Educational Psychology and Counseling

NEWSLETTER

University of Tennessee

Spring 2010

WELCOME

Welcome to the first edition of the Educational Psychology and Counseling Newsletter! In order to keep you apprised of the Department's activities, EPC faculty and staff developed this newsletter and will publish one every Fall and every Spring. In this first edition we highlight some of the changes and accomplishments over the past year.

EPC faculty, like all faculty of the University of Tennessee, pursue three broad goals: excellence in teaching, scholarship, and service/ outreach. In pursuit of those goals the Department has grown and prospered over the years, and now numbers 26 full-time tenure-track faculty members, three centers, one institute, seven staff members, a number of adjunct faculty, and over 375 graduate students. The centers and institute are highlighted in this issue. EPC is now the second largest department in the College of Education, Health, and Human Sciences (CEHHS). Many of you have followed the development of this department since its inception in 1956. We appreciate your support and invite you to visit. For those of you who are just becoming acquainted with the Department, we invite you to visit, either in person or on our web site: http://web.utk.edu/~edpsych/default.html

Perhaps the most salient structural change that occurred recently was actually more of a restructuring. For years the Department has offered only one Ph.D. Major (Education), and within that major several Concentrations existed (e.g., Counselor Education, Educational Psychology, School Psychology). Our new structure includes four majors (see box). During the past year the Department engaged in a lengthy and productive strategic planning process, and there will likely be some resulting realignment of faculty within some of the majors. In general, existing academic areas will be preserved, but some will be modified and combined to strengthen offerings and ensure adequate depth and breadth of academic expertise within the areas. Of course, the Department continues to offer several M.S and Ed.S degrees and now offers three certificates, typically requiring from 12 to 15 semester hours. Finally, this past year we offered two Distance Education Programs, one in Instructional Technology and one in Rehabilitation Counselor Education, both at the masters level. We continue to evolve to better serve student needs

Please keep abreast of our growth by visiting our web site. We appreciate your continued support and look forward to serving your educational needs.

- Dr. R. Steve McCallum, Department Head
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ACADEMIC PROGRAMS

Doctoral Majors

- **Counselor Education**
- **Education**
  - Learning Environments and Educational Studies
- **Educational Psychology & Research**
  - Adult Learning
  - Evaluation, Statistics & Measurement
- **School Psychology**

Ed Specialist Programs

- **Instructional Technology**
- **School Counseling**
- **School Psychology**

Masters Programs

- **Counseling**
  - Mental Health Counseling
  - Rehabilitation Counseling
  - School Counseling
- **Education**
  - Cultural Studies of Educational Foundations
  - Instructional Technology
- **Educational Psychology**
  - Adult Education
  - Applied Educational Psychology

DR. TOM GEORGE AWARDED THE 2009 EDUCATIONAL PSYCHOLOGY & COUNSELING DEPARTMENT DISTINGUISHED ALUMUS AWARD

On April 21 Dr. Tom George was presented with the 2009 Educational Psychology and Counseling Distinguished Alumnus Award. Dr. George began his career as a teacher and school psychologist before joining the UT community. He was awarded an EdD in Educational Psychology and Guidance in 1973; Dr. Bob Williams was a member of his committee. Dr. George began at UT as assistant professor in 1973, and from 1980-1984 he served as Assistant Dean of the College of Education. In 1984 Tom was promoted to Associate Dean. He has published 32 articles, made numerous presentations, and chaired several dissertations.

His colleagues note, "As a leader and administrator, Tom is the glue that holds our college together. He has guided our programs, Department, and College through many re-structurings. As the rest of us have complained and fussed over re-structuring and the endless and confusing paperwork, Tom has guided us through the processes often answering seemingly unanswerable questions. Additionally, he has encouraged us to complete these processes with patience, grace and professionalism. He is a skilled leader who repeatedly does critical work that too often goes unappreciated."

With this award we honor Dr. George's commitment to EPC and the College. We appreciate the often thankless, detailed work that has kept both the department and college functioning for over 30 years. We especially appreciate his efforts on behalf of EPC.



