



University of Memphis
College of Education
2024-2025 Annual Report

July 2025

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Welcome from the Dean



Summer 2025

Dear Friends of the College of Education,

I am very pleased to present to you our first annual report, covering our outstanding faculty, staff, and student work and accomplishments from 2024. Highlighted throughout this report, you will see the presentations, publications, and excellent work that is changing the lives of those throughout Memphis, western Tennessee, and the entire Mid-South.

Our accomplishments over this past year are the result of incredible efforts by our faculty and staff. With nearly \$12 million in external funding during the last year, they lead the area in their scholarly activities, and they are increasingly recognized for this work. Dr. Laura Casey, in our Department of Instruction and Curriculum Leadership, for example, was presented with the University of Memphis Alumni Association's Engaged Scholarship Award. And from the same department, Dr. Sandra Cooley-Nichols was elected as the West Tennessee Director for the Tennessee Association of Colleges of Teacher Education.

Our faculty fuel 20 academic programs in three departments, and in these pages, we have tried to report some of their successes. You will see programs that are growing enrollment despite national trends, and you will also see our expanding teacher preparation programs that now work with 22 different area school districts. Our teacher education candidates have a 97% passing rate on the state licensure exam, and 100% of our administrative candidates successfully passed their licensure exam.

You will also find updates on some of our service units, including the University of Memphis Institute on Disability. This institute consists of three pillars, including the nationally recognized Tiger Life program, which provides college-level experiences for those with intellectual disabilities.

As our first annual report, we may not capture every good story that we have, but we are excited by our direction and energy and believe that our best days are ahead of us. This report is just an introduction to our collective success, and we invite you to visit us, either virtually or in person, to learn more about who we are, what we are doing, and where we are going.

Go Tigers Go!

Michael T. Miller
Professor and Dean

Executive Summary

The College of Education began its 112th year by focusing on adapting the University of Memphis Ascend Strategic Plan to the work of the College, resulting in the *Ascend Together: Elevating Education for All* plan. The creation of this inaugural Annual Report is a part of that plan; an effort to better document and report the work of the College and its faculty, staff, and students.

Overall, the College earned nearly \$12 million in external funding, much of it directed at improving the lives of students and those in the greater Memphis area and throughout western Tennessee. This was recognized through multiple faculty and staff awards as well as multiple programs receiving strong recognition and ratings by external groups. *US News and World Report* noted the College as the 103rd best public graduate college of education in the United States and *Outsource* recognized the Educational Psychology doctoral program as the #1 online program in the country.

A sample of faculty accomplishments and recognitions include:

- Dr. Olayinka Mohorn-Mintah and Dr. Susan Nordstrom were awarded \$250k by the National Science Foundation to conduct research with St. Jude Children's Research Hospital.
- Dr. Genia Bettencourt received funding from the American College Personnel Association (ACPA) to research the experience of mid-level personnel in higher education.
- Dr. Sandra Cooley-Nichols, Chair of the Department of Instruction and Curriculum Leadership, was elected as the West Tennessee representative to the Tennessee Association of Colleges for Teacher Education (TACTE).
- Dr. Matthew Panozzo and Dr. Nikki Wright received funding from the University of Memphis Division of Research and Innovation to examine how educators in Tennessee navigate book censorship policies.
- The College celebrated 10 years of the Urban Education doctoral program led by Moss Chair Dr. Beverly Cross.
- Dr. Laura Casey received a \$9.2 million grant for the early childhood program Project Memphis and the Regional Intervention Program.
- The Center for Research in Educational Policy (CREP) was granted a two-year award to assess higher education initiatives for inmates in Tennessee.
- Dr. Laura Casey is this year's winner of the University of Memphis Alumni Association's Excellence in Engaged Scholarship Award.
- Dr. Nichelle Robinson, Director of the Office of Teacher Education and Clinical Practice (OTECF) was elected West Tennessee Representative to the TN Association for Student Success and Retention Executive Board.

Leadership transitions were also a part of the past year in the College as Dr. Steve Zankas concluded his Interim Dean tenure by welcoming Dr. Michael Miller as the 15th Dean of the College in July. Dr. Leigh Harrell-Williams began a one-year Interim Assistant Dean appointment, and the College created a Task Force to examine the structure of what is needed to

best facilitate the work of the faculty and academic programs. These recommendations will be put into practice in the coming year.

Other Task Forces that were commissioned for the year included Expansion of Undergraduate Programs, International Programs and Partnerships, UM-Lambuth Presence, and the Strategic Plan. Each Task Force completed and presented a report of their key findings to the College leadership.

Providing students with transformational educational experiences plays a significant role in propelling the College's strategic priorities. Throughout all programs, students can complete internships in schools, health clinics, and hospitals. This year the UM-Lambuth Campus opened its model classroom to create an immersive experience for pre-residency Elementary Education students. Additionally, through its partnership with Le Bonheur Children's Hospital, Jailene Moreno became the first College student to complete her teacher residency semester at the hospital. In all, students were placed in over 50 different clinical sites that included 22 different school districts.

The COE believes that elevating success for all is reflective of programs that are nationally recognized through accrediting agencies. Currently, the Department of Instruction and Curriculum Leadership is accredited by the Council for Accreditation of Educator Preparation (CAEP). The Department of Counseling is preparing for its reaffirmation with CACREP. Several programs have submitted annual state reviews with the Tennessee Department of Education, including Higher and Adult Education (HIAD) and Leadership Policy and Studies (LDPS).

The College hosted numerous conferences, professional development, and workshops to enhance outreach efforts. Several examples included the recruitment initiative "*Become a Tiger, Become a Teacher Day*" for high school students to introduce them to the field of teacher education. The COE continues providing academic support to teacher assistants through the "*Grow Your Own*" program, which allows paraprofessionals the opportunity to become licensed educators. Faculty in the Department of Instruction and Curriculum Leadership, in conjunction with the *Memphis 13 Foundation*, hosted a professional development for Memphis Shelby County Schools social studies teachers on the new district's Memphis 13 curriculum.

Officers of the College

College Central Administration

Michael T. Miller, Dean
Stephen A. Zanskas, Associate Dean
Leigh Harrell-Williams, Interim Assistant Dean
Teresa Banks, Director of Accreditation and Assessment
Tracy R. Williams, Budget Officer
Keith Hembree, Director of Recruitment and Retention
Amy Wilson, Administrative Associate and Office Manager

Departmental Leadership

Pamela A. Cogdal, Chair
Department of Counseling, Educational Psychology, and Research

Sandra Cooley-Nichols, Chair
Department of Instruction and Curriculum Leadership

Alison Happel-Parkins, Chair
Department of Leadership

Offices, Centers, and Institutes

Nichelle Robinson, Director
Office of Teacher Education

Chrisann Schiro-Geist, Director
University of Memphis Institute on Disability

Todd Zoblotsky, Director
Center for Research on Educational Policy

Distinguished Faculty

Beverly E. Cross
Moss Chair of Excellence in Urban Education

Eraina Schauss
Assisi Foundation Distinguished Professor

Section 1

College Vision and Mission

Mission

To prepare professionals through our teaching, research, and service to address societal opportunities and challenges, fostering positive change and a more socially just society.

Vision

To be recognized nationally as a premier urban college of education that prepares impactful and transformational professionals by promoting innovation, diversity, and respect.

