UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION

2017-2018
ANNUAL REPORT

USF UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION

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Introductory Comments

The 2017-18 College of Education annual report confirms that much of the work undertaken over the past two years is beginning to be reflected in the outcomes of the College. It has been a good year! The College has successfully searched for a new Dean and we are delighted that Dr. Robert Knoeppel will be joining USF at the end of May 2018. Dr. Knoeppel will find a college that has continued to stabilize in 2018. In a myriad of ways the college if showing important signs of growth:

- The enrollment decline has been effectively arrested and initial reports indicate the opportunity for modest growth in the student population in the fall of 2018. The undergraduate transfer population and the doctoral student numbers led by the new Ed.D. give us particular encouragement.
- The number of students without excess hours and the time to graduation metrics continue to trend positively. Our development goal will be met and our efforts to begin connecting with our alumni more intentionally have been well received.
- Our undergraduate community is now purposefully facilitated and prepared for student success. Examples include the developing Living-Learning Community, the significant increase in success on the state-mandated FTCE, and the increase in outreach to high need schools. We have much work ahead but the staff and faculty are increasingly engaged.
- Our partnership work continues to be distinctive. While continuing our situated theory and practice curricula in local PreK-12 schools and our longstanding partnerships in Citrus, Hernando, Hillsborough, Pinellas, Pasco and Polk Counties, we are initiating new partnerships in 2017-18 with districts around teacher professional development needs (e.g., Schools of Hope and the Wipro Science Teacher Leader Project). In addition, this summer we will host the U.S. Patent and Trade Office Summer Institute for Teachers.
- Our Ed.D. has had a spectacular launch. In 2017-18 we added a second cohort based out of the Tampa campus and in 2018-19 will welcome a third cohort to be taught from the USF St. Petersburg campus. We anticipate by fall 2018, over 100 students will be registered in the Ed.D. This is simultaneously exciting and challenging!
- Research shows continuing signs of growth. In 2017-18 we have increased the number of grant submissions over the prior year as well as the number of co-principal collaborators. Our F&A is now up to the highest rate reported in the last five years. It is too early to tell about our research expenditures given quarter four has only just begun but we are at 84% of PPA 26 with ten weeks of the fiscal year remaining.

As Interim Dean, I will close these introductory comments with a recognition of the leadership. Drs. Ponticell, Shircliffe and Thompson ably assisted by Dr. Lewis have worked incredibly hard this year alongside their faculty. In addition to the usual academic pressures, they have concluded a highly successful round of General Education proposals, and led the faculty in an earnest review of undergraduate curriculum under the leadership of Assistant Dean Allsopp. Their work as Chairs has led to a stronger sense of community and a positive climate within the college that we know Dean Knoeppel will embrace. In Associate Deans Bradley-Klug and

Cranston-Gingras and Assistant Dean David Allsopp, the college has three excellent leaders. As an Interim Dean, I have been deeply indebted to these three colleagues. They are all prepared to do whatever it takes to assist the College. Their work ethic has been extraordinary, only matched by their thoughtful reflections and wisdom.

It has indeed been a good year for the College. My thanks to all those in the College, across our regional partners and most importantly within the USF System for their support as the College of Education looks to a bright future.

Roger Brindley
Interim Dean

I. Highlights of College Performance over Last 5 Years

1.1.d Enrollment (SCH/FTE) by Level							
Enrollment by Level by Academic Year (SCH)							
Student Level		**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**% 1-Year Change (2016-2017 - 2017-2018)**
Undergraduate	**Lower Level**	8,353	7,962	7,329	6,751	5,986	**-11.3%**
	Upper Level	35,038	31,921	29,187	26,705	27,526	**3.1%**
Graduate	**Grad I**	17,870	16,964	14,036	12,052	11,555	**-4.1%**
	Grad II	8,649	8,416	8,806	9,134	9,517	**4.2%**
Total	**Undergraduate**	43,391	39,883	36,516	33,456	33,512	**0.2%**
	% Undergraduate	62%	61%	62%	61%	61%	
	Graduate	26,519	25,380	22,842	21,186	21,072	**-0.5%**
	% Graduate	38%	39%	38%	39%	39%	
Overall		**69,910**	**65,263**	**59,358**	**54,642**	**54,584**	**-0.1%**

Having inherited an 8 % decline from 59,358 to 54,642 SCH from 2015-16 to 2016-17 (and a 22% decline in SCH from 2013/14 to 2016/17) the college goal was to focus efforts and seek to arrest this decline and if possible have a modest rebound. To achieve this the college set about very intentionally developing new recruitment, admission and enrolment strategies around consistent communication, personal touch and digital outreach. The final 2017-18 SCH of 54,584 was so close to achieving the goal – just 56 SCH or 0.1% down on 2016-17. If you remove a disappointing FTIC SCH generation, the College actually increased all other SCH by 707 SCH led by our new Ed.D. program.

Our goal now is to push on and seek modest increases in SCH generation.

Enrollment By Level By Academic Year (FTE)							
Student Level		**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**% 1-Year Change (2016-2017 - 2017-2018)**
Undergraduate	**Lower Level**	278.4	265.4	244.3	225	199.5	**-11.3%**
	Upper Level	1,167.9	1,064	972.9	890.2	917.5	**3.1%**
Graduate	**Grad I**	744.6	706.8	584.8	502.2	481.5	**-4.1%**
	Grad II	360.4	350.7	366.9	380.6	396.5	**4.2%**
Total	**Undergraduate**	1,446.4	1,329.4	1,217.2	1,115.2	1,117.1	**0.2%**
	% Undergraduate	56.7%	55.7%	56.1%	55.8%	56.0%	
	Graduate	1,105	1,057.5	951.8	882.8	878	**-0.5%**
	% Graduate	43.3%	44.3%	43.9%	44.2%	44.0%	
Overall		**2,551.3**	**2,386.9**	**2,169.0**	**1,998.0**	**1,995.1**	**-0.1%**

In a similar fashion to the SCH generated the College has seen a drop in FTE of three students (0.1%) in 2017-18, coming off a previous year when the College experienced an 8% decline and a decline since 2013-14 of 22.3%. Looking at the SCH and FTE generation, it is clear that the future will require a concerted effort to "reintroduce" ourselves to high schools in the USF System service area and to reignite our graduate on-line enrollment. To that end, the college has invested heavily in the services of Innovative Education and updating on-line course work in 2017-18.

1.3.f Percent Undergraduates without Excess Hours by Student Type						
Student Type	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**% 1-Year Change (2015-2016 - 2016-2017)**
FTIC	68%	72%	85%	82%	88%	6%
AA Transfer	90%	92%	94%	98%	97%	-1%
Other Transfer	77%	80%	92%	83%	93%	10%
Total	**78%**	**82%**	**89%**	**89%**	**92%**	**3%**

The College of Education has made a concerted effort to also retain our students and move them to graduation. Central to those initiatives has been scaffolding student success on the Florida Teachers Certification Exam, notably the General Knowledge Test. On-line modules, Saturday boot camps, and even an on-line app have been developed and extensively communicated to undergraduate students. While we still have work to do to keep trending our four and six-year graduation rates in the right direction, especially given we have a number of part-time students, the fact that we improved our graduation rate without excess hours from 89% to 92% gives us reason to believe that all our efforts are being reflected in the performance of the college.

1.3.d Degrees Awarded Trends by Level

Degrees Awarded Trends by Level						
Degree Level	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018 ***	**% 1-Year Change (2015-2016 - 2016-2017)**
Bachelor	498	346	374	317	54	**-15%**
Masters	435	393	358	297	149	**-17%**
Doctoral - Research	64	58	62	68	38	**10%**
Total	**997**	**797**	**794**	**682**	**241**	**-14%**

We are uncertain how to respond to this table (PPA page 23) given the incomplete nature of the 2017-18 data. The data provided compares 2015-16 to 2016-17 but as documented in last year's review, it was impossible for the Interim Dean and the newly promoted Associate/Assistant Deans to effectively address 2015-16 strategies utilized by the prior Dean. The work of the former Dean inevitably influenced the 2016-17 data. We do expect that the number of degrees awarded will cease to decline and flatten off in 2017-18 as reflected in the SCH and FTE generation but we do not have those data yet. If we were grading this particular outcome, therefore, we would have to give an incomplete grade and would look forward to making sense

of the 2017-18 data in the near future. In this spirit we present the latest application and admission information for summer/fall 2018 for FTIC, undergraduate transfer, masters, and doctoral levels.

College of Education Undergraduate Goal to Enroll for 2018 Summer/Fall FTIC (04/12/18)

Summer FTIC				
	Applications	Admitted	Deposited	Enrolled
Summer 2018	221	123	47	0
Summer 2017	249	134	36	6
Summer 2016	262	147	46	0
Summer 2015	287	169	52	0
Summer 2014	178	84	24	0

Summer %			
Applications	Admitted	Deposited	Enrolled
-12.7%	-8.9%	23.4%	#DIV/0!

Fall FTIC				
	Applications	Admitted	Deposited	Enrolled
Fall 2018	711	166	42	0
Fall 2017	736	178	40	0
Fall 2016	674	196	49	0
Fall 2015	751	169	53	0
Fall 2014	663	210	54	0

Fall %			
Applications	Admitted	Deposited	Enrolled
-3.5%	-7.2%	4.8%	#DIV/0!

Total FTIC				
	Applications	Admitted	Deposited	Enrolled
Summer/Fall 2018	932	289	89	0
Summer/Fall 2017	985	312	76	6
Summer/Fall 2016	936	343	95	0
Summer/Fall 2015	1038	338	105	0
Summer/Fall 2014	841	294	78	0

Summer/Fall %			
Applications	Admitted	Deposited	Enrolled
-5.7%	-8.0%	14.6%	#DIV/0!

College of Education Undergraduate Goal to Enroll for 2018 Summer/Fall Transfer (04/12/18)

Summer Transfer			
	Applications	Admitted	Enrolled
Summer 2018	114	47	0
Summer 2017	112	40	0
Summer 2016	115	46	0
Summer 2015	120	39	0
Summer 2014	99	22	0

Summer %		
Applications	Admitted	Enrolled
1.8%	14.9%	#DIV/0!

Fall Transfer			
	Applications	Admitted	Enrolled
Fall 2018	310	131	0
Fall 2017	305	105	0
Fall 2016	299	115	0
Fall 2015	317	122	0
Fall 2014	299	103	0

Fall %		
Applications	Admitted	Enrolled
1.6%	19.8%	#DIV/0!

Total Transfer			
	Applications	Admitted	Enrolled
Summer/Fall 2018	424	178	0
Summer/Fall 2017	417	145	0
Summer/Fall 2016	414	161	0
Summer/Fall 2015	437	161	0
Summer/Fall 2014	398	125	0

Summer/Fall %		
Applications	Admitted	Enrolled
1.7%	18.5%	#DIV/0!

With respect to undergraduate student numbers, the college has a 14.6% increase in number of FTIC students who have deposited compared to the same time last year. This is despite a small reduction in number of admissions for FTIC students. With respect to Transfer students, the college is up by 18.5% for admissions. We will not begin receiving deposits from these students until summer orientations begin to occur. Like Transfers, we will also receive increased deposits

from FTIC admits during summer orientations. Overall, applications for both FTIC and Transfer students are slightly up compared to this time last year.

College of Education Graduate Goal to Enroll for 2018 Summer/Fall FTIC (04/12/18)
Summer Week of Term= -4
Fall Week of Term = -18

	2017 Summer/Fall			2018 Summer/Fall			Percent Change		
Level	**App**	**Adm**	**Enr**	**App**	**Adm**	**Enr**	**App**	**Adm**	**Enr**
Masters	527	206	39	574	198	37	9%	-4%	-5%
Doctoral	352	74	8	253	119	16	-28%	61%	100%

At the graduate level, year to date applications are up 9% at the master's level and down 28% at the doctoral level. However, there is a 61% increase in percentage of admitted students at the doctoral level and a 100% increase in enrollment. We continue to receive and process fall applications at both the master's and doctoral levels and determinedly reach out to admitted students to encourage enrollment.

II. Undergraduate Curriculum Review

All 13 undergraduate programs in the College have actively engaged in the curriculum review process. The Assistant Dean for Educator Preparation and Partnerships provided leadership and department chairs and program coordinators worked with program faculty to implement reviews of each program. This group met regularly from late fall until middle of the spring semester as a mechanism for asking questions, providing support, monitoring progress, and sharing insights. Relevant materials and templates were uploaded to a Canvas group site to which all program coordinators had access. The Assistant Dean has been in regular communication with program coordinators and relevant department chairs throughout the review process. Presently, programs have submitted all documents addressing the areas requested and the Assistant Dean is compiling this information and merging it with information/documentation being collected by Student Academic Services and the Office of Continuous Improvement Services. The *COEDU Curriculum Review Status Report* on the following page summarizes progress of each program with respect to the curriculum review.

COEDU Curriculum Review Status Report		More than 120	8 semester	4 semester	Predetermined cycle	Last 2 years	Textbook	FUSE	GCP	HIP	HIP	SLOs	Curriculum
Major Name	**Major Code**	credit hours?	plan?	plan?	of course delivery?	online?	Affordability?	GradPaths?	Courses?	Integrated?	Required?	Updated?	Map?
drop	**drop**	Yes	Completed	Completed	Completed	Yes	Yes	Yes	0	Yes	Yes	Yes	Yes
down	**down**	No	In Progress	In Progress	In Progress	In Progress	In Progress	Not Applicable	1	In Progress	In Progress	In Progress	In Progress
menu	**menu**		Not Yet	Not Yet	Not Yet	Not Applicable	Not Yet	No	2 or more	No	No	No	No
options	**options**												
Exceptional Student Education with ESOL & Reading Endorsem	BEX	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	2 or more	Yes	Yes	Yes	Yes
Elementary Education-Cohort	BEE	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	2 or more	Yes	Yes	Yes	Yes
Elemntary Education -Residency	BEE	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	1	Yes	Yes	Yes	Yes
Early Childhood Education: Pre Kindergarten/Primary	BEC	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	0	Yes	Yes	Yes	Yes
English Education with ESOL Endorsement	BEN	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	0	Yes	Yes	Yes	Yes
Exercise Science	PETBPW	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	1	Yes	Yes	Yes	Yes
Mathematics Education - 5-9	BMA	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	2 or more	Yes	Yes	Yes	Yes
Mathemaitcs Education - 6-12	BMA	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	2 or more	Yes	Yes	Yes	Yes
Physical Education	PET	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	1	Yes	Yes	Yes	Yes
Science Education - Biology	SCE	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	0	Yes	Yes	Yes	Yes
Science Education - Chemistry	SCE	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	0	Yes	Yes	Yes	Yes
Science Education - Physics	SCE	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	0	Yes	Yes	Yes	Yes
Social Science Education	BSS	No	Completed	Completed	Completed	Not Applicable	Yes	Yes	1	Yes	Yes	Yes	Yes

		Creative	Info & Data	Human & Cult	Job Placement	Compensation	Sought input on major from:				Business & Industry
Major Name	**Major Code**	Thinking?	Literacy?	Diversity?	Info?	Benchmarks?	Students?	Alumni?	Employers?	Grad Schools?	Advisory Board?
drop	**drop**	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Yes	Completed
down	**down**	Not Applicable	Not Applicable	Not Applicable	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
menu	**menu**	No	No	No	Not Yet	Not Yet	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
options	**options**						Not Yet	Not Yet	Not Yet	Not Yet	No
Exceptional Student Education with ESOL & Reading Endorsem	BEX	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Elementary Education-Cohort	BEE	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Elemntary Education -Residency	BEE	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Early Childhood Education: Pre Kindergarten/Primary	BEC	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
English Education with ESOL Endorsement	BEN	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Exercise Science	PETBPW	Yes	Yes	Yes	Not Yet	Not Yet	Yes	Yes	Yes	Not Yet	No
Mathematics Education - 5-9	BMA	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Mathemaitcs Education - 6-12	BMA	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Physical Education	PET	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Science Education - Biology	SCE	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Science Education - Chemistry	SCE	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Science Education - Physics	SCE	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable
Social Science Education	BSS	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Not Applicable	Not Applicable

Briefly, the review process has resulted in programs utilizing the 12 elements provided by Provost Wilcox. Specifically faculty examined their four and eight semester programs of study, student learning objectives including in which courses each student learning objective is introduced, reinforced, mastered, and assessed, where high impact practices are occurring and what types of practices are being implemented, how new General Education courses might be incorporated in the future, career readiness outcomes, textbook affordability, etc.

The following are some examples of the initial results of the college's program reviews. Several programs identified content related courses offered by the College of Arts and Sciences (e.g., History for Social Sciences Education; Mathematics for Mathematics Education; History/ Economics/Political Science for Elementary Education) and engaged in discussions with faculty in those discipline areas to revise and or create new courses that better address the content knowledge specific for what our preservice teachers will be responsible for teaching in particular program areas. Also, programs were able to identify areas of need for students that are impacting their success (e.g., Florida Teacher Competency Exam) and consider how needs can be better addressed.

Several programs (e.g., Early Childhood Education; Physical Education) have addressed the need for Global Citizens Project courses in their current programs of study and have initiated discussion to correct this concern. Our largest program, Elementary Education, made a significant program decision to begin new Elementary Education cohorts in both the fall and spring semesters to address the need of incoming students who are unable to begin the program in the fall semester, but can during the spring semester. Previously, this program was a fall start only program.

III. College Participation in General Education Reform

In 2016, Provost Wilcox requested that General Education Council develop a new general education curriculum. The goal was to provide students with a coherent, rigorous and relevant general education program with high impact practices. The Provost and President approved the new curriculum framework in May 2017. The following November, the Office of Undergraduate Studies and General Education Council issued a call for proposals for courses for Tier Two—Intellectual and Practical Skills. Tier Two contained three areas: Creativity Thinking, Information and Data Literacy, and Human and Cultural Diversity. As part of this process, UGS provided small grants for faculty teams across colleges to develop new interdisciplinary courses for submission to General Education.

The revision of the General Education program presented a crucial opportunity for COEDU faculty to contribute educational content and pedagogical practices in the lower division undergraduate curriculum. Participating in General Education was particularly relevant in light of the decision by the Florida Department of Education (in 2015) to remove two common state prerequisite courses - *Introduction to Diversity for Educators* and *Introduction to Technology for Educators* - for admission to State University System Colleges of Education despite the importance of diversity and technology related content to students' career readiness and success. In addition, COEDU faculty have teaching and disciplinary expertise relevant to the needs of both pre-education majors and other students who plan careers working with children, youth and adults in out of school contexts.

As part of the limited submission process, UGS requested colleges/schools to select existing courses to propose for general education--three courses in each of the three areas. COEDU leadership identified courses best aligned with general education's student learning outcomes with capacity to meet the needs of diverse students. In addition, several faculty collaborated with faculty in other colleges to submit proposals in response to the call for new interdisciplinary courses. The table below lists the courses submitted and approved.

Tier 2 proposals Submitted/Approved

Course	Title	Faculty Sponsor	General Education Area	General Ed Committee Status
EME 2040	Technology for Leading and Learning	James Hatten	Creative Thinking	Approved
EDE 4223	Creative Experiences: Using Arts-Based Inquiry & Design Thinking for Problem-Based Learning	Jenifer Schneider	Creative Thinking	Approved
IDS 4540	Playing with Words, Images, and Sounds: Multimodal	Jenifer Schneider and Clint Randles	Creative Thinking	Submitted

	Composing as Creative Thinking	(School of Music)		
ANT 2724	Anthropology of Urban Education in a Globalizing Age	Kiran Jayaram (Anthropology), Alisha Braun and Lauren Braunstein	Creative Thinking	Submitted
EDG 3801	Cybersecurity and the Everyday Citizen	Ilene and Michael Berson	Information and Data Literacy	Approved
EDF 3514	History of Education in US	Deirdre Cobb-Roberts and Barbara Shircliffe	Information and Data Literacy	Approved
EDF 2085	Education, Diversity in a Global Society	Lauren Braunstein	Human and Cultural Diversity	Approved
LAE 4414	Children's and Young Adult Literature: Diverse Portrayals of the Human Experience	Jenifer Schneider	Human and Cultural Diversity	Approved
EVT 4651	Equity in Schools and the Workplace	Eddie Fletcher	Human and Cultural Diversity	Approved

Particular appreciation is due to both the Faculty Policy Council and the Undergraduate Policy Council that ensured all new General Education course proposals met the approval processes of the College for submission to the General Education Council.

Anticipated plans for future proposal submissions (tier 2, 3, 4)

As part of the Undergraduate program review, the college faculty are also planning for submission of courses in tiers 3 and 4 of the General Education program. These include:

- PET 4941 – Internship in Fitness and Wellness – High Impact Practice course – Candi Ashley
- Positive Psychology in the Schools (HIP) – Shannon Suldo and Emily Wingate
- Studies in Research Design (HIP) – Leia Cain
- Digital Identity – Interdisciplinary HIP/Civic Engagement and Ethical Reasoning – James Hatten
- Internship experiences (HIP)

IV. Education Abroad

As part of our overall efforts to increase Education Abroad participation among our students and to assist faculty in achieving their program goals, we invested significant resources this year toward focused recruitment and marketing efforts. This included the creation of both digital and hard copy materials as well as planned Education Abroad centered activities involving students, faculty and staff. Examples of these materials and activities include:

- Class visits by faculty sponsors to present about the College of Education's education abroad programs, application deadlines and scholarship opportunities.
- The development of marketing collateral such as flyers, social media graphics and an Education Abroad Program Guide customized to programs for Education majors.
- Email communications sent out to all College of Education students, including pre-education majors, to share about our Education Abroad programs.
- Study Abroad Scholarship Information sessions hosted by Student Academic Services regularly throughout the year.

Further, recognizing the lack of finances often poses a barrier to our students' participation in Education Abroad experiences, the College committed over $25,000 to scholarships for students in need of financial assistance. The following is a breakdown of our students' participation in Education Abroad for 16-17 and to date for 17-18:

	16-17	17-18*
Fall	5	4
Winter	6	0
Spring	1	6
Spring Break	1	2
Summer	59	50
	72	62

* As of 4/10/18

Status of Four-Year Maps

While Education Abroad programs are offered by faculty in all three College of Education departments, all College of Education undergraduate degrees are housed in the department of Teaching and Learning (T&L), with the exception of the Exercise Science program which is in the department of Educational and Psychological Studies (EPS). Accordingly, we have focused our Global Road Map efforts thus far on charting our program sequences and developing relationships between T&L personnel and education abroad staff. Key individuals from the Education Abroad office attended a T&L faculty meeting and presented the background, rationale and "nuts and bolts" of the Road Map development process. To date, Global Road Map Surveys have been completed by all T&L undergraduate programs, as well as by the Exercise Science program from the department of EPS. These programs include: Physical Education, English Education, Elementary Ed Cohort, Elementary Ed Residency, Early Childhood

Education, Mathematics Education: Middle Grades, Mathematics Education: Secondary, Science Education, Social Science Education, and Special Education. In addition, the Literacy program, which is at the graduate level, has also completed the survey. All surveys have been shared with Education Abroad and we have scheduled meetings with program coordinators and staff to continue the process.

Faculty led Education Abroad Programs in Fall, Spring, Summer 2018

Because our students are in school placements each semester from the time they enter our College, faculty led Education Abroad programs in the past have been mostly limited to summer experiences. However, this year some of our students participated in a CBCS sponsored spring break program. As we have become aware of the possibility of embedded spring break and other non-traditional time periods for Education Abroad experiences such as *Wintersession,* our faculty are becoming excited about this opportunity. For example, we recently met with Education Abroad to begin planning a *Wintersession* program in northern Canada in conjunction with our elementary and secondary science and social science education classes. A highlight of this experience would be work around the *Northern Lights*.

For 2018, College of Education faculty led programs include the following:

Dr. Danielle Dennis: Cambridge-Summer
Dr. Elizabeth Doone: Ghana-Summer
Dr. Lauren Braunstein: Costa Rica-Summer
Dr. Victor Henandez-Gantes: Germany-Summer
Dr. Leia Cain: Finland-Summer (cancelled)
Dr. Alisha Braun: South Africa-Summer (cancelled)
Dr. Phyllis Jones: Exeter-Summer (cancelled)

V. Community Engagement

How to best articulate the way community engaged learning is central to the work of a college of education in the context of the Carnegie definition is always a vexing issue. On the surface, a significant amount of college effort is distributed to collaborating with "larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The College of Education faculty and students work on an ongoing and daily basis across public PreK-12 school systems throughout the region and with many private and charter schools and in clinical and corporate educational settings as well. That work is mutually beneficial as we prepare pre-service teachers and the professional growth of in-service educators while simultaneously understanding how to frame educational theory and practice within the contextual expectations and pressures of the school and school system environments. In addition, all partners benefit from this synergistic community as together we research the challenges and opportunities confronting K-20 education today. All of the following community engagement summaries are accompanied by Appendix A where greater information is shared.

A. Community Engagement Courses Taught

In 2017-18 there were a total of 27 courses in the College focused on community engagement content and practice, 19 at the undergraduate level and eight graduate level,. Most of these courses, 20 in all, were taught in the Department of Teaching and Learning (T&L). In our educator preparation coursework preservice teachers work with community partners in multiple courses, usually but not exclusively within the school districts of west central Florida. The Department of Educational and Psychological and Studies (EPS) taught an additional two community engaged courses related to educational psychology and instructional technology, while The Department of Leadership, Counseling, Adult, Career and Higher Education (LCACHE) taught five more graduate-level courses focused on the roles of assessment, politics, cultural relevancy and organization in educational leadership.

B. Articles Published Featuring Community Engagement

Across the College, 19 articles were published in 2017-18 featuring community engagement. Of these, 17 involve U.S. contexts, one is co-written with a South Korean educator and one features work in rural Tanzania. One of the 19 articles is published in Austria. All publications involved national/international journals and texts.

C. Conference Presentations and Workshops

In 2017-18, 45 presentations and workshops regarding scholarly activity in community engaged contexts were conducted by College of Education faculty. Of these 39 were outside Florida and featured National and international meetings and conferences across the United States, Canada, Italy and Australia.

D. Faculty Collaboration with Community Partners

In the past year there have been fifteen co-presented collaborations with community partners in Florida. These include colleagues from school district offices, specific school administrators and teachers, state association members from Reading and the Social Sciences, and international colleagues from the University of Exeter. The College of Education is one of eight community partners with Mort Elementary Community and Partnership School. Faculty are involved in multiple aspects of this partnership with primary emphasis on supporting the academic arm of the community and partnership school. Faculty also participate on various committees related to leadership, fundraising, communication, etc.

E. Estimated Number of Students Participating in Internships, etc.

Across the College the vast majority of students participate in some form of required practicum or internship, or situated and field-based academic course requirements in a community context. During 2017-18 an estimated 2,032 students (duplicated headcount) completed this form of community engagement including 238 masters and doctoral students.

F. *Estimated Number of Hours Students Contribute to Community*

All told, the College of Education estimates that students with faculty teaching, coaching and mentoring support contributed over 248,000 hours in community engagement with our partnerships across Tampa Bay through internships, practicums and site-based translational scholarship during 2017-18.

Students in EPS contributed an estimated 43,000 hours this past year in practicum, internship, field experiences, and community activities related to course work or funded research. These hours included 13 doctoral students providing positive psychology support to the school community forced to relocate when their school burnt down due to damage caused by Hurricane Irma, while school psychology faculty and students provided mental health support to high schoolers in area schools and the implemented a partnership model at Sulphur Springs K-8 community school. In addition, IT students and faculty developed scenario-based eLearning modules and science inquiry games in collaboration with middle and high school teachers, while the exercise science student organization supported participants in the Gasparilla Classic.

In LCACHE, across five graduate level courses and 115 students it is estimated 17,500 hours were spent contributing to the community:

EDA 6945 Administrative Practicum – 54 x 125 hours minimum = 6,750 hours
MHS 6800 Practicum in Counseling Adolescents/Adults – 20 x 160 hours = 3,200 hours
SDS 6820 Internship in School Counseling – 9 x 240 hours = 2,160 hours
ECT 6948 Practicum in Career and Workforce Education – 7 x 50 minimum = 350 hours
EDF 6944 Practicum in College Student Affairs – 25 x 200 hours = 5,000 hours

In Teaching and Learning where a final intern will spend upwards of 450 hours in a school placement the estimated hours in filed experiences in 2017-18 are substantial. The department annual report indicates over 177,000 estimated hours at the undergraduate level and 11,350 hours in the MAT programs as follows:

Early Childhood Education – 18,500 hours
Elementary Education - 117,350 hours (UG) plus 1,730 hours (MAT).
Special Education – 8,500 hours
English Education – 5,400 hours (UG) plus 2,900 hours (MAT)
Mathematics Education – 9,850 hours (UG) plus 1,020 hours (MAT)
Science Education – 5,850 hours (UG) plus 3,250 hours (MAT)
Social Science Education – 12,150 hours (UG) plus 2,450 hours (MAT)

For more information on the community engagement in the College of Education, please refer to Appendix A.

VI. Student Success

Activities to Promote Student Talent Acquisition/Recruitment of High Profile Students

Student Academic Services is central to the College's recruitment of students into our undergraduate programs. We have been focused on increasing our efforts toward the recruitment of high profile high school students in the summer, fall, and spring of the past two academic years, fall 2015 to present.

Our efforts have included on-campus tours, outreach to Teaching Academies in Hillsborough, Pasco, Pinellas, Sarasota/Manatee, and Polk counties, semester call campaigns to all newly admitted FTICs, and yearly attendance at College Night with the Florida Future Educators Association. We have realigned staff responsibilities to place a greater emphasis on a holistic approach to student engagement from high school to FTIC, and to College of Education major through College of Education alumni.

In the summer of 2017, we began working toward the development of a formal partnership with the Teaching Academy at River Ridge High School by coordinating planning meetings with the instructor of the program and our Director of Professional Development and Partnerships. Our planning resulted in a visit in August to their campus to engage 9-12 graders in dialogue about becoming an educator and inspire them to attend USF or our FUSE program at Pasco State College. In October, the students were invited to our Homecoming and Alumni event, and in February we hosted their students on our campus. Students were able to meet with advisors, faculty, and upper-level interns. In March, we held our first high school Open House where more than ninety families and their high school seniors made reservations to spend an afternoon touring campus, learning about our Living Learning Community, and hearing from our students, parents, and Assistant Dean about our programs.

Transfer student recruitment initiatives through Student Academic Services (SAS) have grown over the past couple of years. Through these initiatives, staff from SAS have built relationships with Florida College System (FCS) partners to engage in classroom visits for introduction to education courses, host regular on-site one-on-one advising at FCS campuses, attend various transfer fairs to share College of Education information, and create graduate paths for transfer students to follow. From these events, transfer students have been informed of prerequisite courses and tests, admission information for USF and College of Education, and built academic plans to ensure a smooth transition. The College has a dedicated advisor who works exclusively with our community college partners who visits campuses regularly, develops relationships with community college advisors, and promotes the College of Education among students at each community college. This advisor also coordinates visits to the USF campus for community college students expressing interest in an undergraduate degree in education.

At the graduate level, we have continued to invest personnel and resources toward improving our marketing and recruitment efforts and increasing enrollment in 2017-2018, particularly at the Grad I level. Simultaneously, we have focused on student retention and success through intentional efforts to foster student engagement and improvements to student support policies

and practices. In collaboration with Innovative Education, we have focused intensively on marketing and recruitment for three graduate programs in particular, the M.Ed. in Curriculum and Instruction with a concentration in Instructional Technology (M.S. in Instructional Design and Technology, Fall, 2018); M.A. in Career and Technical Education and M.A. in Reading Education. Additionally, we have continued our overall recruitment efforts through several initiatives including Open House events for prospective students; table sponsorship and social event hosting at national and state conferences including the American Education Research Association, the Council for Exceptional Children, the National Association of Professional Development Schools and Florida Association of Colleges of Teacher Education and awarding of graduate student fellowships with tuition waivers including the Presidential Fellowship, the University Graduate Fellowship and the Student Success Fellowship. Additionally, we have participated in several university-wide outreach events such as the Hispanic Heritage Month Kick-Off Celebration and the USF Graduate and Professional School Fair and continued our communication campaign for admitted students, welcoming them to the College and assisting with registration for those who have not yet enrolled.

Efforts to foster community and promote success among our graduate students have continued, highlighted by the opening of our graduate student lounge which has become a center of activity and fellowship for our students. The Graduate Student Council, now in its second year of successful operation, has continued to flourish with our assistance and has become an additional source of support for students, sponsoring key events such as a monthly research gallery and producing and distributing a weekly newsletter and daily social media posts publicizing events, opportunities and calls for conference proposals as well as technology, time management and stress relief tips. Additionally, the development of a predictable two-year graduate course schedule and conversion of College graduate forms to *Docusign* formats aimed at facilitating timely degree completion have been in response to student feedback.