Dr. Steve McCallum presenting Dr. Tom George with his Distinguished Alumus Award on April 21, 2010.

"As a leader and administrator, Tom is the glue that holds our college together." - EPC Colleagues

EDUCATIONAL PSYCHOLOGY & COUNSELING BY THE NUMBERS IN 2009…

26 - Tenure track/tenured faculty

1 - Associate Dean

300 - Graduate students

39 - Assistantships

6 - Scholarships & Fellowships

2 - University Teaching Award Winners

50 - Journal Editorial/Review Board Members

6 - Books authored by faculty

12 - Book Chapters

71 - Refereed Articles

51 - Conference Presentations

4 - Affiliated Research Centers
- Center on Disability & Employment
- Center for Literacy Studies
- KLASS Center
- Institute for Assessment & Evaluation

3 - Certificate Programs
- Evaluation
- Qualitative Research
- Quantitative Research

2 - Distance Education MS Programs
- Instructional Technology (WebIT)
- Rehabilitation Counseling

DISSERTATIONS IN EDUCATIONAL PSYCHOLOGY & COUNSELING

The dissertation is the culmination of a doctoral program, providing an opportunity for the doctoral candidate to demonstrate the knowledge and ability to conduct research. This year Katy Krohn, doctoral student in School Psychology, was recognized for her dissertation at the College's Annual Awards Ceremony on April 27. Her dissertation, *The Effect of Self-Recording and Contingent Credit on the Quantity and Relevance of College Student Participation in Class Discussion*, was chaired by Dr. Bob Williams.

A sample of other dissertations in EPC this year are the following.
Life Lived Well: A Narrative Analysis of One Woman's Wellness Across the Life Span by Whitney Locke Jarnagin, Chair: Dr. Marianne Woodside

The Roles of Self-Efficacy and Personality Traits in Motivating Interns' Learning and Using Technology by Jun Li, Chair: The Late Dr. Ed Counts

Attrition and Mobility: Analysis of the Educational and Employment History of Teacher Education Graduates at the University of Tennessee by William Wishart; Chair: Dr. Russ French

The Experiences of Undocumented Mexican Mothers of High School Students Living in the U.S. Who Received Social Services by Maria Alex Lopez; Chair: Dr. Kathy Greenberg

Factors Related to Student Persistence in a New Residential STEM High School: The Case of the Tennessee Governor's Academy for Mathematics and Science by Amy Sullins; Chair: Dr. Gary Skolits

An Exploration of the Relationship among Wellness, Spirituality, and Personal Dispositions of Practicing Professional Counselors by Marinn Pierce; Chair: Dr. Tricia McClam

CENTER ON DISABILITY AND EMPLOYMENT

With an operating budget of approximately $1MM, fifteen staff at the **Center on Disability and Employment (CDE)** provide services throughout Tennessee to advance universal access for people with disabilities in employment, education, and life. We are a part of the University of Tennessee Boling Center for Developmental Disabilities, University Center on Excellence in Developmental Disabilities (UCEDD). We provide services that prepare students and adults with disabilities to live as productive members in their communities. CDE staff offer training in the areas of Community Employment, Corporate Connections, Self-Determination, and Transition Services. In only six months, a total of 134 trainings were conducted reaching 2,092 educators, employers, counselors, and individuals with disabilities. Even in a time of economic decline, Corporate Connections staff facilitated 233 interviews and 170 job placements for individuals with disabilities served by the Tennessee Division of Rehabilitation Services.



Liz Fussell, Director of the Center on Disability and Employment

In 2009 we accepted the opportunity to explore a postsecondary education option for students with intellectual disabilities and autism on the University of Tennessee, Knoxville campus through involvement of many campus and community programs. In collaboration with our partner at the Vanderbilt Kennedy Center UCEDD, we expanded our services to include Camino Seguro, a web-based resource for Hispanic community services and Volunteer Advocacy Project, a certificate training to support parents of students with disabilities in individualized educational program (IEP) meetings. We are also re-building linkages with the southeastern states to offer training for state rehabilitation programs.