Values

| | |
|-------------------|--|
| <i>Diversity</i> | Recognize, include, and embrace individuals, ensuring intercultural relationships. |
| <i>Innovation</i> | Identify and develop new ways to promote learning and solve problems. |
| <i>Inclusion</i> | Commit to promoting social advocacy and a culture of belonging. |
| <i>Respect</i> | Embrace differences and value all people and ideas. |
| <i>Service</i> | Use our expertise to enhance our practices and to support others. |

COE Strategic Plan: *Ascend Together: Elevating Education for All*

The overarching theme of the Strategic Plan is the commitment to fostering an inclusive, innovative, and impactful educational environment in the College of Education, University of Memphis. This is articulated through a strategic plan that focuses on:

1. *Preparation of Professionals*: A mission to equip students to address societal challenges and promote social justice.
2. *Diversity and Inclusion*: Emphasizing the importance of recognizing and valuing diverse perspectives and backgrounds.
3. *Student Engagement and Success*: Aiming for increased enrollment, retention, and success rates among students.
4. *Faculty and Staff Support and Development*: Creating an equitable environment that recognizes and rewards faculty contributions.
5. *Transformative Research and Community Engagement*: Encouraging collaborative research and partnerships to effect positive societal change.
6. *Integrity and Transparency*: Committing to operational accountability and open communication. Overall, the plan provides a comprehensive approach to educational excellence through our strategic goals that enhance access, support diversity, and promote meaningful engagement with our multiple communities.

Strategic Goals

Goal 1: Foster Student Access, Engagement, and Success: We will become recognized as a campus and national leader in the recruitment, retention, and success of students pursuing careers in education and closely related fields.

Goal 2: Recruit, Support, and Reward Faculty and Staff: We will create an equitable environment that recognizes and celebrates the talents and efforts of those working in the College.

Goal 3: Engage in Transformative and Collaborative Research, Service, and Scholarship: We will develop a culture and structure that encourages, supports, and grows meaningful scholarship.

Goal 4: Partner for Societal Advocacy and Change: We will engage in intentional, strategic practices to develop an inclusive identity that reflects and celebrates our community citizens and partners.

Goal 5: Lead with Integrity, Operational Accountability, and Transparency: We will collaboratively work across the College to create an integrated administrative system that supports faculty, staff, and students.

Note: The purpose of this annual report is to respond to the COE Operational Annual Activities for **Goal 5: Lead with Integrity, Operational Accountability, and Transparency.**

5A. Identify best practices in annual report content and presentation from peer colleges of education; create a systematic way for the identification of content to be included in the annual report; develop and publish the initial College annual report in the summer of 2025.

Section 2

College of Education Governance

The College of Education is currently governed through a series of standing and ad hoc committees. These committees engage both faculty and staff and have the functions of both making independent decisions, developing and offering programs, and providing important feedback and ideas on critical issues facing the College. The 2025-2026 academic year will include a special Task Force on the Governance Structure of the College, with special attention to creating both a Faculty Council and a Student Advisory Council.

Internal Committees

Annual Report Committee

Dr. Teresa Banks, Chair, Dr. Todd Zoblotzky (CREP), Dr. Sandra Nichols (ICL), Dr. Meg Evans (LEAD), Dr. Matthew Panozzo (ICL), Dr. Alison Hapel-Parkins (LEAD), Dr. Pam Cogdal (CEPR), Bailey Hooper (Graduate Student, Dean's Office)

College Administrative Council

Dr. Michael Miller, Dr. Steve Zanskas, Dr. Leigh Harrell-Williams, Dr. Teresa Banks, Amy Wilson, Tracy Williams, Janet Wiens, Dr. Keith Hembree, Brittany Foster, Parker King, Dr. Todd Zoblotzky, and Dr. Nichelle Robinson.

College Academic Council

Dr. Michael T. Miller (DEAN), Dr. Steve Zanskas (DEAN), Dr. Leigh Harrel-Williams (DEAN), Dr. Sandra Cooley-Nichols (ICL), Dr. Pam Cogdal (CEPR), Dr. Alison Hapel-Parkins (LEAD)

College Assessment Committee

Dr. Teresa Banks (DEAN), Dr. Steve Zanskas (DEAN), Dr. Laurie MacGillivray (ICL), Dr. Dustin Hornbeck (LEAD), Dr. Brian Wright (ICL), Dr. Nichelle Robinson (DEAN), Dr. Sandra Cooley-Nichols (ICL), Dr. Celie Anderson (ICL), Dr. Emily Frizzell (MUSIC), Dr. Jeffrey Byford (ICL), Dr. Charisse Gulosino (LEAD), Dr. Bryna Bobick (Arts), Dr. Logan Caldwell (ICL)

College Graduate Council

Dr. Steve Zanskas (DEAN), Dr. Jade Xu (CEPR), Dr. Dustin Hornbeck (LEAD), Dr. Craig Shepherd (ICL), Dr. Charisse Gulosino (LEAD- UCGS Representative), and Dr. Rosie Phillips Davis (CEPR)

College Tenure and Promotion Committee

Dr. Yeh Hsueh (CEPR), Dr. William Hunter (ICL), Dr. Edith Gnanadass (LEAD), Dr. Charisse Gulosino (LEAD), Dr. Yonghong Xu (CEPR), Dr. Laurie MacGillivray (ICL)



College Undergraduate Curriculum Committee

Dr. Denise Winsor (CEPR), Dr. Anna Falkner (ICL), Dr. Nichelle Robinson (OTE), Dr. Dustin Hornbeck (LEAD), Dr. Leigh Harrell-Williams (Dean's Office, Chair)

Culture and Climate Committee

Dr. Leigh Harrell-Williams (DEAN), Dr. Beverly Cross (ICL), Dr. Anna Faulkner (ICL), Dr. Sara Bridges (CEPR), Melynda Whitwell (LEAD, Staff Representative), Dr. Charisse Gulosino (LEAD), Dr. Nichelle Robinson (OTEC), Tracy Williams (Dean's Office, Staff Representative)

Staff Leadership Council

Tonya Cooper (CREP), Dr. Keith Hembree (DEAN), LaRuth Lofties (OTEC), Debra Nichols (ICL), Melynda Whitwell (LEAD), Tracy Williams (DEAN)

Task Force on Dean's Office Structure

Dr. Edith Gnanadass (Chair), Dr. Todd Zoblotzky (Chair), Dr. Rosie Phillips Davis (CEPR), Dr. William Hunter (ICL), Dr. DeAnna Owens-Mosby (ICL), Dr. Nikki Wright (LEAD)

Task Force on International Programs

Dr. Pam Cogdal (CEPR, Chair), Brittany Foster (DEAN, Chair), Dr. Mojtaba Khajeloo, Dr. Lara Condon (ICL), Dr. Yeongi Jung (ICL), Dr. Diana Delgado (ICL), Dr. Dan Collier (LEAD), Dr. Mehmet Ozturk (CEPR), Dr. Kola Brown (CEPR)

Task Force on Undergraduate Programs

Dr. Nichelle Robinson (Chair), Dr. Denise Winsor (Chair), Dr. Laurie MacGillivray (ICL), Dr. Andrew Tawfik (ICL), Dr. Laura Casey (ICL), Dr. Dustin Hornbeck (LEAD), Dr. Meg Evans (LEAD), Dr. Michelle Brasfield (CEPR), Dr. Karen Weddle-West (CEPR), Dr. Chrisann Schiro-Geist (CEPR)

Task Force on UM-Lambuth

Dr. Keith Hembree (Chair), Dr. Steve Zanskas (Chair), Dr. Yu Wu (CREP), Dr. George Falls (ICL), Dr. Tiffany Lonoza (ICL), Dr. Torre Kelley (ICL), Dr. Chris Mueller (CEPR), Dr. Claire Dempsey (CEPR), Dr. Charisse Gulosino (LEAD)

Teacher Education Advisory Committee

Dr. Logan Caldwell (ICL), Dr. Sandra Cooley-Nichols (ICL), Dr. Matt Panozzo (ICL, Literacy), Dr. Teresa Banks (Assessment Coordinator), Dr. Brian Wright (ICL - Integrated Early Childhood), Chainese Sly (OTEC), Dr. Tiffany Lonoza (ICL, Lambuth-MAT Coordinator), Dr. Keishana Barnes (ICL, SPED Coordinator), Dr. Celia Anderson (ICL, GYO), Dr. Bryna Bobick (Art Education), Dr. Rebecca Adams (TESOL), Dr. Becky Bocz (PETE), Dr. Elisabeth Crabtree (Music Ed)