Activities to Support Finish in Four Initiative

Student Academic Services worked in collaboration with college leadership to enact the first Finish in Four initiative. We were able to identify all fall 2011-2014 FTIC cohorts, create an accurate academic plan for each cohort student in Degree Works and link the plans in Archivum, conduct semester outreach to these students in support of their timely graduation. Services toward successful completion of their degree involved academic planning, referrals to Financial Aid, creation and implementation of test preparation resources the Florida Teacher Certification Exam, Pathway to Progression workshops, and strategic change of major to a Bachelor of General Studies when warranted.

College Involvement in USF Case Management Processes

Student Academic Services has participated in all Archivum and Case Management training offered by Undergraduate Studies and/or the Council on Academic Advising toward the adoption of a case management model of advising. Additionally, we have an advisor serving as our liaison on a professional learning community and subcommittee on technology led by the Assistant Dean of Predictive Analytics. In addition to addressing student referrals sent by the Office of

Academic Advocacy via Archivum, we have created and tracked referrals when appropriate. Further, we are actively involved in the identification, development, and testing of new ways to leverage Archivum (Advisor mapping, Advising notes, Academic Regulation Committee processing, and dual major/double degree processing) to make student services more transparent and efficient across campus.

Number of Courses/Students Participating in Service Learning

The College has not historically tracked courses that are formally recognized as Service Learning courses through the Office of Community Engagement and Partnerships. Currently, five programs report including a Service Learning component in a total of eight courses. Approximately 200 students engaged in associated Service Learning projects in these courses. It is *very* likely that many more courses and students are engaged in Service Learning across the 13 undergraduate programs in the college as all programs require student to engage in data driven projects where they apply what they are learning in their curricula to address needs in our partner schools, resulting in a reciprocal benefit for both our students and our partner schools. We have had several faculty members engage in the Service Learning professional development recently being offered by the Office of Community Engagement and Partnerships and the College will continue to encourage faculty to take advantage of this opportunity. In the coming year, the College will make a concerted effort to identify all courses where Service Learning is occurring and ensure that we have a systematic process for designating courses as Service Learning courses.

Activities to Promote Undergraduate Research

The College of Education embraces undergraduate research across all 13 of its undergraduate programs. All programs include an undergraduate research experience in one or more courses and related clinical experiences. In Elementary Education, Early Childhood Education, and Special Education, undergraduate research is purposefully scaffolded across the full four/five semesters of their programs of study. Students engage in research around their practice as beginning teachers and are explicitly taught how to engage in the teacher inquiry/practitioner research process through their coursework and practica/internships. Our one non-teacher education undergraduate program, Exercise Science, also engages students in undergraduate research addressing questions around health, fitness, and human performance. This program has dedicated lab space and equipment that students utilize for some of this research individually and in conjunction with faculty. During the past six years, students' culminating undergraduate research experience has been to present their research at the College of Education Practitioner Research Conference in April of each year. Approximately 250 students regularly participate in this conference each year. Moreover, some students also present their research at state and national conferences (e.g., National Association of Professional Development Schools; Florida Council for Exceptional Children Conference, etc.). This year, the College worked collaboratively with the USF Office of Undergraduate Research to have our students present their research at the USF Undergraduate Research Conference. A total of approximately 220 students from the College of Education presented at this conference, *accounting for about one-half of all students who presented at the conference*.

VII. Online Courses and Programs

Number of Courses Offered in *Wintersession* and *Maymester*

Courses offered during Wintersessions 2017 and 2018 as well as those offered during Maymester 2017 and those planned to be offered for Maymester 2018 are listed below. A total of nine courses were offered during Wintersession and Maymester for 2017. Six Wintersession courses were offered for 2018 and an additional four courses are planned to be offered during Maymester 2018.

Wintersession 2017		
EVT	4651	Equity in Schools and the Workplace
LAE	4414	Literature in Childhood Education
EDG	3801	Cybersecurity and the Everyday Citizen
EDG	6931	Advising Diverse Populations
Maymester 2017		
LAE	4414	Children's and Young Adult Literature
EDF	4909	Special Topic: Digital Identity
EDG	3801	Cybersecurity and the Everyday Citizen
SDS	6648	Intro to Academic Advising
SDS	6702	Issues in Advising
Winter 2018		
EVT	4651	Equity in Schools and the Workplace
EDG	3801	Cybersecurity and the Everyday Citizen
EDG	6931	Advising Diverse Populations
SDS	6648	Introduction to Academic Advising
SDS	6702	Issues in Academic Advising
LAE	4414	Children's and young Adult Literature: Trends and Issues
Maymester 2018		
EME	6053	Internet in Education
LAE	4414	Diverse Children's Literature
EDG	3801	Cybersecurity and the Everyday Citizen
SDS	6648	Intro to Academic Advising

Status of fully online program development

As depicted below, the College currently has eight fully online Master's degree programs, one fully online educational specialist degree program, one fully online doctoral degree program and nine fully online graduate certificate programs. This spring, we also received approval for a new Master's degree program in Learning Design and Technology which will be available fully online.

Fully online Master's degree programs
Master of Arts in Autism Spectrum Disorder and Severe Intellectual Disabilities
Master of Arts in Career and Technical Education
Master of Arts in Exceptional Student Education
Master of Arts in Physical Education
Master of Arts in Reading Education
Master of Arts in Special Education, Gifted
Master of Education in Curriculum and Instruction - Instructional Technology
Master of Education in Curriculum and Instruction - Secondary Ed (TESOL)
Master of Learning Design and Technology (new in fall 2018)
Fully online Educational Specialist degree program
Education Specialist in Curriculum and Instruction - Instructional Technology
Fully online doctoral degree
Doctor of Philosophy in Curriculum and Instruction - Career and Workforce Education
Fully online graduate certificates
Academic Advising
Autism Spectrum Disorder
Disabilities Education: Severe/Profound
ESOL
Instructional Technology: Distance Education
Instructional Technology: Florida Digital / Virtual Educator
Instructional Technology: Web Design
Reading Endorsement
Teacher Leadership for Student Learning

Online course development
Online course development is a continuing priority in the College with significant investment in personnel and resources made during 2017-2018 to continue to develop and upgrade online program offerings. Altogether, development of 22 online courses was supported with plans for another 5 courses during the summer of 2018. This includes development for courses in fully online programs as well as some general education, *Wintersession* and *Maymester* courses. Courses developed during 2017-2018 are listed below.

Summer 2017
EDG 6436 Cybersecurity in the Schools
RED 6749 History and Foundations of Reading
RED 6540 Assessment in Literacy
LAE 6636 Secondary Teacher Research I
EDF 6407 Statistical Analysis for Educational Research I
EDF 7408 Statistical Analysis for Educational Research II
EDF 6432 Foundations of Educational Measurement
EDE 6366 Professional Development for Student Learning
EDG 7695 Problems of Practice in Education

Fall 2017
EDG 7067 Philosophies of Inquiry
ADE 6360 Teaching Methods in Adult Education
EDG 7941 Practicum in Educational Innovation
FLE 6665 Current Trends in Foreign Language Education (FLE)
RED 6247 Curriculum and Supervision in Reading

Spring 2018
EME 6209 Digital Video
PET 6447 Principles and Issues in Coaching
RED 6449 Literacy and Technology
RED 6544 Cognition, Comprehension, Content Area Reading: Remediation of Reading Problem
ESE 5342 Teaching the Adolescent Learner
EDG 7936 Grad Sem: Leader-Scholar Community
EDF 2085 Education, Diversity, and Global Society
EDF 6938 Controversies in Exercise and Nutrition Science

VIII. Faculty Talent Acquisition

In 2017-2018, six new Assistant Professors and one new Associate Professor joined the College of Education. All these new colleagues will bring academic and research skills that will benefit the College.

Dr. Alisha Braun
Assistant Professor, Social Foundations
Department of Educational & Psychological Studies

Alisha Braun joins the College of Education as an assistant professor in the Social Foundations program. She received a Ph.D. in Educational Policy from **Michigan State University** in 2015. Braun's research bridges the fields of educational policy, disability studies, psychology and international and comparative education, and her general research interests relate to disparities in access to quality education across multiple categories of marginalization, including gender, home language, socioeconomic status, rural/urban, race and ethnicity, and disability. More specifically, her work focuses on inclusive education policy and practice for students with disabilities in sub-Saharan Africa.

Dr. Tanetha J. Grosland
Assistant Professor, Educational Leadership & Policy Studies
Department of Leadership, Counseling, Adult, Career & Higher Education

Dr. Grosland received a Ph.D. in Education, Curriculum and Instruction, Culture and Teaching from the **University of Minnesota**. She also received an M.Ed. in Teaching, Elementary Education, and Middle School Social Studies and a B.A. in Political Science from the same institution. Dr. Grosland comes to USF from Morgan State University where she was Assistant Professor in Urban Educational Leadership/Social Foundations. Dr. Grosland was previously at the University of Florida as Professor in Residence/Clinical Assistant Professor in Teacher Leadership for School Improvement. Dr. Grosland's experiences in K-12 education include serving as an Integration Equity Instructional Coach/Teacher on Special Assignment for the Independent School District 622, Office of Integration Equity, in North Saint Paul, Minnesota. She was also an elementary school teacher in Oakdale, Minnesota, and Elgin, Illinois. Dr. Grosland's research interests include instructional leadership, urban education, critical/anti-oppressive pedagogy, social policy and politics, affect theory, and school leadership. Her research is interdisciplinary and uses qualitative methods to address the emotional complexities of instructional leadership in relation to cultural competence, racial equity, social justice, and human rights. Dr. Grosland has published a co-authored chapter in the Handbook of Critical Race Theory in Education (Routledge) and in peer-reviewed journals such as the Educational Policy, Theory and Research in Social Education, and Review of Education, Pedagogy, and Cultural Studies.

Dr. Elizabeth Burke Hadley
Assistant Professor, Literacy Studies
Department of Teaching and Learning
Elizabeth Burke Hadley received her Ph.D. in Teaching, Learning, and Diversity from **Vanderbilt University**. Dr. Hadley's research focuses on supporting oral language development in preschool classrooms, particularly through building rich vocabulary knowledge. She is interested in understanding the relationship between preschool oral language skills and later reading comprehension, as well as working with preschool teachers to foster academic vocabulary growth in children from under-served communities. Current projects include examining the impact of responsive teaching strategies on vocabulary learning, the role of play in language learning, and designing assessments to capture depth of vocabulary knowledge.

Dr. Karl Jung
Assistant Professor, Science Education
Department of Teaching and Learning

Karl G. Jung, Ph.D. is an Assistant Professor of Science Education K-8 in the Department of Teaching and Learning. He received his Doctoral degree from the **University of Minnesota** in Curriculum and Instruction, with an emphasis in STEM Education. Prior to completing his Ph.D, he was a second grade teacher. Dr. Jung's research focuses on examining and understanding how elementary science teachers can support their students in using and developing the academic language needed for talking and writing during science instruction. He also works in the area of coaching, examining the role that coaching partnerships play in how elementary teachers implement science and STEM in their classrooms. Dr. Jung teaches the Elementary Science Methods course in the Science Education program.

Dr. Chloe Lancaster
Associate Professor, Counselor Education
Department of Leadership, Counseling, Adult, Career & Higher Education

Dr. Lancaster received a Ph.D. in Counselor Education and M.S. in Special Education from Texas A&M University, Corpus Christi. She is originally from the United Kingdom and received a B.A. in Social Anthropology from the University of Kent at Canterbury. Dr. Lancaster comes to USF from the **University of Memphis** where she was Associate Professor in School Counseling and served as Program and Accreditation Coordinator. Dr. Lancaster is a National Certified Counselor with approximately 10 years of K-12 experience as a middle school special education teacher and elementary school counselor. Her academic background and research bridge school counseling, mental health and special education, as well as K-12 and higher education. Dr. Lancaster's research interests include adoptive family issues, transition to higher education for marginalized populations, experiences of minorities in the STEM and law fields, and school counselor identity, efficacy and supervision. She uses both qualitative and quantitative research designs. Dr. Lancaster has published book chapters with strong publishing houses (Wiley-Blackwell, Springer, Taylor & Francis, Sage), as well as articles in peer-reviewed journals such as the Journal of Teacher Education, Journal of College Counseling, and

Measurement and Evaluation in Counseling and Development. Dr. Lancaster engages with multiple professional organizations and has served in leadership roles in state level professional counseling associations.

Dr. Sara A. Smith
Assistant Professor, Foreign Language Education
Department of Teaching and Learning

Sara A. Smith received her Ph.D. in Applied Linguistics and Second Language Acquisition from the Department of Education at the **University of Oxford**, followed by postdoctoral research in the Brain.Experience.Education Lab at Harvard Graduate School of Education. In 2017, she joined University of South Florida in the Department of Teaching and Learning as Assistant Professor in Foreign Language/ESOL Education. Her research interests include within-population variation among bilinguals, the role of formulaic language in reading and language comprehension for English Language Learners, and cognitive and educational implications of bilingualism.

Dr. Nathaniel von der Embse
Assistant Professor, School Psychology Program
Department of Educational & Psychological Studies

Dr. Nathaniel von der Embse joined USF from **Temple University** as an assistant professor of school psychology. He is co-chair of the National Association of School Psychologists Government and Professional Relations Workgroup (NASP GPR), and is an Associate Editor at the Journal of School Psychology. Dr. von der Embse examines the intersection of education policy and school mental health. His research has resulted in 43 peer reviewed publications, and 26 professional articles and book chapters. Dr. von der Embse's research has been featured in popular media (TIME magazine, Dr. Matt Townsend radio show), cited in government policy briefs, and presented nationally and internationally (China, France, England). Dr. von der Embse has a currently funded research program of over $5,000,000 from the Institute for Education Sciences, National Science Foundation, Spencer Foundation, National Institute for Justice, and the Scattergood Foundation. His research program is focused in three primary domains including (1) an examination of teacher stress and student test anxiety surrounding high-stakes exams, (2) the creation and validation of mental and behavioral health screening assessments, and (3) training of teachers and schools in population-based assessment methods (e.g., universal mental health screening, trauma informed practices) to inform tiered and targeted intervention. One of Dr. von der Embse's assessment tools, the *Social, Academic, and Emotional Behavior Risk Screener* (SAEBRS) has been administered over 2 million times in 28 states.

IX. Research Portfolio

Research & Scholarly Productivity

The College of Education's focus on research and scholarly productivity during the first nine months of the 2017-2018 fiscal year was to continue building upon the infrastructure to encourage and support faculty in seeking various funding mechanisms to support their research endeavors. We continued this year to offer a $250.00 travel incentive for faculty members who submitted a grant proposal with a budget of $25,000 or greater.

To encourage collaboration both within the College of Education and across colleges, we hosted two *Pecha Kucha Research Events* with faculty and graduate students presenting their research in a brief, fast-paced presentation style. The fall Pecha Kucha event was held on October 19, 2017 and the second event was offered on March 30, 2018. A total of 10 faculty and 9 graduate students presented across the two events.

On January 25, 2018, we hosted the *College of Education Grant Writing Summit-Part II*. During the first hour of this two-hour Summit brief presentations from successful grant writers in the COEDU were offered on the topics of IES grants, Communicating with Grant Officers, and Mentoring in the Grant Writing Process. The second hour consisted of breakout sessions where participants had the opportunity to speak in small groups with these presenters as well as with COEDU grant administrators and a representative from USF Sponsored Research. Advertised University-wide, attendees included individuals from the College of Engineering, College of the Arts, and College of Behavioral and Community Sciences.

In addition to these presentation and workshop opportunities, we re-established the *College of Education Mini-Grant Awards* in spring 2018 to enhance research activity of faculty in the College. The COEDU Mini-Grant Awards are open to faculty in the COEDU who will use the funds for seed projects that facilitate acquisition of external funding. Successful applications will promote, support, and enhance the research, scholarship, and creative endeavors of COEDU faculty with priority given to those showing the greatest promise for future external funding. Applicants for these proposed projects are due by the close of business on Monday, April 16, 2018 with notification of funding decisions by May 21, 2018. Funding will be available from June 4, 2018 to August 31, 2019. All tenured, tenure-track, and non-tenure track faculty, researchers and scholars are eligible to apply and serve as a PI. We anticipate funding up to six awards, where the PI is a faculty member in the College of Education, for up to $5,000 each in the spring 2018 competition. Funding for these awards is provided by a College of Education Research Account.

Prompted by a request from Vice Provost & Associate Vice President Pritish Mukherjee in March 2018, we identified three significant areas of *Research Excellence in the College of Education*: *1) School-based Mental Health, 2) PK-12 Education Transformation and 3) Innovation, STEM and Cyber-security Education*. These areas were identified based upon collaborative efforts of multiple faculty across Departments and Centers in the COEDU as well as with faculty in other colleges and units at USF. Additionally, the combined efforts of faculty across these three areas has resulted in over $28 million in grant funding.

Proposal Submissions and Awards

A decrease was noted for the 2016-2017 academic year in the overall number of grant proposals submitted by faculty in the College of Education, as well as a decrease in the number of proposals funded as compared to the prior year (2015-2016). These results for 2016-2017 are based largely on the fact that a number of the state grant request for proposals that our faculty submit and are typically funded moved their submissions dates to July and August of 2017, thus these projects were not included in the 2016-2017 fiscal year data as they had been in prior years.

Type	13-14		14-15		15-16		16-17	
	Submitted	Funded	Submitted	Funded	Submitted	Funded	Submitted	Funded
Federal	22	7	15	3	13	4	12	2
State	25	25	12	12	20	19	8	8
Private	18	8	9	2	7	3	8	6
Other	8	1	6	3	5	2	9	3
Total	73	41	42	20	45	28	37	19
Success Rate	**56%**		**48%**		**62%**		**51%**	
Amount	41,724,955	19,859,021	29,925,822	15,981,696	29,932,506	20,071,110	31,420,090	9,439,882

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submissions

Projected Proposal Submissions and Awards for 2017-2018

(as of 03/31/18; 9 months of data)

Data in the table below compare the number of grants submitted and awarded in 2016-2017 with the data on those metrics for the first 9 months of 2017-2018. It is noted that we had an increase in the number of proposals submitted in the first 9 months of the current fiscal year (n=41) in comparison to the previous year (n=37). We anticipate at a minimum, another 2 state grant proposals to be submitted prior to the end of the fiscal year, with both of those proposals awarded funding. Additionally, we have 9 proposals pending award decision. Therefore, we project at least a 51% success rate for the 2017-2018 fiscal year.

Type	16-17		17-18 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	12	2	8	0
State	8	8	12	10
Private	8	6	16	8
Other	9	3	5	1
Total	37	19	41	20
Success Rate	**51%**		**49%**	
Amount	31,420,090	9,439,882	22,769,137	8,791,521

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submissions

Proposed and Awarded Grant Budget Amounts for 2016-2017 & Projected Amounts for 2017-2018
(as of 03/31/18; 9 months of data)

Data in this table compare the budget amounts for grants submitted and awarded in 2016-2017 with the data on those metrics for the first 9 months of 2017-2018. It should be noted that we anticipate, at a minimum, another 2 state grant proposals to be submitted prior to the end of the fiscal year, both of those proposals awarded funding. Additionally, we have 9 proposals pending award decision. Therefore, we project an increase in these total amounts and the percent awarded for the 2017-2018 fiscal year.

Proposed Budget Amount	16-17		17-18 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	16,718,971	442,577	10,626,843	-
State	8,684,151	8,684,151	8,580,279	7,548,944
Private	164,058	88,156	2,340,450	1,203,492
Other	5,852,910	224,998	1,221,565	39,085
Total	31,420,090	9,439,882	22,769,137 Goal=27,159,186	8,791,521
Awarded %	**30%**		**39%**	

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submission

Conclusion: By the end of the fiscal year we expect 43 proposals to be submitted. We are already at 84% of the PPA metric #26 goal with ten weeks of the fiscal period remaining.

COEDU Research Expenditures

Sponsored Research Expenditures: Total and Federal				
Fiscal Year	Federal Expenditures	Federal Flow Through Expenditures	Non-Federal Expenditures	Total Sponsored Research Expenditures
2013	$2,514,784	$10,911,101	$772,036	$14,197,920
2014	$2,179,930	$11,432,065	$1,232,114	$14,844,108
2015	$2,288,206	$16,620,387	$1,083,228	$19,991,822
2016	$1,650,488	$7,727,067	$637,615	$10,015,170
2017	$2,646,576	$10,240,778	$994,177	$13,881,531
2018*	$1,876,964	$6,989,671	$982,722	$9,849,357

Source: Research & Innovation
*FY2018 data through 8 months

Conclusion: With current total sponsored research expenditures of $9,849,357 after 8 months we are 70% towards the goal of PPA metric 27. We expect current expenditures to continue and conclude that we will be very close to goal.

COEDU Faculty Serving as Co-Principal Investigator on Collaborative Grants

One of our concerns this year is that a number of College of Education faculty are Co-PIs elsewhere in the university and that effort is not reflected in research attributed to the College. It is important in the annual report that we note these initiatives. The table below presents data on the number of collaborative grants submitted in 2016-2017 and during the first 9 months of 2017-2018 on which faculty in the College of Education served as the Co-Principal Investigator with a Principal Investigator from another unit within USF. These other units include College of the Arts (School of Music), College of Arts and Sciences (Chemistry), College of Engineering (Electrical & Mechanical Engineering), and College of Behavioral and Community Sciences (Applied Behavior Analysis). The Dean's Office wanted to include this table given the College is not directly credited with the interdisciplinary work as Co-PI's.

Type	16-17		17-18 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	13	4	17	-
State	-	-	-	-
Private	-	-	-	-
Other	1	-	-	-
Total	14	4	17	
Success Rate	**29%**			
Amount	$15,271,351	$3,562,855	$20,712,187	TBD

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)

Conclusion: The 2017-2018 Co-PI effort of 17 grant proposals (with three months of the year ahead of us) is significant. Not only does this amount represent additional effort on top of the PI proposals of $22,769,137 million (a total PI and Co-PI of $43,481,324), it also demonstrates an increase in the Co-PI effort of the previous year. We conclude these data speak to the increasingly interdisciplinary nature of the research endeavor in the College.

F&A

The COEDU reports an increase in F&A Rates in 2018 (to date) to a level of 8.8% - the highest F&A rate reported for the College in the last 5 years.

F&A Rates				
Fiscal Year	Federal F&A rate (%)	Fed Flow Though F&A Rate (%)	Non-Federal F&A Rate (%)	Overall F&A Rate (%)
2013	9.5%	5.4%	6.1%	6.2%
2014	10.8%	5.8%	5.4%	6.4%
2015	13.3%	5.3%	6.7%	6.2%
2016	14.1%	6.0%	6.5%	7.3%
2017	12.4%	6.4%	6.1%	7.5%
2018*	12.8%	8.3%	5.7%	8.8%
5-Year Average (2013-2017)	12.0%	5.8%	6.2%	6.7%

Post-Doctoral Appointees

The College of Education has steadily increased the number of Post-doctoral appointees over the last 4 years, with a total of 3 Post-doctoral appointees during the 2017-2018 year. All three Post-doctoral appointees are in the School Psychology Program, Department of Educational & Psychological Studies.

Post-doctoral Appointees				
2014	**2015**	**2016**	**2017**	**%1-Year Change (2016-2017)**
1	2	2	3	**50%**

X. Contributions to Institutional and Program Rankings

Faculty Awards

Faculty members in the College of Education continue to receive recognition both within the University of South Florida and in their respective professional fields. The awards listed below all represent significant recognition from international and national learned societies and professional organizations. These data relate to **PPA 23**. The state/USF awards reflect the profound commitment of faculty to local and regional community engagement.

International/National Awards

- **David Allsopp** received the Learning Disabilities Association of America Sam Kirk National Learning Disabilities Educator of the Year Award (2017)
- **George Batsche** (School Psychology) received the **Lifetime Achievement Award** at the National Association of School Psychologists (NASP, February 2018)
- **Zorka Karanxha** – 2018 Social Justice Teaching Award in Educational Leadership, American Educational Research Association, Leadership for Social Justice SIG
- **Sarah Kiefer** (Educational Psychology) was elected **Vice President of AERA's Division E,** Counseling and Human Development. This honor will be announced at AERA (2018).
- **Tonisha B. Lane** – 2017-2018 McKnight Junior Faculty Development Fellowship Program; 2018-2020 Emerging Scholar Designee, ACPA-College Student Educators International; 2017 Advocate Award, ACPA-College Student Educators International
- **Johanna Lasonen** – VETNET, EERA SIG 2 (2017, August 23). Certificate of Recognition for Contributions to European VET Research Network. ECER 2017 Conference, Copenhagen, Denmark.
- **Lisa Lopez** (Educational Psychology) was elected **Chair-Elect** of the **Society for Research in Child Development Latino Caucus.**
- **Nate von der Embse** (School Psychology) was named ***Journal of School Psychology*** **Reviewer of the Year (2017)** and ***Journal of School Psychology Reviewer*** **of the Year (2017).**
- **Nate von der Embse** received the **Excellence in Service Award from APA Division 16**.
- **Rebecca Burns:** Claudia A. Balach Teacher Research Award from the American Educational Research Association Professional Development School Research Special Interest Group (*awarded to the collaborative research group from the Mort Teacher Leader Academy) Rebecca West Burns (lead faculty researcher), Woodland Johnson (Principal), Amanda Bellas (Teacher Leader), Francesca Perrone-Britt (Teacher), Kristen Hodges (Teacher)* (2017)
- **Ann Cranston-Gingras:** St. John's University Alumni Leader in Education Award (March, 2018)
- **John Liontas:** SSTESOL Outstanding Educator Award Finalist, The Sunshine State Teaching English to Speakers of Other Languages (SSTESOL) of Florida Association, March 13, 2018.
- **Dick Puglisi:** Awarded the 2017 Frances A. Stavros Career Education Champion Award

- **Ruthmae Sears:** Katherine Johnson Mathematics Award from the USF chapter of the National Council of Negro Women as part of their Black Girls Rock award
- **Haichun Sun:** Outstanding Service Award, International Chinese Society for Physical Activity and Health
- **Brenda Townsend-Walker:** Drum Major for Justice in Education Award, Martin Luther King Foundation, Inc. Tampa, FL (January, 2018)**;** Image Award in Creative Writing, Allen Temple AME Neighborhood Development Corporation, Tampa, FL (September, 2017)
- **Dana Zeidler:** Outstanding Faculty Award, Office of the President, University of South Florida, Tampa, FL (2017)

State/University of South Florida Awards

- **Ilene Berson:** University of South Florida Office of Community Engagement and Partnerships Service-Learning Faculty Recognition (2017)
- **Michael Berson:** University of South Florida Office of Community Engagement and Partnerships Service-Learning Faculty Recognition (2017)
- **Lauren Braunstein** (Social Foundations) received a ***2017/18 USF Outstanding Undergraduate Teaching Award*** and the **COEDU Margaret Burlington Tritle Excellence Teaching Faculty Award** (inaugural year).
- **Darlene DeMarie** (Educational Psychology) received a **USF 2016-2017 Global Achievement Award**.
- **Nate von der Embse** and **Candi Ashley** (Exercise Science) received the **USF President's Research Incentive Award.**
- **Sara Flory:** USF Outstanding Undergraduate Teaching Award (2017)
- **Eun Sook Kim** (Measurement) received the **2017 Educational Researcher of the Year Award** from the Florida Educational Research Association.

National Leadership

- **Vonzell Agosto**: Co-Editor, *Journal of Cases in Educational Leadership*, Program Co-Chair, AERA Division B Curriculum Studies, Communications Chair, AERA Leadership for Social Justice Special Interest Group, Vice-President, FL Chapter of the National Association of Multicultural Education
- **Michael Berson** was appointed to the Tampa Bay History Center Education Committee.
- **William Black**: Co-Editor, *Journal of Cases in Educational Leadership* and Co-Editor, *Research and Theory in Educational Administration*
- **Rebecca Burns:** Associate Editor, *Journal of Practitioner Research*
- **Bill Campbell** is Associate Editor – *Strength & Conditioning Journal;* President – International Society of Sports Nutrition; Elected Committee Member – National Strength and Conditioning Association Nomination Committee (2016-2018).
- **Jose Castillo** is Associate Editor, *Journal of Educational and Psychological Consultation.*
- **Eric S. Davis:** President-Elect, Florida Association for Counselor Education and Supervision
- **Robert Dedrick** is Institute of Education Sciences Panel Reviewer.

- **Danielle Dennis** served on the AACTE Clinical Practice Commission during the time they released the report, *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation.*
- **Cheryl Ellerbrock** was appointed to serve on the Association for Middle Level Education's Research Advisory Group.
- **John Ferron** is Institute of Education Sciences Panel Reviewer.
- **Edward Fletcher:** Co-Editor, *Journal of Career and Technical Education,* Treasurer, Association for Career and Technical Education Research and Chair, Publications Committee, Association for Research in Business Education
- **James Hatten**, Chair, AERA SIG, Computer and Internet Applications in Education (CIAE).
- **Victor Hernandez-Gantes:** Co-Editor, *Journal of Career and Technical Education* Editorial Advisory Board, *International Journal for Research in Vocational Education and Training* (IJRVET), Chair, Program Chair, American Education Research Association (AERA), Career and Technical Education Special Interest Group (AERA-CET SIG), Partner Scholar, International Research Network in Vocational Education and Training (IRNVET) of WERA World Education Research Association
- **Jennifer Jacobs:** Editor*, Journal of Practitioner Research*
- **Jenifer Janiski Schneider** co-chaired the 2017 Children's Literature Association Conference in Tampa.
- **Zorka Karanxha:** Co-editor, *Journal of Cases in Educational Leadership*
- **Sarah Kiefer** is Co-Chair, AERA Division E Graduate Student Pre-Conference.
- **Eun Sook Kim** is secretary of the AERA SIG Multilevel Modeling.
- **Chloe Lancaster:** President Elect, Tennessee School Counseling Association
- **Tonisha Lane:** Past Chair, Pan African Network, ACPA-College Student Educators International, Immediate Past Chair, Pan African Network, Standing Committee for Multicultural Affairs, ACPA-College Student Educators International
- **Johanna Lasonen:** Chair, American Education Research Association, International Studies SIG, Award Committee
- **Sanghoon Park** is Educational Technology track chair for GLOCER (Global Conference on Education and Research) and Treasurer, AERA SIG - Computer and Internet Applications in Education.
- **Liliana Rodriguez**- Expert Panel, National Science Foundations and Program Chair of Collaborative, Participatory, and Empowerment Evaluation Topical Interest Group of the American Evaluation Association.
- **Shannon Suldo** (School Psychology) named Associate Editor of *School Mental Health*.
- **Nate von der Embse** is Associate Editor of *Journal of School Psychology* and *School Psychology International*. He is Co-Chair of the Government and Professional Relations Workgroup, National Association of School Psychologists.
- **Jennifer Wolgemuth** is Program Co-Chair for AERA SIG in Qualitative Research.

Student Awards (Other Program Recognition)

- Instructional Technology (IT) doctoral students **Jessica Hooper** and **Elena Erick** were winners of the Association for Educational Communications and Technology's (AECT)

Design and Development Competition at the 2017 AECT International Convention in November.

- IT doctoral students **Huiruo Chen** and **Nicole Emert** were also selected as one of the three finalist groups in the national competition.
- School Psychology doctoral student **Sarah Dickinson** won the National Association of School Psychologists' Graduate Student Research Award.
- School Psychology doctoral student **Nicolas David Smith** won the 10th Annual Graduate Student Research Symposium award and will be presenting at the 5th Annual Statewide Graduate Student Research Symposium in Tallahassee on April 20, 2018.
- **Denise Donahue** and **Bretton Varga** received the USF Alumni LGBT Scholarship.
- **Katie Laux** received a USF International Travel Grant.
- **Dani Nowosiadli** received a pre-doctoral fellowship from Elon University in NC to collect dissertation data in London, UK in summer 2018.
- **Bretton Varga** received the USF Library Special Collections LGBT Research Award.
- Special Education doctoral students, **Ashley White** and **Joy Broughton** were selected for summer policy in special education internships (2017) with the U.S. Department of Education, Office of Special Education Programs in Washington D.C.

Publications and Presentations (Faculty)

The table below illustrates that College of Education faculty have demonstrated a substantial increase in publications and presentations in comparison to the previous year. In total, we note an increase of 16 scholarly publications and an increase of 58 presentations.

