Dr. Julie Jackson (Associate Professor, C&I) was awarded the Science Teachers Association of Texas (STAT) Skoog Cup College Faculty Award for 2018.

Dr. Jovita Ross-Gordon (Professor, CLAS) and her co-authors received the American Association for Adult and Continuing Education (AAACE) Cyril O. Houle Award for

Outstanding Literature in Adult Education for the book *Foundations of Adult and Continuing Education*.

Dr. Celeste Monforton (Lecturer, HHP) was named the American Public Health Association’s Advocate of the Year.

Dr. Emily Suh (Assistant Professor, C&I) was the recipient of the American Association for Applied Linguistics Dissertation Award for her dissertation “‘Off From Lost’: Generation 1 Learners’ Transition from Adult ESL to Developmental Education.”

Dr. Lynn Masterson (Senior Lecturer, C&I) received the College Teacher of the Year award from the Texas Council of Teachers of English Language Arts.

ELECTIONS AND APPOINTMENTS

Dr. Sonya Armstrong (Professor, C&I) was named President-Elect of the College Reading and Learning Association.

Dr. Sonya Armstrong (Professor, C&I) was named a Council of Learning Assistance and Developmental Education Associations Fellow, an honor given to the most outstanding leaders in the profession.

Dr. Duane Knudson (Professor, HHP) was elected a Fellow of the National Academy of Kinesiology.

Dr. Minda Morren López (Associate Professor, C&I) was named a Longview Foundation Global Teacher Education Fellow.

The College of Education was selected as one of ten colleges of education nationwide to participate in the American Association of Colleges for Teacher Education’s Networked Improvement Community to reduce the national shortage of special education teachers. The college will be represented by **Dr. Cathy Newman Thomas (Assistant Professor, C&I)** and **Dr. Glenna Billingsley (Associate Professor, C&I)**.

Dr. Joni Mettler (Associate Professor, HHP) was appointed to the Texas Chapter of the American College of Sports Medicine Board of Directors.

INTERNAL RECOGNITIONS

Dr. Tara Newman (Lecturer, C&I) and **Kyle Patek (Lecturer, HHP)** were honored for their commitment to Texas State University by being named Bobcat Preview namesakes.

Dr. Ting Liu (Associate Professor, HHP) and alumna **Morgan Tongish (HHP)** were awarded the Translational Health Research Award at the 2019 Health Scholar Showcase for their poster “Executive Function and Motor Competence in Children with Autism Spectrum Disorder.”

Dr. Eric Snader (Lecturer, CLAS) received the Part-Time Faculty Excellence in Teaching Award from Texas State’s Faculty Senate.



Karen Fabac (Grant Specialist, LBJ Institute for STEM Education and Research) was named Texas State University’s Employee of the Month for October 2018.



Dr. Celeste Monforton (Lecturer, HHP) was named the American Public Health Association’s Advocate of the Year.

Dr. Jovita Ross-Gordon (Professor, CLAS) received the 2018-2019 Graduate College Outstanding Mentor Award.

Dr. Andrea Dennison (Assistant Professor, CLAS) and **Dr. Matt McAllister (Assistant Professor, HHP)** were selected to participate in the Texas State Innovation Lab at South by Southwest.

Dr. Taylor Acee (Associate Professor, C&I) was the faculty recipient of the Veterans Alliance of Texas State’s Above and Beyond Award for his outstanding contributions to supporting student veterans at Texas State.

DISTINGUISHED PROFESSORS EMERITI

Retired professors **Dr. Linda Homeyer (CLAS), Dr. David Caverly (C&I)** and **Dr. Stan Carpenter (CLAS)** were named Distinguished Professors Emeriti by Texas State University. This title honors extraordinary faculty members who are retired or have retired for their exemplary service to the university.

PRESIDENTIAL AWARDS 2018

Dr. Duane Knudson (Professor, HHP) received the Presidential Award for Excellence in Scholarly/Creative Activities at the professor/associate professor level.

Dr. Gwynne Ash (Professor, C&I) received the Presidential Award for Excellence in Service at the professor/associate professor level.



Dr. Julie Jackson (Associate Professor, C&I) was awarded the Science Teachers Association of Texas (STAT) Skoog Cup College Faculty Award for 2018.

STAFF RECOGNITIONS

Karen Fabac (Grant Specialist, LBJ Institute for STEM Education and Research) was named Texas State University’s Employee of the Month for October 2018.

Jo Ann Garcia (Laundry Equipment Operator, HHP) celebrated 30 years of service to Texas State University.

Sonya Evans (Administrative Assistant III, Dean’s Office) celebrated 15 years of service to Texas State University.

Joya Konieczny (Director, College of Education Advising) celebrated 10 years of service to Texas State University.

Agustin Garcia (Academic Advisor I, COE Advising Center) was elected Treasurer for the Texas Academic Advising Network professional organization.