PODCASTS ON TRANSITION SERVICES

Melinda Gibbons, Assistant Professor in Counselor Education, and Liz Fussell, Director of the **Center on Disability and Employment,** have been creating podcasts on transition services for students with disabilities. Liz initiated a discussion with Melinda about providing helpful information to teachers working with students transitioning from high school, and she suggested podcasts as a way to distribute the information. Thus far, five podcasts have been recorded on topics ranging from career-related websites to working with parents to using career assessments. At first, listeners were special education teachers, but through word of mouth, school and rehabilitation counselors joined the listening group as well. The purposes of the podcasts are to provide applicable and specific information that can be easily used to help students in special education learn more about career planning. Upcoming topics include soft skills, career decision-making, and student motivation. For more information about the podcasts, contact Liz Fussell at lizfuss@utk.edu

KORN LEARNING, ASSESSMENT, AND SOCIAL SKILLS (KLASS)

It has been a very busy time at the **Korn Learning, Assessment, and Social Skills (KLASS) Center**, a Center that was made possible by a very generous donation from Tom and Pam Korn. In the year since opening, the Center has provided over 50 comprehensive psychoeducational evaluations for clients ranging in age from four to 56, and an additional 400+ children in East Tennessee schools have received some form of school-based services. Efforts to expand intervention services will continue this fall.

The Center competed successfully to obtain $50,000 from the Office of Research during the year to kick-start research efforts. As part of that funding, the Center is currently preparing a large grant proposal for the Institute of Education Sciences and has provided funding and release time for faculty involved with two other studies in preparation for other large external grant proposals. Other scholarly activities include the publication of four journal articles in conjunction with KLASS Center activities with four others that are currently in press, as well as assuming editorship of the *Journal of Evidence-Based Practices for Schools* in January. From a personnel perspective, three graduate assistants have been added through cost sharing, a Licensed Psychologist has been hired on an as-needed basis to provide evaluations for children with Autism Spectrum Disorders, and the Center will be adding a predoctoral intern this August.

INSTITUTE FOR ASSESSMENT AND EVALUATION

Institute for Assessment and Evaluation staff members are in the process of completing a number of funding proposals, some of which support UT projects and entities. Hopefully, some of these proposals will soon lead to contracts. Site visits and data collection efforts have institute staff traveling across the country, and this travel will continue throughout spring. Our paper and on-line survey systems are also churning out the last batches of the many thousands of surveys and pre-post assessments that we conduct each spring. Three major evaluation projects are receiving much effort at this time: WileyPLUS (national impact study of a book publisher's educational delivery system), Tennessee GEAR UP (evaluation of a statewide college access program sponsored by THEC), and FINRA (Jennifer Morrow's multi-site evaluation project for the College of Agriculture). During the summer months, Institute effort will focus on completing a College Access Challenge Grant evaluation (for THEC) and initiating the Drexel University Transition to Teaching Grant project evaluation (site locations include Philadelphia, PA: Mobile, AL; and Charleston, SC). Several students are currently being supported through assistantships and hourly work, and at least two students will have internships with the Institute this summer. Finally, the Institute is completing a five-year mid-cycle review for the university as well as addressing other administrative and budgeting requirements. And in our spare time……



Dr. Gary Skolits, Director of the Institute for Assessment and Evaluation

CENTER FOR LITERACY STUDIES

In 1988, the **Center for Literacy Studies** was founded at the University of Tennessee to bridge theory and practice in adult literacy and lifelong learning. The Center for Literacy Studies works with practitioners to build capacity to meet the needs of adult learners, while at the same time increasing the knowledge base of the field. In recent years, this charge has been expanded to include lifelong literacy, adding work on the development of literacy from birth onward.

The Center provides training in more than 160 venues with over 3000 participants annually. Our work involves collaboration in more than 40 states. Our funding at this point is $6.5 million per year.

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