Faculty Productivity Trend Data										
	Number and Types of Publications					Number and Types of Presentations				
	Books	Book Chapters	Articles	Total Pubs	Contributing Faculty	Int'l	Nat'l	Regional State/Local	Total Pres	Contributing Faculty
2017	10	34	138	182	68	64	195	69	328	79
2016	10	41	115	166	60	48	179	43	270	70
2015	8	47	125	180	60	42	205	64	311	62
2014	17	71	131	212	66	44	266	79	389	79
2013	10	30	93	133	63	40	200	40	280	68
2012	9	50	105	164	70	40	325	60	425	80

Notes:

- Publication and presentation data are based on data submitted to the FAIR VitaBank and the new Faculty Information System (FIS) by February 2, 2018. These data represent the best available information and a snapshot of faculty contributions.
- Publication results do not include manuscripts that were "in press" or "accepted for publication", conference proceedings, technical reports or other manuscripts.
- The category "contributing faculty" refers to the total number of distinct COEDU faculty members who authored or co-authored one or more publications or gave one or more presentations in that year.

XI. Communications and Marketing Initiatives

This year, the College of Education's communications and marketing initiatives focused on the completion of the academic degree programs content migration into the University Content Management System (CMS; **www.usf.edu/education**). Focus was also placed on developing materials for recruitment marketing and content for digital storytelling about the College's achievements and ongoing initiatives.

COEDU Program Websites Migration

As an important tool for student recruitment and retention, the College of Education's website was updated and expanded to include the College's degree and certificate programs into the university CMS. Due to a need for an update of information currently available online about program offerings, each program was tasked with reviewing the content for their programs, and supplying the communications office with any updates to this information.

In collaboration with the website development team at University Communications and Marketing, the College was able to successfully migrate 26 degree program websites in the University CMS. Once these content packets were reviewed for accuracy by the program faculty, the content was migrated into the CMS and old program websites under the www.coedu.usf.edu domain that were not aligned with current university branding standards were retired.

The following programs were migrated into the University CMS in the 2017-18 school year:

- ***Adult Education***
- ***Autism Spectrum Disorder & Severe Intellectual Disabilities***
- ***Career and Technical Education***
- ***Career and Workforce Education***
- ***College Student Affairs***
- ***Counselor Education***
- ***Early Childhood Education***
- ***Educational Leadership***
- ***Educational Psychology***
- ***Elementary Education***
- ***English Education***
- ***Exceptional Student Education***
- ***Exercise Science***
- ***Instructional Technology***
- ***Interdisciplinary Education***
- ***Literacy Studies***
- ***Mathematics Education***
- ***Physical Education Teacher Preparation***
- ***Program Development***
- ***Reading Education***
- ***School Psychology***

- ***Science Education***
- ***Social Science Education***
- ***Teacher Education***
- ***Teaching English Speakers of Other Languages***
- ***Technology in Education and Second Language Acquisition***

As efforts continue to decommission the old College of Education website server (Typhoon ii), remaining content that needs to be migrated into the University CMS is currently being reviewed. This includes the website content for two Centers in the College of Education – the Gus A. Stavros Center and the Center for Migrant Education, as well as a variety of smaller grant-created information sites.

College of Education Marketing Initiatives

Print Materials

The College of Education's communications office has created numerous materials to promote the College's program offerings, and to provide faculty members and recruiters with a visual aid when speaking to prospective students about degree and certificate programs.

While the 2016-17 school year predominately focused on the creation of materials that could be used at a college-wide level, this year more emphasis was placed on collateral at the program level. Materials have been designed to account for both print and digital recruitment efforts and were stylized in a way that allows for on-demand printing and mailing as well as digital communications via email marketing and online information sessions.

Materials created include:

Graduate Program Fact Sheets

Doctoral Program Materials

- Ed.D. in Program Development Info Sheet
- Ph.D. in Curriculum and Instruction – Elementary Education Info Sheet
- Ph.D. in Curriculum and Instruction – Exceptional Student Education Info Sheet

- Ph.D. in Curriculum and Instruction – Higher Education Administration Info Sheet
- Ph.D. in Curriculum and Instruction – Instructional Technology Info Sheet
- Ph.D. in Curriculum and Instruction – Literacy Studies Info Sheet
- Ph.D. in Curriculum and Instruction – Science Education Info Sheet
- Ph.D. in Curriculum and Instruction – Teacher Education Info Sheet
- Ph.D. in Technology in Education and Second Language Acquisition Info Sheet

Specialist Program Materials

- Ed.S. in Educational Leadership Info Sheet

Masters Program Materials

- M.Ed. in Curriculum and Instruction - Instructional Technology Info Sheet
- M.Ed. in Curriculum and Instruction – Science Education Info Sheet
- M.Ed. in Educational Leadership Info Sheet
- MA in Adult Education Info Sheet
- MA in Autism Spectrum Disorders Info Sheet
- MA in Exceptional Student Education Info Sheet
- MA in Gifted Education Info Sheet
- MA in Reading Education Info Sheet

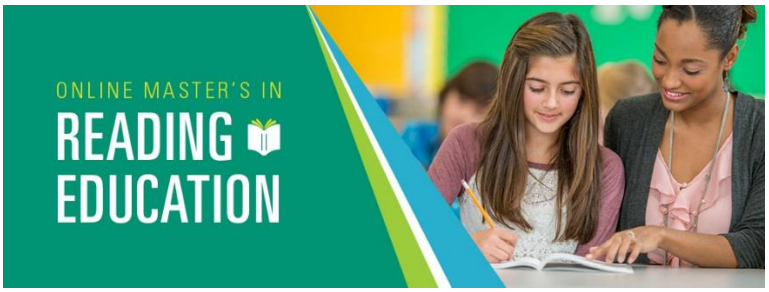
General Materials

- Fold-out poster highlighting all College of Education degree and certificate programs
- College of Education Online Programs Overview (half sheet)
- Education Abroad Look Book for Education Majors
- USF College of Education Scholarship Guide

Inbound Marketing

To boost the visibility of the College of Education's degree programs, the Communications Office has worked with the marketing team in the Innovative Education to develop inbound marketing campaigns to promote some of the College of Education's degree programs. These programs include:

- Career and Technical/Workforce Education (February 19 – June 1, 2018)
- Master's in Reading Education (Launched March 2018)



A campaign for the M.Ed. in Curriculum Instruction: Instructional Technology program was also relaunched this year. Through these campaigns, work was done to further amplify the program recruitment and admissions process on the program websites by including recruiter contact information and links to digital brochures on various webpages on the program websites. These efforts are ongoing.

External Communications and Media Outreach

In the 2017-18 school year, the College of Education produced numerous news articles and announcements to share about the latest and news and to highlight the accomplishments of our faculty, staff and students.

- **College of Education students put teaching skills to the test in Costa Rica** (July 17, 2017)
- **USF student teachers gain hands-on experience teaching students with special needs at the Pepin Summer Institute** (July 24, 2017)
- **Mathematics Education Professor Receives Research Grant from National Science Foundation** (July 27, 2017)
- **'Animation Gets Real' at Summer Camp for Students with Disabilities** (July 28, 2017)
- **Students gain international teaching experience, perspectives through Cambridge study abroad program**(August 2, 2017)
- **College of Education alumna to receive honorary doctorate at USF Commencement Ceremony** (August 4, 2017)
- **Teachers build robots, gain hands-on training at VEX STEM Robotics Teacher Training** (August 10, 2017)
- **College of Education Welcomes 11 New Faculty Members** (August 18, 2017)
- **Stavros Center professor receives award for work in literacy education** (August 28, 2017)
- **USF launches online prep courses to help teachers pass state certification exam** (September 5, 2017)

- **Stavros Center workshop empowers educators to use cars to teach analysis, decision making** (September 18, 2017)
- **Faculty Receive NSF Grant to Detect Cyberbullying** – *with USF Engineering* (October 2, 2017)
- **USF College of Education Announces 2017 Distinguished Alumni Award Winners** (October 9, 2017)
- **Charles Dorn visits USF, gives historical perspective on 'crisis' in higher education**
- **'Girl Powered' workshop to inspire girls to participate in robotics** (October 9, 2017)
- **College of Education to recognize Dr. Craig Butz with inaugural Community Partnership Award** (November 14, 2017)
- **Instructional Technology doctoral student selected as HASTAC Scholar** (November 20, 2017)
- **School Psychology Professor researches school-wide behavior interventions through National Institute of Justice Grant** (November 27, 2017)
- **College of Education Professor elected to executive committee of UCEA** (November 28, 2017)
- **School Psychology Professor develops new tools to help educators inform behavioral interventions** (November 28, 2017)
- **School Psychology graduate students recognized for excellence at FASP Annual Conference** (November 29, 2017)
- **College of Education Professor recognized as 'Educational Researcher of the Year' at state research conference**(November 29, 2017)
- **Education professors launch app that helps students explore Congress, civic participation through primary sources** (November 30, 2017)
- **Instructional Technology Doctoral Students win AECT Design Competition** (December 1, 2017)
- **College of Education Professor selected for ACPA Emerging Scholar Award** (January 9, 2018)
- **ESOL Professor publishes encyclopedia of English language teaching** (February 19, 2018)
- **College of Education partners with Kathleen High School in 'Schools of Hope' Whole School Transformation program** (March 1, 2018)
- **Doctoral student accepts post-doc fellowship at The University of Texas at Austin** (March 15, 2018)
- **Panel of USF experts discuss arming teachers, school safety** (March 22, 2018)
- **Educational Leadership Associate Professor receives Social Justice Teaching Award** (March 23, 2018)
- **Doctoral student awarded National Association of School Psychologists' Graduate Student Research Award**(March 28, 2018)
- Student Profile on Doctoral Student Nicholas Bardo: "**Fitting the World Inside of a Classroom"** (April 2, 2018)

College of Education faculty have also written online articles for The Conversation, an independent source of news and views from the academic and research community that is delivered direct to the public. The Conversation has served as a strong resource for our faculty to

share with a wider audience about the expertise, and to later earn national and international media attention for their work.

- **'Screen time' is about more than setting limits** (Nathan Fisk, Ph.D., July 2017)
- **Schools shouldn't wait for red flags to address student mental health needs** (Nathaniel von der Embse, Ph.D., NCSP, March 2018)

Through these efforts and additional outreach conducted by University Communications and Marketing and program faculty, the College of Education and its faculty received were featured in numerous news articles in the 2017-18 school year. Some of these articles include:

- **Stressed-Out AP Students Are Focus of New Curriculum** (Education Week, August 2017)
- **New effort aims to help a 'taken for granted' group: students in rigorous high school classes** (Tampa Bay Times, August 2017)
- **Need a tutor? Here's what to look for, and where to find help** (News Channel 8, August 2017)
- **Booker Middle teacher receives award from USF** (Sarasota Herald Tribune, October 2017)
- **Fla. teachers failing & frustrated: Lawmaker files bill after historic failures on competency exam** (ABC Action News, January 2018)
- **USF names new education dean tasked with shaping the college's future** (Tampa Bay Times, January 2018)

XII. Resources and Budget

Use of Carry Forward Funding

A list was compiled consisting of projects and initiatives to use the abundance of funds carried forward from FY2017, allowing us to strengthen faculty, staff and student support while alleviating the pressure of funding through current year E&G. Although not all inclusive, the Carry Forward funding has allowed the COEDU to address the following deferred facilities enhancements and provide various instructional and/or non-instructional support.

Building and Infrastructure Upgrades:
The College has received little investment in physical facilities in recent years but is still committed to create a welcoming environment for faculty, staff and most importantly students. The College has invested in a new graduate student lounge and a new learning commons in the main COEDU Rotunda. The TECO Room in the David C. Anchin Center received a new coat of paint, furniture and new carpet and flooring to again become an attractive option for holding College-wide and University events. The Preschool for Creative Learning is receiving HVAC and Infrastructure upgrades so that the space will not be a health and safety risk to most importantly the children left in the care of the Center.

Dean, Chair and Faculty Searches:

In keeping with the Provost's charge to "*Imagine a New and Brighter Future for USF's College of Education*", Boston's Isaacson, Miller, Inc. conducted an international search for a new Dean, which resulted in the selection of Dr. Robert Knoeppel of Clemson University. The COEDU has conducted searches and interviewed candidates for the Chairperson of the Department of Teaching and Learning, and for eight (8) faculty vacancies (three of which due to retirements). Carry Forward provided the funding for all of the search firm expenses, stipends paid to Committee members and candidate travel as well as for the 20+ interviewees need to be transported to, and accommodated at, USF.

Faculty Travel:

Due to the uncertainty of RCM's effect on RIA resources, Carry Forward has been used judiciously to provide stipends for tenured and tenure-earning faculty, and instructors to travel to their high-profile, national conferences. We have also provided travel stipends to conferences that although not high-profile, would raise the COEDU presence in the field.

Promotional Campaigns/ Recruitment and Marketing:

The COEDU continues to increase marketing, promotional and recruitment initiatives. The COEDU Communications Director has concentrated on the COEDU digital presence through enhancements to the COEDU Website and a larger social media presence. We continue to improve the COEDU print materials and branding gifts to be given to faculty and students attending major conferences. An increased presence was seen at local conferences and meetings. Contracting with Innovative Education (IE), was already in place to market the College's Master of Arts programs in Teaching, and was added this year for Reading Education, Instructional Technology, and Career and Workforce Education, all programs determined by IE market research to be good targets of increased marketing. The College also sponsored tables at several national conferences (e.g., Council for Exceptional Children, National Association of Professional Development Schools) as well as state conferences (e.g., FACTE) for the purpose of marketing programs.

Student Support:

The COEDU has been able to support travel for Doctoral students accepted to present at the high-profile conference in their field. We have also awarded stipends to 26 students that showed a financial need and seeking an opportunity to study in one of the COEDU Education Abroad programs.

Instructional Support:

We continued an effort to provide additional GA and OPS one-time support for programs and individual faculty which cannot be sustained by E&G Current Year funding. Some programs needed an infusion of resources to continue to build their enrollment on recent positive trends. Notably, Exercise Science needed to replace specialized equipment and revamp their lab space.

On-line Course Development:

We continued the initiative to create new on-line programs as well as updating the "older" programs. We have paid faculty for their development of six (6) of these courses.

XIII. Fundraising

Fundraising

FISCAL YEAR TO DATE COMMITMENTS BY UNIT

FOR FISCAL YEAR 2018 THROUGH 04-14-2018

UNIT	ANNUAL GOAL	% GOAL REACHED	DONOR COUNT	TOTAL COMMITMENT	OUTRIGHT GIFTS	PLEDGES	PLANNED GIFTS	STATE MATCH PLEDGES	PRIVATE RESEARCH GRANTS
Alumni Association	$1,100,000	118.04	5,730	$1,298,442	$784,128	$4,143	$115,120	$395,052	$0
Tampa College of Arts and Sciences	$4,000,000	32.24	1,240	$1,289,560	$789,632	$165,507	$150,001	$11,250	$173,170
Muma College of Business	$5,000,000	69.90	651	$3,494,846	$1,245,837	$2,128,882	$21,993	$68,134	$30,000
College of Behavioral and Community Sciences	$750,000	29.98	337	$224,841	$140,126	$16,423	$0	$125	$68,167
Tampa College of Education	$1,000,000	98.95	269	$989,476	$284,846	$35,258	$570,000	$60,287	$39,085
Tampa College of Engineering	$4,500,000	42.35	573	$1,905,681	$398,493	$176,870	$20,067	$1,075	$1,309,175
Tampa Honors College	$1,000,000	165.81	99	$1,658,095	$1,557,019	$14,937	$0	$86,140	$0
Tampa Libraries	$200,000	24.45	156	$48,896	$46,188	$2,708	$0	$0	$0
College of Marine Science	$800,000	11.64	56	$93,105	$84,359	$8,745	$1	$0	$0
Division of Student Affairs	$0	0.00	493	$149,024	$99,882	$49,142	$0	$0	$0
Public Broadcasting	$5,600,000	88.13	22,169	$4,935,105	$4,847,947	$7,552	$79,606	$0	$0
Tampa College of The Arts	$1,500,000	50.19	212	$752,919	$418,935	$37,345	$296,638	$0	$0
Constituent Units	**$25,450,000**	**66.17**	**30,951**	**$16,839,990**	**$10,697,393**	**$2,647,512**	**$1,253,427**	**$622,062**	**$1,619,597**

This year we within 1% of our development goal with $10,524 left to raise before 6/30/18.

Tampa College of Education

Fundraising Commitment	FY 2015	FY 2016	FY 2017	FY 2018 Through April 15th
Annual Goal	$1,000,000	$1,000,000	$750,000	$1,000,000
% Goal Reached	98%	44.22%	176.81%	98.95%
Donor Count	998	666	402	269
Total Commitment	$984,533	$442,235	$1,326,080	$989,476
Outright Gifts	$386,910	$285,239	$305,980	$284,846
Pledges	$67,487	$31,398	$161,151	$35,258
Planned Gifts	$460,000	$0	$750,000	$570,000
State Match Pledges	$40,135	$51,340	$40,100	$60,287
Private Research Grants	$30,000	$74,258	$68,849	$39,085

With the discontinuation of the Telefund program from the Foundation, we have a decrease in donors, making it more important for strategic engagements with alumni and donors from the College. Faculty are extremely helpful in our efforts as they are our best resource for engaging the broader community.

Tampa College of Education Endowments

Department/Center	Endowment Market Value as of December 31st		
	FY 2016	FY 2017	FY 2018
Anchin Center	$3,351,860	$3,619,756	$4,055,572
Dean's Office	$1,784,907	$1,927,383	$2,153,045
Migrant Center	$1,743,794	$1,897,180	$2,119,206
SCATTER/Tutor-A-Bull	$291,132	$324,842	$354,093
Stavros Center	$3,313,124	$3,577,925	$3,996,629
EPS	$53,011	$83,209	$102,958
LCACHE	$463,596	$500,345	$585,129
T&L	$1,901,227	$2,055,580	$2,337,509
Grand Total	$12,902,651	$13,986,219	$15,704,141

All endowments in the College of Education are restricted to a certain program or scholarship. 99% of our operating funds (spendable) are also restricted to a certain purpose.

Engagement:

We are starting to build on our relationships with donors and alumni with various donor activities.

- Coffee & Conversation with Emeritus and Retired Faculty: April 30
- Florida Universities AERA Alumni Event NYC: April 14th
- Scholarship Recognition Event – August/September 2018
- Homecoming Distinguished Alumni Event: October 19, 2018
- Education in Action: November 14, 2018 TENTATIVE/Week of Education Nov 12-16

Dean's Circle:

In 2015 the College of Education Dean's Circle was revived. The mission of the Dean's Circle is to promote and support the College of Education in its efforts relative to serve its students, state, region, and nation. The Circle is instrumental in helping the College serve as an economic partner in creating global education opportunities. Circle members serve as advocates of the College of Education and help to advance public relations and the image of the College. They also assist with our fundraising efforts by supporting our current engagement activities and helping to identify new opportunities to bring public awareness and support to the College of Education. We sincerely thank the Dean's Circle members for their passion, wisdom, and advice.

Current Dean's Circle Members:

Dr. Stephanie Holmquist Johnson, Chair
Drs. Lou & RoseAnne Bowers
Ray Carr
Betty Castor

Gary Cucchi
Martha Proulx Flynn
Simone Brookins Jenkins
Dr. Earl Lennard
Dr. Augie Mauser
Betty Otter-Nickerson
Michele Perry
Joe Tomaino

This completes the College of Education Annual Report for 2017-2018.

XIV. Appendices

Appendix A- Community Engagement

A. Community Engagement Courses Taught

Department of Educational and Psychological and Studies (EPS)

EDG 4909 *Positive Psychology in the Schools*. Positive Psychology in the Schools is a service-learning course offered each fall to approximately 10-12 undergraduate students. This year the 12 students enrolled in the course provided 22 children in grades 4-5 at a local elementary schools a 10-week positive psychology program.

EME 6613 *Development of Technology-Based Instruction*. Development of Technology Based Instruction enrolls about 14 graduate students. In this course, Yiping Lou supervises students who collaborate with Osceola School District science teachers in designing and developing innovative scenario-based science inquiry games for middle school students to learn both science concepts and scientific practices.

The Department of Leadership, Counseling, Adult, Career and Higher Education (LCACHE)

EDA 6192 *Educational Leadership.* This course includes an equity audit. It included 2 faculty and 45 graduate students

EDA 6213 *Culturally Relevant Leadership.* Course activities and assignments include community portraiture and diversity panels. The faculty member works with 40 graduate students

EDA 7215 *Educational Politics and the Engagement of Communities*. This community-engaged course requires job-embedded inquiry / action research. There were 2 faculty and 30 doctoral students who worked together during the course this year.

EDA 7206 *Appreciative Organizing in Education*. An equity audit in this course leads to a situated community-based action plan and included 1 faculty and 21 doctoral students.

MHS 6299 *Assessment and Accountability in Counseling.* This course includes an educational assessment and education plan around counseling and included one faculty and 15 graduate students.

Department of Teaching and Learning (T&L)

Many of the programs within T & L subscribe to a clinically rich model of teacher preparation, meaning that students experience much of their work in the field in schools and classes in our partner districts. The collaborating teachers provide environments in which preservice teachers at various program levels can observe effective instruction and begin to teach in an environment in which there is support. Recently, in describing the value of the cohort schools model for elementary education, a number of area superintendents in Hillsborough County spoke about the

positive benefits of having preservice teachers in their schools at increasing student achievement, and other area superintendents appear interested in bringing cohort school partners to their areas.

In addition, the elementary residency program is administered under a collaborative grant with Hillsborough County Schools and has preservice teachers work in six specific Title I schools throughout their two-year residency program. Students receive considerable content coaching during their content-specific methods courses that are taken while they are also working in classroom settings. More specifically the following courses are offered in the field:

Early Childhood Education - One faculty and thirty students.

EEC 4203 *Programs for Young Children.*
EEC 4408 *Child, Family, and Teacher Relations*.
EEC 4604 *Classroom Management and Guidance of Young Children*.

Elementary Education – Three faculty working with 43 students.

EDP 3273 *Learning and Development in School Contexts in Elementary Education*
RED 4312/4724 *Emergent Literacy Strategies in Elementary Education/Intermediate Literacy in Elementary Education*
EDE 4301 *Instructional Planning in Elementary Education*
EDE 4802 *Teacher as Researcher*
LAE 4311 *Teaching Writing in Elementary Education*
LAE 4424 *Teaching Children's Literature in Elementary*
EDE 4504 *Creating/Differentiating Learning Environments*
MAE 4310/4326 *Elementary Math Methods I and II*
SSE 4313 *Elementary Social Studies Methods*
SCE 4310 *Elementary Science Methods*

Physical Education – One faculty and seven students.

PET 4442 *Instructional Design & Content: High School*. Students work with youth in the Tampa Heights Junior Civic Association and LIFT Health organizations.

English Education – The following courses require fieldwork with local institutions.

LAE 4323 *Middle School Methods for English Language Arts* – 41 students
LAE 4335/6339 *High School Methods for English Language Arts* – 49 students
LAE 5932 *Classroom Communication* – 16 students
LAE 6345 *Secondary Writing Pedagogies* – 16 students

Middle Grades Math Education

EDM 3403 *Middle Level Education* – One faculty and 15-18 students
ESE 4322 (Helios sections) *Classroom Management* – One faculty and 13-18 students

Other noteworthy community engagement

During the summer, the Elementary Education MAT regularly places students in Title I schools to have opportunities to put theory into practice. In addition, during the summer, students

regularly visit the Tampa Bay History Center, Robert Saunders Public Library, Florida Holocaust Museum, and JA Biztown as part of their work in EDE 6326 *Planning & Organizing for Diverse Learners*. In addition, in the Special Education program, students are placed at Franklin Boys Academy or Lockhart Science Technology Elementary Magnate. During the summer, students engage with children at Pepin Academy.

In addition to the preservice preparation in schools, considerable effort is extended by a number of faculty members, specifically Dr. Rebecca Burns, as part of the Mort Teacher Leader Academy. The Mort Teacher Leader Academy is situated in Mort Elementary, a Community Partnership School. Community Partnership Schools are school-university-community partnerships that require at least three partners (a university, a local school and school district, and a local health organization) that are committed to transforming a struggling community by making the school the hub of community resources and activities.

Community Partnership School partners make a twenty-five year commitment. The Mort Teacher Leader Academy serves as the academic arm of Mort Elementary's community partnership school model. Dr. Burns is the Professor-in-Residence for the Mort Teacher Leader Academy; she is typically at the school every week where she teaches on site, works in teachers' classrooms, meets with teachers, the principal, or community members, or hosts visitors to share about the work of the Mort Teacher Leader Academy. In the fall 2017, Dr. Burns taught *Coaching for Culturally Responsive Teaching*, a graduate course, to about 15 students.

B. Articles published featuring community engagement

Berson, I. R., & Berson, M. J. (2018). Tattered dolls and teddy bears tell tales of hope and perseverance: Developing a pedagogic paradigm for preservice teachers' use of Holocaust testimony to engage elementary students in exploring social injustices. In W. Dreier, A. Laumer, & M. Wein (Eds.), *Interactions. Explorations of good practice in educational work with video testimonies of victims of National Socialism. Education with testimonies*, Vol. 4. Vienna, Austria: EVZ Foundation.

Berson, I. R., Berson, M. J., Carnes, A. M., & Wiedeman, C. R. (2018). Excursion into empathy: Exploring prejudice with virtual reality. *Social Education, 82*(2).

Berson, I. R., Berson, M. J., Dennis, D.V., & Powell, R. (2017). Leveraging literacy: Research on critical reading in the social studies. In M. M. Manfra & C. M. Bolick (Eds.), *Handbook of social studies research* (pp. 414-439). Boston, MA: Wiley-Blackwell.

Berson, I. R., Berson, M. J., & Snow, B. (2017). KidCitizen: Designing an app for inquiry with primary sources. *Social Education, 81*(2), 105-108.

Braun, A. M. B. & Okwako-Riekkola, B. (in press). Ujamaa and universal design: Developing sustainable tactile curricular materials in rural Tanzania. *Disability, CBR and Inclusive Development.*

Burns, R. W., Johnson, W. W. III, & Hardin-Roberts, S. (2017). The Mort Teacher Leader Academy: Developing teacher leaders for urban schools together. In D. Yendol-Hoppey, D. A.

Shanley, D. C. Delane, & D. Hoppey (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships* (pp. 129–148). Charlotte, NC: Information Age Publishing.

Dennis, D. V., van Ingen, S., Davis, J., & Mills, D. (2017). Urban teacher residency partnership program: A partnership between the University of South Florida College of Education and Hillsborough County (FL) Public Schools. In D. Yendol-Hoppey & D. Delane (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships*. Charlotte, NC: Information Age Publishing.

Ellerbrock, C. R., Vomvoridi-Ivanovic, E., & Duran, J. (2018). Working together: Preparing the next generation of highly qualified middle school STEM teachers. The *Clearing House* DOI: 10.1080/00098655.2018.1428458

Eskelson, S. L., & van Ingen, S. (2017). Working together: Using consultations to improve mathematics teaching for students with special education needs. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 527-530). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

Gelfuso, A. & Dennis, D. V. (2017). Reproducing figured worlds of literacy teaching and learning: Examining the "Language-In-Use" of an inservice and preservice teacher enacting the practice of literacy planning. *Action in Teacher Education, 39*(1), 67-84. (http://dx.doi.org/10.1080/01626620.2016.1245635)

Gelfuso, A., & Dennis, D. V. (2017). Video as text of teaching: Toward more deliberate literacy field experience supervision. *The Teacher Educator 52*(1), 57-74. (http://dx.doi.org/10.1080/08878730.2016.1247203)

Han, S., Blank, J., & Berson, I. (2017). To transform or to reproduce: Critical examination of teacher inquiry within early childhood teacher preparation. *Journal of Early Childhood Teacher Education, 38*(4), 304-321.

Hoppey, D., Allsopp, D.H., Hahn, S. (2017). The USF-Pepin Academies summer institute: Preparing pre-service teachers within an urban charter school to work with students with disabilities. In Diane Yendol-Hoppey (Ed.), *Advances in Teacher Education Working Together: Enhancing Urban Educator Quality*.Charlotte, NC: Information Age Publishing.

Lane, T. B., Stewart, J., Brown, S., Smith, T. D., & Anderson, M. (2017, November). Women in Science Panel: The grit, the dipsaraties, and their stories. Hope College. Holland, MI

Lou, Y. & Moon-Michel, L. (2017). Using Activity Theory in Designing Science Inquiry Games. In Brad Hokanson, Greg Clinton, Karen Kaminsky (Eds), *Educational Technology and Narrative: Story and Instructional Design,* Springer.

Park, S., & Gentry, V. (2017). Promoting pre-service teachers' multimedia design skills through collaborative multimedia service-learning (CMSL). *Journal of Service-Learning in Higher Education. 6,* 1-14.

Park, S., & Ryu, J.H. (accepted spring 18). Exploring pre-service teachers' emotional experiences in an immersive virtual teaching simulation through facial expression recognition, *International Journal of Human-Computer Interaction.*

Tanner, O. D. & Lou, Y. (2017). Use of a Content-Based Science Narrative to Develop Situational Interest within a Digital Game. In Brad Hokanson, Greg Clinton, Karen Kaminsky (Eds), *Educational Technology and Narrative: Story and Instructional Design,* Springer.

Wingate, E. J.,* Suldo, S. M., & Peterson, R. K. S. (2018). Monitoring and fostering elementary school students' life satisfaction: A case study. *Journal of Applied School Psychology.* Advance online publication. doi: 10.1080/15377903.2017.1403399

C. *Conference Presentations and Workshops*
Presentations

Berson, I. R., & Berson, M. J. (2017, July). *Developing multi-literacies with tangible technologies in the early childhood classroom*. Presentation at the Hillsborough County Public Schools Head Start Pre-service Training, Tampa, FL.

Berson, I. R., & Berson, M. J. (2017, September). *Exploring our world with tangible technologies: Integrating robotics into inquiry project investigations in early childhood classrooms*. Panel presentation at Digitising Early Childhood International Conference, Perth, Australia.

Berson, I. R., & Berson, M. J. (2018, June). *Reconceptualizing the good citizen: Elevating kindergarteners' voice and agency*. Presentation at the Social Science Education Consortium International Conference, Florence, Italy.

Berson, I. R., & Berson, M. J. (2017, September). *Using evidence-based pedagogy to design digital games promoting inquiry with primary sources for elementary age learners*. Presentation at the Curtin University Doctoral Colloquium. Perth, Australia.

Berson, I. R., Berson, M. J., Carnes A. M., Wiedeman, C. R., & Ward, J. (2018, February). *Using virtual reality and testimony-based education in primary classrooms to promote social justice.* Presentation at the 10th International Society for the Social Studies Annual Conference, Orlando, FL.

Berson, I. R., Berson, M. J., & López de Méndez, A. (2017, November). *Engaging young learners: Exploration of Puerto Rico with primary sources*. Poster presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.

Berson, I. R., Berson, M. J., & López de Méndez, A. (2018, April). *Exploring use of primary sources from Puerto Rico to foster preservice teachers' culturally responsive teaching*. Roundtable presentation at the 99th American Educational Research Association Meeting, New York, NY.

Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *KidCitizen app*. Poster presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.

Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *KidCitizen app: Designing digital games for inquiry with primary sources*. Pre-conference clinic presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.

Berson, I. R., Berson, M. J., & Snow, B. (2017, June). *Re-imagining democracy with young children*. Presentation at the Social Science Education Consortium International Conference, Salem, MA.

Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *Using interactives for K-12 civic education.* Panel presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.

Berson, M. J., & Berson, I. R. (2018, February). *Placing social studies at the center: Integrating methods course instruction into field experiences*. Presentation at the 10th International Society for the Social Studies Annual Conference, Orlando, FL.

Berson, M. J., Berson, I. R., & Snow, B. (2017, December). *Using the KidCitizen app in museum settings*. Presentation at the Tampa Bay History Center Education Committee Meeting, Tampa, FL.

Burns, R. W. (2017, June). *The Teacher Leader Academy at Mort: The Academic arm of Mort Elementary, a community partnership school.* Featured speaker for the University of Central Florida Center for Community Schools and Child Innovation University Partners Monthly Meeting, Teleconference.

Burns, R. W., Johnson, W., & Bellas, A. (2017, March). *The Mort Teacher Leader Academy: Renewing teacher professional learning and graduate coursework together.* Paper presented at the inaugural International Teacher Leadership Conference, Miami, FL.

Burns, R. W., Johnson, W., Bellas, A., Perrone-Britt, F., & Hodges, K. (2017, April). *Developing teacher leaders to renew schools together: A collaborative inquiry of a partner school.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Burns, R. W., Johnson, W., Perrone, F., Hodges, K., Izzo, M., & Clark, D. (2017, March). *Teachers teaching teachers: Structures, successes, and challenges in designing differentiated professional development in PDS.* Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Colak, A. & Lou, Y. (2017, November). *A Multiple-Case Study on Faculty Members' Online Course Design Strategies.* Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

Ellerbrock, C. R., Duran, J., & Vomvoridi-Ivanovic, E. (2017, November). *Co-planning and co-teaching in the field: A self-study of three teacher educators' experiences*. Roundtable presentation presented at NAPOMLE Best Practice Session at the 2017 annual meeting of the Association for Middle Level Education, Philadelphia, PA.