SELECTED STUDENT/ALUMNI AWARDS AND RECOGNITIONS

C&I

Rebecca Leal was awarded the TASPAscholarship for students who are seeking their initial teaching certification.

Five Developmental Education doctoral students received Texas State’s Doctoral Merit Fellowships this year. Awards are only given to approximately 12 students annually. Doctoral student recipients included: **James Dyer, Barrie McGee, Stephanie Jarrett, Norma Reyes & Christie Hill-Troglin Cox.**

Meagan Hoff won the Texas State Graduate College 3 Minute Thesis competition, where she presented the pilot study of her dissertation, which focuses on refugee students in higher education.

Casey Aston was elected District 2 Vice President of the Texas State Teachers Association (TSTA) at the TSTA state conference.

Alumnus **Kash Greathouse** was chosen as the principal for San Marcos’ new Rodriguez Elementary School.

Alumna **Tatiana Mejia** was named a Teacher of Promise by Austin Independent School District, where she is a third-year bilingual teacher.

Alumna **Darolyn Flagg**s won the Susan E. Hashway Outstanding Thesis/Dissertation Award for her dissertation “Campus Racial Climate Matters, Sense of Belonging Matters More: Modeling Pathways to Persistence for Students in Developmental Mathematics” from the National Association for Developmental Education.

Alumna **Cheryl Kindred** received the Southside ISD Teacher of the Year Award as well as an Excel Award from KENS5. Kindred was also named a finalist for the Trinity Prize for Excellence in Teaching this year.

Alumna **Tracie Reed** was named Teacher of the Year at Marble Falls Elementary.

Alumna **Jamaica Jackson** was named an Austin Independent School District Teacher of Promise after her first year at Kealing Middle School.

Alumna **Linda Hammon**, teacher at Canyon Lake High School in Comal ISD, was recognized at the Jan Heckendorn Academic Recognition Banquet by her student Audrey Schulze.

Alumna **Rebecca Cruz** won Teacher of the Year at Wonderland School in San Marcos, where she is going into her third year teaching kindergarten.

Alumna **Heather Shikoski** was named Teacher of the Year at Clear Spring Elementary School in Comal ISD.

Alumna **Priscilla Delgado** was named Chair of the Tejas

Star Reading List with the Texas Library Association.

Alumna **Reyna Rodgers** was named Teacher of the Year at the Young Women’s Leadership Academy in San Antonio ISD.

Alumna **Marivel Sedillo** is the new chief human resources officer for Hays CISD.

Alumna **Jennifer Zebold** is the new principal of Briscoe Junior High School in Lamara CISD.

Alumnus **David MacRoberts** was chosen as the new principal of Bluebonnet Elementary school in Bastrop ISD.

CLAS

Vivian Lee received the national David Barlow Early Career Award for Research Excellence from the Renfrew Center.

Alumna **Vanessa Gonzalez** was named Elementary School Science Teacher of the Year by the Science Teachers Association of Texas.

The San Marcos CISD School Board unanimously approved the hiring of alumna **Denisha Presley** to serve as the next principal of San Marcos High School.

Alumna **Lindsie O’Neill Almquist** was named Secondary Principal of the Year for Region 13 by Texas Association of Secondary School Principals.

Alumnus **Travis Motal** was named principal of Liberty Hill Junior High in Liberty Hill ISD.

Alumnus **Dr. Gregory Bonewald** has been named Deputy Superintendent of Operations for Victoria ISD.

Alumnus **Ronald “Chad” Pirtle** has been named superintendent of Pleasant Grove ISD.

HHP

Sarah Smith was accepted into the Society for Public Health Education (SOPHE) Collegiate Champion Program. She will serve as a liaison between the SOPHE national office and the TXST campus.

Alexander Pina received the Young Scholar Travel Award from the American College of Sports Medicine and presented his research “The Acute Effects of Vinyasa Flow Yoga on Arterial Stiffness” at their national conference in Orlando, Florida.

James Shadiow received the Federation of American Societies for Experimental Biology Travel Award and presented his research “A Comparison of Blood Viscosity and Hematocrit Levels between Yoga Practitioners and



Five Developmental Education doctoral students received TXST’s Doctoral Merit Fellowships this year. Awards are only given to approximately 12 students annually. Doctoral student recipients included: James Dyer, Barrie McGee, Stephanie Jarrett, Norma Reyes & Christie Hill-Troglin Cox.



Alumna Cheryl Kindred received the Southside ISD Teacher of the Year Award as well as an Excel Award from KENS5. Kindred was also named a finalist for the Trinity Prize for Excellence in Teaching this year.



Meagan Hoff won the Texas State Graduate College 3 Minute Thesis competition, where she presented the pilot study of her dissertation, which focuses on refugee students in higher education.



Alumna Vanessa Gonzalez was named Elementary School Science Teacher of the Year by the Science Teachers Association of Texas.

Sedentary Individuals” at the national American College of Sports Medicine conference in Orlando, Florida.

Maureen Fisch received the American Kinesiology Association Master’s Scholar Award.