External Committees

Dean's Advisory Council

Dr. Michael Miller, Dean
Ms. Tiffany Graham, Chief Marketing and Development Officer, National Civil Rights Museum
Dr. Justin Dodson, Owner and Therapist, Navigating Courage Counseling and Consultation
Dr. James Ford, St. Jude's Children's Research Hospital
Mrs. Susan Miller, Retired Educator and Businesswoman
Dr. Sharon Griffin, Executive Director, Kindred Place
Mr. Michael Harless, Alpha Consulting
Mr. Sam O'Bryant, CEO, Literacy Mid-South
Mrs. Talia Palacio, Director of Marketing Communication, Freedom Preparatory Academy Charter School

University of Memphis Institute on Disability Advisory Board

Department of Vocational Rehabilitation/Pre-ETS

Heather Sacks, Region 9 Supervisor
Nneka Austin, Region 9 Vocational Rehabilitation Counselor

University of Memphis faculty and staff

Dr. Michael Miller, Dean of the College of Education at the University of Memphis.
Dr. Chrisann Schiro-Geist, Professor/Director of the Institute on Disability.
Dr. Steven West, Professor in the Department of Counseling, Educational Psychology and Research (CEPR)
Dr. Will Hunter, Professor of Special Education Instruction and Curriculum Leadership
Dr. Pam Cogdal, CEPR Department Chair, Clinical Professor
Madeline Brodt, Assistant Professor in the Counseling Psychology

Department of Intellectual and Developmental Disabilities

Denetris Dee Grandberry, Employment Innovation & Community Inclusion Coordinator at TN DIDD.

Memphis-Shelby County Schools

Tonyal Mathes, Special Education Advisor - Exceptional Education
Jlahna Chatman, Regional Manager-Exceptional Education

TigerLIFE Parent and Student

Dr. Sandeford J Schaeffer, Retired UM Professor, Fogelman College of Business & Economics.
Dr. Patti Lehigh, St. Jude's Research Division
Jeffrey Allen, Disability Advocate
Jeffery Bell, Disability Advocate

Community at Large

Tim Wheat, Director, Disability Connect of Mid-South, Memphis



Carlene Leaper, Director, ARC of Mid-South
Sandi Klink, M.A.T.A. Board



Section 3

Academic Matters

The College of Education is organized into three academic departments, including the Department of Counseling, Educational Psychology and Research, the Department of Instruction and Curriculum Leadership, and the Department of Leadership. These departments house a total of 34 academic program degrees and certificates. These programs lead to the Bachelor of Science in Education, the Master of Science, the Master of Arts, the Doctor of Education, the Doctor of Philosophy and a range of certificates at the graduate level.

Academic quality and integrity are critical components of College programs, and all academic programs in the College participate in reviews coordinated by the State of Tennessee as well as their appropriate accrediting bodies. The programs in Counseling, for example, submitted their self-study for re-accreditation with the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Recent innovations over the past year include the Instructional Design and Technology (IDT) program being approved to offer an undergraduate minor beginning Fall 2025, the first undergraduate program offering for this graduate program. IDT also developed and had approved an undergraduate course related to Artificial Intelligence that was selected for the University core as an elective. The program in Leadership and Policy Studies (LDPS) also entered into undergraduate programming for the first time with the creation of an undergraduate foundations of education course focused on the history of education.

Personnel Changes

Seven new faculty members began their careers with the College of Education in the Fall 2024 term, including Dr. Gina Tillis, Dr. Meg Evans, Dr. Kola Brown, Dr. Jasmyn Jones, Dr. Allyson Graham, Dr. Kayla Larkins, and Dr. Lara Condon. Dr. Carolyn Kaldon was also promoted to the rank of Full Research Professor.

Several faculty and staff members concluded their careers at the University of Memphis with their retirement. Those retiring include Willie Clark, Dr. Rosie Phillips Davis, Dr. Torre Kelly, Dr. Sue Lease, and LaRuth Lofties.

COE Department Faculty and Staff Numbers by Departments

The College of Education is home to faculty and staff with various professional backgrounds to support teaching, learning, research, and innovation.



Table 1.
Faculty by Departments

| Department | Non-Tenure Track | Assist Prof Tenured | Assoc Prof Tenured | Professor Tenured | Total | % TT |
|------------|------------------|---------------------|--------------------|-------------------|-------|------|
| CEPR | 4 | 4 | 10 | 9 | 27 | 85% |
| CREP | 4 | 0 | 0 | 0 | 4 | 0 |
| ICL | 11 | 10 | 6 | 10 | 37 | 70% |
| LEAD | 1 | 5 | 2 | 2 | 10 | 90% |
| Total | 20 | 19 | 18 | 21 | 78 | 74% |

Table 2.
Staff and part-time faculty by departments as reported by Institutional Research, Fall 2024

| Department | Staff | Part-time faculty | Total |
|------------|-------|-------------------|-------|
| CREP | 3 | 0 | 3 |
| CEPR | 12 | 1 | 13 |
| ICL | 28 | 6 | 34 |
| LEAD | 3 | 0 | 3 |

Accreditations

Accreditation is critical to programs within the College of Education in that having accredited programs ensures that standards are met effectively. and that our programs maintain their credibility and contribute to the overall continuous improvement efforts by each department. The following programs are accredited, while others are in progress for reaffirmations with designated accrediting bodies.



Table 4.
Accreditation and Program Annual Review Five-Year Schedule

| PROGRAM | LAST REVIEW | REVIEW OR VISIT TYPE | CURRENT STATUS | NEXT REVIEW OR SITE VISIT | REVIEW OR VISIT TYPE |
|-----------------------------|-------------|----------------------|----------------|---------------------------|----------------------|
| Counseling | Spring 2017 | CACREP continuation | Accredited | Spring 2026 | reaffirmation |
| EPP (ICL & SAS) | Fall 2022 | CAEP continuation | Accredited | Fall 2029 | reaffirmation |
| Counseling Psychology | Spring 2020 | APA continuation | Accredited | Fall 2029 | continued |
| Leadership & Policy Studies | Spring 2018 | Program Review | Approved | Spring 2025 | continued |
| Higher & Adult Education | Fall 2022 | Program Review | Approved | Fall 2029/ Spring 2030 | continued |
| ICL EDD | Spring 2018 | Program Review | Approved | Fall 2025/Spring 2026 | continued |
| EDPR MS/PHD | Fall 2022 | Program Review | Approved | Fall 2029/Spring 2030 | continued |

Rankings

Overall Graduate Education Programs: The University of Memphis's College of Education is ranked #125 nationally among Best Education Schools by US News and World Report. This listing includes both public and private institutions, and among public institutions, the College of Education is ranked #103.

Online Master's in Education Programs: The university is ranked #97 of 313 institutions by US News and World Report for its online master's in education programs.

Counseling Psychology Magazine ranked the PhD in Educational Psychology and Research as the #1 online program in the United States.

The doctoral programs in Higher Education have been well recognized, including #9 Best Online Doctoral Program by *Intelligent* magazine, #13 Best Value Doctoral Program by *Best Value Schools*, and #21 by *My Degree Guide* for the Best Doctoral Program.

The *Rehabilitation Counseling Program* was ranked 33rd among the Best Rehabilitation Counseling Graduate Programs by USNWR.



Section 4

Unit Annual Reports

Department of Counseling, Educational Psychology, and Research

CEPR is currently home to approximately 71 doctoral students, and more than 124 master's students across three core program areas: Counseling (COUN), Counseling Psychology (CPSY), and Educational Psychology and Research (EDPR), per the Office of Institutional Research.

During the 2023-2024 school year, CEPR graduated 58 students (31 master's degrees, 18 doctoral and 9 certificates). New enrollment for 2024 included 35 clinical mental health master's students, 10 school counseling master's students, 3 clinical rehabilitation students, 5 counseling PhDs, 6 counseling psychology PhDs, 3 EDPR masters students and 5 EDPR PhD students. In terms of graduation rates, the average years to a degree in CEPR equals 4.8 years and CEPR's "admitted to enrollment rate" stands at 80%. Most master's and PhD students in CEPR also work, which lengthens one's time in a program.