Ellerbrock, C. R., & Vomvoridi-Ivanovic, E. (2018, April). *A framework for responsive middle level mathematics teaching*. Paper presentation to be presented at the 2018 annual meeting of American Educational Research Association, New York City, NY.

Ellerbrock, C. R., Vomvoridi-Ivanovic, E., Duran, J., Gant, S., & Cruz, C. (2017, November). *Welcome to the real world: Opening preservice teachers eyes to the reality of teacher evaluation.* Concurrent session presented at the Symposium on Middle Level Teacher Education at the 2017 annual meeting of the Association for Middle Level Education, Philadelphia, PA.

Ellerbrock, C. R., Vomvoridi-Ivanovic, E., Duran, J., Hange, D., Schepisi, V., Pedraza, U., Gant, S., & Cruz, C. (2017, November). *Mentoring the next generation of middle school teachers: Preservice and first year teachers tell all*. Roundtable presentation presented at the 2017 annual meeting of the Association. for Middle Level Education, Philadelphia, PA.

Fox, L., Dollard, N., Berson, I. R., Atkinson, K., Shockley, C., & Payton, S. (2017, December). *Improving outcomes for young children: Collaborative initiatives that move the needle*. Tampa, FL: University of South Florida.

Han, S., & Blank, J. (July 2017). *Unpacking and integrating: Strategies to promote young children's social-emotional development*. Hillsborough County Public Schools Head Start Teacher Professional Development: Tampa, FL.

Han, S., Blank, J., & Berson, I. (October 2017). *To transform or to reproduce: Critical examination of teacher inquiry within early childhood teacher preparation*. International Reconceptualizing Early Childhood Education Conference: Toronto, Canada.

Han, S., & Damjanovic, V. (November 2017). *Working with early childhood interns: School partners' perspectives to engage in partnership*. National Association of Early Childhood Teacher Educators Annual Conference, Atlanta, GA.

Hooper, J., Erick, E. & Lou, Y. (2017, November). *Changing the Face of STEM Education: A Case Study*. Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

Lane, T. B. (2018, March). *Black women in doctoral education: Lessons from a national study*. Invited Talk for ACPA Foundation Grant Recipients. ACPA-College Student Educators International, Houston, TX.

Lou, Y., Moon-Michel, L., Hooper, J., & Tanner, O. D. (2017, November). *Game-based learning with embedded assessment for three-dimensional science learning*. Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

Park, S., & Ryu, J. H. (2017, November). *Users' Emotional Analysis in the Virtual Simulation for Teacher Training*. Presented at AECT, Jacksonville, FL.

Reyes-Guerra, D., Tucker, P., Black, W., Sanzo, K. & McManus, T. (2017, April 21). I*mproving University Preparation of Principals.* Panel presentation at the Southern Regional Educational Board Annual Leadership Forum, Atlanta, GA.

Sanzo, K., Reyes-Guerra, D., Hewitt, K., Black, W., Tucker, P., & McManus, T. (2017, November 18). *Working together: Innovative approaches to principal preparation partnerships.* Innovative Session presented at the Annual Convention of the University Council for Educational Administration.

Shaw, M., Lane, T. B., Taylor, L., Allen, A. (March, 2017). *#BlackLivesMatter revisited: Navigating identity and well-being amidst longitudinal crisis.* Sponsored program presentation at the ACPA-College Student Educators International. Columbus, OH.

Singleton, D., Hanson, P., Wingate, E., & Suldo, S. M. (August, 2018), *Targeted intervention to improve elementary school children's subjective well-being,* Annual Convention of the American Psychological Association, San Francisco, CA.

Tanner, O. & Lou, Y. (2017, April). Design of a Digital Science Inquiry-Based Assessment. Paper presented at the Annual Meeting of American Educational Research Association (AERA), April 27-May 1, 2017, San Antonio, TX.

Topdemir, C., & Infanzon, J. (2017, November). *Restorative Practices: School Counselor Implementation.* Presentation at the Florida School Counselor Association Annual Convention,

Topdemir, C., Todd, A., Sanders-Burnett, D., & Infanzon, J. (2017, March). *Integrating Counseling Theories*. Presentation for the Hillsborough County School Counselor Association.

vanIngen, S., Dennis, D. V., & Agosto, V. (2017, April). *Expanding the diversity constricted teaching pipeline*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Vomvoridi-Ivanovic, E. & Ellerbrock, C. R. **(**2018). *A framework for Responsive middle level mathematics teaching.* Poster session to be presented at the National Council of Teachers of Mathematics (NCTM) 2018 Research Conference, Washington, DC.

Vomvoridi-Ivanovic, E., & Ellerbrock, C. R. (2018). *Responsive middle level mathematics teaching: Converging developmentalism and cultural responsiveness in middle level mathematics.* Poster session presented at the 2018 Association of Mathematics Teacher Educators Conference in Houston, TX.

Ward, J., Ledford, E., & Berson, I. R. (2017, November). *Incorporating community walks into ECE content courses: Lessons learned*. Roundtable presentation at the National Association of Early Childhood Teacher Educators Conference, Atlanta, GA.

Wingate, E., Suldo, S. M., Shum, K., Tan, R., Storey, E., & Dickinson, S. (February, 2018). *Improving children's positive mental health within a MTSS framework*. National Association of School Psychologists Annual Conference, Chicago, IL.

Workshops

Nathan Fisk delivered a workshop on Women in Cybersecurity 2018 Workshop: Hacking Discourses for an international gathering in Chicago, Illinois.

Yiping Lou conducted three 3-day workshops and one 6-day workshops for middle and high school science teachers in three school districts in Florida as part of the MSP grant. Updated and helped science teachers in three districts utilize Science Inquiry Analyzer to assess and monitor their own and students' science inquiry skills.

Sang Park, Jeeheon Ryu (Chonnam National University, South Korea), and Kristen McChesney (Purdue University) presented workshops to promote the awareness of culturally relevant pedagogy and diversity between USA pre-service teachers and S. Korean pre-service teachers for students at Chonnam National University and Purdue University.

D. Faculty Collaboration with Community Partners

Bailey, R., & Cruz, B. C. (2014, November). *Socially engaged art: Exploring global human rights through contemporary art*. National Council for the Social Studies, Boston, MA.

Bailey, R., & Cruz, B. C. (2014, October). *The art of interdisciplinary learning: Lessons for social studies*. Florida Council for the Social Studies, Orlando, FL.

Black, W. & Montalvo, J. (2017). The Individual Education Plan: From individual needs to meaningful relationships. *TASH Connections, 42*(1), 8-13.

Burns, Rebecca. Professor-in-Residence at Mort Elementary, a Community Partnership School. Outcomes include a collaborative research group with USF doctoral students, 3-4 teacher leaders, and the school principal from Mort Elementary School who research the impact of Mort Teacher Leader Academy as a community engaged initiative while mentoring practitioners in the research process. The following video illustrates the change at Mort Elementary https://vimeo.com/user15845428/review/195847572/a19da946ba

Cruz, B. C. (2017, October). *Teaching about global social issues with contemporary art: Developing Global Perspectives in the Social Studies.* Paper presented at FL-CUFA convocation of the Florida Council for the Social Studies, Palm Harbor, FL.

Cruz, B. C. (2018). Teaching about global social issues with contemporary art. *Oregon Journal for the Social Studies, 6*(1), 37-42.

Cruz, B. C., & Ellerbrock, C. R. (2015). Developing visual literacy: Historical and manipulated photography in the social studies classroom. *The Social Studies 106*(6), 274-280.

Cruz, B., Ellerbrock, C. E., & Mead, S. M. (2016, December). *Economics, environment, and empathy: Photographing contemporary global issues*. Paper presented at the 96th National Council for the Social Studies Annual Conference, Washington, DC.

Cruz, B., Smith, N., & Ellerbrock, C. R. (2015). "I have never witnessed students so engaged": The art of democracy in schools. *Art Education 68*(6), 9-15.

Cruz, B. C., & Smith, N. (2013). Mark Dion's *Troubleshooting*: Empowering students to create and act. *Art Education Journal 66*(3), 29-38.

Cruz, B., & Smith, N. (2014, February). *InsideArt: A collaborative secondary school arts infusion project*. Research & Creative Activity Day, USF College of the Arts, Tampa, FL.

Hoppey, D., Black, W., Mickleson, A. (2018). The evolution of inclusive practice in two elementary schools: Reforming teacher purpose, instructional capacity, and data informed practice. *International Journal of Educational Reform, 27*(1), 22-45.

Dr. Phyllis Jones is engaged with colleagues here at USF and at the University of Exeter to consider how inclusion is enacted in school contexts. Two research projects are being jointly designed by a research team at each university.

Mead, S., Ellerbrock, C. R., & Cruz, B. C. (2017). Discussing global issues through contemporary art. *The Social Studies, 108*(2), 72-77.

Sherry, M. B., & Lawrence, A. M. (2017, December). *Designing arguments: Seventh-graders' use of an online educational game as a resource for crafting arguments, audiences, and rhetorical voices in persuasive writing for social action*. American Reading Forum. Sanibel Island, FL.

E. *Estimated number of students participating in internships, etc.*

In the Department of LCACHE, 106 students completed a practicum experience – 54 in Administrative Practicum, 25 in College Student Affairs, 20 in Counseling Adolescents/Adults, and 7 in Career and Workforce Education,

EPS Graduate students are either required or have options to participate in internships and practicums in School Psychology, Exercise Science, and Instructional Technology. At the undergraduate level, *all* exercise science students participate in a pre-internship experience and an internship experience. In addition, two lower division courses in social foundations require students to complete field experiences in schools or community setting. During 2017-18, 39 school psychology graduate students completed in internships and/or practicums, and 8 exercise science graduate students completed internships. At the undergraduate level, 33 exercise science undergraduate completed pre-internship and/or in the process of completing internships and 356 undergraduate students completed and/or in the process of completing field experiences.

In T&L, students in *all* undergraduate teacher preparation programs as well as our graduate MAT programs participate in various levels of internship and/or practicum. In some programs (e.g., early childhood, elementary education, special education, middle grades mathematics residency), students are in field experiences almost every semester in the program; in other programs (e.g., most secondary programs), students are in field experiences in a practicum and in a final internship. When combined, in the summer of 2017, 176 students were in a community engaged experience. During the fall semester, 602 T&L students were involved in field situated experiences and during the spring of 2018 that number rose to 627 students

F. Estimated number of hours students contribute to community

Students in EPS contributed an estimated 43,000 hours this past year in practicum, internship, field experiences, and community activities related to course work or funded research.

These hours included 13 doctoral students providing positive psychology support to the school community forced to relocate when their school burnt down due to damage caused by Hurricane Irma, while school psychology faculty and students provided mental health support to high schoolers in area schools and the implemented a partnership model at Sulphur Springs k-8 community school. In addition, IT students and faculty developed scenario-based eLearning modules and science inquiry games in collaboration with middle and high school teachers, while the exercise science student organization supported participants in the Gasparilla Classic.

In LCACHE, across the five graduate level courses and 115 students it is estimated 17,500 hours were spent contributing to the community:

EDA 6945 Administrative Practicum – 54 x 125 hours minimum = 6,750 hours
MHS 6800 Practicum in Counseling Adolescents/Adults – 20 x 160 hours = 3,200 hours
SDS 6820 Internship in School Counseling – 9 x 240 hours = 2,160 hours
ECT 6948 Practicum in Career and Workforce Education – 7 x 50 minimum = 350 hours
EDF 6944 Practicum in College Student Affairs – 25 x 200 hours = 5,000 hours

In Teaching and Learning where a final intern will spend upwards of 450 hours in a school placement the estimated hours in filed experiences in 2017-18 are substantial. The department annual report indicates Over 177,000 estimated hours at the undergraduate level and 11,350 hours in the MAT programs as follows:

Early Childhood Education – 18,500 hours
Elementary Education - 117,350 hours (UG) plus 1,730 hours (MAT).
Special Education – 8,500 hours
English Education – 5,400 hours (UG) plus 2,900 hours (MAT)
Mathematics Education – 9,850 hours (UG) plus 1,020 hours (MAT)
Science Education – 5,850 hours (UG) plus 3,250 hours (MAT)
Social Science Education – 12,150 hours (UG) plus 2,450 hours (MAT)

All told, the College of Education estimates that students with faculty support contributed over 238,000 hours in community engagement with our partnerships across Tampa Bay through internships, practicums and site-based translational scholarship.

Appendix B- Department of Educational & Psychological Studies Annual Report

Department of Educational and Psychological Studies Annual Report

College of Education, USF

May 2017 – April 2018

The mission of the Department of Educational and Psychological Studies is to advance rigorous inquiry and prepare highly qualified, culturally responsive professionals.

This year marks the fourth year since the Department of Educational and Psychological Studies (EPS) was established. The mission statement of the Department is to advance rigorous inquiry and prepare highly qualified, culturally responsive professionals. The mission, goals and accomplishments of the department support the College of Education's mission and USF's Strategic Plan for 2013-2018.

EPS houses six distinctive programs:

- Educational Measurement, Research, and Evaluation
- Educational Psychology
- Exercise Science
- Instructional Technology
- School Psychology
- Social Foundations

The department delivers degrees at all levels: Bachelor's, Master's, Educational Specialist, and Doctoral. Several programs offer graduate certificates. The department also offers an interdisciplinary undergraduate minor. The department consists of 32 faculty members (including tenured and tenure-earning faculty, instructors, and three visiting assistant professors), 3 postdoctoral fellows, 4 academic program support staff, and 56 graduate teaching assistants.

Faculty and Student Awards

It was an exciting year with ESP faculty and students being recognized with national or university honors.

Faculty Awards

- **George Batsche** (School Psychology) received the **Lifetime Achievement Award** at the National Association of School Psychologists (NASP)

- **Lauren Braunstein** (Social Foundations) received a ***2017/18 USF Outstanding Undergraduate Teaching Award*** and the **COEDU Margaret Burlington Tritle Excellence Teaching Faculty Award** (inaugural year).
- **Darlene DeMarie** (Educational Psychology) received a **USF 2016-2017 Global Achievement Award**.
- **Sarah Kiefer** (Educational Psychology) was elected **Vice President of AERA's Division E,** Counseling and Human Development. This honor will be announced at AERA (2018).
- **Eun Sook Kim** (Measurement) received the **2017 Educational Researcher of the Year Award** from the Florida Educational Research Association.
- **Lisa Lopez** (Educational Psychology) was elected **Chair-Elect** of the **Society for Research in Child Development Latino Caucus.**
- **Shannon Suldo** (School Psychology) named **Associate Editor** of *School Mental Health*.
- **Nate von der Embse** (School Psychology) was named ***Journal of School Psychology*** **Reviewer of the Year (2017)** and ***Journal of School Psychology Reviewer*** **of the Year (2017).**
- **Nate von der Embse** also received the **Excellence in Service Award from APA Division 16**.
- **Nate von der Embse** and **Candi Ashley** (Exercise Science) received the **USF President's Research Incentive Award.**

Student Awards

- Instructional Technology (IT) doctoral students **Jessica Hooper** and **Elena Erick** were winners of the Association for Educational Communications and Technology's (AECT) **Design and Development Competitio**n at the 2017 AECT International Convention in November.
- IT doctoral students **Huiruo Chen** and **Nicole Emert** were also selected as one of the three finalist groups in the national competition.
- School Psychology doctoral student **Sarah Dickinson** won the **National Association of School Psychologists' Graduate Student Research Award.**
- School Psychology doctoral student **Nicolas David Smith** won the 10th Annual **Graduate Student Research Symposium** award and will be presenting at the 5th Annual Statewide Graduate Student Research Symposium in Tallahassee on April 20, 2018.

National Leadership

- Bill Campbell is Associate Editor – *Strength & Conditioning Journal;* President – International Society of Sports Nutrition; Elected Committee Member – National Strength and Conditioning Association Nomination Committee (2016-2018).
- Jose Castillo is Associate Editor, *Journal of Educational and Psychological Consultation.*
- Robert Dedrick and John Ferron, IES Review Panel.
- James Hatten, Chair, AERA SIG, Computer and Internet Applications in Education (CIAE).
- Sarah Kiefer is Co-Chair, AERA Division E Graduate Student Pre-Conference.
- Eun Sook Kim is secretary of the AERA SIG Multilevel Modeling.
- Sang Park is Educational Technology track chair for GLOCER (Global Conference on Education and Research) and Treasurer, AERA SIG - Computer and Internet Applications in Education.

- Liliana Rodriguez- Expert Panel, National Science Foundations and Program Chair of Collaborative, Participatory, and Empowerment Evaluation Topical Interest Group of the American Evaluation Association.
- Nate von der Embse is associate editor of *Journal of School Psychology* and *School Psychology International*. He is Co-Chair of the Government and Professional Relations Workgroup, National Association of School Psychologists.
- Jenni Wolgemuth is Program Co-Chair for AERA SIG in Qualitative Research.

Department Goals and Accomplishments

The faculty focused on the following goals for 2017-2018:

- **Curriculum Innovation**
- **Student Recruitment and Success**
- **Grant Productivity**

The report that follows highlights our accomplishments organized around the annual review topics provided by USF. The appendix of this report list EPS's ***performance over the last 5-years on selected metrics such as:*** *SCH Generated, Unduplicated Headcount, etc.*

Curriculum—Review, Revision, New programs and Certificates

Since May 2017, EPS faculty engaged in exciting opportunities around curriculum innovation at both the graduate and undergraduate level.

Graduate

Instructional Technology faculty (led by Yiping Lou) received approval for a new **Master's of Science** degree in **Learning Design and Technology**. This new program, which was developed in collaboration with faculty across all three departments and Innovation Education, has a 21 credit hour course and four concentrations:

- E-Learning Design and Development (core area)
- Cybersecurity Education (unique nationally)
- Big Data and Learning Analytics (unique in the state)
- Game-based Learning and Analytics (unique in the state)

Relatedly, USF approved the **Graduate Certificate in Cyber-Security Education** (faculty sponsor: Nathan Fisk in collaboration with Ilene and Michael Berson). This program has over 50 applicants.

Other notable new programs approved this year:

- **Graduate Certificate in Qualitative Research** (faculty sponsor: Jenni Wolgemuth) which has attracted students cross campus.
- Revised **Graduate Certificate in Diversity** (faculty sponsor: Lauren Braunstein).
- Groundwork for potential program development include:
- New joint masters concentration between Educational Measurement/Research and Educational Psychology;
- Specialized curriculum around nutrition in Exercise Science;
- Certificate or concentration in International and Comparative Education;
- Cyber-Security Education concentration in the MS in Cybersecurity.

Undergraduate

The department offers an undergraduate degree in Exercise Science (BS) and an undergraduate minor in educational foundations. In addition, the faculty teach required and elective courses for other undergraduate programs in the college and university. The Provost required all undergraduate programs to undergo a rigorous review of their 8 semester plans.

Overview of process

The review of the undergraduate exercise science degree program the process established by the college in accordance with the Provost's directive. Candi Ashley surveyed community partners such as intern supervisors and current student interns to solicit feedback to best align the curriculum with knowledge and skills desired for post-graduation professional placement. Candi Ashley developed the survey and Nic Martinez and Maureen Chiodini held focus groups with community partners to discuss content and skills needed to ensure students' career readiness and long-term success. They also asked student interns to identify the most beneficial aspects of the current curriculum and recommendation for additional content/skills based on their internship experience. Importantly, in the context of USF's General Education reform, exercise science students will have increased opportunities to pursue minors or elective course work geared toward their future academic career goals.

Highlights of changes planned to enhance curriculum

- Combine two courses--PET 4413: Administration of Fitness/Wellness Centers and PET 4402: Planning and Evaluating Fitness/Wellness Programs—into one course to better integrate content and skills;
- Create new courses in areas of relevance:
- Applications of Strength and Conditioning.
- Wellness Coaching.
- Physical Activity in Diverse Populations with a service learning/community engagement component.
- 3 credit Survey in Exercise Science (replacing a 1 credit Professional Seminar)
- Revise or remove existing courses:
- Revise PET 4550 Clinical Exercise Testing and Prescription to a Clinical Exercise Physiology course.
- Change the clinical rotation to include a practicum

- Remove PET 3076: Fitness across the Lifespan and PET 3404: Emergency Response and Planning.
- Exercise science faculty also revised their admission process to include an early admission cycle in response to a decline in pre-exercise science applications (see Student Success).

Revised *M*inor - Global Studies in Education - First Global Pathway Minor at USF!

Since 2006, the college offered a minor in educational studies/educational research foundations housed with the social foundation program. This minor underwent some revision over the years. As of January 2017, 17 students had declared a minor, and by March, the number increased to 29. Still, only 10 students had graduated with a minor since August 2015.

This past year, Dr. Lauren Braunstein collaborated with USF's Global Citizen Project, faculty, advisors, and students to revise the minor to make it a Global Pathway minor, the first at USF. Curriculum revision focus on ensuring the minor would be accessible, relevant, and aligned with the general education program, and with USF's strategic priorities for undergraduate education (QEP). This process involved: reviewing the curriculum with particular attention to outdated and seldom offered courses; identifying courses certified or proposed for GPC certification; soliciting feedback from current students about career interests, goals, and desired content/experiences; and gathering feedback from advisors to ensure the revised minor best fit students' needs without risking excess credit hours. These efforts involved faculty from multiple programs within the department and college. The following changes were approved this year for inclusion in the next undergraduate catalog.

Highlights of changes to enhance curriculum

- Title Change to Global Studies in Education;
- Global Pathway program -- interested students can achieve the Global Citizen Award;
- Reduced hours from 18 credits to 15;
- Removed course electives that are not frequently offered;
- Revised core and elective courses to ensure options for High Impact Practices;
- Co-curricular partnership with SCATTER;
- 4 certified GPC courses, 2 under review for certification;
- 4 options for study abroad;
- 2 service learning courses

Department participation in General Education reform

In 2016, Provost Wilcox requested that General Education Council develop a new general education curriculum. The goal was to provide students with a coherent, rigorous and relevant general education program with high impact learner-centered practices. The new curriculum framework was approved May 2017. The following November, the Office of Undergraduate Studies and General Education Council issued a call for proposals for courses for Tier Two—Intellectual and Practical Skills. Tier Two contained three area: Creativity Thinking, Information and Data Literacy, and Human and Cultural Diversity.

This reform presented a crucial opportunity to have educational diversity and technology related content included in the lower division undergraduate curriculum. In 2015, two common state prerequisite courses—Introduction to Diversity for Educators and Introduction to Technology for Educators—offer through the department were drop as state requirements despite the importance of this content for students' career readiness and success. Revising these courses for general education would address the

needs of both pre-education majors and other students who plan careers working with children, youth and adults in out of school contexts. As part of limited submission process, faculty selected these two courses along with a third (a core course for Global Studies in Education minor) for submission—and all were approved.

Tier 2 proposals approved

Courses	General Education Area
EME 2040 Technology for Leading and Learning	Creative Thinking
EDF 2085 Education, Diversity in a Global Society	Human/Cultural Diversity
EDF 3514 History of Education in US	Information/Data Literacy

Anticipated plans for future proposal submissions (tier 2,3,4)

In collaboration with the Department of Anthropology, Kiran Jayaram (Anthropology), Alisha Braun and Lauren Braunstein received a grant to develop an interdisciplinary course "Anthropology of Urban Education in a Globalizing Age" for the Creative Thinking area in the new General Education curriculum. The proposal was submitted to General Education Council in spring 2017 and if improved will be offered in spring 2019. Plans for courses in tiers 3 and 4 include:

- Positive Psychology in the Schools (High Impact Practice course) – Shannon Suldo and Emily Wingate
- Studies in Research Design (High Impact Practice course) – Leia Cain
- Digital Identity – interdisciplinary HIP/Civic Engagement and Ethical Reasoning – James Hatten
- Exercise Science Internship (High Impact Practice)

Honors College

Faculty were also active in developing new courses for students in the Honors College: *Creativity & Innovation* (Dr. Sarah Kiefer) and *Digital Identity* (James Hatten).

For *Digital Identity*, students create capstone Digital Video class projects. For example, students produce digital poems and promotional videos where they produced advertisements to incorporate into Honors College Orientation Sessions and on the Honors College website. See student work by clicking on the following link: http://www.uploaddownload.info/digital_video/

In Creativity and Innovation, students complete capstone project, in which they engage in solving a practice-based problem to find ways to reduce their carbon footprint in partnership with a local company, Triadex.

Education Abroad/International Activities

Exercise science submitted their four-year global map as part of undergraduate program review.

Faculty led Education Abroad programs and other global activities:

- In fall 2017 and spring 2018, Alisha Braun designed and recruited for a new "Schools & Society in South Africa" education abroad program. The program was embedded in EDF 3604 and EDF 6938 for summer 2018, but had to be cancelled due to enrollment.
- In summer 2017, Lauren Braunstein participated in the "Teaching and Studying Abroad" program in Costa Rica. For summer 2018, the same program is embedded within EDF 2085 and EDF 3604. Two students going on the trip are enrolled in EDF 2085 and one student is enrolled in EDF 3604. With EDF 2085 being approved as a General Education course, there is promise for the future participation.
- Diana Socie developed an international practicum in school psychology course to be offered in May 2019. Students enrolled in this course will spend two weeks in Lima, Peru volunteering in both private and public schools who serve students with disabilities. The goal of this course is for students to gain a broader perspective of the work being done internationally in school psychology and to gain experience working in schools outside of the United States.
- George M. Batsche (School Psychology Program Coordinator) traveled to Singapore in Fall, 2017 to collaborate with the Ministry of Education around the implementation of a multi-tiered system of supports (MTSS) in the Singapore schools. In addition, Dr. Batsche and the Ministry had conversations to continue the existing agreement between USF COE and the Ministry for a joint training partnership for school psychologists. Currently, the Ministry is funding one school psychology candidate and will support the internship of that candidate in Fall, 2018.
- Leia Cain developed an education abroad program entitled "Finnish-ing At The Top: Comparative Assessment in Finland." The program was embedded in EDF 4430 and EDF 6432, but had to be canceled due to enrollment.

Community Engagement

Department faculty and students are engaged in a variety of activities in partnership with communities. The discussion below focuses on those activities that meet the Carnegie Definition for community engagement:

> *Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity….*

Community Engaged Courses taught

Examples of community engaged courses include EDG 4909 Positive Psychology in the Schools (Shannon Suldo and doctoral student Emily Wingate) and EME 6613 Development of Technology-Based Instruction (Yiping Lou).

- Positive Psychology in the Schools is a service learning courses offered each fall to approximately 10-12 undergraduate students. This year the 12 students enrolled in the course provided 22 children in grades 4-5 at a local elementary schools a 10-week positive psychology program.
- Development of Technology Based Instruction enrolls about 14 graduate students. In this course, Yiping Lou supervises students who collaborate with Osceola School District science teachers in

designing and developing innovative scenario-based science inquiry games for middle school students to learn both science concepts and scientific practices.

Community Engaged publications

(Examples of articles by faculty and students who have used community base teaching into research to improve teaching).

The following are samples of community engaged scholarship gear toward improving instructional practices and educational policy.

- Braun, A. M. B. & Okwako-Riekkola, B. (in press). Ujamaa and universal design: Developing sustainable tactile curricular materials in rural Tanzania. *Disability, CBR and Inclusive Development.*

- Lou, Y. & Moon-Michel, L. (2017). Using Activity Theory in Designing Science Inquiry Games. In Brad Hokanson, Greg Clinton, Karen Kaminsky (Eds), *Educational Technology and Narrative: Story and Instructional Design,* Springer.

- Tanner, O. D. & Lou, Y. (2017). Use of a Content-Based Science Narrative to Develop Situational Interest within a Digital Game. In Brad Hokanson, Greg Clinton, Karen Kaminsky (Eds), *Educational Technology and Narrative: Story and Instructional Design,* Springer.

- Park, S., & Gentry, V. (2017). Promoting pre-service teachers' multimedia design skills through collaborative multimedia service-learning (CMSL). *Journal of Service-Learning in Higher Education. 6,* 1-14.

- Park, S., & Ryu, J.H. (accepted spring 18). Exploring pre-service teachers' emotional experiences in an immersive virtual teaching simulation through facial expression recognition, *International Journal of Human-Computer Interaction. This paper reports the collaborative research on virtual classroom that I conducted with one of my colleagues in Chonnam National University*

- Wingate, E. J.,* Suldo, S. M., & Peterson, R. K. S. (2018). Monitoring and fostering elementary school students' life satisfaction: A case study. *Journal of Applied School Psychology.* Advance online publication. doi: 10.1080/15377903.2017.1403399

Community Engaged presentations/workshops

(Examples of presentations/workshop by faculty and students who use community based teaching into research to improve teaching and learning).

Presentations

- Colak, A. & Lou, Y. (2017, November). A Multiple-Case Study on Faculty Members' Online Course Design Strategies. Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

- Hooper, J., Erick, E. & Lou, Y. (2017, November). Changing the Face of STEM Education: A Case Study. Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

- Lou, Y., Moon-Michel, L., Hooper, J., & Tanner, O. D. (2017, November). Game-based learning with embedded assessment for three-dimensional science learning. Paper presented at the Annual meeting Association of Educational Communications Technology (AECT), Jacksonville, FL.

- Singleton, D., Hanson, P., Wingate, E., & Suldo, S. M. (August, 2018), *Targeted intervention to improve elementary school children's subjective well-being,* Annual Convention of the American Psychological Association, San Francisco, CA.

- Park, S., & Ryu, J. H. (2017, November). *Users' Emotional Analysis in the Virtual Simulation for Teacher Training*. Presented at AECT, Jacksonville, FL.

- Tanner, O. & Lou, Y. (2017, April). Design of a Digital Science Inquiry-Based Assessment. Paper presented at the Annual Meeting of American Educational Research Association (AERA), April 27-May 1, 2017, San Antonio, TX.

- Wingate, E., Suldo, S. M., Shum, K., Tan, R., Storey, E., & Dickinson, S. (February, 2018). *Improving children's positive mental health within a MTSS framework*. National Association of School Psychologists Annual Conference, Chicago, IL.

Workshops

- **Leia Cain** delivered a workshop workshop on the Power of Language for the National Diversity Council's annual LGBT-Allies summit during July 2017 in Orlando.
- **Nathan Fisk** delivered a workshop on Women in Cybersecurity 2018 Workshop: Hacking Discourses for an international gathering in Chicago, Illinois.
- **Yiping Lou** conducted three 3-day workshops and one 6-day workshops for middle and high school science teachers in three school districts in Florida as part of the MSP grant. Updated and helped science teachers in three districts utilize Science Inquiry Analyzer to assess and monitor their own and students' science inquiry skills.
- **Sang Park**, Jeeheon Ryu (Chonnam National University, South Korea), and Kristen McChesney (Purdue University) presented workshops to promote the awareness of culturally relevant pedagogy and diversity between USA pre-service teachers and S. Korean pre-service teachers for students at Chonnam National University and Purdue University.

Student participation in internships, practicums, field experiences.

Graduate students are either required or have options to participate in internships and practicums in School Psychology, Exercise Science, and Instructional Technology. At the undergraduate level, all exercises science students participate in a pre-internship experience and an internship experience. In addition, two lower division courses in social foundations require students to complete field experiences in schools or community setting.

The number of students who participated since May 2017 are as follows by program:

- 39 school psychology graduate students completed in internships and/or practicums.
- 8 exercise science graduate students completed internships.

- 33 exercise science undergraduate completed pre-internship and/or in the process of completing internships.
- 356 undergraduate students completed and/or in the process of completing field experiences.

Number of hours students contribute to community

Students in EPS contributed an estimated **43,000 hours** this past year in practicum, internship, field experiences, and community activities related to course work or funded research.

Here are a few examples of the diverse ways students contribute to the community. Shannon Suldo and 13 students in her positive psychology research group provided positive psychology support to a school community forced to relocate when their school burnt down due to damage caused by Hurricane Irma. Programs involved teachers, school administrators, and 225. In addition, school psychology faculty and students provided mental health support to high schoolers in area schools and the implemented a partnership model at Sulphur Springs k-8 community school. Yiping Lou and several IT students developed scenario-based eLearning modules and science inquiry games in collaboration with middle and high school teachers. The exercise science student organization supported participants in the Gasparilla Classic.

Student Success

Student success is the department's greatest priority and faculty have engaged in efforts to recruit outstanding students and support students success thought assistantships, fellowships, and opportunities to participate in funded research. In addition, faculty provide students with multiple opportunities to engage in research, clinical practice and service learning, and high impact practices.

