Greetings from the Dean

I am pleased to be able to share with you a number of achievements by faculty in all four of our departments, and I hope you will enjoy reading about their exciting innovations, important initiatives, and well-deserved awards in this newsletter. Additionally, you will meet new faculty and recent graduates of our doctoral program in Educational Leadership. Great things are happening in the College of Education!

At the end of August, Dr. Steve Crews retired after serving as Head of the Department of Kinesiology for over 12 years. His contributions are numerous, and his efforts, along with those of the faculty, have led to tremendous growth in the number of Kinesiology students as well as continued improvements in the quality of programs. Dr. Kayla Peak has been appointed Department Head, and we are fortunate to have her in this leadership position. If you are in the area of Wisdom Gym, stop by and meet Dr. Peak.

The fall semester has brought many accomplishments, most of which are the result of successful partnerships. We collaborate with other colleges at Tarleton, area school districts, local agencies, health professionals, community colleges, and universities. Let us know how we can partner with you! Come visit us at any of our locations in Stephenville, Weatherford, Fort Worth, Waco or Midlothian.

Thank you for your interest in and support of the College of Education.

Simpson Receives Arthur Award for Excellence in Teaching

Recently Dr. Steve Simpson from the Kinesiology Department was honored as the recipient of the Jack and Louise Arthur Faculty Award for Excellence in Teaching. This award is presented annually to recognize an effective and dedicated member of the Tarleton faculty. In nominating Dr. Simpson, his colleagues noted his many teaching and scholarly accomplishments as well as his extensive service to the university and profession. As one colleague noted, “Our kinesiology majors have benefitted, our athletes have benefitted, and our general student community has benefitted through his ever-diligent quest for teaching excellence and its improvement.”

Another colleague commented on Dr. Simpson’s contributions to teaching and the university by saying, “Since coming to Tarleton in 1984, Dr. Simpson has never ceased to amaze me. His workload has always been ‘over the top’ during his time at Tarleton. Serving as the one and only athletic trainer in his early years, teaching 12-15 hours of academic course work, along with serving on committees, advising, and conducting research was unrealistic. I don’t think I know anyone that could have done the job as well as Dr. Simpson. He managed to become a full professor, lead one of the outstanding Sports Medicine Programs in Texas, stay current in technology and online course work, and continue to teach overloads during many semesters at TSU.”

Dr. Simpson is noted for not only his commitment to students inside the classroom, where he has headed the sports medicine program for many years, but also for what he does for students outside the classroom. One of his students said, “I am currently a senior studying Kinesiology at Tarleton State University and I have known Dr. Steve Simpson for 5 years. I first met Dr. Simpson when I came to Stephenville to shadow an athletic trainer at a football game when I was still in high school. He immediately took me under his wing and went above and beyond to make me feel comfortable with the student athletic trainers, athletes, my surroundings, and my decision to pursue athletic training. He is much more than a teacher. He is a superb mentor, father figure, counselor, and hero.”
In the Spring of 2013, Tarleton’s College of Education announced its first Targeted Open Online Course (TOOC). The TOOC model is an adapted version of the increasingly hyped MOOC (Massive Open Online Course) model that allowed the small regional-sized universities to leverage existing partnerships to offer free coursework (in this case, for graduate credit and CPE credits) to area educators. The graduate course, Principles of Instructional Design & Technology was offered July 8-Aug. 8, 2013 and was taught by Dr. Credence Baker with the assistance of six graduate team leads. During the registration period, from April 1 to June 21, 162 educators registered to take the class.

In order to ensure an equivalent level of interaction as traditional online graduate courses, six graduate students served as team leads, each responsible for approximately 20-25 students. The Blackboard CourseSites learning management system was selected for delivering the course content, and each participant was expected to interact weekly at the small group, team, and class level using social media platforms outside of CourseSites including Google Plus, Google Hangouts and Twitter.

Of the initial 162 registrants, 122 actively logged-in and participated and ninety-seven (97) of those participants successfully completed all of the course requirements. Results of the end-of-course evaluation indicated that 81% of participants would like to participate in another Tarleton TOOC if offered, and 80% will be referring a colleague or friend to Tarleton for future professional development and/or graduate work.