Recruitment continues to remain a central focus across all majors and efforts have increased including virtual open house offerings (departmental and graduate school), "Preview Day" and "Become a school counselor" events, presentations to undergraduate classes across psychology and sociology, and fairs and conference tabling.

A survey of CEPR faculty at a 2024 retreat indicated that faculty found funding, sociopolitical issues (divisive concepts), RCM understanding, getting grants, completing a successful CACREP self-study and competing for enrollment with online schools as some of the top challenges for CEPR, while positive attitudes, supportive culture, great pre-award and budget assistance, collaboration across diverse research interests and successful alumni were listed as some of the department's top resources.

The department experienced the changed status of 2 fulltime faculty with Dr. Happel-Parkins assuming the Chair position in the Department of Leadership and the departure of Dr. Patrick Murphy, as well as the retirement Counseling Psychology faculty Dr. Rosie Davis and Sue Lease. Two faculty were also approved for tenure and promotion: Dr. Melanie Burgess and Dr. Eli Jones. New faculty beginning their careers at the University of Memphis in Fall 2024 were Dr. Allyson Graham, Clinical Assistant Professor of Counseling and Dr. Kola Brown, Assistant Professor of Clinical Rehabilitation Counseling. Susan Mascari was also hired as the Department's Academic Advisor.

CEPR faculty were active in engaged research and community outreach through programs and grants including the ASPIRE, INTEGRATE, RISE-CAY and Transformative Research in Educational Sciences grants. Community outreach included the Christian Psychological Counseling Center's DBT project, the University School's Wellness Center, the LeBonheur Hospital/Brain center counseling internship, and the 2024 Opioid Summit. The coordinator of



clinical practice in counseling listed over 55 affiliated agencies and school districts that regularly offer counseling students practicum and internship experiences as well as post-graduation employment.

Several of the New Initiatives/ Partnerships and Outreach

Transformative Research in the Education Sciences grants program- Drs. Sabatini (Psychology) and Dr Weddle-West (EDPR) have a grant program from 2024-2027 for \$3,657,923 and is titled: Scenario Based Assessment in the Age of Generative AI, Making Space in the Education Market for Alternative Assessment paradigms.

University Schools Wellness Center- Drs Cogdal, Dempsey and Brasfield have joined the University School's efforts at supporting University School children and families through a collaboration across disciplines including Social Work, Psychology, Counseling, Nursing, Speech and Audiology, and ABA. Faculty provide supervision to student interns at the site.

Christian Psychological Counseling Center (CPCC) collaboration- A research design project using Dialectical Behavior Therapy with School Aged Children with Drs. Dempsey, Zanskas and Cogdal collaborating with Dr. Lou Martin and Erin Reynolds from the CPCC.

Evidence of faculty achievement was documented in the number of conference presentations and publications as listed later in this report.

Department of Instruction and Curriculum Leadership

The Department of Instruction and Curriculum Leadership (ICL) offers a range of degree and certificate programs aimed at preparing educators and leaders in various educational settings. Programs include bachelor's degrees in education, master's degrees with concentrations such as Early Childhood Education, Literacy Education, and Special Education, as well as doctoral programs in areas like Instructional Design and Technology.

ICL's mission focuses on preparing graduates with knowledge, skills, and dispositions to become reflective practitioners and collaborative leaders, emphasizing social justice, equity, and urban education. The department's programs have been nationally ranked for affordability and quality, including a #1 ranking by AffordableSchools.net for the Most Affordable Online Ph.D. in Instructional Design and Technology.

Department of Leadership

The Department of Leadership comprises two academic programs: Leadership and Policy Studies (LDPS) and Higher Education/Adult Education (HIAD). These programs prepare individuals for leadership roles in various settings, including K-12 schools, higher education institutions, government agencies, NGOs, and industry. Graduates often pursue careers as school administrators, higher education administrators, and organizational leaders.



In 2024 the Department welcomed Dr. Meg Evans as an Assistant Professor to teach in the Student Affairs Administration Program. The LDPS program also conducted its State Program Review, hosting an external evaluator from Western Michigan University. Additionally the Department launched and successfully completed a national search for a new Department Chair, selecting Dr. Alison Happel-Parkins, a qualitative research expert, who had previously served as the Department's Interim Chair.

Faculty spent time during the past year considering revisions to the Doctoral programs, including modifications to the dissertation writing process. Programs in the Department have also been recognized nationally, including a #9 national ranking for Best Online Doctorate in Higher Education Program and a #13 national ranking for Best Doctorate in Education Degrees by *Best Value Schools*.

University of Memphis Institute on Disability

Founded in 2006, the University of Memphis Institute on Disability (UMID) is part of the Department of Counseling, Educational Psychology, and Research and is located on the Park Avenue campus. UMID includes three core units: Research, Vocational, and Career Development and Transition Programs. Serving the greater Memphis area, UMID focuses on individuals with disabilities, including, but not limited to, those with intellectual and developmental disabilities through service, education, and research. It creates and leverages innovative, interdisciplinary programs, services, and research in collaboration with community, public, and private partners. It employs a person-driven, systems approach to enhance outcomes in education, health, employment, and overall quality of life.

In 2024-2025, the research pillar made significant progress toward achieving the final objectives and milestones for Project FIRST (H263C190015, which received a Total Grant funding of \$2,236,756 over six years). The publication of three articles and two in-press articles that focus on the multicultural and socioeconomic conditions faced by people with disabilities in the job market. Additionally, five in-service training modules have been disseminated on the UM Learning Management System (LMS) Canvas site to ensure institutionalization, a key project goal.

The career development and transition unit, which houses the Inclusive Higher Education program, *TigerLIFE*, has served neurodiverse students for over twelve years, with more than 328 graduates since 2015, and has maintained a 70% job placement rate for the students. This academic year, twenty students completed the program and are now ready to enter the workforce. TigerLIFE students have been accepted for on-campus housing and will launch in a summer pilot program in 2025. The TigerLIFE program received a Business and Industry Award of Excellence from Carnival Memphis, a charitable non-profit organization, in recognition of "Outstanding Achievement and Services to the Mid-South Community."

The vocational unit serves as a community rehabilitation provider, delivering Pre-Employment Transition Services to over 160 secondary students across Memphis, Shelby County, and Fayette County, which is double the total from last year. The College Campus Transition Program, our collaboration with Memphis Shelby County students, celebrated fourteen years of delivering workforce readiness skills to secondary students. The Memorandum of Understanding (MOU)



with Memphis Shelby County Schools for the College Campus Transition Program (CCTP) at the University of Memphis was renewed this spring. The unit also provides other vocational services, including Vocational Assessment and Job Placement services to students in the transition programs, TigerLIFE, and CCTP, as well as outside referrals from the State of Tennessee Vocational Rehabilitation Agency.

Since UMID is an institute within the University of Memphis, it will submit its annual report to the Vice President for Research and Innovation by the September 30, 2025, deadline. The accompanying Center/Institute/Branch (CIB) report will provide a more detailed account of UMID's milestones, objectives, and progress over the reporting period. This report will highlight key achievements across UMID's core pillars: research, vocational services, and transition programming, and demonstrate alignment with university-wide innovation and impact goals.

Centers, Research Labs, and Offices

Center for Research in Educational Policy

CREP is one of 26 academic centers in Tennessee and is affiliated with the College of Education at the University of Memphis. Designated a Center of Excellence by the Tennessee Higher Education Commission in 1989, CREP has spent over 35 years conducting research and evaluation in K-12 education, higher education, and community outreach programs. Dedicated to improving educational outcomes, CREP serves as a vital resource for schools and policymakers by providing high-quality research, rigorous program evaluation, and insightful policy briefs.

CREP's expert team, including researchers, practitioners, and statisticians, specializes in research design, instrument development, data collection and management, and data analysis. The Center has demonstrated expertise in key areas such as STEM education, literacy, urban educational reform, teacher preparation, school climate, and technology. Additionally, CREP offers project management, literature review, and consultation services, reinforcing its role as a leader in educational research and evaluation.