Activities related to student recruitment and talent acquisition include:

- Marketing and quick follow up on inquiries
- Active participation in COEDU open house and marketing campaign (e.g. in partnership with Educational Innovation).
- Faculty Involvement with GKT prep and Living Learning Communities
- Direct contact with applicants by both faculty and current students
- Personal phone calls to admitted students
- Direct contact with HBCUs, HACUs for recruiting
- Early admission cycle for undergraduate program in exercise science
- Travel funds to support high profile candidates for campus interviews and visits
- Nominating students fellowships
- Supporting students through external funding

Notable Outcomes:

- 3 continuing USF Presidential Fellows
- 2 new University Graduate Fellows
- 2 continuing and 2 new Graduate Student Success Fellows

Courses/students participating in Service Learning:

- EDG 4909 Positive Psychology in the Schools/12 students

Activities related to promote Undergraduate Research

- During fall 2017, 12 undergraduate students were involved in research that took place in Bill Campbell's laboratory (all students completed the IRB certification to engage in the research process).

Selected Student Professional Placement

EPS graduates take positions in a variety of settings. Below highlights positions secured by students who graduated this year.

Educational Measurement and Research

- Anh Kellerman - Director of Web Development
- Jennifer Green - Senior Research Assistant of Research and Development at Psychological Assessment Resources, Inc.
- Yan Wang - Assistant Professor in the Department of Psychology at College of Fine Arts, Humanities and Social Sciences at the University of Massachusetts Lowell

Educational Psychology

- Travis Marn - Assistant Professor in Educational Psychology.at Southern Connecticut State University as

Exercise Science

Spring 2018 Graduates:

- Stephen Beaugrand - Employed at Pro Physique (online fitness and dieting company based in Tampa)
- Aja Osborne - Employed Full Time at Verizon Corporate Fitness Center (Temple Terrace I believe)
- Shiva Best - Employed full time at Avatar Nutrition (technology based fitness and nutrition company based in Tampa)
- Molly Gower - employed as fitness director at Pride Gym (Tampa area)
- Lindsey Klein – employed full time as an exercise scientist at a corporate fitness facility in the Tampa area (I do not have the name of the facility)
- Vickie Wong - starting the doctoral program at Ole Miss in Fall 2018

- Carl Fox - starting the doctoral program at Auburn in Fall 2018

Spring 2017 Graduates:

- Andres Vargas - accepted into Arizona State University doctoral program
- Paola Fink Irizarry - hired full time as a research assistant in USF Health
- Mike Myers - Hired full time as a baseball (Houston Astros) S&C coach
- Ross Perry - accepted into Florida State University doctoral program (declined offer). Works full time at Quest Diagnostics

Instructional Technology

Summer 2017-- M.Ed.

Tiffany Foster- Math Team Lead / Pasco eSchool

- Audrey McKinney - Learning Experience Designer / Bisk (E-learning company)

Fall 2017 - M.Ed.

- Eric Hall - State Probation Officer / Department of Corrections, Tampa, FL
- George Leach - Principal Integration Engineer / ClearCadence LLC
- Lynn Reid - State of Florida Probation Officer / Fort Pierce, FL.
- Justin Sell - Training specialist / Liberty Mutual
- Patrick Sebiro - IT Manager / Wolters Kluwer
- Joyce Lessard - Publications Designer / University of South Florida (USF)

Spring 2018

M.Ed.

- Jon Berryman - Faculty/Dept. Chair of the Emergency Medical Services Technology program / Tallahassee Community College
- Ashley Porter - Multimedia journalist

- Annamae Celina - Public librarian / Hillsborough Count

Ph.D.

Jennifer Hart - Strategic Customer Success Manager / Instructure (Canvas)

School Psychology

Ph.D. Graduates-Postdoctoral Fellowships

- Brittany Hearon, Ph.D. Daly Clinic, Cleveland, OH
- Jeff Garofano, Ph.D. Kennedy Krieger-Johns Hopkins, Baltimore, MD
- Christopher Barclay, Ph.D. EASTCONN Regional Educational Service Center, Manchester, CT
- Joy Wang, Ph.D. USF Institute for School Reform
- Kelli Henson, Ph.D., Center for Inclusive Communities, College of Behavioral and Community Sciences, USF

Ed.S. Graduates

- Justine Connolly, Pasco School District
- Camille Randle, Pasco School District
- Mollie McCullough, Pasco School District
- Amira Mattison, Pasco School District
- Ph.D. Interns
- Leah Bonilla, Hillsborough County School District
- Sujay Sabnis, Hillsborough County School District
- Natalie Hofmann Leedy, University of Florida-PK Yonge, Gainesville, FL
- Courtney Lynn, University of Miami-Mailman Center, Miami, FL
- Yu Hin Lam, University of Pennsylvania College of Medicine Autism Center, Philadelphia, PA
- Kayla LaRosa, Pasco County School District and USF College of Medicine
- Katherine Wesley, Wright State University/Dayton Children's Hospital, Dayton, OH

EdS Intern

- Sheena Hera, Hillsborough County School District

Online courses and programs

The department offers many online courses across programs. Many of these courses (foundations and research) support fully online master and doctoral level programs throughout the college and university. Instructional Technology also provides students with the option of taking their Ph.D. or master's program online. Exercise science created a new online course on exercise physiology for non-majors. The course enrolled 59 students in spring 2018 up from 45 the previous spring semester.

Courses offered in Wintersession, Maymester

Nate Fisk taught "Internet in Education" to 20 graduate students during Wintersesssion. Bill Campbell developed a new course on controversies in exercise nutrition to be offered Maymester 2018.

Status of fully online program development

The new M.S. Degree in Learning Design and Technology will have an option for students to complete the program fully online.

Faculty Talent Acquisition

The department welcomes new faculty:

- Alisha Braun (Michigan State University) – Assistant Professor of Social Foundations
- Nate von der Embse (Michigan State University) – Assistant Professor of School Psychology
- Maureen Chiodini (University of South Florida) – Visiting Instructor in Exercise Science
- Janelle Garcia (University of Florida) – Visiting Instructor in Exercise Science
- Nic Martinez (University of South Florida) – Visiting Instructor in Exercise Science

Results of Faculty Searches

- Sam Buckner (University of Mississippi) - Assistant Professor of Exercise Science.
- Brittany Hearon (University of South Florida) - Visiting Professor of School Psychology
- Natalie Romer (University of Oregon) - Visiting Professor of School Psychology
- On-going search for two instructors in Exercise Science.
- On-going search for visiting professors in Measurement.
- Research Portfolio (provide number/amounts)

Research

EPS faculty and students had a very productive year with disseminating research in publications and grant writing:

Peer Reviewed Publications: 78

Publications coauthored with students: 24

and Total of New Grants as PI or coPI:

34 new grant submissions: nearly $26 million.

15 new grants funded: over $7 million

17 new grants pending: $15,431,324.

Grant collaboration with faculty in Behavioral and Community Sciences, Chemistry, Engineering, Music, Nursing, Public Health, and USF health.

Appendix A

SCH Generation by Department (1.1.d on page 5 of Annual Review)

NOTE: some data cannot be disaggregated from source data as courses track back to old department chart fields. These SCH are reported on following pages. The crosswalk of chart fields to departments can be found in Appendix A.

Department	SCH TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
EPS	LOWER GROSS	1,926	3,090	3,084	3,025	2,348
	UPPER GROSS	3,929	5,183	4,666	5,072	5,490
	GRAD I GROSS	5,166	4,623	4,166	2,446	2,755
	GRAD II GROSS	3,399	3,731	4,179	3,924	4,447
	Undergraduate Total	5,855	8,273	7,750	8,097	7,838
	% Undergraduate	41%	50%	48%	56%	52%
	Graduate Total	8,565	8,354	8,345	6,370	7,202
	% Graduate	59%	50%	52%	44%	48%
	TOTAL GROSS	**14,420**	**16,627**	**16,095**	**14,467**	**15,040**
LCACHE	LOWER GROSS	0	0	0	0	0
	UPPER GROSS	735	717	720	889	557
	GRAD I GROSS	3,517	4,693	3,817	4,083	3,526
	GRAD II GROSS	2,523	2,619	2,455	2,621	2,277
	Undergraduate Total	735	717	720	889	557
	% Undergraduate	11%	9%	10%	12%	9%
	Graduate Total	6,040	7,312	6,272	6,704	5,803
	% Graduate	89%	91%	90%	88%	91%
	TOTAL GROSS	**6,775**	**8,029**	**6,992**	**7,593**	**6,360**
T&L	LOWER GROSS	1,788	4,872	4,181	3,652	3,592
	UPPER GROSS	24,086	26,012	23,343	20,588	21,349

Department	SCH TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
	GRAD I GROSS	7,953	7,546	5,555	5,282	5,021
	GRAD II GROSS	2,576	2,050	1,886	2,351	2,734
	Undergraduate Total	25,874	30,884	27,524	24,240	24,941
	% Undergraduate	71%	76%	79%	76%	76%
	Graduate Total	10,529	9,596	7,441	7,633	7,755
	% Graduate	29%	24%	21%	24%	24%
	TOTAL GROSS	**36,403**	**40,480**	**34,965**	**31,873**	**32,696**
Wellness & Sports Studies	LOWER GROSS	4,639	0	64	74	46
	UPPER GROSS	6,207	0	278	75	45
	GRAD I GROSS	1,176	66	204	73	210
	GRAD II GROSS	13	0	0	0	3
	Undergraduate Total	10,846	0	342	149	91
	% Undergraduate	90%	0%	63%	67%	30%
	Graduate Total	1,189	66	204	73	213
	% Graduate	10%	100%	37%	33%	70%
	TOTAL GROSS	**12,035**	**66**	**546**	**222**	**304**
Deans Office	LOWER GROSS	0	0	0	0	0
	UPPER GROSS	81	9	0	0	13
	GRAD I GROSS	58	6	294	168	43
	GRAD II GROSS	138	16	286	238	56
	Undergraduate Total	81	9	0	0	13
	% Undergraduate	29%	29%	0%	0%	12%
	Graduate Total	196	22	580	406	99

Department	SCH TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
	% Graduate	71%	71%	100%	100%	88%
	TOTAL GROSS	**277**	**31**	**580**	**406**	**112**

Media & Info Science	LOWER GROSS		0			
	UPPER GROSS		0			
	GRAD I GROSS		30			
	GRAD II GROSS		0			
	Undergraduate Total	0	0	0	0	0
	% Undergraduate		0%			
	Graduate Total	0	30	0	0	0
	% Graduate		100%			
	TOTAL GROSS		**30**			

Program Operations	LOWER GROSS			0	0	0
	UPPER GROSS			180	81	72
	GRAD I GROSS			0	0	0
	GRAD II GROSS			0	0	0
	Undergraduate Total	0	0	180	81	72
	% Undergraduate			100%		
	Graduate Total	0	0	0	0	0
	% Graduate			0%		
	TOTAL GROSS			**180**	**81**	**72**

COEDU Total	LOWER GROSS	8,353	7,962	7,329	6,751	5,986
	UPPER GROSS	35,038	31,921	29,187	26,705	27,526
	GRAD I GROSS	17,870	16,964	14,036	12,052	11,555

Department	SCH TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
	GRAD II GROSS	8,649	8,416	8,806	9,134	9,517
	Undergraduate Total	43,391	39,883	36,516	33,456	33,512
	% Undergraduate	62%	61%	62%	61%	61%
	Graduate Total	26,519	25,380	22,842	21,186	21,072
	% Graduate	38%	39%	38%	39%	39%
	TOTAL GROSS	**69,910**	**65,263**	**59,358**	**54,642**	**54,584**

Fall Headcount by Department (1.1.a on page 2 of Annual Review)

Department	Student Level	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
EPS	Lower	59	73	54	46	31
	Upper	78	90	99	87	71
	Grad I	104	84	74	68	105
	Grad II	124	136	134	127	124
	Total Undergraduate	137	163	153	133	102
	% Undergraduate	38%	43%	42%	41%	31%
	Total Graduate	228	220	208	195	229
	% Graduate	62%	57%	58%	59%	69%
	Department Total	365	383	361	328	331
LCACHE	Lower	0	0	0	0	0
	Upper	0	0	0	0	0
	Grad I	338	332	281	222	188
	Grad II	218	224	243	246	219
	Total Undergraduate	0	0	0	0	0
	% Undergraduate	0%	0%	0%	0%	0%
	Total Graduate	556	556	524	468	407
	% Graduate	100%	100%	100%	100%	100%
	Department Total	556	556	524	468	407
T&L	Lower	306	278	295	291	250
	Upper	1117	956	891	765	763
	Grad I	432	415	338	293	276
	Grad II	184	183	173	202	245
	Total Undergraduate	1423	1234	1186	1056	1013
	% Undergraduate	70%	67%	70%	68%	66%
	Total Graduate	616	598	511	495	521
	% Graduate	30%	33%	30%	32%	34%

	Department Total	2039	1832	1697	1551	1534
Overall	Lower	365	351	349	337	281
	Upper	1195	1046	990	852	834
	Grad I	874	831	693	583	569
	Grad II	526	543	550	575	588
	Total Undergraduate	1560	1397	1339	1189	1115
	% Undergraduate	53%	50%	52%	51%	49%
	Total Graduate	1400	1374	1243	1158	1157
	% Graduate	47%	50%	48%	49%	51%
	Total	2960	2771	2582	2347	2272

Degrees Awarded by Department (1.3.d on page 23 of Annual Review)

Department/Degree	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Education & Psychology Studies	**188**	**163**	**158**	**130**	**52**
Bachelor	43	45	48	47	6
Masters	129	97	94	57	34
Ed. Specialist	2	5	8	14	3
Doctoral – Research	14	16	8	12	9
Lead, Counsel, Adult, Career, Higher Ed.	**121**	**139**	**144**	**156**	**57**
Masters	98	123	111	120	33
Ed. Specialist		1	1	3	11
Doctoral – Research	23	15	32	33	13
Teaching & Learning	**602**	**495**	**492**	**396**	**132**
Bachelor	412	301	326	270	48
Masters	163	166	143	103	68
Ed. Specialist		1	1		
Doctoral – Research	27	27	22	23	16
COEDU Total	**911**	**797**	**794**	**682**	**241**
Bachelor	455	346	374	317	54
Masters	390	386	348	280	135
Ed. Specialist	2	7	10	17	14
Doctoral – Research	64	58	62	68	38

Note: Annual Report includes Ed. Specialist degrees with Masters degrees.

Data from the COED College Review Data Packet includes USF Lakeland students for 2013-2014 Degrees Awarded. Data above have USF Lakeland data removed.

UG Degrees Awarded without Excess Hours by Department (1.3.f on page 25 of Annual Review)

	2013-2014	2014-2015	2015-2016	2016-2017
Education & Psychology Studies	**79.1%**	**95.5%**	**85.1%**	**95.7%**
1 – FTIC	72.2%	100.0%	64.7%	95.5%
2 - AA Transfers	83.3%	90.5%	100.0%	100.0%
3 - Other Transfers	85.7%	100.0%	90.0%	88.9%
Teaching & Learning	**82.8%**	**88.7%**	**89.8%**	**91.9%**
1 – FTIC	72.9%	83.3%	85.3%	87.2%
2 - AA Transfers	93.1%	95.0%	97.7%	96.0%
3 - Other Transfers	80.3%	91.2%	82.5%	94.2%
Grand Total	**82.4%**	**89.6%**	**89.2%**	**92.4%**

Appendix A – Chart Fields to Departments

Chart Field Department	**Reported Department**
1701 - COE DEANS OFFICE	Deans Office
1711 - EDU MEASURES & RESEARCH	EPS
1712 - EDU PROGRAM OPERATIONS	Program Operations
1714 - TEACHING AND LEARNING	T&L
1715 - EDUCATIONAL AND PSYCHOLOGICAL STUDIES	EPS
1716 - LEADERSHIP,COUNSELING,ADULT,CAREER AND HIGHER ED	LCACHE
1721 - CHILDHOOD/LANG.ARTS/READING	T&L
1723 - SCIENCE & HEALTH EDU	T&L
1724 - SECONDARY EDUCATION	T&L
1725 - PSYCH & SOCIAL FOUNDATION	EPS
1728 - SPECIAL EDUCATION	T&L
1731 - ADULT CAREER & HIGHER ED	LCACHE
1732 - PHYS ED WELLNESS SPORTS STUDY	Wellness & Sports Studies
1733 - LIBRARY MEDIA & INFO SCIENCES	Media & Info Science
1734 - READING EDUCATION	T&L
1735 - EDUC. LEADERSHIP & POLICY DEV	LCACHE
TOTAL 17 – EDUCATION	COEDU Total

Appendix C – Department of Leadership, Counseling, Adult, Career & Higher Education Annual Report

ANNUAL REPORT

DEPARTMENT OF LEADERSHIP, COUNSELING, ADULT, CAREER

AND HIGHER EDUCATION (LCACHE)

2017-2018

Submitted by: Judith A. Ponticell, Ph.D. (Chair)

This Annual Report addresses the period of summer 2017 through spring 2018, and the required elements established by the Guidelines for College 2017-2018 Annual Reports as distributed by the USF Office of Decision Support.

I. HIGHLIGHTS OF DEPARTMENT PERFORMANCE ON SELECTED METRICS

Fall Headcount in Degree Majors/Concentrations

Following is a summary of the fall semester headcounts for 2013-2017. Looking at fall semester enrollments, the department has lost 26.8% of its enrollments from fall 2013 (556) to fall 2017 (407):

Department	Student Level	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Leadership, Counseling, Adult, Career & Higher Education (LCACHE)	Lower	0	0	0	0	0
	Upper	0	0	0	0	0
	Grad I	338	332	281	222	188
	Grad II	218	224	243	246	219
	Total Undergraduate	0	0	0	0	0
	% Undergraduate	0%	0%	0%	0%	0%
	Total Graduate	556	556	524	468	407
	% Graduate	100%	100%	100%	100%	100%
	Department Total	556	556	524	468	407
	Percent Change		**0%**	**-5.8%**	**-10.7%**	**-13.1%**

Data Source: OCIS

SCH Generated

Following is a summary of gross student credit hours generated over the last five academic years:

Department	SCH TYPE	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Leadership,	LOWER GROSS	0	0	0	0	0

Counseling, Adult, Career & Higher Education (LCACHE)	UPPER GROSS	735	717	720	889	557
	GRAD I GROSS	3,517	4,693	3,817	4,083	3,526
	GRAD II GROSS	2,523	2,619	2,455	2,621	2,277
	Undergraduate Total	735	717	720	889	557
	% Undergraduate	11%	9%	10%	12%	9%
	Graduate Total	6,040	7,312	6,272	6,704	5,803
		89%	91%	90%	88%	91%
	TOTAL GROSS	**6,775**	**8,029**	**6,992**	**7,593**	**6,360**
	Percent Change		**+18.5%**	**-12.9%**	**+8.6%**	**-16.2%**

Several factors contribute to the enrollment and subsequent SCH decline:

1. The department lost six (6) faculty between fall 2014 and fall 2016, regaining only two in fall 2017:

Number of Faculty by Rank in LCACHE				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**
Full	**11**	**6**	**4**	**4**
Associate	**6**	**6**	**7**	**8**
Assistant	**5**	**3**	**2**	**3**
Instructor	**1**	**3**	**4**	**4**
TOTAL	**23**	**18**	**17**	**19**

Source: USF InfoCenter 4-1-2018

2. Curriculum review and revision has resulted, for example, in reduction of the number of hours required for the M.Ed. and Ed.S. degrees in Educational Leadership; termination of concentrations that were no longer viable in the Counselor Education Program (Mental Health Counseling and Career Counseling) and completion of a teach out of students in those concentrations; review and conversion of Special Topics courses to permanent courses (e.g., ECW 7170 Comparative Study of Career and Workforce Education Systems; EDA 7206 Appreciative Inquiry in Public Education; EDA 7215 Politics and Engagement of Communities); consolidation of research tools in the PhD in Career and Workforce Education; and implementation of 2-3 year course sequences that increase availability of required courses and reduces ad hoc offering of Special Topics courses.

3. Summer course offerings have decreased due to faculty on sabbatical leave (2), McKnight Fellowship (1), grant buyout (1), unpaid opt-out to conduct research (1), and health-related issues (1).

Degrees Awarded (B, M, D)

Number of degrees awarded by degree level are indicated in the following table:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*	Spring 2018 Projected
Leadership, Counseling, Adult, Career, & Higher Education						
Masters	98	123	111	120	33	27
Ed. Specialist		1	1	3	11	8
Doctoral - Research	23	15	32	33	13	5
	121	**139**	**144**	**156**	**57**	**+40**

*Summer-Fall semesters only

LCACHE faculty continue to be strong doctoral mentors, graduating 25-50% of the doctoral degrees awarded in the College:

Doctoral-Research Degrees Awarded

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*
Education & Psychology Studies	14	16	8	12	9
Leadership, Counseling, Adult, Career, & Higher Education	23	15	32	33	13
Teaching & Learning	27	27	22	23	16
COEDU Total Doctoral-Research Degrees	64	58	62	68	38
LCACHE Percentage	36%	26%	52%	48%	34%

*Summer-Fall semesters only

LCACHE students also complete degrees in a timely manner:

Time to Degree in Years

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*	Average Time to Degree
Master's	1.9	2.2	2.1	2.3	2.3	2.2
EdS		2.0	7	1.7*	1.7*	3.1
PhD	5.3	6.0	5.4	5.4		5.5

*****Cohorts in revised EdS program in Educational Leadership

II. GRADUATE CURRICULUM REVIEW

Graduate program self-studies and external reviews were completed in spring 2016. Primary **strengths** identified across the programs were:

- Strong faculty, small in number
- Opportunity for national visibility
- Evidence of curriculum revision
- Opportunity to leverage successful cohort structures
- Competent students
- Opportunity to leverage areas of distinction which separate programs from those in other institutions

Primary **limitations** identified across the programs were:

- Faculty capacity – all programs have insufficient faculty
- Vision and focus of programs in relation to faculty capacity
- Situation of some doctoral programs under Curriculum and Instruction limits national visibility and interest for potential students
- Lean administrative support
- If no new faculty are hired, challenge of balancing enrollment management with pressure for enrollment growth
- Lack of funding for assistantships to attract full-time doctoral students

Recommendations across the programs were:

- Hire additional faculty
- Explore potential synergies among department programs to leverage cross-curriculum efficiencies (e.g., use of courses across programs in the department and college)
- Increase staff support
- Increase resources for graduate assistantships
- Use partnerships and alumni relationships to gather information on graduate placement and success
- Identify program marketing options and resources
- Increase visibility of faculty scholarly productivity

Actions in Progress (Examples)

- Cancellation of the /EdS concentrations in Adult Education (SAE), Counselor Education (SGC), Higher Education Administration (SHA), Higher Education Community College Teaching (SCT), and Vocational Education (SVO). The EdS degree in these areas has historically been used as a default degree for ABDs who cannot complete the dissertation.
- Development of a concentration in Education Professional Studies to serve as the single concentration for the department through which *qualifying* ABD students can achieve an advanced degree when they are not able to complete the dissertation.
- Examining opportunities to move LCACHE concentrations in the Curriculum and Instruction M.Ed. and Ph.D. degrees into their appropriate CIP codes (e.g., Higher Education and College Student Affairs under 13.0406 Higher Education/Higher Education; Adult Education and Career and Workforce Education under 13.1201 Adult and Continuing Education and Teaching).

Actions Taken (Examples)

- Development of recruitment/marketing flyers/brochures for each program area.
- Revision and initial launch of program websites
- Reduced the MEd in Educational Leadership Program of Study from 36 credits to 30 credits.
- Revised MEd admission requirements to require a valid Florida Professional Educator's Certificate only for those seeking State of Florida Level I Educational Leadership certification, in order to attract national and international applicants.
- Developed a pathway for students enrolled in the EdS program to matriculate to the EdD in Program Development with concentration in Education Innovation in collaboration with program faculty in Teaching & Learning.
- Revised PhD in Educational Leadership cognate requirements to a minimum of four courses (7000-level or 6000-level requiring advanced graduate standing) taken outside the Educational Leadership & Policy Studies program area.
- Integrated courses or eliminated courses in the PhD in Higher Education Administration to create opportunities for new courses: EDH 6938, Seminar in College Teaching, combined with EDH 7225, Curriculum Development in Higher Education; EDH 7505, Higher Education Finance, combined with EDH 7633, Governing Colleges and Universities; EDH 7632, Leadership in Higher Education, combined with EDH 7636, Organizational Theory and Practices in Higher Education. Examples of new courses: Student Success; Advanced Student Development Theory; Big Data and Predictive Analytics.

III. PARTICIPATION IN GENERAL EDUCATION REFORM

EVT 4651Equity in Schools and the Workplace was approved for inclusion in the new General Education curriculum. This course focuses on issues related to equity in schools and the workplace including legal, ethical, psychological, sociological and economic factors. Gender, race, culture, ethnicity, sexual orientation, ableism and socio-economic status are considered. Factors contributing to stereotyping, bias and prejudice, and issues of hate and violence are examined for the purposes of social and personal change and integration.

Historically, EVT 4651 Equity in Schools and the Workplace has enrolled 200+ students each academic year. The course is fully online.

Learning Outcomes

1. Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication.

2. Weigh options/planned actions (such as policies and practices) to formulate possible solutions to reduce inequality and disparities in access and success in major societal institutions (such as health care, criminal justice, education, employment, voting, military).

3. Explore how one's worldview is shaped by personal values, identity, cultural rules, and biases in society, schools, and the workplace.

4. Weigh options/planned actions and/or formulate possible solutions when addressing global/cultural issues or situations in society, schools, and the workplace.

5. Identify equity issues in global and cultural systems and explain connections among dimensions of equity and global systems.

6. Communicate major forms of inequity (sexism, racism, ableism, economics, etc.).

7. Interpret the ethical and legal ramifications of school and workplace inequity practices.

8. Create strategies for correcting inequitable practices in schools, workplaces, and society.

Added outcomes to align with new general education Human and Cultural Diversity:

1. Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication.

2. Weigh options/planned actions (such as policies and practices) to formulate possible solutions to reduce inequality and disparities in access and success in major societal institutions (such as health care, criminal justice, education, employment, voting, military).

3. Explore how one's worldview is shaped by personal values, identity, cultural rules, and biases.

4. Weigh options/planned actions and/or formulate possible solutions when addressing global/cultural issues or situations.

IV. EDUCATION ABROAD

Bremen, Germany – Summer 2018

Dr. Victor Hernandez-Gantes is offering an embedded Study Abroad option in ECW 7195 Comparative Study of CWE Systems. The goal of the visit to Bremen is to examine how the German workforce education system works with assistance from the University of Bremen's Institute of Technology and Education. Germany is Europe's largest economy, the second most populous nation (after Russia), and a key member of the European Union. The "German model" epitomizes the innovative spirit and work ethics that permeate the German culture, economy, and strategies for career and workforce education. The German way emphasizes a balanced system to ensure efficient work and economic activities.

Bremen University is among the 21 institutions of higher education in Germany that have made the most progress in implementing the new two-tier structure of Bachelor and Master studies. It has been awarded the accolade 'Bologna-University' by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder. Further, the Institute of Technology and Education (ITB) at the University of Bremen has been working in Research on Vocational Education and Training (VET) for more than 20 years. ITB's research is based on interdisciplinary and international research and development projects usually run in cooperation with industry and VET bodies.

The optional study abroad visit in Bremen, Germany, is scheduled on July 4-16 (tentative dates) including travel days. The group study visit will include presentations and discussions to clarify the CWE system; meetings with employers, policymakers, researchers, and educators; tours of local workplaces, and exploration of the German history and culture. The study abroad component should provide authentic

contextual grounds for further understanding of how the CWE system is shaped by education, work, economy, and societal contextual connections.

V. COMMUNITY ENGAGEMENT

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

A. Based on the Carnegie definition, provide **examples of courses taught**, and estimation of student and faculty numbers involved in CE courses.

- EDA 6192 Educational Leadership – equity audit – 2 faculty – 45 students
- EDA 6213 Culturally Relevant Leadership – community portraiture and diversity panels – 1 faculty – 40 students
- EDA 7215 Educational Politics and the Engagement of Communities – job-embedded action research – – 2 faculty – 30 students
- EDA 7206 Appreciative Organizing in Education – equity audit and action plan – 1 faculty – 21 students
- MHS 6299 Assessment and Accountability in Counseling – 1 faculty – assessment and education plan – 15 students

B. Based on the Carnegie definition, provide examples of articles published by faculty/staff who have used community based teaching into research to improve the scholarship of teaching and learning (SoTL). Note, this is not restricted to peer-reviewed publications.

C. Based on the Carnegie definition, provide **examples of conference presentations/workshops** made by faculty/staff who have used community based teaching into research to improve the scholarship of teaching and learning (SoTL).

Lane, T. B. (2018, March). Black women in doctoral education: Lessons from a national study. Invited Talk for ACPA Foundation Grant Recipients. ACPA-College Student Educators International, Houston, TX.

Lane, T. B., Stewart, J., Brown, S., Smith, T. D., & Anderson, M. (2017, November). Women in Science Panel: The grit, the dipsaraties, and their stories. Hope College. Holland, MI

Reyes-Guerra, D., Tucker, P., **Black, W.**, Sanzo, K. & McManus, T. (2017, April 21). Improving University Preparation of Principals. Panel presentation at the Southern Regional Educational Board Annual Leadership Forum, Atlanta, GA.

Sanzo, K., Reyes-Guerra, D., Hewitt, K., **Black, W.**, Tucker, P., & McManus, T. (2017, November 18). Working together: Innovative approaches to principal preparation partnerships. Innovative Session presented at the Annual Convention of the University Council for Educational Administration.

Shaw, M., Lane, T. B., Taylor, L., Allen, A. (March, 2017). #BlackLivesMatter revisited: Navigating identity and well-being amidst longitudinal crisis. Sponsored program presentation at the the ACPA-College Student Educators International. Columbus, OH.

Topdemir, C., & Infanzon, J. (2017, November). Restorative Practices: School Counselor Implementation. Presentation at the Florida School Counselor Association Annual Convention,

Topdemir, C., Todd, A., Sanders-Burnett, D., & Infanzon, J. (2017, March). Integrating Counseling Theories. Presentation for the Hillsborough County School Counselor Association.

D. Provide **examples of faculty scholarship conducted with partners for community benefit**, e.g., faculty who have collaborated with community partners to produce scholarly products that benefit the community and represent co-creation of knowledge.

Black, W. & Montalvo, J. (2017). The Individual Education Plan: From individual needs to meaningful relationships. *TASH Connections, 42*(1), 8-13.

Hoppey, D., **Black, W.**, Mickleson, A. (2018). The evolution of inclusive practice in two elementary schools: Reforming teacher purpose, instructional capacity, and data informed practice. *International Journal of Educational Reform*, *27*(1), 22-45.

E. Estimated number of **students participating in internships, practicum, field experience**, etc.

EDA 6945 Administrative Practicum – 54

MHS 6800 Practicum in Counseling Adolescents/Adults – 20

SDS 6820 Internship in School Counseling – 9

ECT 6948 Practicum in Career and Workforce Education – 7

EDF 6944 Practicum in College Student Affairs – 25

F. Estimated **number of hours students contribute to community** (can include hours in internships, practicum, field experience as well as community service activities)

EDA 6945 Administrative Practicum – 54 x 125 hours minimum = 6,750

MHS 6800 Practicum in Counseling Adolescents/Adults – 20 x 160 hours = 3,200

SDS 6820 Internship in School Counseling – 9 x 240 hours = 2,160

ECT 6948 Practicum in Career and Workforce Education – 7 x 50 minimum = 350

EDF 6944 Practicum in College Student Affairs – 25 x 200 hours = 5,000

VI. STUDENT SUCCESS

- Activities to promote Student Talent Acquisition/recruitment of high profile students

- Activities to support Finish in Four initiative
- College involvement in USF Case Management processes
- Number of courses/students participating in Service Learning
- Activities to promote **Undergraduate** Research

VII. ONLINE COURSES AND PROGRAMS

Courses Offered in Wintersession, Maymester

- EVT 4651Equity in Schools and the Workplace offered in spring 2018 (80 enrolled in Wintersession; 28 enrolled in spring semester); fall 2017 (28 enrolled); summer 2017 (29 enrolled)

Status of Fully Online Program Development

- The M.A. in Career and Technical Education is fully online.
- The Ph.D. in Career and Workforce Education is fully online.
- The MA in Adult Education will be reduced to 30 credit hours; the last course to be converted to online delivery was completed in fall 2017.