A primary goal of the project was to extend the college’s reach to area Effective Schools Project (ESP) institutions by offering professional development in a high-need subject area (i.e. instructional technology) and in a format that is/was accessible for teachers and school leaders. The design of the TOOC sought to build personal learning communities between and among participants that could be sustained even after the course concluded. It was also a goal of the program that participants would recommend Tarleton for both professional development and graduate education to their colleagues.

The rigor of the graduate course remained high for the large number of participants in the TOOC. Several instructional strategies were employed to encourage engagement and participation that included: (1) Engagement/Outreach Strategies: using text message and a Twitter class hash tag; (2) Interaction/Feedback Strategies: students were required to communicate and collaborate at four levels (class level, team level, small group, and one-on-one) each week during the course; and (3) Content Delivery and Assessment Strategies: content was created in interactive SoftChalk lessons that included text, demonstration video, embedded polls, and assessments.

Feedback on the end-of-course evaluation was overwhelmingly positive. Students said: “Wow! What an incredible learning opportunity! I have acquired more new information in this five week course than I have in years of professional development combined. Great experience and will recommended to others.”

“I am so excited about going back to school! This course has broadened my scope of knowledge and reignited my fire for teaching. I have already met with my principal about things I’ve learned from this course and plan to implement many of them into my classroom this year. Knowledge gained through this course will be passed on to my district’s staff during a professional development workshop during in-service.”

“This TarletonTOOC not only elevated my (already quite advanced) knowledge of technology, but it allowed me to think outside of the box. The assignments in this course made me think creatively through technology, which will not only benefit me in my professional environment, but my students will now have a teacher that can be a technology mentor and facilitator! Thank you, Tarleton!”

“Taking this class has given me the confidence I needed to start integrating more technology into my teaching. It can be overwhelming to sift through all that is available to teachers, and this class provided me with a much needed starting point. I feel like I am prepared to start this school year much more informed and confident about using technology effectively in my classroom.”

“I am an older student (55 years old) and I have seen the change technology has on our world and education. This course taught me not only about technology but also about myself. I learned that I must be a continuous learner so that I may be the best teacher. I was scared because I was not familiar with all technology and the vast applications. This course taught me not to fear learning. It brought an excited to me that I hope to give to my future students.”

New Faculty Joins the College of Education in 2013-2014

This year we welcome the following new faculty members to Tarleton State University’s College of Education:

◆ Dr. Lisa Cavin is an assistant professor in the Department of Curriculum & Instruction. Dr. Cavin has a Ph.D. in special education from the University of North Texas. In addition to teaching special education classes, she coordinates the educational diagnostician certification program.

◆ Dr. Laura Estes is an assistant professor in the Department of Curriculum & Instruction and directs the Tarleton Model for Accelerated Teacher Education (TMATE) program. Dr. Estes is a graduate of Tarleton’s doctoral program in Educational Leadership.

◆ Dr. Thomas Faulkenberry is an assistant professor in the Department of Psychology & Counseling. Dr. Faulkenberry has a Ph.D. in educational psychology from Texas A&M-Commerce. He teaches psychology classes.

◆ Dr. Jennifer Lancaster is an associate professor in Kinesiology. Dr. Lancaster has a Ph.D. in sports management from Texas Woman’s University and teaches classes in the sports medicine program.

◆ Dr. Jessica Meehan is an assistant professor in the Department of Curriculum & Instruction. She teaches reading at one of Tarleton’s new professional development schools in Waco. Dr. Meehan recently earned her doctorate in curriculum and instruction from Baylor University.

◆ Dr. Beck Munsey is an assistant professor in the Department of Psychology & Counseling. Dr. Munsey earned a Ph.D. in counselor education and supervision from St. Mary’s University. She is based in Waco and teaches classes in counseling.