In 2024, CREP was comprised of 12 full-time faculty and staff members. A major achievement was CREP's success in securing both internal and external funding to support its research and outreach.

Center for Literacy Research Practice

Our program is nationally ranked with professors who have taught in public and private K-12 schools across the United States. Our dynamic team shares a passion for inclusivity, culturally responsive teaching, and research-based literacy practices both in and out of the classroom. Our graduates work in districts, non-profits, and universities. In addition to faculty engaging in improving instruction in urban schools, our team collaborates with community spaces to promote lifelong literacy learning experiences.

The Literacy faculty is widely published in a variety of scholarly journals such as *Children's Literature Assembly Online Research Conference*, *Journal of Queer and Trans Studies in*



Education, Journal of Technology-Integrated Lessons and Teaching, Literacy Research: Theory, Method, and Practice and Multicultural Perspectives, and presented at conferences including the *American Educational Research Association, Literacy Research Association*, and *National Council for Teachers of English and Teaching and Teacher Education*.

- We are active in our professional and community organizations, including the Center for Writing and Communication, International Literacy Association, and Literacy Mid-South.
- One of our faculty, Dr. Matt Panozzo, was awarded two Communities of Research Scholars (CoRS) grants for \$2,500 and a second for \$5,000.
- We established a foundation of literacy course (LITL 3001) in response to literacy state mandates.
- The Center for Literacy Research and Practice presented at conferences and published with doctoral students on privilege and vulnerability in literacy education.
- Our faculty wants students to know how to create equitable literacy learning environments for all.

The COE has three tenure-track Literacy professors: Dr. Laurie MacGillivray, Director of Literacy Research Practice, Dr. Jasmyn Jones, and Dr. Matt Panozzo.

The Center for Rehabilitation and Employment Research

The Center for Rehabilitation and Employment Research conducts research, educates and trains individuals, and provides employment, career, and rehabilitation services aimed at enhancing employment and career development opportunities for groups of individuals who have been chronically unemployed and underemployed. These individuals include persons with physical, mental, and/or emotional disabilities, minorities, women, recipients of financial assistance, and individuals who are living in poverty. The Center's interdisciplinary research approach focuses on how social, psychological, organizational, cultural, economic, and medical factors impact the employment and career development of the groups identified above. In addition to research, the Center provides employment and career development services to individuals in the Memphis area who are chronically underemployed or unemployed.

The Center offers various services, including career counseling, career and vocational assessment, job readiness preparation, job placement services, and assistive technology assessment and training. All services are confidential and adhere to the guidelines and ethical standards of the American Counseling Association and the Commission on Rehabilitation Counselor Certification. Accommodation is available for people with disabilities.

Office of Teacher Education and Clinical Practice

The Office serves as the primary point of contact for all students in the College of Education (COE) pursuing teacher licensure. The Office oversees advising for undergraduate and Master of Arts in Teaching (MAT) candidates, clinical placements, licensure processes, and provides support for River City Partnership (RCP) teacher candidates through a dedicated retention specialist.



In addition to supporting teacher candidates, OTECP develops and sustains partnerships with local school districts and community organizations. The office also recruits and supports part-time clinical supervisors who mentor candidates during their placements.

OTECF is committed to delivering high-quality service to students, faculty, staff, and administrators within the COE and across campus.

The OTECP team includes a director, academic advisors for both undergraduate and graduate programs, a Clinical Placement and Induction Coordinator, a Licensing and Certification Specialist, the RCP Project Coordinator, and two graduate assistants. The office collaborates with partner programs in music, physical education, art, and TESOL to ensure candidate admission to teacher education, quality placements, and successful licensure.

OTECF manages the Tevera Assessment System, which tracks key assessments for field experiences and clinical placements. It also oversees virtual placement platforms GoReact and Mursion, and administers Praxis exam support services, including a scholarship program.

Finally, the Office prepares and submits enrollment data, national and state accreditation reports, and performance metrics to partner districts and the Dean's Office.

Highlights for the 2024-25 Academic Year

- Launched the Mursion and GoReact platforms to enhance virtual placement experiences for our teacher candidates and the Tevera assessment system.
- Pinned our largest group of students admitted to the Teacher Education Program
- Created a student lounge for all teacher education students within our office space. Students can come to this space to relax, study, and pick-up snacks.
- Hired a new Clinical Placement Coordinator, Chainese Sly, and MAT Academic Advisor, Paris Samuels



Section 5

Student, Alumni, and Faculty Awards

Scholarships

The College relies on the philanthropic generosity of multiple benefactors to sponsor over 50 scholarships annually. Some of these awards have been endowed by benefactors, such as the Ordman Scholars and the Dr. Bobby Greer Endowed Scholarship, and others are funded annually through gifts made throughout the year, such as the ICL Departmental Scholarship. In total, the College awarded nearly \$250,000 in scholarship support during the 2024-2025 academic year.

Marketability and Trends

The College's strategic plan places a strong emphasis on raising graduation rates, expanding participation in the Honors Program, and boosting enrollment by 7.5% over the base year. The purpose of these programs is to increase the College's ability to adapt to the changing demands of the educational sector. The University of Memphis is also dedicated to increasing and diversifying undergraduate enrollment through focused recruitment initiatives, such as feeder institution integration and outreach to underrepresented student segments.

Graduates of the University of Memphis College of Education are well-positioned for success in the ever-evolving field of education thanks to its extensive curricula, strategic initiatives, and alignment with market trends.

The College of Education degree holders should expect competitive pay in terms of work opportunities. For example, instructional designers make about \$73,080 a year, while ESL teachers make about \$63,130. These numbers show the possibility of a lucrative future in a range of teaching positions. (Research.com). The attached link provided median salary, average debt, and time to complete a degree within the COE.

Student Awards and Recognition

Aisha French, a master's student in the Department of Leadership, was awarded the A Step Ahead Foundation Scholarship.

LaNerra Gray and *Mekyland Williams* received the College of Education Hubert E. Rumble Award, the highest undergraduate academic award offered by the College.

Elisha Lawrence won the American Psychological Association's Outstanding National Presentation for his research "Identification with School and COVID-Related Stress" at their national conference in Seattle.

Jessica Minton, a doctoral student in Counseling, Educational Psychology, and Research, was awarded the Division on Autism and Development Disabilities Teacher of the Year and the Association of Southeastern Biologists Lucrecia Herr Outstanding Biology Teacher Award.



Ivysmeralys Morales and *Mary Dillon*, both graduate students in Counseling Psychology, had their article “The Psychology of People Who Commit Crimes, What the TV Shows Don’t Tell You” with Dr. Ashley Batastini, featured on the cover of *Psi Chi*, the International Honor Society in Psychology magazine.

Faculty Awards and Recognition

Dr. Genia Bettencourt was selected for the National Endowment for the Humanities National Leadership Seminar.

Dr. Frances Elmo was awarded the Counseling Educator of the Year by the West Tennessee Counseling Association.

Dr. Eraina Schauss received the Assisi Foundation of Memphis’ Distinguished Professorship.

Dr. Chrisann Schiro-Geist received the inaugural Service Award from the Association for Rehabilitation, Research, Policy, and Education. She was also an invited speaker at the United Nations to discuss disability services for college age students.

Dr. Yu Wu was selected as one of only 20 national participants to the 2024 National Assessment of Education Progress Data Training Workshop sponsored by the Institute of Education Sciences and the National Center for Education Statistics.

Alumni Awards, Achievement, Recognition, and Accomplishments

Adrian Maclin (MUS BSEd) won the 2025 Grammy Music Educator Award. He currently is a teacher at Cordova High School.

Kate Ayers (PhD, EDPR) is now the Director of STEMM Education and Outreach for St. Jude’s Children’s Research Hospital in Memphis, TN.

Mario Diaz (ICL) was awarded the Mid-South Latino Chamber of Commerce Hispanic Teacher of the Year.

Bridgette Decent (PhD, CEPR) is now the Associate Vice Provost for Strategic Analytics, Office of Institutional Research at the University of Memphis).