VIII. FACULTY TALENT ACQUISITION

Dr. Tanetha J. Grosland

Assistant Professor, Educational Leadership & Policy Studies

Department of Leadership, Counseling, Adult, Career & Higher Education

Dr. Grosland received a Ph.D. in Education, Curriculum and Instruction, Culture and Teaching from the University of Minnesota - Twin Cities. She also received an M.Ed. in Teaching, Elementary Education, and Middle School Social Studies and a B.A. in Political Science from the same institution. Dr. Grosland comes to USF from Morgan State University where she was Assistant Professor in Urban Educational Leadership/Social Foundations. Dr. Grosland was previously at the University of Florida as Professor in Residence/Clinical Assistant Professor in Teacher Leadership for School Improvement.

Dr. Grosland's experiences in K-12 education include serving as an Integration Equity Instructional Coach/Teacher on Special Assignment for the Independent School District 622, Office of Integration Equity, in North Saint Paul, Minnesota. She was also an elementary school teacher in Oakdale, Minnesota, and Elgin, Illinois.

Dr. Grosland's research interests include instructional leadership, urban education, critical/anti-oppressive pedagogy, social policy and politics, affect theory, and school leadership.

Her research is interdisciplinary and uses qualitative methods to address the emotional complexities of instructional leadership in relation to cultural competence, racial equity, social justice, and human rights. Dr. Grosland has published a co-authored chapter in the Handbook of Critical Race Theory in Education (Routledge) and in peer-reviewed journals such as the Educational Policy, Theory and Research in Social Education, and Review of Education, Pedagogy, and Cultural Studies.

Dr. Chloe Lancaster

Associate Professor, Counselor Education

Department of Leadership, Counseling, Adult, Career & Higher Education

Dr. Lancaster received a Ph.D. in Counselor Education and M.S. in Special Education from Texas A&M University, Corpus Christi. She is originally from the United Kingdom and received a B.A. in Social Anthropology from the University of Kent at Canterbury. Dr. Lancaster comes to USF from the University of Memphis where she was Associate Professor in School Counseling and served as Program and Accreditation Coordinator.

Dr. Lancaster is a National Certified Counselor with approximately 10 years of K-12 experience as a middle school special education teacher and elementary school counselor. Her academic background and research bridge school counseling, mental health and special education, as well as K-12 and higher education.

Dr. Lancaster's research interests include adoptive family issues, transition to higher education for marginalized populations, experiences of minorities in the STEM and law fields, and school counselor identity, efficacy and supervision. She uses both qualitative and quantitative research designs. Dr. Lancaster has published book chapters with strong publishing houses (Wiley-Blackwell, Springer, Taylor & Francis, Sage), as well as articles in peer-reviewed journals such as the Journal of Teacher Education, Journal of College Counseling, and Measurement and Evaluation in Counseling and Development. Dr. Lancaster engages with multiple professional organizations and has served in leadership roles in state level professional counseling associations.

IX. RESEARCH PORTFOLIO

Active Grants and Contracts

Agosto, V. (PI). Play it Forward Leadership (PlayFL): Transformative Theatrics. (2016-2017). Office of Community Engagement and Partnerships (OCEP). Grant: $4,000.00.

Kleinhammer-Tramil, P. J., **Karanxha, Z.**, & **Agosto, V.** (2014-2018). (Co-PI). Preparing Leaders for Faculty Roles in Special Education Policy Studies (SEPS) (5 years). U. S. Department of Education, Office of Special Education Programs. Grant: $1,245,861.

Black, W. (PI). VSA Florida. Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services. Grant: $334,000

Black, W., **Haines, J.**, & **Ponticell, J.** (2014-2018). Co-Partnership Coordinator, Ed.S. in Turnaround Schools. Contract with Hillsborough County Public Schools Leadership Development: Wallace Foundation Principal Pipeline Initiative. Contract: $750,000

Black, W., **Karanxha, Z.**, & **Agosto, V.** (2013-2019). Co-PI/Co-Editor, *Journal of Cases in Educational Leadership*. University Council for Educational Administration. Contract: $76,000.

Davis, E. S. (PI). College counselors' perceptions of working with freshmen with chronic illness and college readiness. American College Counseling Association. Grant: $500

Davis, E. S. (PI). Experiences of elementary school counselors and students in using reality art therapy to address chronic illness issues. University of South Florida New Researcher Grant. $10,000

Davis, E. S. (PI). Elementary school counselors' perceptions of preparation and experiences in working with illness-related trauma and children. Association for Child and Adolescent Counseling. Grant: $500

Fletcher, E. C. (PI). The IT College and CAREERS Readiness Project: Career Academy Research on Educational Experiences and Related Successes. **Co-PI**s: **V. M. Hernandez-Gantes** & K. Blasik. National Science Foundation. Grant: $1,176,099

Fletcher, E. C. (Co-PI). PathTech LIFE: A National Survey of LIFE (Learning, Interests, Family, and Employment) Experiences Influencing Pathways into Advanced Technologies. PI: W. Tyson; Co-PI: D. Orozco. National Science Foundation. Grant: $778,031

Hernandez-Gantes, V. M. (PI). (2017-2019). Research Experiences for Undergraduate (REU) Students: Site on Security for Mobile Sensing. External evaluator for National Science Foundation funded project led by the School of Computer Science at Columbus State University (Columbus, GA). Contract

Hernandez-Gantes, V. M. (PI). (2017). Research Experiences for Undergraduate (REU) Students: Site on Ubiquitous Sensing. External evaluator for National Science Foundation funded project led by Department of Computer Science and Engineering at USF and conducted as Study Abroad experience in Oviedo, Spain. Contract

Lane, T. B. (PI). (2018-2020). ACPA Emerging Scholars Program 2018-2020. American College Personnel Association (ACPA). Grant: $3,000

Lane, T. B. (PI). (2017-2018). The McKnight Junior Faculty Development Fellowship Program. McKnight Foundation. Grant: $15,000

Proposal Submissions

Black, W. (PI). (2018). Schools of Hope-Whole School Transformation Model (Traditional Public Schools) (TOP3). School Board of Polk County. Contract: &189,745

Dumford, A. (Co-PI). (2018-2023). Bridging Resources for Autonomous Vehicle Employment (BRAVE). Sylvia Thomas (PI, Engineering), Co-PIs: Thomas Weller, Ismail Uysal, Robert Bertini. National Science Foundation. Grant: $999,828

Fletcher, E., & **Hernandez-Gantes, V. M.** (Co-PIs). (2017). A Comparative Analysis of Schooling Experiences, Achievement, and Outcomes of Students in Urban School Districts, a grant proposal submitted to the National Science Foundation Discovery Research Program. $3,000,000

Fletcher, E., & **Hernandez-Gantes, V. M.** (Co-PIs). (2017). Strategies: Facilitating Pathways to Success for High-Achieving Pre-Collegiate African American Males in Information Technology, a grant proposal submitted to the National Science Foundation Engineering Diversity Program. $1,200,000

Lane, T. B. (Co-PI). (2018-2021). AGEP Transformation Alliance: Improving Pathways in the Professoriate for Academic Minority Women in STEM. PI: Allyson Watson, Co-PI: Devona Foster Pierre, Sylvia Thomas. National Science Foundation. Grant: $1,235,180

Lane, T. B. (Co-PI). (2019-2022). Bulls-Engineering Youth Experience for Technology, Engineering, Science, and Togetherness (Bulls-EYE TEST). PI: Jonathan Gaines; Mechanical Engineering. National Science Foundation. Grant: $450,000

Lane, T. B. (Co-PI). Bulls-Engineering Youth Experience for Promoting Relationships, Identity Development, and Empowerment (Bulls-EYE PRIDE). National Science Foundation. (2017-2020). Grant: $450,000

Lane, T. B. (Co-PI). (2018-2023). Graduate Student Scholarships to Advance Community Engaged Solutions to the Grand Challenge of Managing Nitrogen. PI: David Lewis; Co-PI: Sarina Ergas, Mark Rains, Shawn Landry. National Science Foundation. Grant: $1,000,000

Lane, T. B. (Co-PI). (2018-2022). SCC: My Sense of Space (MYSoS) - Using Smart and Connected Systems for Wellness in Urban Communities. PI: Maya Trotz; Co-PI: Antoinette Jackson, Alicia Best, Tonisha Lane, Sriram Chellappan. National Science Foundation. Grant: $3,000,000

X. CONTRIBUTIONS TO INSTITUTIONAL REPUTATION

Faculty Awards

- **Zorka Karanxha** – 2018 Social Justice Teaching Award in Educational Leadership, American Educational Research Association, Leadership for Social Justice SIG
- **Tonisha B. Lane** – 2017-2018 McKnight Junior Faculty Development Fellowship Program; 2018-2020 Emerging Scholar Designee, ACPA-College Student Educators International; 2017 Advocate Award, ACPA-College Student Educators International
- **Johanna Lasonen** – VETNET, EERA SIG 2 (2017, August 23). Certificate of Recognition for Contributions to European VET Research Network. ECER 2017 Conference, Copenhagen, Denmark.

National Leadership

AGOSTO, Vonzell

Co-Editor, *Journal of Cases in Educational Leadership*

Editorial Board, *Journal of Critical Media Literacy*

Editorial Board, *Journal of Curriculum and Pedagogy*

Editorial Board, *International Journal of Whole Schooling*

Program Co-Chair, AERA Division B Curriculum Studies

Communications Chair, AERA Leadership for Social Justice Special Interest Group

Executive Member, Governing Council of the Curriculum & Pedagogy Group

Vice-President, FL Chapter of the National Association of Multicultural Education

BLACK, William R.

Member, Executive Committee of the University Council for Educational Administration

Member, Publications Committee of the University Council for Educational Administration

Co-Editor, *Journal of Cases in Educational Leadership*

Co-Editor, *Research and Theory in Educational Administration*, Book Series published by Information

Age Press

Editorial Board, *Journal of School Leadership*

Editorial Board, *International Journal of Educational Reform*

DAVIS, Eric S.

President-Elect, Florida Association for Counselor Education and Supervision

Editorial Review Board, *Professional School Counseling Journal*

DENTON, J. Michael

Directorate Member, Committee for Professional Preparation, ACPA-College Student Educators International

DUMFORD, Amber

Consulting Editorial Board, *Research in Higher Education*

Editorial Board, *Journal of College Student Development*

Committee for eAIR Visual Display of Data, Association for Institutional Research

FLETCHER, Edward

Co-Editor, *Journal of Career and Technical Education*

Editorial Board, *Journal of Research in Technical Careers*

Academy Review Visit Team, National Academy Foundation

Treasurer, Association for Career and Technical Education Research

Chair, Publications Committee, Association for Research in Business Education

HERNANDEZ-GANTES, Victor

Co-Editor, *Journal of Career and Technical Education*

Editorial Advisory Board, *International Journal for Research in Vocational Education and Training*

(IJRVET)

Member, U.S. Department of Education National Technical Working Group, U.S. Department of Education, Office of Career, Technical and Adult Education's Advancing Equity in Career and Technical Education (CTE)

Member, IES National Technical Working Group on Career and Technical Education, National Center for Special Education Research (NCSER) and the National Center for Education Research (NCER) at the Institute of Education Sciences (IES)

Chair, Program Chair, American Education Research Association (AERA), Career and Technical Education Special Interest Group (AERA-CET SIG)

Partner Scholar, International Research Network in Vocational Education and Training (IRNVET) of WERA World Education Research Association

Member, Advisory Board, The Effects of Social Capital and Cultural Models on Engineering Degree Attainment and Workforce Retention of Women and Minorities in Engineering, a National Science Foundation project at the University of Connecticut

State Representative, Florida Association of Career and Technical Education (FACTE)

KARANXHA, Zorka

Co-editor, *Journal of Cases in Educational Leadership*

Institutional Plenum Session Representative, University Council for Educational Administration Annual Convention, Denver, CO

LANCASTER, Chloe

Editorial Board, *Journal of Counseling & Development*

Editorial Board, *Journal of College Counseling: Practice, Theory*

President Elect, Tennessee School Counseling Association

LANE, Tonisha

Past Chair, Pan African Network, ACPA-College Student Educators International

Immediate Past Chair, Pan African Network, Standing Committee for Multicultural Affairs, ACPA-

College Student Educators International

Mentor, CEP Mentor-Protégé Program, Association for the Study of Higher Education, Council on

Ethnic Participation

Member, Pan-African Summit Taskforce, ACPA-College Student Educators International

LASONEN, Johanna

Editorial Board, *Vocations and Learning. Studies in Vocational and Professional Education*

Editorial Board, *Journal of Technical Education and Training*

Editorial Board, *International Journal of Research in Vocational Education and Training*

Editorial Board, *International Journal of Vocational Education and Training*

Editorial Board, *Journal of Agriculture and Extension Education*

Editorial Board, *Journal of Career and Technical Education*

Board Member, World Education Research Association-International VET Research Network (WERA-

IRNVET)

Chair, American Education Research Association, International Studies SIG, Award Committee

TOPDEMIR, Cynthia

Chair, Emerging Leaders Program, Florida School Counselor Association

Member, Governing Board, Florida School Counselor Association

Chair, Graduate Students Committee, Florida School Counselor Association

Publications and Presentations

AGOSTO, Vonzell

<u>Publications</u>

Agosto, V., & Roland, E. (in press). Intersectionality and educational leadership: A critical review. *Review of Research in Education.*

Agosto, V. (in press). Art/is/try: Molding curriculum leadership and theory. *The National FORUM of Educational Administration and Supervision Journal*.

Agosto, V., & Karanxha, Z. (2018). Conduct Un/becoming: Discipline in (researching) educational leadership practice. In J. Wilkinson & L. Bristol (Eds.), *Educational leadership as a culturally-constructed practice: New directions and possibilities*. New York, NY: Routledge.

Agosto, V., Kyobe*, C., & Elam, D. (2017). Namesake schools: Vulnerable places and cultural narratives of the South. *Journal of Curriculum and Pedagogy, 14*(1), 69-84. doi: 10.1080/15505170.2017.1292414

Cobb-Roberts, D., Esnar, T., Unterreiner, A., **Agosto, V.**, Karanxha, Z., Beck, M., & Wu, K. (2017). Race, gender and mentoring in higher education. In David Ashley Clutterbuck, Frances K. Kochan, Laura Gail Lunsford, Bradley Smith, Nora Dominguez, Julie Haddock-Millar (Eds.), *The SAGE Handbook of Mentoring* (pp. 374-388). Thousand Oaks, CA: Sage Publishing.

Davis*, D. & **Agosto, V**. (2017, June 8). Review of the book *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom,* by N. Noddings & L. Brooks. Teachers College Press. *Teachers College Record,* 2203. Retrieve from http://www.tcrecord.org

Roland*, E., & **Agosto, V.** (2017). Black women resident assistants: Seeking and serving as bridges, mentors, advisors, filters, and community builders. *NASPA Journal About Women in Higher Education, 10*(2), 186-201. doi: 10.1080/19407882.2017.1331855

Presentations

Agosto, V., Bratspis, A., Nkrumah, T., & Aguilera, C. (2017, November). Embodied apprehensions: Jokering and brokering physical engagement Innovative Session presented at the Annual Convention of the University Council for Educational Administration, Denver, CO.

Agosto, V., & Warren, N. (2018, May). Theory of the flesh: Joker as Border Crosser. Paper to be presented at the Fourteenth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Dupree*, L. L., & **Agosto, V**. (2017, April). Deepening teacher to community engagement and entanglements among math, equity, and culture. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Lam, G., **Agosto, V.**, & Wolgemuth, J. (2018, April). A critical discourse analysis of the academic literature on "autism's well-being." Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Schoorman, D., **Agosto, V**. & Sabnis*, S. (2017, February). Confronting violence as a face of social oppression and healing through memory and multicultural education. Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando FL.

Van Ingen, S. Dennis, D., & **Agosto, V**. (2017, April). Expanding the diversity constricted teaching pipeline. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

*co-authored with students - pre-candidacy

BLACK, William R.

Publications

Black, W., Mann, J., & Haines, J. (2017). Developing and sustaining the Gulf Coast Partnership: Possibility, success, and challenges in preparing leaders. In D. Yendol-Hoppey, D. A. Shanley, D. C. Delane, & D. Hoppey (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships* (pp. 193-219). Charlotte, N.C.: Information Age Press.

Black, W., Burrello, L., & Mann, J. (2017). A new framework for leadership preparation: Appreciative organizing in education. *NASSP Bulletin*, 101(1), 50-71. doi: 10.1177/0192636517698567

Black, W., & Haines, J. (Accepted, 2018). Making time to reflect together on preparation and practice: Lessons learned from creating and sustaining the Educational Leadership Professional Learning Alliance. *International Journal of Educational Leadership Preparation*.

Black, W., & Montalvo, J. (2017). The individual education plan: From individual needs to meaningful relationships. *TASH Connections*, *42*(1), 8-13.

Cain, L., **Black, W.**, Kleinhammer-Trammil, J., & Lou, Y. (Accepted, 2018). "A rite of passage shrouded in mystery": A study of qualifying exams. *International Journal of Doctoral Studies*.

Hoppey, D., **Black, W.**, & Mickleson, A. (2018). The evolution of inclusive practice in two elementary schools: Reforming teacher purpose, instructional capacity, and data informed practice. *International Journal of Educational Reform*, *27*(1), 22-45.

Karanxha, Z., **Black, W.**, & Fisher, D. (2017, January 25). A review of *Dancing in the rain: Leading with compassion, vitality, and mindfulness in education* by J. T. Murphy. Harvard University Press. *Teachers College Record*, 21808. Retrieve from http://www.tcrecord.org

Presentations

Monnier, A. **Black, W.**, Montalvo, J., Ramlackhan, K., Hiatt, K. & Taub, D. (2017, December). The IEP is a living document. Symposium presented at the TASH Annual Conference, Atlanta, GA.

Reyes-Guerra, D., Tucker, P., **Black, W.**, Sanzo, K. & McManus, T. (2017, April). Improving university preparation of principals. Panel presented at the Southern Regional Educational Board Annual Leadership Forum, Atlanta, GA.

Sanzo, K., Reyes-Guerra, D., Hewitt, K., **Black, W**., Tucker, P., & McManus, T. (2017,November). Working together: Innovative approaches to principal preparation partnerships. Innovative Session presented at the Annual Convention of the University Council for Educational Administration, Denver, CO.

DAVIS, Eric S.

Publications

Davis, E. S. (2018, Accepted). Elementary school counselors' experiences counseling students with chronic illness. *Journal of Child and Adolescent Counseling.*

Presentations

Tsai, Y., & **Davis, E. S.** (2017, November). Training special education teachers to use solution-focused therapy. Presentation as the Florida School Counselor Association Annual Convention, Orlando, FL.t

Davis, E. S., Flick, S., Mendez, P., & Urbina, B. (2017, November). Aggression in session: A school-based perspective. Presentation at the Florida School Counselor Association Annual Convention, Orlando, FL.

Davis, E. S. (2017, November). Using reality art therapy with chronic illness in schools. Presentation at the Florida School Counselor Association Annual Convention, Orlando, FL.

Davis, E. S. (2017, October). Teaching counselors-in-training theoretical conceptualization through music and song lyrics. Presentation at the Association for Counselor Education and Supervision Conference, Chicago, IL.

Davis, E.S. (2017, September). Reality therapy and art in elementary schools: The WDEP method through a child's lens. Presentation at the Association for Creativity in Counseling Annual Conference, Clearwater, FL.

Davis, E. S. (2017, March). Working with stay-at-home fathers: Stereotypes, interventions, and advocacy. Presentation at the American Counseling Association Conference, San Francisco, CA.

Davis, E. S. (2017, March). Perceptions of counseling children with illness-related trauma in elementary schools. Presentation at the American Counseling Association Conference, San Francisco, CA.

DENTON, J. Michael

Publications

Denton, J. M. (2018, Accepted). Queer theory. In E. S. Abes, S. R. Jones, & D. L. Stewart (Eds.), *Rethinking college student development theory using critical frameworks*. Sterling, VA: Stylus.

Denton, J. M., Kortegast, C. A., & Miller, C. (2017). Overview of the use of visual methods in research. In B. T. Kelley & C. A. Kortegast (Eds.), Engaging images for research, pedagogy, and practice: Utilizing visual methods to understand and promote college student development. Sterling, VA: Stylus.

Presentations

Cain, L. K., & **Denton, J. M.** (2017, June). The power of language: Fostering an inclusive culture. Workshop presentation at the Florida Diversity Council, Florida LGBT-Allies Diversity Summit, Orlando, FL.

Cain, L. K., **Denton, J. M.**, Alvarez, R., & Smith, A. (2018, April). Trans student narratives of transitioning while in college. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Denton, J. M., & Johnson, A. (2017, March). F—k you: Anger as queer college student resistance. Refereed paper presented at the ACPA-College Student Educators International Annual Conference, Columbus, OH.

DUMFORD, Amber

Publications

Cole, E. R., **Dumford, A. D.**, & Nelson Laird, T. F. (2018). Senior leaders and teaching environments: Faculty perceptions of administrators' support of innovation. *Innovative Higher Education, 43*(1), 57-70.

Dumford, A. D., & Miller, A. L. (2018, Accepted). Online learning in higher education: Exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*.

Dumford, A. D., & Miller, A. L. (2017). Assessing alumni success: Income is NOT the only outcome!

Assessment & Evaluation in Higher Education, *42*(2), 195-207. doi: 10.1080/02602938.2015.1098587.

Miller, A. L., **Dumford, A. D.**, & Johnson, W. R. (2017). Music alumni play a different tune: Reflections on acquired skills and career outcomes. *International Journal of Education & the Arts, 18*(29). Retrieve from http://www.ijea.org/v18n29/

Miller, A. L., Rocconi, L. M., & **Dumford, A. D.** (2017). Focus on the finish line: Does high-impact practice participation influence career plans and early job attainment? *Higher Education, 75*(3), 489-506. doi: 10.1007/s10734-017-0151-z

Ribera, A. K., Miller, A. L., & **Dumford, A. D**. (2017). Sense of peer belonging and institutional acceptance in the first year: The role of high-impact practices. *Journal of College Student Development, 58*(4), 545-563. Doi: 10.1353/csd.2017.0042

Zilvinskis, J., & **Dumford, A. D.** (in press). The relationship between transfer student status, student engagement, and high-impact practice participation. *Community College Review*.

Presentations

Dumford, A. D., & Miller, A.L. (2017, April). Does allowing survey takers to switch devices improve responses? Discussion group presented at the Annual Forum of the Association for Institutional Research, Denver, CO.

Dumford, A. D., & Rocconi, L. (2018, May). How often is often? Examining the meaning of vague quantifiers. Paper to be presented at the Annual Forum of the Association for Institutional Research, Orlando, FL.

Miller, A. L., & **Dumford, A. D.** (2017, April). Social desirability bias and faculty respondents: Is "good behavior" harming survey results? Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Miller, A.L., & **Dumford, A.D.** (2018, May). *Maximizing Survey Data for Outreach, Assessment, Programming, and Beyond.* Paper to be presented at the Annual Forum of the Association for Institutional Research, Orlando, Florida.

Miller, A. L., Ribera, A. K., & **Dumford, A. D.** (2017, April). If the engagement fits: Effective educational practices that relate to college students' sense of belonging. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

FLETCHER, Edward

Publications

Fletcher, E. (in press). The business education curriculum in the educational system. In B. McEwen (Ed.), *Effective methods of teaching business education in the 21st century*. Washington, DC: National Business Education Association.

Fletcher, E. (2018). Characteristics of career and technical education faculty across institutions of higher education in the United States. *International Journal of Adult Vocational Education and Technology, 9*(1), 42-58.

Fletcher, E. (2017). Exploring the perspectives of career and workforce education graduate students regarding their experiences in an online degree program. *The Journal of Research in Business Education, 58*(2), 23-38.

Fletcher, E., & Chang, M. (2017). Feedback from the triad relationship as predictors of the satisfaction of student teachers. *Business Teacher Education Journal, 43*, 61-68.

Fletcher, E. C., & Dicicco, M. (2017). Exploring teacher concerns of pre-collegiate urban teaching academy students. *The Teacher Educator, 52*(2), 114-137.

Fletcher, E. C., & |Gordon, H. R. D. (2017). The status of career and technical education undergraduate and graduate programs in the United States. *Peabody Journal of Education, 92*(2), 236-253.

Fletcher, E., & Tyson, W. (2017). Bridging technical skill gaps between high school students and local employers. *Journal of Research in Technical Careers, 1*(1), 20-31.

Fletcher, E., Warren, N., & Hernandez-Gantes, V. (in press). Preparing high school students for a changing world: College, career, and future ready learners. *Career and Technical Education Research*.

Hernandez-Gantes, V. M, Keighobadi, S., & **Fletcher, E. C.** (2017). Building community bonds, bridges, and linkages to promote the career readiness of high school students in the United States. *Journal of Education and Work, 31*(2), 190-203. doi: 10.1080/13639080.2018.1434871

Hernandez-Gantes, V. M., Brookins, S. J., & **Fletcher, E. C.** (2017). Promoting active and sustained school-business partnerships: An exploratory case study of an IT academy. *The Journal of Research in Technical Careers, 1*(2), 26-35.

Mackenzie, D., Tan, T. X, **Fletcher, E. C.**, & Jackson-Williams, A. (2017). Major re-selection advising and academic performance. *NACADA Journal*, 37(1), 15-25. doi: 10.12930/NACADA-15-029

Presentations

Fletcher, E. (2017, July). *Preliminary findings from year one of the IT college and CAREERS readiness project.* Paper presented at the NAF Next Conference, Dallas, Texas.

Fletcher, E. (2017). *A multi-case study analysis of high school information technology academies following the National Academy Foundation's model.* Paper presented at the National Business Education Association Conference, Chicago, Illinois.

Fletcher, E., & Hernandez-Gantes, V. (2017, June). *The IT college and CAREERS readiness project.* Poster session presented at the NSF ITEST PI Conference, Washington, DC.

Fletcher, E., & Tyson, W. (2017, April). *Examining enrollment decisions and life challenges of adult learners in engineering technology.* Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.

Hernandez-Gantes, V., **Fletcher, E.**, Bartlett, J., & Gordon, H. (2017). *Overview of journals in career and technical education: Status, issues, and opportunities for publication.* American Educational Research Association. San Antonio, TX.

GROSLAND, Tanetha

Publications

Grosland, T. J., & Matias, C. E. (2017). Fervent fortitude: Exploring emotions and racial literacy as antiracist pedagogy. *Journal of Curriculum Theorizing, 32*(2), 72-83.

Presentations

Grosland, T. J. (2017, November). Examining ourselves in service of our mission: A critical conversation. Presentation at the Annual Convention of the University Council for Educational Administration, Denver, CO.

Grosland, T. J. (2018, April). Examining ourselves in service of our mission: A symposium. Presentation to be presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Grosland, T., & Roberts, L. (2018, May). Jokering toward affective leadership. Paper to be presented at the Fourteenth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

HAINES, Joyce

Publications

Black, W., Mann, J., & **Haines, J.** (2017). Developing and sustaining the Gulf Coast Partnership: Possibility, success, and challenges in preparing leaders. In D. Yendol-Hoppey, D. A. Shanley, D. C.

Delane, & D. Hoppey (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships* (pp. 193-219). Charlotte, N.C.: Information Age Press.

Ponticell, J. A., Zepeda, S. J., Lanoue, P. D., **Haines, J. G.**, Jimenez, A. M., & Ata, A. (Accepted). Observation, feedback, and reflection. In S. J. Zepeda & J. A. Ponticell (Eds.), *Handbook of educational supervision*. Hoboken, NJ: John Wiley & Sons, Inc.

Presentations

Black, W., & **Haines, J.** (2017, March). Gulf Coast Partnership: USF and school districts. Break-out session presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Tampa, FL.

HERNANDEZ-GANTES, Victor

Publications

Fletcher, E., Warren, N., & **Hernandez-Gantes, V. M.** (in press). Preparing high school students for a changing world: College, career, and future ready learners. *Career and Technical Education Research*.

Hernandez-Gantes, V. M., Jenkins, S., & Fletcher, E. (2017). Promoting active and sustained school-business partnerships: An exploratory case study of an IT academy. *Journal of Research in Technical Careers, 1*(2), 26-35.

Hernandez-Gantes, V. M., Keighobadi, S., & Fletcher, E. (2018). Building community bonds, bridges, and linkages to promote the career readiness of high school students in the United States. *Journal of Education and Work, 31*(2), 190-203. doi: 10.1080/13639080.2018.1434871

Presentations

Fletcher, E., & **Hernandez-Gantes, V. M.** (2017, June). Career academy research on educational experiences and related success: The IT College and Career Readiness Project. Presentation at the Annual National Science Foundation's STELAR-ITEST Principal Investigator & Evaluator Summit, Washington, DC.

Fletcher, E., Warren, N., & **Hernandez-Gantes, V. M**. (2017, December). Exploring the school culture of a high school IT academy. Paper presented at the Annual Meeting of the Association for Career and Technical Education Research, Nashville, TN.

Hernandez-Gantes, V. M., Bartlett, J. E., Fletcher, E. C., & Gordon, H. (2017, April). Overview of journals in career and technical education: Status, issues, and opportunities for publication. Panel presentation at the Annual Meeting of the American Education Research Association (AERA), San Antonio, TX.

Hernandez-Gantes, V. M., Keighobadi, S., & Fletcher, E. (2017, December). Promoting career readiness in high school: An exploratory case study. Paper presented at the Annual Meeting of the Association for Career and Technical Education Research (ACTER), Nashville, TN.

KARANXHA, Zorka

Publications

Agosto, V., & **Karanxha, Z**. (2018). Conduct Un/becoming: Discipline in (researching) educational leadership practice. In J. Wilkinson & L. Bristol (Eds.), *Educational leadership as a culturally-constructed practice: New directions and possibilities*. New York, NY: Routledge.

Cobb-Roberts, D., Esnar, T., Unterreiner, A., Agosto, V., **Karanxha, Z**., Beck, M., & Wu, K. (2017). Race, gender and mentoring in higher education. In David Ashley Clutterbuck, Frances K. Kochan, Laura Gail Lunsford, Bradley Smith, Nora Dominguez, Julie Haddock-Millar (Eds.), *The SAGE Handbook of Mentoring* (pp. 374-388). Thousand Oaks, CA: Sage Publishing.

Henry, M., & **Karanxha, Z.** (in press). Due process hearing: Deconstructing an administrative law judge's decision. *Roeper's Review: A Journal of Gifted Education.*

Karanxha, Z. (2017). Zero tolerance. In C. J. Schreck (Editor-in-Chief), Leiber, M. J., Welch, K., & Ventura Miller, H. (Associate Editors) *Encyclopedia of Juvenile Delinquency and Justice*, 1-5. Hoboken, NJ: Wiley-Blackwell.

Karanxha, Z., Black, B., & Fisher, D. (2017, January 25). A review of *Dancing in the rain: Leading with compassion, vitality, and mindfulness in education* by J. T. Murphy. Harvard University Press. *Teachers College Record*, 21808. Retrieve from http://www.tcrecord.org

Presentations

Karanxha, Z., Dickerson, S., & Bailey, M. (2017, November). Piloting restorative justice practices in middle school: "Giving students equal voice". Paper presented at the Annual Convention of the University Council for Educational Administration, Denver, CO.

LANCASTER, Chloe

Publications

Lancaster, C., & Reiner, S. (2018). Practicing supervision across school settings. In A. S. Lenz & B. Flamez (Eds.), *Practical approaches to clinical supervision across settings: Theory, practice, and research*. New York, NY: Pearson.

Fickling, M. J., **Lancaster, C.**, & Neal, A. V. (2018). Social justice in career services: Perspectives from career center directors. *The Career Development Quarterly, 66*(1), 64-76. doi:10.1002/cdq.12122

Lancaster, C., Ovrebo, E., & Zuckerman, S. (2017). A consensual qualitative research inquiry: Adoption counselors' perspectives of counseling post-adoptive families. *Journal of Counseling & Development, 95*(4), 412-422.

Lancaster, C., Lenz, A., Brasfield, M., Bailey, L., & Dempsey, M.C. (2017). Effects of creativity training on second grade students' creative ability. *Journal of Counselor Leadership & Advocacy*, *4*(1), 16-27.

Lancaster, C., & Xu, Y. (2017). Challenges and aupports for African American STEM student persistence: A case study at a racially diverse four-year institution. *The Journal of Negro Education, 86*(2), 176-190.

Lenz, A., & **Lancaster, C.** (2017). A mixed methodological evaluation of intensive trauma-focused programming. *Journal of Counseling & Development*, *95*(1), 24-34.

Payne, R., **Lancaster, C.**, & Heil, L. (2017). An expressive arts intervention using choice theory. In S. Degges-White, & N. L. Davis. (Eds.), *Integrating the expressive arts into counseling practice: Theory-based interventions* (2nd ed.). New York, NY: Springer Publishing Company.