◆ Dr. Tom Tallach is an assistant professor in Kinesiology. Dr. Tallach has an Ed.D. from Texas A&M-Commerce and previously served at Tarleton as the athletics compliance officer and assistant athletic director.
Winn Receives O.A. Grant Award for Excellence in Teaching

Recently another faculty member, Dr. Pam Winn in the Department of Educational Leadership and Policy Studies was recognized for her contributions to teaching at Tarleton State University. As one colleague noted in nominating her, “For the past several years, Dr. Winn has coordinated the delivery of the New Century Educational Leadership Program (NCELP) in the department. Those responsibilities include recruiting students, scheduling courses and related programmatic activities, and the delivery of the bulk of the coursework. Few faculty members in our department have embraced the delivery of course work utilizing instructional technology as well as Dr. Winn.” Dr. Winn received a faculty fellowship for course redesign from the Center on Instructional Innovation that allowed her to redesign some of the current courses in the department in a manner that is conducive to the ever-growing population of digital learners.

Another colleague said, “Dr. Winn is more than an excellent teacher. She is a researcher, as well. However, much of her research is related to teaching and teaching effectiveness, and she uses her research to enhance and improve the course delivery. She approaches the teaching component of her job with zeal and dedication and works endlessly to revise and improve her course to ensure the needs of both students and the profession are met. Students also commented on Dr. Winn’s commitment to excellence in teaching. One said, “Through my interactions with Dr. Winn and her direction of the New Century Educational Leadership Program at Tarleton State University, I have been provided with insights and opportunities to be able to form my own educational philosophy and leadership style. Dr. Winn’s professionalism, expectations for forward thinking products of learning, and commitment to excellence modeled in her core work ethic.” Another student commented, “As a professor Dr. Winn had high expectations for herself and for all of her students. She demonstrated the importance of being a lifelong learner as she participated in educational workshops and shared her learning with our cohort. She modeled excellent teaching practices for the cohort by incorporating various modalities for learning into her course.” One student concluded, “I know without a doubt that Dr. Winn is the reason I feel prepared to pursue a position as a school administrator. Dr. Winn’s passion and dedication to developing future instructional leaders is unique and deserves to be recognized and celebrated.”

Tarleton Offers Student Counseling Services at McLennan Community College

The doors are officially open to a new resource available to students attending McLennan Community College’s (MCC) University Center. Through a practicum site agreement with McLennan Community College, the “Counseling Services Center,” operates as a training facility for graduate students in the Department of Psychology and Counseling completing field placement requirements for a Master of Science in Counseling Psychology or Master of Education in Counseling degree. The graduate practicum students provide mental health counseling to both MCC students and Tarleton students under the supervision of assistant professor and center director, Dr. Allison Stewart, and two licensed professional counselor supervisors, Amy Barnhart and Shelly Rogers-Sharer.

Since its opening, Counseling Services in Waco has served approximately 400 clients on campus between the two institutions. Clients have presented with problems related to stress management, relationship issues, anxiety, depression, and grief among others. To expand the services currently offered to Tarleton students in Waco, Caris Thetford recently provided training to the practicum students on how to provide career counseling utilizing assessments available through My Plan. Counseling Services also treats clients in crisis and has facilitated psychiatric admission when necessary, as well as garnered other community services for clients in need. In addition to serving students on campus, the counseling team has reached out to people affected by the tragic explosion that occurred in West, TX this past April. These efforts have included on-site crisis counseling for West school children finishing out their school year at Connally ISD, offering grief counseling for MCC students whose instructor died along with other first responders, and providing counseling to those experiencing secondary traumatic stress as a result of working with individuals affected by the explosion.