Ashley Khanhkhram received the Eta Sigma Gamma Scholarship Key Award.

Alumna **Shelby Flores-Thorpe** won the Eta Sigma Gamma Mohammad R. Torabi Student Paper of the Year for her paper “Knowledge Predicts College Student Usage of Student Health Center Services,” which she wrote while at Texas State with mentors **Dr. Mary Odum (Assistant Professor, HHP)** and **Dr. Jeff Housman (Associate Professor, HHP).**

Alumna **Ashley Cureton** was named Employee of the Year by the Texas Association of Counties, where she works as a Wellness Consultant.

Alumnus **Brandon Rule** received the 2018 Quarter 4 Sound Physician Core Value and Performance Award from Sound Physicians, where he works as a Hospitalist Coordinator for Peterson Regional Medical Center.

Alumna **Jennifer Cooper** was named Teacher of the Year at Page Middle School in San Antonio ISD.

Alumnus **Mike Morgan** is the new Assistant Superintendent of Student Services for Belton ISD.

Alumna **Aubrey Itz** has been named principal of Tarver Elementary School in Belton ISD.

Alumnus **Matthew Luddeke** is the new Athletic Director and Head Football Coach for Iraan High School.

Alumnus **Jeff Bush** has been named Head Coach for the Cleburne Yellow Jackets basketball team.

Alumna **Chelsie Fowler Lemley** was named Head Volleyball Coach at Bryan High School.

COLLEGE OF EDUCATION FULBRIGHT GRANTS 2018-2019

FULBRIGHT U.S. SCHOLAR PROGRAM

The Fulbright U.S. Scholar Program offers teaching and research opportunities for U.S. academics in over 125 countries. In the 2018-2019 academic year, more than 1,200 U.S. citizens travelled abroad with the support of the program, which is sponsored by the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board.

DR. JOELLEN CORYELL

Department: Counseling, Leadership, Adult Education and School Psychology

Project Title: Transnational, Cross-Cultural Learning and Instruction: The Investment in the Professional Development of University Educators and Students

Location: Rome, Italy

Host Institution: Libera Università Maria SS Assunta (LUMSA)

Time Abroad: October 2018-February 2019

Research: With her Italian colleagues, Dr. Coryell conducted a multi-institution study on the perspectives of Italian higher education professors on professional development needs and models for teaching internationally diverse populations.

Teaching: Dr. Coryell taught a Ph.D. seminar course on the comparative study of international, cross-cultural perspectives on learning, knowing and engagement.

In her own words: “I feel like I have worked my entire adult life to reach this moment,” Coryell said. “It is an incredible honor to represent my discipline, Texas State University and the U.S. as a Fulbright Scholar.”

DR. PAUL JANTZ

Department: Counseling, Leadership, Adult Education and School Psychology

Project Title: The School Psychology in Vietnam: A Collaborative Initiative to Develop a Master’s Degree Training Program in School Psychology

Location: Hanoi, Vietnam

Host Institution: Vietnam National University

Time Abroad: September 2018-July 2019

Research: Jantz and a colleague at his host university examined the relationship between the various aspects of the Confucian-Buddhist influenced người Việt culture and the lack of motorbike helmet use in children.

Teaching: While in Vietnam, Dr. Jantz presented lectures, seminars and workshops on the biomechanics of traumatic brain injury (TBI) and how the neurological consequences of moderate and severe TBI can affect children’s social, emotional, behavioral and educational functioning.

In his own words: “I am very passionate about helping children who live with the consequences of a moderate or severe TBI and this grant gives me the opportunity to do so at the international level.”

FULBRIGHT SPECIALIST PROGRAM

The Fulbright Specialist Program, part of the larger Fulbright Program, provides funding for highly qualified U.S. academics to contribute to short-term projects that are proposed by international host universities.

DR. LORI ASSAF

Department: Curriculum & Instruction

Location: Pontianak, Indonesia

Host Institution: Universitas Tanjungpura

Time Abroad: March 4-15, 2019

Activities: Dr. Assaf conducted workshops on several topics including using digital tools to support language instruction, reading strategies, supporting vocabulary instruction,

encouraging reading engagement and positive reading habits, and academic writing. She also demonstrated a language lesson to elementary students, university lecturers and student teachers.

In her own words: “One of our goals is to explore ways Texas State University and Universitas Tanjungpura can develop a formal relationship for our teacher candidates and doctoral level students. I am excited about the many opportunities this project will provide.”

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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, Professional and Community 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

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

Public Health Education and Promotion

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 with teacher certification in Physical Education, Early Childhood through Grade 12

Exercise and Sports Science with concentration in Clinical Exercise Science

Exercise and Sports Science with concentration in Pre-Rehabilitation Sciences

Health and Fitness Management

Bachelor of Science (B.S.)

Athletic Training

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

Public Health

Recreation Administration

Recreation Administration with Therapeutic Recreation emphasis

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