Kiersten Hawes (PhD, CEPR) was recognized as one of the 40 Under 40 Urban Elite Professional Award in Memphis.

Christopher Kourvelas (MS, LDPS) was named the Middle School Teacher of the Year by the Louisiana Bossier Parish Public Schools.

Justin Lawhead (EdD, HIAD) is now the Assistant Vice President for Career Readiness and Post Graduate Student Success at the University of South Carolina.



Brian Meredith (EdD, HIAD) is now the Vice President for Enrollment Management at the University of Memphis.

Glenn Rogers, Sr. (BSEd) was recognized by the City of Memphis with the renaming of a street in his honor and in recognition for his breaking the racial barrier with Memphis State football in the late-1960s.

Topeka Singleton (EdD, LDPS) was awarded the 2024 Faculty Achievement Award for Teaching at Arkansas State University.

Erika Stevens (EdD, ICL) won the 2024 Distance Learning Special Interest Group Teaching Award from the ACTFL.



Section 6

Research and Innovation

Researchers in the College work on innovative projects to address current and emerging needs of the community and the nation related to disability, education, mental health and counseling, and leadership. Each sponsored project is based on a thoughtful analysis of the current landscape and statistics, emerging trends, and a belief that systems and programs can be improved by working together. Research topics addressed by College researchers include K-12 education addressing literacy, math, STEM and special education, mental health and rehabilitation services, counseling, and student load debt as well as providing evaluation services for a range of projects.

In addition to applied research projects, College faculty have been funded to provide services for early childhood education and autism while also receiving funding to provide advanced education opportunities for school and rehabilitation counselors and professional development for first responders and K-12 teachers. COE researchers are funded by a range of federal, state and non-profit entities including the National Science Foundation, the U.S. Department of Education, the State of Tennessee (multiple agencies), The Urban Child Institute, and the Women's Foundation for a Greater Memphis.

Over the past year, faculty submitted 35 proposals for funding worth \$23.4 million. Of those, \$11.78 million in external funding was secured, with 43% of these funds coming from private entities, 40% from federal sources, and 17% from state grants and contracts.

College faculty members were awarded grants and contracts from various private and public agencies, including the United States Department of Education, the Tennessee Higher Education Commission, the Tennessee Department of Mental Health and Substance Abuse Services, the Urban Child Institute, Literacy Mid-South, the National Science Foundation, the Virginia Department of Education, and the Shared Ascent Fund.

Two examples of grant funded work include:

Regional Intervention Project by Dr. Laura Casey. The Regional Intervention Program (RIP) is a parent-training and parent-driven program designed for working with families and children aged 0-6 who exhibit behavioral issues. A curriculum drives the program, and parents must complete each part of the curriculum.

Tutor901: High-Impact Tutoring for High-Needs Students, Dr. Carolyn Kaldon. The Center for Research in Educational Policy (CREP) at the University of Memphis serves as an independent third-party evaluator for the "Tutoring 901 Project" with Literacy Mid-South (LMS), focused on supporting Tier 2 and Tier 3 students with tutors while working through i-Ready intervention materials tailored to students' literacy development.



In addition to grants and contracts, the College's work benefited from the generous support of multiple benefactors. The College developed a benefactor wall of recognition for endowed gifts, including named faculty and fellowship funds as well as endowed scholarships. The initial placement of the benefactor wall included 36 endowments, and through additional philanthropic support and clarification of several accounts, there are an additional 17 endowments to be posted on the wall in 2025-2026.



Section 7

Community Engagement and Partnerships

Building partnerships between academic institutions and the larger community requires community involvement and collaborations with the University of Memphis College of Education. Through collaborations with educational institutions, families, and community organizations, candidates and students within the COE can acquire real-world experience, cultivate cultural sensitivity, and learn how to meet the requirements of a diverse student body.

College of Education Collaborations

The following are examples of the COE faculty's involvement and partnerships with external groups and organizations.

1. Nearly 300 social studies teachers in Shelby County learned from COE faculty through District Learning Day.
2. College of Education student completes residency at LeBonheur through the Teacher Residency Program through All Kids Academy.
3. Project Memphis and the Regional Intervention Program secure \$9.2 million to support early intervention services in the county.
4. College of Education faculty partner with a Memphis-based Jewish Youth Climate Justice group, working with them to understand how the group was formed, and how they prioritize which environmental issues to focus on, and how to expand their influence in the future.
5. CREP works with the Smithsonian Science Education Center (SSEC) to improve science test scores.
6. College of Education faculty partner with MOJO, a local pelvic floor physical therapy group to assess the impact of pelvic floor physical therapists who are embedded in OB/GYN offices.
7. College of Education faculty partner with the National Civil Rights Museum Unpacking Racism for Action Alumni Advisory Council.
8. The College has expanded the "Why I Teach" video to connect local educators and the College.
9. College of Education faculty partner with University Campus Schools to study how they transitioned to become an independent school district.
10. College of Education faculty partner with University of Memphis Division of Student Affairs on multiple projects, including serving on Search Committee for the Associate Vice Provost of Student Engagement position.

Involvement in Supporting Local Educators, Students, and Families

1. Dean's Day Out, a program where the Dean visits area schools, including Richland and Dogwood Elementary Schools as well as the University Campus Elementary School.
2. The COE faculty applied for grant funding to create a curriculum to facilitate bodily literacy for underserved adolescent girls. The curriculum will focus on anatomy, hormonal cycles, and pelvic health to support students, educators, and families.



3. College of Education Art Education students partnered with the Brooks Museum to give children the opportunity to explore the arts.
4. The College of Education's Institute on Disability (UMID) connected with hundreds of local teens to offer essential resources and inclusive higher education opportunities.
5. College of Education faculty member Dr. Schiro-Geist won the Service Award for her work in service to individuals with disabilities in education.
6. The *Become a Tiger Become a Teacher* (BTBT) event welcomed over 200 Tennessee youth, encouraging them to become teachers.
7. College of Education faculty, staff, and students participated in Read Across America Day and Read for the Record.
8. COE faculty created *Aspire to Lead: K12 Ed Leadership Virtual ForUM*, a free professional learning (TASL Credit) and networking event for educators, current and aspiring school leaders, and literacy advocates.

Advocacy Initiative Provided by College Faculty, Staff, and Students

1. College of Education faculty presented at the Council for Exceptional Children (CEC) Convention in Baltimore, equipping school personnel with the knowledge and skills to make classrooms more conducive for those with developmental disabilities and delays.
2. COE hosted Bertha Looney (Memphis State 8) for a "lunch and learn" to understand how to serve racially minoritized students.
3. In partnership with Clean Memphis, the COE hosted a pre-service teacher bootcamp, helping teacher-to-be create more environmentally sustainable practices in their classrooms.



Section 8

Publications

Listed here, by unit within the College, are the 2024 publications produced by faculty, both as collaborators and lead authors. Please note that every effort has been made for this to be a comprehensive listing, and the intention is for this to reflect the peer-reviewed, refereed journal articles published during the past year.

Center for Research in Education Policy

Technical Reports

Harris, R., Kaldon, C., Zoblotsky, T., Muzzi, C., Wu, Y., McKinney, R., Watson, J., & Wilson, Q. (2024b). *Full-Service Community Schools Year 1 Site Visit Report: Millington Central Middle High School*. The University of Memphis, Center for Research in Educational Policy.

Harris, R., Zoblotsky, T., Kaldon, C., Muzzi, C., Wu, Y., McKinney, R., Tillis, G., Watson, J., & Wilson, Q. (2024a). *Full-Service Community Schools Year 1 Site Visit Report: Memphis Business Academy*. The University of Memphis, Center for Research in Educational Policy.

Harris, R., Zoblotsky, T., Kaldon, C., Muzzi, C., Wu, Y., McKinney, R., Tillis, G., Watson, J., & Wilson, Q. (2024b). *Full-Service Community Schools Year 1 Site Visit Report: Millington Intermediate School*. The University of Memphis, Center for Research in Educational Policy.