Thus far there have been a total of 20 graduate practicum students conducting counseling to meet their field placement requirements. There have been a total of three graduate assistants from the counseling program hired to serve in both an administrative support and research capacity. These positions afford the graduate students opportunities to learn how a counseling center operates and how to conduct research. Other graduate students have been willing to volunteer to experience the same opportunity. In addition, Counseling Services has participated as a service learning project for Keeping it R.E.A.L. Ten undergraduate psychology students have participated in the project and several more students have volunteered this fall. Five of the 10 students who participated in the R.E.A.L. experience found it to be very solidifying in determining their career choice and have been admitted to Tarleton’s graduate counseling program. One is the current graduate assistant. Both graduate and undergraduate students are involved in current research projects being launched including one measuring client outcomes and another on diversity training with practicum students. Dr. Stewart noted, “The new center is equipped with video monitoring to enhance the training experience for the graduate students. The feedback we have received on campus thus far has been overwhelmingly positive. We expect to make an even greater impact from this point forward.”

Nominate an Educator! Save the Date! • March 28, 2014 • 6PM - TSC Ballrooms

Please Join Us for the 3rd Annual Crystal Apple Society Induction Ceremony & Dinner
Congratulations to Our 2013 Doctoral Graduates!

The following represents the Spring 2013 recipients of doctoral degrees in Educational Leadership and the title of their dissertations:

- Hilda Arnold - A Study of the Effects of Military Parental Deployment Status on Student Performance: Achievement, Attendance, Counselor Referrals, and Discipline. Chair: Dr. Danna Beaty. Committee: Dr. Don Beach, Dr. Mark Littleton
- Janice Barron - An Analysis of the Relationship Between The Special Education Population and High School Graduation Rates. Chair: Dr. Don Beach. Committee: Dr. James E. Gentry, Dr. Mark Littleton
- Alisa Carter - An Analysis of the Impact of Demographic, Structural, and Financial Factors on Texas High School Mathematics Achievement. Chair: Dr. Don Beach. Committee: Dr. David Weissenberger, Dr. Russ Higham
- Christopher (Rich) Dear - The Financial Impact of Texas Public School Finance Legislation on Chapter 41 School Districts: 2006-2010. Chair: Dr. Betty Jo Monk. Committee: Dr. Mark Littleton, Dr. Russ Higham
- Ricky Edison - The Relationship of Campus Athletic Expenditures and Selected Indicators of Academic Success in Texas School Districts with One High School. Chair: Dr. Betty Jo Monk. Committee: Dr. Mark Littleton, Dr. Dale Johnson
- Anthony Edwards - An Analysis of High School Mathematics Achievement and English Language Arts Achievement as Predictors of Science Achievement. Chair: Dr. Don Beach. Committee: Dr. Danna Beaty, Dr. Robert Newby
- Patricia Harper - The Relationship Between the Proportional Size of the Special Education Population and Academic Achievement. Chair: Dr. Mark Littleton. Committee: Dr. James E. Gentry, Dr. Don Beach
- Melanie Henson - Dual Enrollment's Impact on College Enrollment. Chair: Dr. Betty Jo Monk. Committee: Dr. Mark Littleton, Dr. Melissa Becker
- Brian Holt - An Analysis of the Relationship of Science Academic Achievement and Parenting Behaviors. Chair: Dr. Don Beach. Committee: Dr. Danna Beaty, Dr. Kim Rynearson
- Aaron Levy - Why Do Academically Proven Students Choose to Attend or Forgo Post-Secondary Education? Chair: Dr. Danna Beaty. Committee: Dr. Don Beach, Dr. Mark Weber
- Teresa Loudermilk - Improving Instructional Practices at the Secondary Level Through Actions of a Learning Organization. Chair: Dr. Betty Jo Monk. Committee: Dr. Dale Johnson, Dr. Melissa Becker
- Richard Phillips - A Comparison of College Readiness Among Students Enrolled in Texas Science, Technology, Engineering, and Mathematics Academies and Traditional Comprehensive High Schools. Chair: Dr. Betty Jo Monk. Committee: Dr. Russ Higham, Dr. Mark Weber

Pictured prior to commencement are (front, l-r) Richard Phillips, Ricky Edison, Hilda Arnold, Alisa Carter, Teresa Loudermilk, Pat Harper; (back, l-r) Janice Barron, Anthony Edwards, Christopher (Rich) Dear, Brian Holt, Aaron Levy and Melanie Henson.

Congratulations to our newest doctoral graduates!