Payne, R., **Lancaster, C**., Heil, L, Pineda, M. (2017). *An expressive arts intervention using person centered therapy*. In S. Degges-White, & N. L. Davis. (Eds.), *Integrating the expressive arts into counseling practice: Theory-based interventions* (2nd ed.). New York, NY: Springer Publishing Company.

Presentations

Brasfield, M., & **Lancaster, C.** (2017, November). Three-tiered model of wellness intervention to reduce teacher burn-out. . Presented at the Tennessee Counseling Association Conference, Nashville, TN.

Fickling, M. J., **Lancaster, C.,** Capstick, K., & Coleman, M. (2017, October). Conducting discourse analysis in counselor education. Presented at the Association for Counselor Education and Supervision Conference, Chicago, IL.

LANE, Tonisha

Publications

Lane, T. B. (accepted). Negotiating and navigating racial climate in STEM environments: Institutional agents' varied approaches. In C. Byrd, S. Ovink & R. Brunn-Bevel (Eds.). *Intersected campuses: The college experience from different identities and positions*. Brunswick, NJ: Rutgers University Press.

Lane, T. B., Morgan, K.*, & Lopez, M.* (2017). "A bridge between high school and college": A case study of a STEM intervention program enhancing college readiness among underserved students. *Journal of College Student Retention: Research, Theory, and Practice*. doi: 10.1177/1521025117729824

Lane, T. B., Rincón, B., Revelo, R. A., & Morgan, K. (accepted). Addressing multiculturalism in STEM: An analysis of theories that inform our research. In C. B. Newman, A. A. Hilton, B. Hinnant-Crawford, & S. Platt (Eds.). *Multicultural education in the 21st century: Innovative research and practices*. Charlotte, NC: Information Age Publishing.

Lane, T. B., & Soto, M. (accepted). Advancing Black female and Latina collegians in STEM: Mitigating challenges through STEM enrichment program opportunities. In B. Polnick, B. Irby, J. Ballenger, P. Larke, G. Webb-Hasan, & V. Taylor (Eds.). *Women of Color and STEM: Navigating the double bind*. Charlotte, NC: Information Age Publishing.

Patterson, S. M., **Lane, T. B**., & Vital, L. M. (2017). Black doctoral women: Exploring barriers and facilitators of success in graduate education. *Academic Perspectives in Higher Education, 3*(1), Article 5. Retrieved from http://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1044&context=aphe

Rincón, B., & **Lane, T. B.** (2017). Latin@s in Science Technology, Engineering, Mathematics (STEM) at the intersections. *Journal of Equity and Excellence in Education*, *50*(2), 182-195.

Presentations

Gaskew, A. N.*, Lee-Johnson, J.*, Bower, B. L., Jackson, J. F. L, **Lane, T. B.**, Patterson-Stephens, S., Strayhorn, T. L. (2017, November). Where are the Black faculty in academia? Interactive symposium presented at the Annual Conference of the Association for the Study of Higher Education (ASHE). Houston, TX.

Lane, T. B., & Id-Deen, L. (2018, April). Nurturing the capital within: A qualitative investigation of Black females in STEM summer programs. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Lane, T. B., Lopez, M., & Wahba, A. (2017, April). Being and becoming an engineer: Understanding how women of color form engineering identities. Roundtable presented at the Annual Meeting of the American Educational Research Association, Research on Women and Education SIG, San Antonio, TX.

Lane, T. B., Patterson-Stephens, S., Perez, E.*, Pierre, D. F. (2017, November). Examining relationships that matter: A qualitative study of Black women in doctoral education. Paper presented at the Annual Conference of the Association for the Study of Higher Education (ASHE). Houston, TX.

Lane, T. B., Patterson, S. M., & Vital, L. M. (2017, April). Resistance and resilience: Understanding the experiences of Black women in doctoral education. Roundtable presented at the Annual Meeting of the American Educational Research Association, Research Focus on Black Education SIG, San Antonio, TX.

Rincón, B., & **Lane, T. B.** (2018, April). Undergraduate women of color in Science, Technology, Engineering, and Mathematics (STEM): Implications for intersectional research in education. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

LASONEN, Johanna

Publications

Gessler, M., Evans, K., **Lasonen, J.**, Malloch, M., & Mulder, M. (2017) (Eds.). *International Journal for Research in Vocational Education and Training. Yearbook 2017*. Charleston, SC: CreateSpace.

Lasonen, J. (2018, forthcoming). Approaches of recognizing and assessing of immigrants' competence. In L. Moreno Herrera, M. Teras & and P. Gougoulakis (Eds.), *Emerging issues in vocational education & training: Voices from across-national research*. Stockholm, Sweden: Stockholm University Press.

Lasonen, J., Cools, C., & Teras, M. (2018, forthcoming). Migrant women's access to career promotion: A Finnish case reflected with European research literature. In E. C. Reilly & D. E. Reed (Eds.), *International perspectives on women in educational leadership*. Lanham, MD: Rowman & Littlefield.

Lasonen, J., Teras, M., & Cools, C. (2018, forthcoming). Invandrarnas yrkesutbildning och sysselssättning in Finland. In V. Lindberg & H. Nore (Eds.), Vundering yrkeskunnande: En nordisk antologi [Valuing vocational know-how: A Nordic anthology]. Stockholm, Sweden: Stockholm University Press.

Teras, M., Osman, A., & Lasonen, J. (2018, forthcoming). VET (Vocational Education and Training) and nearly arrived immigrants: Challenges of recognition and validation. In L. Moreno Herrera, M. Teras, & P. Gougoulakis (Eds.), *Emerging issues in vocational education & training: Voices from across-national research*. Stockholm, Sweden: Stockholm University Press.

Presentations

Forbes, M., & **Lasonen, J.** (2017, May). Quality learning and its impact on students with disabilities. Paper presented at the Global Conference on Education and Research (GLOCER), Sarasota, Florida.

Lasonen, J., & Laczik, A. (2017, April). Migrants' career prospects, progression and employment: A case study from England and Finland. Paper presented at the Annual Meeting of the American Education Research Association, San Antonio, TX.

Reys-Nickel, L., & **Lasonen, J.** (2017, August). Graduates of 2-year engineering and engineering technician programs in the U.S. and U.K. Paper presented at the Annual Conference of European Education Research Association (EERA), ECER 2017 Conference, Copenhagen, Denmark.

Shearer, J., & **Lasonen, J**. (2017, May). Measuring nursing competence worldwide. Paper presented at the Global Conference on Education and Research, GLOCER, Sarasota, Florida.

Teras, M., Osman, A., & **Lasonen, J.** (2017, August). Validation of newly arrived immigrants for jobs. Paper presented at the Annual Conference of European Education Research Association (EERA), ECER 2017 Conference, Copenhagen, Denmark.

PONTICELL, Judith

Publications

Ponticell, J. A., & Zepeda, S. J. (in press). Conflicts, convergence, and wicked problems: The evolution of educational supervision. In S. J. Zepeda & J. A. Ponticell (Eds.), *Handbook of educational supervision*. Hoboken, NJ: John Wiley & Sons, Inc.

Ponticell, J. A., Zepeda, S. J., Lanoue, P. D., Haines, J. G., Jimenez, A. M., & Ata, A. (in press). Observation, feedback, and reflection. In S. J. Zepeda & J. A. Ponticell (Eds.), *Handbook of educational supervision*. Hoboken, NJ: John Wiley & Sons, Inc.

Zepeda, S. J., & **Ponticell, J. A.** (Eds.). (in press). *Handbook of educational supervision*. Hoboken, NJ: John Wiley & Sons, Inc.

Zepeda, S. J., & **Ponticell, J. A.** (in press). Introduction. In S. J. Zepeda & J. A. Ponticell (Eds.), *Handbook of educational supervision*. Hoboken, NJ: John Wiley & Sons, Inc.

TOPDEMIR, Cynthia

Presentations

Riley, J., & **Topdemir, C.** (2017, November). Emerging Leaders Training. Presentation at the Florida School Counselor Association Annual Convention, Orlando, FL.

Topdemir, C., & Infanzon, J. (2017, November). Restorative Practices: School Counselor Implementation. Presentation at the Florida School Counselor Association Annual Convention, Orlando, FL.

Topdemir, C., Todd, A., Sanders-Burnett, D., & Infanzon, J. (2017, March). Integrating Counseling Theories. Presentation for the Hillsborough County School Counselor Association.

Appendix D – Department of Teaching & Learning Annual Report

Department of Teaching and Learning Annual Report
Denisse R. Thompson, Interim Chair
Sabrina Lewis, Assistant to the Chair

This report addresses the period from April 2017 through April 2018, thus summarizing endeavors since the last annual report. The work of the department is carried out by 45 faculty members (3 Visiting Instructors, 7 Instructors, 7 Assistant Professors, 10 Associate Professors, and 18 Full Professors), two OPS emeritus faculty (one who works with the EdD program and one who serves as Interim Chair), and two members of the department who now have administrative positions in the College. Further, there were 42 E & G funded graduate assistants in Fall 17 and 33 in Spring 18 as well as 34 adjuncts in Fall 17 and 23 in Spring 18, with many adjuncts teaching more than one course. The department's work is supported by an administrative Assistant to the Chair, four full-time Academic Program Specialists, and one 0.5 Academic Program Specialist (with her other 0.5 appointment in the service of EPS).

The report follows the outline provided by Dr. Terry Chisholm.

I. Highlights of Department Performance Over the Last Five Years on Selected Metrics

a. *SCH Generated within Teaching and Learning*

As indicated in the table below, during 2017-18, SCH generation has increased slightly from the decline that had occurred since 2014-15. About 76% of the SCH generated in T & L is at the undergraduate level, with the balance at graduate; roughly 65% of the graduate SCH is at Grad I with the balance at Grad II. The EdD in Program Innovation continues to be a bright spot in enrollment, with continued interest suggesting a new cohort of 20-40 each year for the foreseeable future. SCH generation increased slightly at the upper undergraduate level and the Grad II level from 2016-17.

Department	SCH TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
T&L	LOWER GROSS	1,788	4,872	4,181	3,652	3,592
	UPPER GROSS	24,086	26,012	23,343	20,588	21,349
	GRAD I GROSS	7,953	7,546	5,555	5,282	5,021
	GRAD II GROSS	2,576	2,050	1,886	2,351	2,734
	Undergraduate Total	25,874	30,884	27,524	24,240	24,941
	% Undergraduate	71%	76%	79%	76%	76%
	Graduate Total	10,529	9,596	7,441	7,633	7,755
	% Graduate	29%	24%	21%	24%	24%
	TOTAL GROSS	**36,403**	**40,480**	**34,965**	**31,873**	**32,696**

b. *Unduplicated Headcount*

As the table indicates, from Fall 2014 to Fall 2015, headcount dropped about 7%, from Fall 2015 to 2016 about 8.6%, but from Fall 2016 to Fall 2017 only 1%. So, although the headcount still experienced a slight drop overall, the steepness of the drop has apparently abated. Upper undergraduate headcount was essentially flat, but the Grad II headcount increased by about 21%.

Department	Student Level	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
T&L	Lower	306	278	295	291	250
	Upper	1117	956	891	765	763
	Grad I	432	415	338	293	276
	Grad II	184	183	173	202	245
	Total Undergraduate	1423	1234	1186	1056	1013
	% Undergraduate	70%	67%	70%	68%	66%
	Total Graduate	616	598	511	495	521
	% Graduate	30%	33%	30%	32%	34%
	Department Total	2039	1832	1697	1551	1534

c. ***Excess Hours***

As the table indicates, overall slightly more than 90% of students in the department graduate without excess credit hours. This figure is undoubtedly helped by the fact that several programs in the department (e.g., elementary education cohort, elementary education residency, early childhood education, special education, middle grades math residency) have multiple levels of supervision because these programs are based on a clinically rich background; the various levels of supervision and/or practicum do not count toward excess hours.

In addition, over the last couple of years, efforts have been made within the department to develop opportunities for students who struggle in a course to be able to take the course again without having to wait for an entire year. Thus, students are not caught having to take unneeded courses while waiting to continue in the program.

	2013-2014	2014-2015	2015-2016	2016-2017
Teaching & Learning	**82.8%**	**88.7%**	**89.8%**	**91.9%**
1 - FTIC	72.9%	83.3%	85.3%	87.2%
2 - AA Transfers	93.1%	95.0%	97.7%	96.0%
3 - Other Transfers	80.3%	91.2%	82.5%	94.2%

d. ***Degrees Awarded***

It is difficult to interpret the table below because the data for 2017-18 is incomplete. Most of the undergraduate programs in the department graduate the majority of their students at the end of the spring semester. In particular, early childhood, elementary education, and special education have very few students who intern in the fall semester and then graduate in December.

Although a small percentage of students in secondary programs may intern in the fall, the vast majority intern in the spring and then graduate. Only the MAT in elementary education regularly graduates students in December.

Beginning in Fall 2016, the elementary education cohort program, in particular, required students to take the subject FTCE prior to beginning final internship, or at least to document that they had signed up to take the test. This move has been beneficial to ensure that students do not wait until the last minute to take the exam, and then are unable to graduate because they did not pass. By having students take the exam earlier, students have opportunities to retake before the end of their final semester. In Spring 2017, this resulted in a lower percentage of students failing to graduate because of FTCE problems; we anticipate that this policy will continue to enhance the percentage of students able to graduate upon successful completion of their final internship.

One of the initiatives implemented in Spring 2018 is beginning an actual elementary education cohort with a sequence that will lead to graduation in December 2019. In the past, students in elementary education who begin in Spring simply took some courses, such as ESOL, to lighten their load in subsequent semesters but did not actually begin the sequence of courses with field experiences until Fall. In Spring 2018, we started 1 cohort with field experience in spring to enable these students to graduate at the end of the fall semester; all but about 3-5 of these students had all parts of the General Knowledge Test (GKT) passed. The other 36 students admitted in spring will officially join a cohort in fall 2018. This change is beneficial to our school district partners who often need to hire replacement teachers at the end of the fall semester.

Degree	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teaching & Learning	**602**	**495**	**492**	**396**	**132**
Bachelor	412	301	326	270	48
Masters	163	166	143	103	68
Ed. Specialist		1	1		
Doctoral - Research	27	27	22	23	16

II. Undergraduate Curriculum Review

All of the undergraduate programs in T & L have participated in the undergraduate curriculum review. This has involved early childhood education, elementary education (both cohort and residency), special education, physical education, mathematics education (both middle grades residency and secondary 6-12), English education, social science education, and science education (Biology, Chemistry, and Physics). Program coordinators, in consultation with relevant program faculty, have worked with the Assistant Dean of Educator Preparation to address all the required matrices, questions, and principles both from Interim Dean Brindley and from Provost Wilcox.

An example of one change made because of the review is that social science faculty worked with faculty in the history department to suggest better history courses for prospective secondary social studies teachers. Previously, the courses taken did not provide the breadth of history knowledge required to be successful, not only as a secondary social studies teacher but on the required subject FCTE exam. Given that the social studies program can guarantee a minimum

enrollment, the history department agreed to offer WHO 2022 *Global History Since 1750* that will be beneficial to social studies preservice teachers; in addition, INR 3018 *World Ideologies* was replaced by SSE 4380 *Global/Multicultural Perspectives in Education* (GCP approved). Changes were submitted to the COE Undergraduate Policy Committee and those have been approved. It is believed these revisions will better prepare prospective secondary social studies teachers with the knowledge needed to be effective.

Additionally, mathematics education faculty have reached out to faculty in the mathematics department about the possibility of developing a content-oriented course for prospective elementary teachers that would better meet their needs. Those discussions will hopefully continue next academic year and lead to better mathematics content courses for K-8 teachers that could be embedded into the general education curriculum. Similarly, science education faculty are also interested in pursuing such collaborative arrangements.

III. College Participation in General Education Reform

Faculty in T & L submitted three courses for the first round of general education submissions, with one course in each of the three areas, and with one interdisciplinary proposal. In particular, the following courses have been approved:

- EDE 4223 *Creative Experiences: Using Arts-Based Inquiry & Design Thinking for Problem-Based Learning* (creative thinking), proposed by Dr. Jenifer Schneider
- LAE 4414 *Diverse Children's Literature* (human and cultural diversity), proposed by Dr. Jenifer Schneider
- EDG 3801 *Cybersecurity and the Everyday Citizen* (information literacy), proposed by Drs. Ilene and Michael Berson
- IDS 4540 *Playing with Words, Images, and Sounds: Multimodal Composing as Creative Thinking* (interdisciplinary course proposal), proposed by Dr. Jenifer Schneider and Dr. Clint Randles from the School of Music

In Summer B 2018, T & L will be offering EDE 4223, LAE 4414, and EDG 3801. Then in fall 2018, the department will again be offering EDE 4223 and LAE 4414, with the possibility of offering EDG 3801 in Maymester. The interdisciplinary course is slated to be offered in Spring 2019.

IV. Education Abroad

a. *Status of Four Year Maps*

All undergraduate programs in the department have submitted the survey related to the road maps to the office of Dr. Ann Cranston-Gingras.

b. *Faculty led Education Abroad Programs*

Several faculty in the department regularly provide opportunities for Study Abroad experiences. For instance, Dr. Elizabeth Doone provides summer opportunities for students to visit Ghana, and work with children in an orphanage. In Summer 2017, Dr. Phyllis Jones provided opportunities for students to study with peers at the University of Exeter around issues

related to students with special needs, including autism. In Summer 2017, Dr. Jenifer Schneider took a group of students to England and Ireland to investigate aspects of children's literature in the home of authors of famous books (e.g., the Harry Potter series, Winnie the Pooh).

There are two opportunities within the department that have been built into the program structure for those students who want to engage in a Study Abroad experience. As part of the Alternative Field Experience course within the elementary education program, students can choose to spend part of their experience working in schools in Costa Rica (led by Dr. Jennifer Jacobs); some non-elementary education students participate in Costa Rica as part of explorations with literature (based on initial developments by Dr. Joan Kaywell). Other students can spend part of the summer working in schools in Cambridge, England under the direction of Dr. Danielle Dennis.

Dr. Elizabeth Doone and Dr. Karen Colucci are exploring the possibility of Study Abroad opportunities closer to home than Ghana, specifically somewhere in the Caribbean (possibly Dominican Republic). It is hoped that those efforts will lead to additional experiences in the future. In addition, Dr. Sara Smith and Dr. Karl Jung are both interested in pursuing potential Study Abroad experiences.

V. Community Engagement Using Carnegie Definition

a. ***Based on the Carnegie definition, provide examples of courses taught, and estimation of students and faculty members involved in CE courses***

Many of the programs within T & L subscribe to a clinically-rich model of teacher preparation, meaning that students experience much of their work in the field in schools and classes in our partner districts. The collaborating teachers provide environments in which preservice teachers at various program levels can observe effective instruction and begin to teach in an environment in which there is support. Recently, in describing the value of the cohort schools model for elementary education, a number of area superintendents in Hillsborough County spoke about the positive benefits of having preservice teachers in their schools at increasing student achievement, and other area superintendents appear interested in bringing cohort school partners to their areas.

In addition, the elementary residency program is administered under a collaborative grant with Hillsborough County Schools and has preservice teachers work in six specific Title I schools throughout their two-year residency program.

More specific information about the programs and the nature of courses offered in the field is included in the table below. To avoid repetition, specific information about internship or practicum course in not included here but will be included in part e of this section.

Program	**Courses Offered in the Field Other than Internships or Practicum (i.e., in schools)**	**Approximate Number of Students and Faculty (including adjuncts and graduate assistants)**
Early Childhood	• EEC 4203 *Programs for Young Children* • EEC 4408 *Child, Family, and Teacher Relations*	• 30 students, 1 faculty • 30 students, 1 faculty • 30 students, 1 faculty

Program	Courses Offered in the Field Other than Internships or Practicum (i.e., in schools)	Approximate Number of Students and Faculty (including adjuncts and graduate assistants)
	• EEC 4604 *Classroom Management and Guidance of Young Children*	
Elementary Residency	• EDP 3273 *Learning and Development in School Contexts in Elementary Education* • RED 4312/4724 *Emergent Literacy Strategies in Elementary Education/Intermediate Literacy in Elementary Education* • EDE 4301 *Instructional Planning in Elementary Education* • EDE 4802 *Teacher as Researcher* • LAE 4311 *Teaching Writing in Elementary Education* • LAE 4424 *Teaching Children's Literature in Elementary* • EDE 4504 *Creating/Differentiating Learning Environments* • MAE 4310/4326 *Elementary Math Methods I and II* • SSE 4313 *Elementary Social Studies Methods* • SCE 4310 *Elementary Science Methods* • Students receive considerable content coaching during their content-specific methods courses that are taken while they are also working in classroom settings.	• 43 students, 3+ faculty
Elementary Cohort	• Students are out in the field beginning with their first semester. Specific courses will be listed under part e of community engagement.	
Elementary MAT	• This program has many similarities to the undergraduate elementary education program. Students are out regularly in Title I schools to have	8 students, 1 faculty

Program	Courses Offered in the Field Other than Internships or Practicum (i.e., in schools)	Approximate Number of Students and Faculty (including adjuncts and graduate assistants)
	opportunities to put theory into practice. • In the summer, students regularly visit the Tampa Bay History Center, Robert Saunders Public Library, Florida Holocaust Museum, and JA Biztown as part of their work in EDE 6326 *Planning & Organizing for Diverse Learners*.	
Special Education	• During summer, students have an opportunity to engage with children at Pepin Academy as USF faculty provide a summer program at the school which provides a venue for an alternative field experience. • Students are at Franklin Boys Academy or Lockhart Science Technology Elementary Magnate.	
Physical Education	• PET 4442 *Instructional Design & Content: High School*. Students work with the Tampa Heights Junior Civic Association and LIFT Health, which are two community organizations that work with youth in the Tampa Heights and other areas.	• 7 students, 1 faculty
English Education	• LAE 4323 *Middle School Methods for English Language Arts* • LAE 4335/6339 *High School Methods for English Language Arts* • LAE 5932 *Classroom Communication* • LAE 6345 *Secondary Writing Pedagogies* *Students complete fieldwork in the above courses that involves a mutual exchange between local institutions and university faculty/students.	• 41 students, 2 faculty • 49 students/11 students, 2 faculty • 16 students, 1 faculty • 16 students, 1 faculty
Middle grades math residency	• EDM 3403 *Middle Level Education* • ESE 4322 (Helios sections) *Classroom Management*	• 15-18 students, 1 faculty • 13-18 students, 1 faculty

In addition to the preservice preparation courses that occur out in schools, considerable effort is expended by some faculty members, specifically Dr. Rebecca Burns, as part of the Mort Teacher Leader Academy. The Mort Teacher Leader Academy is situated in Mort Elementary, a Community Partnership School. Community Partnership Schools are school-university-community partnerships that require at least three partners (a university, a local school and school district, and a local health organization) that are committed to transforming a struggling community by making the school the hub of community resources and activities.

Community Partnership School partners make a twenty-five year commitment and Mort Elementary has eight core partners: Hillsborough County Public Schools, the University of South Florida College of Education, Tampa Family Health, Florida Hospital, Bay Hope Church, Tampa Innovation Alliance, the University Area Community Development Center, and Vistra Communications. Community Partnership Schools have three arms: (1) the Health arm, (2) the Community arm, and (3) the Academic arm. The Mort Teacher Leader Academy serves as the academic arm of Mort Elementary's community partnership school model. The Mort Teacher Leader Academy existed two years before Mort became an official community partnership school on August 8, 2016, and it was one of the main reasons that Mort Elementary was identified as a potential community partnership school.

Dr. Burns is the Professor-in-Residence for the Mort Teacher Leader Academy; she is typically at the school one to two times per week. In addition, she teaches on site, works in teachers' classrooms, meets with teachers, the principal, or community members, or hosts visitors to share about the work of the Mort Teacher Leader Academy. The connection to the school and the knowledge of the context and teachers enables her to design meaningful instruction in the courses taught. In Fall 2017, she taught *Coaching for Culturally Responsive Teaching*, a graduate course, to about 15 students.

b. ***Based on the Carnegie definition, provide examples of articles published by faculty/staff who have used community-based teaching into research to improve the scholarship of teaching and learning (SoTL).***

The following citations have been identified by faculty as appropriate for this aspect of community-engagement.

- Berson, I. R., & Berson, M. J. (2018). Tattered dolls and teddy bears tell tales of hope and perseverance: Developing a pedagogic paradigm for preservice teachers' use of Holocaust testimony to engage elementary students in exploring social injustices. In W. Dreier, A. Laumer, & M. Wein (Eds.), *Interactions. Explorations of good practice in educational work with video testimonies of victims of National Socialism. Education with testimonies*, Vol. 4. Vienna, Austria: EVZ Foundation.
- Berson, I. R., Berson, M. J., Carnes, A. M., & Wiedeman, C. R. (2018). Excursion into empathy: Exploring prejudice with virtual reality. *Social Education, 82*(2).
- Berson, I. R., Berson, M. J., Dennis, D.V., & Powell, R. (2017). Leveraging literacy: Research on critical reading in the social studies. In M. M. Manfra & C. M. Bolick (Eds.), *Handbook of social studies research* (pp. 414-439). Boston, MA: Wiley-Blackwell.
- Berson, I. R., Berson, M. J., & Snow, B. (2017). KidCitizen: Designing an app for inquiry with primary sources. *Social Education, 81*(2), 105-108.
- Burns, R. W., Johnson, W. W. III, & Hardin-Roberts, S. (2017). The Mort Teacher Leader Academy: Developing teacher leaders for urban schools together. In D. Yendol-Hoppey, D. A. Shanley, D. C. Delane, & D. Hoppey (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships* (pp. 129–148). Charlotte, NC: Information Age Publishing.

- Dennis, D. V., van Ingen, S., Davis, J., & Mills, D. (2017). Urban teacher residency partnership program: A partnership between the University of South Florida College of Education and Hillsborough County (FL) Public Schools. In D. Yendol-Hoppey & D. Delane (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships*. Charlotte, NC: Information Age Publishing.
- Ellerbrock, C. R., Vomvoridi-Ivanovic, E., & Duran, J. (2018). Working together: Preparing the next generation of highly qualified middle school STEM teachers. The *Clearing House* DOI: 10.1080/00098655.2018.1428458
- Eskelson, S. L., & van Ingen, S. (2017). Working together: Using consultations to improve mathematics teaching for students with special education needs. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 527-530). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
- Gelfuso, A. & Dennis, D. V. (2017). Reproducing figured worlds of literacy teaching and learning: Examining the "Language-In-Use" of an inservice and preservice teacher enacting the practice of literacy planning. *Action in Teacher Education, 39*(1), 67-84. (http://dx.doi.org/10.1080/01626620.2016.1245635)
- Gelfuso, A., & Dennis, D. V. (2017). Video as text of teaching: Toward more deliberate literacy field experience supervision. *The Teacher Educator 52*(1), 57-74. (http://dx.doi.org/10.1080/08878730.2016.1247203)
- Han, S., Blank, J., & Berson, I. (2017). To transform or to reproduce: Critical examination of teacher inquiry within early childhood teacher preparation. *Journal of Early Childhood Teacher Education, 38*(4), 304-321.

c. ***Based on the Carnegie definition, provide examples of conference presentations/workshops made by faculty/staff who have used community-based teaching into research to improve the scholarship of teaching and learning (SoTL).***

The following citations have been identified by faculty as appropriate for this aspect of community-engagement.

- Berson, I. R., & Berson, M. J. (2017, July). *Developing multi-literacies with tangible technologies in the early childhood classroom*. Presentation at the Hillsborough County Public Schools Head Start Pre-service Training, Tampa, FL.
- Berson, I. R., & Berson, M. J. (2017, September). *Exploring our world with tangible technologies: Integrating robotics into inquiry project investigations in early childhood classrooms*. Panel presentation at Digitising Early Childhood International Conference, Perth, Australia.
- Berson, I. R., & Berson, M. J. (2018, June). *Reconceptualizing the good citizen: Elevating kindergarteners' voice and agency*. Presentation at the Social Science Education Consortium International Conference, Florence, Italy.
- Berson, I. R., & Berson, M. J. (2017, September). *Using evidence-based pedagogy to design digital games promoting inquiry with primary sources for elementary age learners*. Presentation at the Curtin University Doctoral Colloquium. Perth, Australia.

- Berson, I. R., Berson, M. J., Carnes A. M., Wiedeman, C. R., & Ward, J. (2018, February). *Using virtual reality and testimony-based education in primary classrooms to promote social justice.* Presentation at the 10th International Society for the Social Studies Annual Conference, Orlando, FL.
- Berson, I. R., Berson, M. J., & López de Méndez, A. (2017, November). *Engaging young learners: Exploration of Puerto Rico with primary sources*. Poster presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.
- Berson, I. R., Berson, M. J., & López de Méndez, A. (2018, April). *Exploring use of primary sources from Puerto Rico to foster preservice teachers' culturally responsive teaching*. Roundtable presentation at the 99th American Educational Research Association Meeting, New York, NY.
- Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *KidCitizen app*. Poster presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.
- Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *KidCitizen app: Designing digital games for inquiry with primary sources*. Pre-conference clinic presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.
- Berson, I. R., Berson, M. J., & Snow, B. (2017, June). *Re-imagining democracy with young children*. Presentation at the Social Science Education Consortium International Conference, Salem, MA.
- Berson, I. R., Berson, M. J., & Snow, B. (2017, November). *Using interactives for K-12 civic education.* Panel presentation at the 97th National Council for the Social Studies Annual Conference, San Francisco, CA.
- Berson, M. J., & Berson, I. R. (2018, February). *Placing social studies at the center: Integrating methods course instruction into field experiences*. Presentation at the 10th International Society for the Social Studies Annual Conference, Orlando, FL.
- Berson, M. J., Berson, I. R., & Snow, B. (2017, December). *Using the KidCitizen app in museum settings*. Presentation at the Tampa Bay History Center Education Committee Meeting, Tampa, FL.
- Burns, R. W. (2017, June). *The Teacher Leader Academy at Mort: The Academic arm of Mort Elementary, a community partnership school.* Featured speaker for the University of Central Florida Center for Community Schools and Child Innovation University Partners Monthly Meeting, Teleconference.
- Burns, R. W., Johnson, W., & Bellas, A. (2017, March). *The Mort Teacher Leader Academy: Renewing teacher professional learning and graduate coursework together.* Paper presented at the inaugural International Teacher Leadership Conference, Miami, FL.
- Burns, R. W., Johnson, W., Bellas, A., Perrone-Britt, F., & Hodges, K. (2017, April). *Developing teacher leaders to renew schools together: A collaborative inquiry of a partner school.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Burns, R. W., Johnson, W., Perrone, F., Hodges, K., Izzo, M., & Clark, D. (2017, March). *Teachers teaching teachers: Structures, successes, and challenges in designing differentiated professional development in PDS.* Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

- Ellerbrock, C. R., Duran, J., & Vomvoridi-Ivanovic, E. (2017, November). *Co-planning and co-teaching in the field: A self-study of three teacher educators' experiences*. Roundtable presentation presented at NAPOMLE Best Practice Session at the 2017 annual meeting of the Association for Middle Level Education, Philadelphia, PA.
- Ellerbrock, C. R., & Vomvoridi-Ivanovic, E. (2018, April). *A framework for responsive middle level mathematics teaching*. Paper presentation to be presented at the 2018 annual meeting of American Educational Research Association, New York City, NY.
- Ellerbrock, C. R., Vomvoridi-Ivanovic, E., Duran, J., Gant, S., & Cruz, C. (2017, November). *Welcome to the real world: Opening preservice teachers eyes to the reality of teacher evaluation.* Concurrent session presented at the Symposium on Middle Level Teacher Education at the 2017 annual meeting of the Association for Middle Level Education, Philadelphia, PA.
- Ellerbrock, C. R., Vomvoridi-Ivanovic, E., Duran, J., Hange, D., Schepisi, V., Pedraza, U., Gant, S., & Cruz, C. (2017, November). *Mentoring the next generation of middle school teachers: Preservice and first year teachers tell all*. Roundtable presentation presented at the 2017 annual meeting of the Association. for Middle Level Education, Philadelphia, PA.
- Han, S., & Blank, J. (July 2017). *Unpacking and integrating: Strategies to promote young children's social-emotional development*. Hillsborough County Public Schools Head Start Teacher Professional Development: Tampa, FL.
- Han, S., Blank, J., & Berson, I. (October 2017). *To transform or to reproduce: Critical examination of teacher inquiry within early childhood teacher preparation*. International Reconceptualizing Early Childhood Education Conference: Toronto, Canada.
- Han, S., & Damjanovic, V. (November 2017). *Working with early childhood interns: School partners' perspectives to engage in partnership*. National Association of Early Childhood Teacher Educators Annual Conference, Atlanta, GA.
- Fox, L., Dollard, N., Berson, I. R., Atkinson, K., Shockley, C., & Payton, S. (2017, December). *Improving outcomes for young children: Collaborative initiatives that move the needle*. Tampa, FL: University of South Florida.
- vanIngen, S., Dennis, D. V., & Agosto, V. (2017, April). *Expanding the diversity constricted teaching pipeline.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Vomvoridi-Ivanovic, E. & Ellerbrock, C. R. **(**2018). *A framework for Responsive middle level mathematics teaching.* Poster session to be presented at the National Council of Teachers of Mathematics (NCTM) 2018 Research Conference, Washington, DC.
- Vomvoridi-Ivanovic, E., & Ellerbrock, C. R. (2018). *Responsive middle level mathematics teaching: Converging developmentalism and cultural responsiveness in middle level mathematics.* Poster session presented at the 2018 Association of Mathematics Teacher Educators Conference in Houston, TX.
- Ward, J., Ledford, E., & Berson, I. R. (2017, November). *Incorporating community walks into ECE content courses: Lessons learned*. Roundtable presentation at the National Association of Early Childhood Teacher Educators Conference, Atlanta, GA.

d. ***Provide examples of faculty scholarship conducted with partners for community benefit, e.g., faculty who have collaborated with community partners to produce scholarly products that benefit the community and represent the co-creation of knowledge.***

In addition to the many endeavors already represented in the publications in part b or the workshops/presentations in part c, there are several other projects that represent work with various community partners or that highlight work with partners.