Harris, R., Zoblotsky, T., Kaldon, C., Muzzi, C., Wu, Y., McKinney, R., Watson, J., & Wilson, Q. (2024c). *Full-Service Community Schools Year 1 Site Visit Report: Westside Middle School*. The University of Memphis, Center for Research in Educational Policy.

Kaldon, C., Harris, R., Zoblotsky, T., Muzzi, C., Wu, Y., McKinney, R., Watson, J., & Wilson, Q. (2024d). *Full-Service Community Schools Year 1 Site Visit Report: Millington Primary School*. The University of Memphis, Center for Research in Educational Policy.

Kaldon, C., & Randolph-Frye, M. (2024). *Year 2 High School 2 Health Care Evaluation Report (2023-2024)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., & Muzzi, C. (2024). *UofM CyberCorps SFS Program: Year 2 focus group summary*. Center for Research in Educational Policy, University of Memphis.

Khajeloo, M., Muzzi, C., & Zoblotsky, T. (2024). *West Memphis School District compensation study: Literature review*. Center for Research in Educational Policy, University of Memphis.

Khajeloo, M., Randolph-Frye, M., & Kaldon, C. (2024). *HCOP Saturday Academy MOSH Lab Activity Report: October-November 2024*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., Zoblotsky, T., Muzzi, C. (2024a). *Delta Revitalization through Innovation, Vision, and Equity (DRIVE) Focus Group Interview Results*. The University of Memphis, Center for Research in Educational Policy.



Khajeloo, M., Zoblotsky, T., Muzzi, C. (2024b). *Delta Revitalization through Innovation, Vision, and Equity (DRIVE) Mid-Term Formative Evaluation*. The University of Memphis, Center for Research in Educational Policy.

McKinney, R., Zoblotsky, T., & Muzzi, C. (2024a). *West Memphis School District Compensation Study: Data Collection Report*. The University of Memphis, Center for Research in Educational Policy.

McKinney, R., Zoblotsky, T., & Muzzi, C. (2024b). *West Memphis School District Compensation Study: Salary Analysis Report*. The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., McKinney, R., Randolph-Frye, M., Black, J., & Zoblotsky, T. (2024). *Evaluation of Virginia's 21st Century Community Learning Centers 2023-2024*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Kaldon, C. (2024). *High School 2 Health Care Dual Enrollment Formative Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., Khajeloo, M., & Kaldon, C. (2024). *HCOP National Ambassador 2024 Program Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., Wu, Y., Kaldon, C., Watson, J. Wilson, Q., Morales, I & McKinney, R (2024). *Women's Foundation of Greater Memphis Vision 2025: 2023-2024 Year Three Final Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., Wu, Y., Kaldon, C., Wilson, Q., Watson, J., & McKinney, R. (2024). *Women's Foundation of Greater Memphis Vision 2025: 2023-2024 Year Three Interim Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., Muzzi, C., McKinney, R., Watson, J., & Zoblotsky, T. (2024). *Virginia's 21st Century Community Learning Centers Performance Report 2022-2023*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Zoblotsky, T., McKinney, R., Kaldon, C., Khajeloo, M., Wu, & Y., Morales, I. (2024a). *Smithsonian Science for North and South Carolina Classrooms: Improving Student Achievement across State Borders and State Standards: Final Evaluation Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Zoblotsky, T., McKinney, R., Wu, Y., & Wilson, Q. (2024). *Project INK Final Process and Outcome Evaluation Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Harrell-Williams, L., White, C., Windsor, L., & Kaldon, C. (2024). A Case Study on Fostering Grant Writing Mentorship Via a 10-week Grant Writing Workshop. *The Chronicle of Mentorship and Coaching*.

Ozdenerol, E., Bingham-Byrne, R., Stewart, C., Ivy, M., Derr, H., Rockinson-Szapkiw, A., Ivey, S., Kaldon, C., Parrill-Baker, A., Sabri, F. (2024). ASPIRED Project's Impact on Gender Equity in STEM: Establishing the Foundation for Institutional Transformation. *The ADVANCE Journal*. <https://doi.org/10.5399/osu/ADVJRNL.5.2.4>.

Department of Counseling, Educational Psychology, and Research

Refereed Journal Articles

Ayers, K., Pennella, R., Mohorn-Mintah, O, Jasper, S. & Nordstrom, S. (2024). Not the only novice in the room: Partnerships and belongingness in a research immersion program. *Science Education*, 108(4), 1229-1491. <https://doi.org/10.1002/sce.21870>

Brodth, M., & Lewis, C. (2024). Beyond affirming: Expanding disability affirmative therapy using a case example. *Practice Innovations*, 9(4), 293-304. <https://doi.org/10.1037/pri0000249>

Hao, J., Hsueh, Y., Kitzmann, K., Yuan, H., & Yue, Y. (2024). Early childhood risk-taking behaviors in Chinese parenting environment: The mediating role of parental supervision. *Early Education & Development*. <https://doi.org/10.1080/10409289.2024.2389363>

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Renick, J., Wegemer, C. M., & Reich, S.M. (2024). Relational principles for enacting social justice values in educational partnerships. *Journal of Higher Education, Outreach, and Engagement*, 28(4), 135-152. <https://openjournals.libs.uga.edu/jheoe/article/view/3104>

Renick, J., Abraczinskas, M., Nash, A., Kennedy, H., Louie, B., Villa, B., & Adams, B. L. (2024). Adapting YPAR practices to address community changes and challenges: Lessons learned from the COVID-19 pandemic. *Children and Youth Services Review*, 163, 1–9. <https://doi.org/10.1016/j.childyouth.2024.107805>

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Wilcox M. M., Reid Marks, L., Franks D. N., Davis, R. P., & Moss, T. (2024). Are training programs addressing anti-Black racism and White supremacy? A descriptive analysis. *The Counseling Psychologist*, 52(1), 124–157.

Xu, Y. Zhang, S., Yang, M., & Muthukumar, V. (2024). How Constructivist learning impact middle-school girls' STEM career interests. *Journal of Educational Training and Studies*, 12(2), 62-74.

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Department of Instruction and Curriculum Leadership

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Appendices

Table 4: *Enrollment by Department and Degree program as reported by Institutional Research, AY 2023-24 and 2024-25*

Table 5: *Number of Students Enrolled by Degree Program and Department*

Table 6. *Graduation Rates*

Table 7. *Retention Rates for First-Time Undergraduate Students*

Narrative Comments on the College of Education Experience by Graduate Students



Table 4.

*Enrollment by Department and Degree program as reported by Institutional Research,
AY 2023-24 and 2024-25*

| Dept major | Degree | Headcount 2023-2024 | Total Hours 2023-2024 | Headcount 2024-2025 | Total Hours 2024-2025 |
|---|--------|------------------------|--------------------------|---------------------|--------------------------|
| Counseling Education, Psychology, and Research | | | | | |
| | EDD | 1 | 1 | 2 | 3 |
| | GCRT | 22 | 134 | 24 | 185 |
| | MS | 107 | 1,143 | 146 | 1,933 |
| | PHD | 75 | 677 | 78 | 941 |
| Total | | 1232 | 12,083 | 1,361 | 18,392 |
| Education | | | | | |
| | EDS | 3 | 30 | 7 | 66 |
| | GCRT | 1 | 3 | 0 | 0 |
| Total | | 4 | 33 | 7 | 66 |
| Instruction and Curriculum Leadership | | | | | |
| | BSED | 379 | 5,596 | 373 | 9,003 |
| | EDD | 72 | 453 | 68 | 500 |
| | GCRT | 46 | 353 | 53 | 405 |
| | MAT | 283 | 1,917 | 340 | 3,100 |
| | MS | 101 | 885 | 133 | 1,245 |
| Total | | | | | |
| Leadership | | | | | |
| | EDD | 126 | 645 | 121 | 774 |
| | GCRT | 21 | 195 | 27 | 204 |
| | MS | 36 | 307 | 38 | 369 |



Notes:

Overall Growth:

- Total credit hours rose from 12,083 to 18,392 (41.4%), while total student enrollment increased from 1,232 to 1,361 (+10.5%).