- Dr. Rebecca Burns' work as the Professor-in-Residence at Mort Elementary, a Community Partnership School is ongoing. The impact can be best illustrated through the achievements of practitioners and the improvement of a local elementary school, Mort Elementary. Each year, she convenes a voluntary collaborative research group to annually conduct an internal evaluation of the Mort Teacher Leader Academy. The voluntary collaborative research group consists of Dr. Burns and doctoral students from USF, 3-4 teacher leaders, and the principal from Mort Elementary School. To annually internally evaluate the Mort Teacher Leader Academy, they use collaborative inquiry, which is a form of practitioner research. Practitioner research is defined as systematic, intentional study by educators of their own practice (see, e.g., Cochran-Smith & Lytle, 1992; 2009). During the last few decades, the area of practitioner research, also referred to as teacher research and practitioner inquiry, has enjoyed heightened attention as a powerful tool for pre-service teacher, in-service teacher, and principal learning (e.g., Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey, 2014; Price & Valli, 2005). The voluntary collaborative research group allows Dr. Burns to research the impact of Mort Teacher Leader Academy as a community engaged initiative while also mentoring practitioners in the research process. This mentorship also exists as a form of community engagement as she supports school partners in developing research and data literacy skills.
    - Innovation Education created a video to illustrate the change that has occurred at Mort Elementary as a result of the work Dr. Rebecca Burns has done at Mort Teacher Leadership Academy to renew struggling schools. https://vimeo.com/user15845428/review/195847572/a19da946ba
- Dr. Danielle Dennis serves as Professor-In-Residence at Cottenham Primary School (Cambridgeshire, United Kingdom). She is currently studying the school's implementation of a new knowledge-rich curriculum and the professional development required for both staff and leadership.
    - Dennis, D. V., & Hemmings, C. (2017, July). *Building capacity in guided reading: The influence of job-embedded professional development in supporting teacher expertise*. Paper presented at the annual meeting of the United Kingdom Literacy Association, Glasgow, Scotland.
- Sherry, M. B., & Lawrence, A. M. (2017, December). *Designing arguments: Seventh-graders' use of an online educational game as a resource for crafting arguments, audiences, and rhetorical voices in persuasive writing for social action*. American Reading Forum. Sanibel Island, FL.
    - This project is a collaboration with Dr. Ann M. Lawrence of USF Sarasota-Manatee, as well as with local middle-school teacher (now USF doctoral student!) Heather Stocks to design a writing unit to compare the kinds of feedback students would

receive from playing an online game about argumentation to the responses they would receive from a teacher during writing conferences on drafts. 116 students across six class periods participated. Students composed arguments about the Mosaic Sinkhole (a local water contamination issue similar to the scenario in the online game) in the form of letters to Gov. Rick Scott and the Department of Environmental Protection, using evidence from local news outlets like the Tampa Bay Times.

- *Inside Art* is an innovative arts-based learning program benefitting Hillsborough County secondary school students, grades 6-12. Through professional development workshops offered to teachers, *Inside Art* facilitates the appreciation of socially engaged contemporary art. Students gain critical thinking skills, allowing them to view their communities and the world in new and more sophisticated ways. It is a partnership among the USF COEDU, the USF Contemporary Art Museum, and the School District of Hillsborough County. Workshops are offered twice every school year. For example, the recent USFCAM exhibition *Climate Change: Cuba/USA i*nvited Cuban and Cuban-American artists to reflect on the consequences of the recent fluctuations in the relationship between the two countries. This exhibition and its attendant curriculum were especially relevant for Florida educators and students. The following publications/presentations resulted from this project; some of the citations are outside the normal reporting window for this report but are included to show the potential of this collaboration with partners.
    - Bailey, R., & Cruz, B. C. (2014, November). *Socially engaged art: Exploring global human rights through contemporary art*. National Council for the Social Studies, Boston, MA.
    - Bailey, R., & Cruz, B. C. (2014, October). *The art of interdisciplinary learning: Lessons for social studies*. Florida Council for the Social Studies, Orlando, FL.
    - Cruz, B. C. (2017, October). *Teaching about global social issues with contemporary art: Developing Global Perspectives in the Social Studies.* Paper presented at FL-CUFA convocation of the Florida Council for the Social Studies, Palm Harbor, FL.
    - Cruz, B. C. (2018). Teaching about global social issues with contemporary art. *Oregon Journal for the Social Studies, 6*(1), 37-42.
    - Cruz, B. C., & Ellerbrock, C. R. (2015). Developing visual literacy: Historical and manipulated photography in the social studies classroom. *The Social Studies 106*(6), 274-280.
    - Cruz, B., Ellerbrock, C. E., & Mead, S. M. (2016, December). *Economics, environment, and empathy: Photographing contemporary global issues*. Paper presented at the 96th National Council for the Social Studies Annual Conference, Washington, DC.
    - Cruz, B., Smith, N., & Ellerbrock, C. R. (2015). "I have never witnessed students so engaged": The art of democracy in schools. *Art Education 68*(6), 9-15.
    - Cruz, B. C., & Smith, N. (2013). Mark Dion's *Troubleshooting*: Empowering students to create and act. *Art Education Journal 66*(3), 29-38.
    - Cruz, B., & Smith, N. (2014, February). *InsideArt: A collaborative secondary school arts infusion project.* Research & Creative Activity Day, USF College of the Arts, Tampa, FL.
    - Mead, S., Ellerbrock, C. R., & Cruz, B. C. (2017). Discussing global issues through contemporary art. *The Social Studies, 108*(2), 72-77.

- Dr. Phyllis Jones is engaged with other colleagues here at USF (Vonzell Agosto, Alisha Braun, Karen Colucci, Zorka Karanxha, and Jenni Wolgemuth) together with colleagues at the University of Exeter to consider how inclusion is enacted in school contexts.
  - Two comparable small-scale research projects (one at each institution) with be jointly designed by a research team at each university. The research teams will consist of academics/faculty and graduate students from across the School of Education (Exeter) and College of Education (USF). The research teams will meet virtually, at least once a month, during 2018/2019 and present their respective projects at a seminar.
- Dr. Ruthmae Sears collaborated with Texas Instruments as well as with Holmquist Associates to provide guest lectures/presentations in her mathematics methods courses around the use of graphing calculator technologies and robotics.

e. ***Estimated number of students participating in internships, practicum, field experience, etc.***

Students in all of our undergraduate teacher preparation programs as well as our graduate MAT programs participate in various levels of internship and/or practicum. In some programs (e.g., early childhood, elementary education, special education, middle grades mathematics residency), students are in field experiences almost every semester in which they are in the program; in other programs (e.g., most secondary programs), students are in field experiences in a practicum and in a final internship.

The table below contains the number of students out in field experiences by program and semester and includes an estimate of the number of hours contributed to the community as requested in part f of this section on community engagement.

Program	**Semester**	**Course**	**Number of Students**	**Number of Faculty, Graduate Students, or Adjuncts**	**Estimated Number of Hours in the Field**
Early childhood	F17	EEC 4941 *Field Experience 1* EEC 4943 *Field Experience 3*	41 30 (9.25 hr/wk)	2 2	
	S18	EEC 4940 *Final Internship* EEC 4942 *Field Experience 2*	23 (5 day/wk) 34 (16 hr/wk)	2 2	10,350 8160
					**Note: Early childhood students each spend about 450 hours in the field during their final internship.
Elementary (cohort & residency)	Su17	EDE 4943 *Alternative Field Experience*	145	9	Students are working in HOST after-school programs.
	F17	EDE 4949 *Final Internship* EDE 4941 *Childhood Ed: Internship Level 1* EDE 4944 *Childhood Ed: Internship level 3*	2 (5 day/wk) 168 (1 day/wk) 141 (2 day/wk)	2 12 10	900 15,120 25,380
	S18	EDE 4941 *Childhood Ed: Internship Level 1* EDE 4942 *Childhood Ed: Internship Level 2* EDE 4940 *Final Internship*	28 (1 day/wk) 146 (1 day/wk)	2 11 12	2,520 13,140 60,300

Program	Semester	Course	Number of Students	Number of Faculty, Graduate Students, or Adjuncts	Estimated Number of Hours in the Field
			134 (5 day/wk)		
					*The 43 residency students spend about 43,000 hours per year in schools.
Special education	Su17	EEX 4942 *Prac Exp Teacher Candidates*	21 (4 half days/6 wk)	3	1512
	F17	EEX 4942 *Prac Exp Teacher Candidate* EEX 4944 *Final Internship* EEX 4202 *Context and Foundations* EEX 4242 *Instructional Decision Making*	49 (4 half day/wk) 2 (5 day/wk) 26 (1 day/wk) 22 (4 half day/wk)	3 1 1 1	8820 900 2340 3960
	S18	EEX 4942 *Prac Exp Teacher Candidate* EEX 4944 *Final Internship*	14 (4 half days/wk) 19 (5 day/wk)	2 2	2520 8550
					*Note: students spend about 90 hours in the field as part of practicum.
English Education	F17	LAE 4323 *Methods of Teaching English: Middle School*	41 (meets out in a school)	2	

Program	Semester	Course	Number of Students	Number of Faculty, Graduate Students, or Adjuncts	Estimated Number of Hours in the Field
		LAE 4530 *Methods of Teaching English: Practicum* LAE 4940 *Final Internship*	16 13 (5 day/wk)	1 1	640 5850
	S18	LAE 4530 *Methods of Teaching English: Practicum* LAE 4335 *Methods of Teaching: High School* LAE 4940 *Final Internship*	22 49 (2 hr/wk) 19 (5 day/wk)	1 2 1	880 1470 8550
Physical education	F17	PET 4944 *Physical Ed Pre-Intern: Secondary*	7	1	In the junior year, students spend at least 90 hours each in the community; in the senior year, students spend about 450 hours each.
	S18	PET 4942 *Physical Ed Pre-Intern: Elementary* PET 4946 *Internship in PE: Elementary* PET 4947 *Internship in PE: Secondary*	15 7 7	3	
Mathematics Education (middle grades residency)	F17	MAE 3941 *Middle School Math Practicum* MAE 4941 *Intern I: Middle School Math*	13 (72 hr/sem) 13 (100 hr/sem)	1 1	936 1300 *156 (12 hr/student not part of practicum)

Program	Semester	Course	Number of Students	Number of Faculty, Graduate Students, or Adjuncts	Estimated Number of Hours in the Field
	S18	MAE 3225 *Middle School Math Methods 2* MAE 4942 *Intern II: Middle School Math*	11 (3-4 half days/wk) 13 (5 day/wk)	1 1	 5850 *110 (10 hr/student not part of practicum)
					Note: The middle grades residency students spend about 952 hours in the field during their program.
Mathematics education	F17	MAE 4940 *Internship: Mathematics Education* MAE 4945 *Practicum in Math Ed*	2 (5 day/wk) 8 (40 hr/sem)	1 1	900 320
	S18	MAE 4940 *Internship: Mathematics Education* MAE 4945 *Practicum in Math Ed*	3 (5 day/wk) 4 (40 hr)	1 1	1350 160
Science Education	F17	SCE 4940 *Internship: Science Education*	2 (5 day/wk) 10 (1 day/wk)	1 1	900 900

Program	Semester	Course	Number of Students	Number of Faculty, Graduate Students, or Adjuncts	Estimated Number of Hours in the Field
		SCE 4945 *Secondary Science Ed Practicum*			
	S18	SCE 4940 *Internship: Science Ed*	9 (5 day/wk)	1	4050
Social Science Education	F17	SSE 4940 *Internship: Social Science Education*	13 (5 day/wk)	1	5850
	S18	SSE 4335 *Teaching Social Science Themes* SSE 4940 *Internship: Social Science Education*	20 (1 day/wk) 10 (5 day/wk)	1 1	1800 4500
Elementary MAT	Su17	EDE 6326 *Planning & Organizing for Diverse Learners*	8	1	384
	S18	EDE 6946 *Practicum Field Experience* EDE 6947 MAT Final Internship	10 (1 day/wk) 1 (5 day/wk)	1 1	900 450
English Ed MAT	F17	LAE 6325 *Methods Teaching MS Language Arts* LAE 6947 *Internship Secondary Ed*	7 (2 hr/wk) 5 (5 day/wk)	1 1	210 2250
	S18	LAE 6339 *Methods Teaching Sec English Language Arts* LAE 6947 *Internship Secondary Ed English*	11 1 (5 day/wk)	1 1	 450

Program	Semester	Course	Number of Students	Number of Faculty, Graduate Students, or Adjuncts	Estimated Number of Hours in the Field
Special Education MAT	F17	EEX 6943 *Practicum in Exceptional Student Ed*	4	1	
Mathematics Education MAT	F17	MAE 6947 *Internship Secondary Ed Math*	6 (5 day/wk)	1	2700
	S18	MAE 6945 *Practicum in Math Ed* MAE 6947 *Internship Secondary Ed Math*	3 (40 hr/sem) 2 (5 day/wk)	1 1	120 900
Science Education MAT	F17	SCE 6938 *Topics in Science Ed: Field Practicum* SCE 6947 *Internship: Secondary Ed Science*	9 (1 day/1wk) 3 (5 day/wk)	1 1	810 1350
	S18	SCE 6947 *Internship: Secondary Ed Science*	4 (5 day/wk)	1	1800
Social Science MAT	F17	SSE 5946 *Practicum: Social Science Ed* SSE 6947 *Internship: Secondary Social Science*	4 (1 day/wk) 1 (5 day/wk)	1 1	360 450
	S18	SSE 5946 *Practicum: Social Science Ed* SSE 6947 *Internship: Secondary Social Science*	3 (1 day/wk) 3 (5 day/wk)	1 1	270 1350
Special Education	Su17	EEX 7911 *OSEP Internship*	2	1	

*1 day is computed at 6 hours for 15 wk/semester.

f. ***Estimate number of hours students contribute to community (can include hours in internships, practicum field experience as well as community service activities)***

See the estimate of the number of hours in the table in part e of community engagement.

VI. Student Success

a. ***Activities to promote student talent acquisition/recruitment of high profile students***

not applicable

b. ***Activities to support Finish in Four Initiative***

Within T & L, we have attempted to be innovative in terms of providing solutions for students to make forward progress if they struggle with a class. This is particularly important given that many of the courses in the cohort programs are only offered once per year. For instance, when we have had elementary undergraduate students struggle with a course, rather than have students sit out for a year, we have been able to run an undergraduate version of the course concurrently with a graduate version in the MAT program (which occurs in a different semester); the objectives of these courses are often quite similar given that the MAT is also an initial certification program. When students are successful within this approach, they are able to get back on track with their cohort.

In addition, as previously mentioned, the elementary cohort program began a spring sequence in Spring 2018 that will lead to graduation in December 2019 rather than May 2020. This will mean that many of the undergraduate courses will be offered every semester, with many more sections planned for fall cohorts than for spring cohorts. Nevertheless, having this sequence that is slightly different from the fall cohort sequence will provide some options for students to pick up courses if they are unsuccessful or have a semester in which they need to take less than the normal load.

As previously mentioned, several of the programs have begun requiring students to document that they have taken the subject FTCE or at least are registered to take it prior to starting final internship. This has helped to ensure that fewer students are stopped from graduating because of failure to complete this state-mandated certification test. Students will have several opportunities to retake and pass because they have taken it early.

Finally, within T & L, we hired a graduate student who is a board-certified elementary teacher with a strong mathematics background to provide additional GKT and FTCE support for students who were struggling with these tests and needed some individualized help. Having this individual available 10 hours per week has been beneficial for many students; she developed schedules for many of the competencies so that students could plan to attend sessions that were particularly relevant to their needs.

c. ***College involvement in USF Case Management processes***

not applicable

d. ***Number of courses/students participating in service learning***

Because many of the courses in T & L are offered out in the field, there are many opportunities for service learning, even if a course is not designated in the university catalog as *service learning*. Below are a few of the options that exist; estimates of the number of students in these courses can be found in the table under community engagement part e.

- In special education, EEX 4942 *Practicum Level 1* was revised so that students complete a service learning project at their assigned high-needs school (Franklin Boys Academy or Lockhart Science Technology Elementary Magnate), with students supporting school activities or developing community supports.
- When EEX 4942 *Special Education Practicum* is taught in Ghana as part of Study Abroad, there is a service learning component as students help out at an orphanage.
- In the physical education program, PET 4442 *Instructional Design Concepts in Secondary Physical Education* is designated as a service learning course, but there are also elements of service learning in PET 3441 *Instructional Design Concepts in Middle School Physical Education*.
- The elementary residency program is a two-year site-based residency program in which students work at one of six Title I schools in Hillsborough County.
- In the elementary education cohort program, SSE 4313 *Teaching Elementary K-6 Social Studies* is identified as having a service-learning component and is taken by about 300 students. Five other courses are situated in the field and provide opportunities for service learning.
- There are three field-based courses other than final internship in the early childhood program which provide opportunities for service learning even though they may not be officially designated as such.
- In Spring 2018, LAE 6317 *Teaching Composition in the Elementary Grades* within the MAT in elementary education is being taught at USF Patel Elementary School where students in the course tutor first-grade students weekly for 1.25 hours in an after-school program.

In addition, three faculty members were accepted into and participated in the Service Learning Boot Camp offered at USF in Summer 2017.

e. ***Activities to promote undergraduate research***

Many of the programs in T & L require students to engage in an inquiry project during one or more of their field supervision courses, including final internship. The research around these projects is often shared at the Practitioner Research Conference held in the Spring. Because of resource issues, in Spring 2018, we partnered with the Office of Undergraduate Research to have students present their inquiry research projects as part of the Undergraduate Research Conference. At the writing of this report, 173 abstracts were submitted by COE students for inclusion in the conference; to assist with the additional workload resulting from a large COE presence, we hired a doctoral student to serve as a liaison between T & L and the Office of Undergraduate Research. The benefit of having our students participate in the OUR conference is the enhanced profile of education research, and the fact that conference quality posters were printed for students at no cost to them.

The following is a list of some of the courses that include undergraduate research:

- MAE 4941 and MAE 4942 *Middle Grades Mathematics Internship I and II* are both designated as research courses and have IDS codes. In the first course, students develop an Individualized Professional Development Plan (IPDP), which is a research-based action plan to gain the skills and knowledge to meet needs of the students at their school site, and this is revised during the second course and then a presentation is made to peers and faculty.
- EDM 3403 *Middle Level Education* is a course in which students create a 21st Century Exemplary Middle School Project, which is a detailed understanding of the context of their school site (including curriculum and instructional practices) to develop a plan to meet a pressing need at the school.
- All of the undergraduate special education students submitted their inquiry projects to OUR. In EEX 4244 *Becoming a Special Education Teacher*, students develop a Continuous Teaching Cycle/Inquiry Project, which is the project submitted to OUR.
- In the elementary cohort program, students enroll in a 2-hour non-credit course associated with their undergraduate research efforts at two different points in the program (EDE 4942 *Inquiry into Teaching Practice* with an IDS undergraduate course and EDE 4802 *Teacher as Researcher* & EDE 4940 *Internship* with an IDS Advanced Undergraduate course). In each case, students are engaged in inquiry/research efforts into their daily practice while working with children. Students also engage in inquiry during all four of their traditional field-based courses, and there are three other courses that incorporate components to promote undergraduate research endeavors. In addition, there are research opportunities in EDE 4941 *Inquiry into Teaching Beliefs*. The research project conducted with EDE 4940 is presented at the Undergraduate Research Conference.
- In the elementary residency program, students engage in collaborative research with their collaborating teachers. Residents and collaborating teachers presented results of their inquiry projects at the National Association of Professional Development Schools annual conference as well as the Practitioner Research Conference.
- In RED 4312 *Emergent Literacy* and RED 4724 *Intermediate Literacy*, students learn to use student literacy data to make instructional decisions that best meet individual students' needs. They complete a literacy portfolio, which demonstrates this research process.
- In the early childhood program, students engage in research endeavors in several courses. In EEC 4211 *Science for Young Children*, they conduct a "science at the center" integrated lesson plan and reflective teacher inquiry. In EEC 4212 *Integrated Curriculum: Social Sciences, Humanities, and the Arts*, they create a "social studies at the center" integrated lesson and reflective teacher inquiry. In EED 4321 *Mathematics for Young Children*, they create a "math at the center" integrated lesson plan and reflective teacher inquiry. In EEC 4942 *Field Experience III* they complete a guided teacher inquiry multi-media presentation and present their results to program faculty. In EEC 4936 *Senior Seminar* they engage in an independent teacher inquiry and present at the Undergraduate Research Conference.
- In the ESOL courses, students have multiple opportunities to engage with research. In TSL 4080 *ESOL I*, students conduct a language learning interview to collect data about how learners learned English, including an in-depth cultural exploration/ethnography of someone from a culture different from their own. In TSL 4081 *ESOL II*, students

conduct a literacy analysis of a second language learner. In TSL 4251 *ESOL III*, students conduct an interview with an English learner and analyze their use of pragmatics, syntax, semantics, morphology, and phonology.

- In the secondary English education program, students complete a case study in LAE 4323 *Methods of Teaching English: Middle School*, a student writing analysis and multi-genre research project in LAE 4335 *Methods of Teaching English: High School*, a student survey and author/genre study in LAE 4464 *Adolescent Literature for Middle and Secondary Students*, and a case study in LAE 4530 *Methods of Teaching English: Practicum*.
- In SSE 4380 *Global and Multicultural Perspectives on Education*, students conduct ethnographic research by visiting a place of interest where the culture is different from their own, collecting field-notes on observations and conversations with those at that location and then analyze the results based on theoretical frameworks discussed in class.
- In PET 4929 *Senior Seminar in Physical Education*, students complete an assessment project using data from students in their internship placement.
- As part of most of the secondary final internship experiences, students must complete a critical task associated with the Florida Educator Accomplished Practices in which they use student data to develop appropriate instruction and then document the effectiveness of those instructional efforts. For those students who are interested in presenting their research at the Undergraduate Research Conference, an appropriate section of IDS is opened for them to enroll.

f. ***Other efforts related to Student Success***

Dr. Jenifer Jasinski Schneider prepared three courses focused on supporting students as they meet new General Education requirements. Two courses teach students to use critical literacy skills and to evaluate and apply their knowledge of diverse cultures as they view the world from multiple perspectives, focus on creative thinking, and understand diverse human experiences. In addition, a third course was created with Dr. Clint Randles as part of an interdisciplinary collaboration between COEDU and the CotA. The course makes use of makerspaces and music labs to support students as they learn strategies for creative thinking through multimodal composing. Skills developed in these courses should be useful to students throughout the remainder of their college courses, regardless of major.

VII. Online Courses and Programs

a. ***Number of courses offered in Wintersession, Maymester***

T & L regularly offers the following courses in the intersessions:

- LAE 4414 *Children's Literature* (Maymester 17, Wintermester 17, Maymester 18)
- EDG 3801 *Cybersecurity and the Everyday Citizen* (Maymester 17, Wintermester 17)

b. ***Status of fully online program development***

Since April 2017, faculty in T & L have collaborated with Innovative Education to convert 17 courses to an online format. In some cases, faculty were refreshing and updating courses for programs that are already online (e.g., Reading Endorsement, TESOL Endorsement). In other cases, faculty worked to convert courses so that the entire program would now be available online (e.g., Teacher Leadership Certificate). Work is underway to convert the core courses in the EdD in Program Innovation to an online format, which will be critical if the program is to expand internationally as well as nationally with individuals who are not able to relocate.

VIII. Faculty Talent Acquisition

a. ***Summary of new faculty hires***

In Summer 17, T & L hired three tenure-earning faculty: Dr. Elizabeth Hadley (Assistant Professor in Literacy), Dr. Karl Jung (Assistant Professor in K-8 Science Education), and Dr. Sara Smith (Assistant Professor in Foreign Language/TESOL). Both Dr. Hadley and Dr. Jung were recruited upon completion of their doctorates; Dr. Smith was recruited from her tenure-earning position at California State University East Bay.

In addition, the department hired two Visiting Instructors in Elementary Education: Brian Flores who is completing his doctorate in the department this academic year; and Kim Forcino who recently moved to the area after serving as an elementary principal for many years.

b. ***Progress in attracting world class scholars, cluster hires, other***

not applicable

IX. Research Portfolio

a. ***Proposal submissions***

From July 1, 2017 through April 5, 2018, 9 grant proposals totaling $3,728,013 were submitted out of T & L for which departmental faculty were listed as PI or co-PI; in addition, another 4 proposals totaling $1,904,663 were submitted out of another college for which faculty inn T & L were listed as co-PI. Nine different faculty members were involved in these efforts.

b. ***Awards (grant awards)***

Of the grant proposals mentioned in part a, $1,614,585 has been awarded. In addition, of proposals submitted in the previous fiscal year, an additional $373,729 was awarded for grants to begin in the fiscal year starting July 1, 2017. Furthermore, $849,443 is budgeted for fiscal year 2018 from grants that are continuing from previous years.

c. ***Expenditures***

d. ***F & A***

e. ***Post-doctoral Appointees***

not applicable

f. ***Invention disclosures received; commercialization***

not applicable

g. **Other comments**

In addition to external funding, 11 faculty in the department were involved in receiving 5 different Bank of America Partnership grants through the David C. Anchin Center. Work for the Urban Teacher Residency Program: Teacher Leader Academy was funded by Hillsborough County Schools for $10,000 to assist with tuition for teachers, and funding was also provided by a private individual to facilitate the Teacher Leader Academy work at Mort Elementary School.

X. Contributions to Institutional Reputation and Program Rankings

Faculty, staff, and students in T & L are highly productive members of the college and the university. The accompanying appendix lists awards, publications, presentations, grants (funded and unfunded), and service to the profession through editorial board work on and reviewing of professional journals. In addition to that extensive list, summaries are listed below.

a. **Faculty, staff, and student awards**

Twenty-two (22) awards for 12 faculty members are listed in the appendix. Here are some highlights:

- Ilene Berson
  - University of South Florida Office of Community Engagement and Partnerships Service-Learning Faculty Recognition (2017)
- Michael Berson
  - University of South Florida Office of Community Engagement and Partnerships Service-Learning Faculty Recognition (2017)
- Rebecca Burns
  - Claudia A. Balach Teacher Research Award from the American Educational Research Association Professional Development School Research Special Interest Group (*awarded to the collaborative research group from the Mort Teacher Leader Academy) Rebecca West Burns (lead faculty researcher), Woodland Johnson (Principal), Amanda Bellas (Teacher Leader), Francesca Perrone-Britt (Teacher), Kristen Hodges (Teacher)* (2017)
- Ann Cranston-Gingras
  - St. John's University Alumni Leader in Education Award (March, 2018)
- Sara Flory
  - USF Outstanding Undergraduate Teaching Award (2017)

- John Liontas
  - SSTESOL Outstanding Educator Award Finalist, The Sunshine State Teaching English to Speakers of Other Languages (SSTESOL) of Florida Association, March 13, 2018.
- Dick Puglisi
  - Awarded the 2017 Frances A. Stavros Career Education Champion Award
- Ruthmae Sears
  - Katherine Johnson Mathematics Award from the USF chapter of the National Council of Negro Women as part of their Black Girls Rock award
- Haichun Sun
  - Outstanding Service Award, International Chinese Society for Physical Activity and Health
- Brenda Townsend-Walker
  - Drum Major for Justice in Education Award, Martin Luther King Foundation, Inc, Tampa, FL (January, 2018)
  - Image Award in Creative Writing, Allen Temple AME Neighborhood Development Corporation, Tampa, FL (September, 2017)
- Dana Zeidler
  - Outstanding Faculty Award, Office of the President, University of South Florida, Tampa, FL (2017)

Two staff members received Quiet Quality Awards:

- Julie Schenk, April 2017
- Valerie Jordan, May 2017

Several doctoral students in the department have received awards:

- Denise Donahue and Bretton Varga received the USF Alumni LGBT Scholarship.
- Katie Laux received a USF International Travel Grant.
- Dani Nowosiadli received a pre-doctoral fellowship from Elon University in NC to collect dissertation data in London, UK in summer 2018.
- Gretchen Stewart received a USF Graduate Student Success Fellowship.
- Bretton Varga received the USF Library Special Collections LGBT Research Award.
- Ashley White served on the Higher Education Consortium for Special Education as a presidential doctoral intern and was able to arrange visits with Florida's Congressional Delegation in Washington.

b. ***National and Other Leadership***

In addition to on-going service in many professional organizations, the following appointments or accomplishments occurred during the last year:

- Michael Berson was appointed to the Tampa Bay History Center Education Committee.
- Danielle Dennis served on the AACTE Clinical Practice Commission during the time they released the report, *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation*.
- Cheryl Ellerbrock was appointed to serve on the Association for Middle Level Education's Research Advisory Group.
- Jenifer Janiski Schneider was appointed to the Hillsborough Literacy Council.
- Jenifer Janiski Schneider co-chaired the 2017 Children's Literature Association Conference in Tampa.

c. ***Other Program Recognition***

Several other endeavors speak to the profile of the faculty in T & L:

- Science education faculty (Jeni Davis and Allan Feldman, with doctoral student Katie Laux) worked to provide a three-course professional development program for elementary teachers in Panama, working in conjunction with the government's equivalent of the US National Science Foundation.
- Danielle Dennis established a MOU with Cottenham Primary School in Cambridgeshire, UK to engage in extended literacy research with colleagues there.
- Phil Smith, foreign language, is hosting two visiting scholars from Qingdao University, China: Dr. Yanan Sun and Ms. Yuanjin Hu.

d. ***Publications and Presentations***

The following table summarizes the work that is detailed in the Appendix on Faculty Productivity. Faculty are to be commended for the frequency with which they publish and/or present with their doctoral students or their collaborating partners in the schools.

Category	**Number**	**Number of Unique T & L Faculty Participating (*n* = 49)**
Books	17	15
Chapters or Segments of Books	44	23
Journal Articles	70	31
International/National Presentations	127	38
Workshops/Lectures	50	18
Regional/State/Local Presentations	31	11
Journals with Service as Editors or Members of Editorial Boards		21
Journals with Faculty Serving as Reviewers	41	30

Overall, it is quite clear that the faculty in T & L are highly productive scholars with national and international visibility.

XI. Other Comments

A small handful of faculty identified the following areas as possible goals for the department in the 2018-19 academic year. These goals might be considered by the faculty in consultation with new departmental leadership, the new Dean, and in light of the recommendations in the report, *Transforming the Future of the USF College of Education* prepared by the Transformation and Implementation Workgroup. The department will need to consider where to place its energy and resources as the transition to new leadership occurs, either with the suggested goals below or with an entirely different set of goals.

- Develop support for student success, particularly additional supports that might be needed by international students. What faculty capacity and skills exist to facilitate student success?
- Revise our programs at all levels using data to inform program decisions/revisions. Use this as an opportunity to set our programs apart from others and develop areas of distinction. How might revisions reinforce the college's mission relative to community engagement and the preparation of teachers able to work with marginalized populations in an urban environment?
- Broaden the department's goals for research to include interdisciplinary collaborations across areas prioritized by the university and that align with the department's desire to prepare culturally responsive teachers able to work in diverse urban environments. Such research might raise the department's profile so faculty in the department are among the first scholars called upon to share expertise on pressing issues.
- Ensure that all department policies (e.g., annual review, tenure and promotion) align with the college and university strategic goals.

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