Departmental Enrollment Trends:

- Enrollment in all departments' master's programs increased and the number of students in Counseling, Education Psychology, and Research increased from 194 to 239 (+23%).
- There were many students and credit hours enrolled in the MS in Counseling and Instruction Leadership.
- With noteworthy increases in MAT and MS enrollments, Instruction and Curriculum Leadership saw significant growth, rising from 864 to 946 students overall (+9.5%).
- The number of leadership students increased a little from 179 to 182.

Notable Degree Trends:

Although headcount somewhat decreased, total hours for the BSED in Instruction and Curriculum Leadership increased by 60%.

Table 5.

Number of Students Enrolled by Degree Program and Department



| Department | Degree | Program major | Total Head Count |
|-------------|--------|---------------------------------------|------------------|
| CEPR | | | N=189 |
| | EDD | Counseling | 1 |
| | GCFT | Career Counseling | 6 |
| | GCFT | Clinical Mental Health | 3 |
| | GCFT | Disability Studies | 1 |
| | GCFT | Interdisc Qual Research | 2 |
| | GCFT | Qual Studies/Ed Rrsch | 2 |
| | GCFT | School Counseling | 4 |
| | MS | Counseling Additions | 1 |
| | MS | Clinical Mental Health counseling | 79 |
| | MS | Clinical Rehab Cnslg | 4 |
| | MS | Marriage, Couple & Family Counseling | 1 |
| | MS | School Counseling | |
| | MS | Vocational Rehab Counseling | 5 |
| | MS | ED Psych & Rsrch | 8 |
| | PHD | Counseling Psych | 31 |
| | PhD | Counselor Ed & Supervision | 9 |
| | PHD | Ed Psychology | 6 |
| | PHD | Educational Research | 5 |
| | PHD | ED Psych & Research -no concentration | 13 |
| | EDS | Education | 6 |



| Department | Degree | Program major | Total Head Count |
|------------|---------|---------------------------|------------------|
| LEAD | | | N=158 |
| | EDD | Higher & Adult Edu | 33 |
| | EDD | Higher Education | |
| | EDD | No Concentration | 2 |
| | Edd-LPS | Educational Leadership | 14 |
| | EDD | No concentration | 6 |
| | EDD | K-12 Edu LEAD | 13 |
| | MS | Leadership/Policy Studies | 22 |



| Department | Degree | Program | Total Head Count |
|------------|-------------|----------------------------|------------------|
| ICL | | | N= 690 |
| | BSED | HDVL | 26 |
| | | Integrated ECE | 67 |
| | | Integrative Studies | 39 |
| | | TALN | 208 |
| | MAT | Art Ed K-12 | 15 |
| | MAT | ECED/SPED PreK-3 | 9 |
| | MAT | ECED | 27 |
| | MAT | Elem Edu | 41 |
| | MAT | ESL P-12 | 20 |
| | MAT | Music Ed K-12 | 6 |
| | MAT | Phys Ed k-12 | 22 |
| | MAT | SPED | 24 |
| | MAT | World Languages | 14 |
| | GCFT | Autism Studies | 2 |
| | | IDT | 19 |
| | | Literacy/LEAD/Coaching | 2 |
| | | Multi-tier Syst Support | 2 |
| | | School Library Info Spec. | 11 |
| | | Secondary Edu | 3 |
| | | Spec Edu Comprehensive | 2 |
| | MS | ABA | 17 |
| | | ECED | 2 |
| | | Instruction and Curriculum | 16 |
| | | IDT | 22 |
| | | Literacy | 11 |
| | | Pharmacy Edu | 2 |
| | | School Library Info Spec. | 11 |
| | | Social Studied Edu | 2 |
| | | SPED | 7 |
| | EDD | Applied Beh Analysis | 7 |
| | | Early Childhood Edu | 3 |
| | | Instruction and Curr. | 12 |
| | | IDT | 18 |
| | | Literacy | 8 |
| | | No Concentration | 3 |
| | | Social Studies Edu | 1 |
| | | SPED | 8 |



Table 6.

Graduation Rates

| | 2023-2024 | 2024-2025 | Percent increase or decrease |
|----------------------|-----------|-----------|------------------------------|
| College of Education | 145 | 178 | 20.43% increase |
| CEPR | 87 | 98 | 11% increase |
| ICL | 415 | 352 | 16.43% decrease |
| Leadership | 9 | 9 | No change |

Table 7.

Retention Rates for First-Time Undergraduate Students

| Cohort term | Major | Headcount | % Retained 1 year | % Retained 2 years | Retained in college for 1 year | Retained in college for 2 years | % Retained for 1 semester |
|--------------|-----------------------|-----------|-------------------|--------------------|--------------------------------|---------------------------------|---------------------------|
| Fall 2024 | Integrated ECE | 8 | | | | | 0.88 |
| | Integrative Studies | 1 | | | | | 1.00 |
| | Teaching All Learners | 33 | | | | | .91 |
| Total | | 42 | | | | | |
| Fall 2023 | Human Development | 4 | 25% | | 25% | | .50 |
| | Integrated ECE | 15 | 100% | | 73.3% | | .93 |
| | Integrative Studies | 4 | 100% | | 75% | | 1.00 |
| | Teaching All Learners | 58 | 89.7% | | 44.8% | | .97 |
| Total | | 81 | | | | | |
| Fall 2022 | Human Development | 7 | 14.3% | | 14.3% | | 0.57 |
| | Integrated ECE | 10 | 100% | 90% | 80% | 60% | 1.00 |
| | Integrative Studies | 8 | 100% | 75.0 | 50 | 12.5% | 1.00 |
| | Teaching All learners | 32 | 84.4\$ | | 62.5% | 46.9% | .97 |
| Total | | 57 | | | | | |



Narrative Comments on the College of Education Experience by Graduate Students

“My experience in the school counseling program has been incredibly enriching. The faculty is not only knowledgeable but also deeply invested in our growth as future counselors. I’ve appreciated the emphasis on self-reflection, cultural responsiveness, and real-world application, which have all helped me feel more confident in my ability to support students. The program fosters a strong sense of community. I’ve been grateful for the meaningful discussions and supportive connections with both professors and peers. It’s truly shaping me into the counselor I aspire to be.” **-Tara Combs, School Counseling CEPR 2025**

“I’ve enjoyed all my professors so far! I feel like they listen to any questions I have, and they’re great at explaining the field to someone who’s learning about it for the first time. I also really like the classes themselves, and I feel like I’m covering pretty much everything I need to know so far. I do feel like sometimes I’m thrown into the deep end, but that allows me to think on my feet, which is how I learn. I’ve also loved my classmates! My classes are very diverse, which is very different from undergrad, and I feel like that has helped me understand subjects a lot more because there are multiple different perspectives. To sum it all up: I love the classes, I like the professors, and I’m glad to have such a diverse group of people in my cohort!” **-Hannah Wilson, Clinical Mental Health Counseling CEPR 2025**

“My experience in the Clinical Mental Health master’s program was deeply rewarding due to the unwavering support of the faculty and their dedication to training future clinicians. Their commitment to excellence and the intentionality with which they approached their role as educators helped shape me into the best clinician I could be. Inspired by their mentorship, I chose to continue my education and pursue a doctoral degree in Counselor Education and Supervision, to contribute to the training of future counselors in the same transformative way.” **-Lauren Boyd, master’s graduate and current Doctoral student 2025**

“As a current master’s student in Clinical Mental Health Counseling, I’ve been so excited to jump back into school as the gateway to a career change! One major difference from getting a different master’s degree 20 years ago is the increased focus on finding balance in all things-- school, home life, and preparation for this new career. Faculty take care and time to get to know their students, to understand why we’re interested in this career, and to encourage us in figuring out our best path forward. It’s supportive instead of cutthroat, intriguing instead of intimidating, and therefore confidence-building in our abilities and interests, which will only make us better counselors moving forward. I’m so glad to be a CMHC student!” **-Melissa Janoske McLean, CMH CEPR 2025**