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Fall 2013

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THE MAGAZINE FOR THE UNIVERSITY OF TENNESSEE'S COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES

ACCOLADES



FALL 2013

HEART OF LOS ANGELES

BROWN HELPS KIDS
STAY OFF THE STREET

*Enhancing quality of life through
research, outreach, and practice.*

Enhancing quality of life through research, outreach, and practice.

Bob Rider
Dean

Susan Benner
Associate Dean for Professional Licensure and Director of the Graduate School of Education

Dixie Thompson
Associate Dean for Academic Affairs and Administrative Services

Dulcie Peccolo
Director of Student Services

Cassandra J. Sproles
Editor

L. Megan Forb
Art Director and Designer

University Printing & Mail
Printer

College of Education, Health, and Human Sciences
Office of the Dean
335 Claxton Complex
Knoxville, TN 37996-3400
865-974-2201

On the Cover
Tony Brown, executive director of Heart of Los Angeles
Photo by Jon Rou

Accolades is published annually by the College of Education, Health, and Human Sciences at the University of Tennessee.

14 PLAYING DIRTY

Mud-stained clothes aside, playgrounds featuring elements of nature may lead to better exercise habits for preschoolers. *By Meredith McGroarty*

18 THE RIGHT START

A vast array of internships help CEHHS students gain valuable work experience.

22 SUMMER READING

What happens when the school year ends and the reading books are put away? *By David Brill*

32 LEARNING WITH KLASS

For five years, the KLASS Learning Center has been helping area students succeed in the classroom.

DEPARTMENTS

04 [Around the College](#)

06 [Big Idea](#)

26 [Spotlight](#)

30 [Noteworthy](#)

34 [Alumni Profile](#)

35 [Class Notes](#)



08 Heart of Los Angeles

As executive director of the afterschool program Heart of Los Angeles, alumnus Tony Brown has dedicated his life to keeping kids on the right track and off the streets of LA. *By Cassandra J. Sproles*



It is amazing to think that we have now passed the ten-year mark of the College of Education, Health, and Human Sciences' presence here at UT. The merger of the former College of Human Ecology and College of Education led to what I believe is one of the most vibrant and "living" colleges anywhere in the world.

When this merger first occurred, there was great consternation on the part of students, faculty, and alumni, focused on what many thought would be an immediate loss of identity for the programs that resided in the two former colleges. But quite the opposite has occurred. The original motto for this merger, "the perfect blend," is still evident today, given the outstanding work of our faculty and staff and the support we have received from alumni and friends of our still new, still vibrant College of Education, Health, and Human Sciences. The stories you will read in this, the latest issue of *Accolades*, are truly representative of where we have come from, where we are today, and where we are heading in a very promising future.

In keeping with the past, I typically use this message to introduce you to the stories contained within the current issue. While all of the stories you will read about are of great interest and importance, I would like to focus on our cover story featuring Tony Brown ('00), the executive director of Heart of Los Angeles (HOLA) afterschool program. Tony also serves as a member of the college's Board of Advisors—a responsibility he takes very seriously, exemplified by

his attendance at all of our meetings despite the long trips from Los Angeles to Knoxville twice each year. However, what makes Tony truly special is his love, dedication, and commitment to vulnerable children living in the poorest area of LA. Having had the wonderful opportunity to visit HOLA and witness firsthand the amazing work of Tony and his dedicated staff, I can tell you without reservation that this program is making a significant and positive difference in the lives of these children. I congratulate Tony on this essential work and hope that if you should have the opportunity to visit Los Angeles, you will let him know. I have no doubt you will be welcomed with open arms and hundreds of happy and smiling faces.

Please take the time to read this issue of *Accolades* cover to cover and learn of the many incredible achievements of our faculty, staff, and students. Thank you for taking the time to learn more about the work of our college and for your continued and most generous support. Enjoy!

Best Regards,

Bob Rider, Dean

AROUND THE COLLEGE



FUTURE GRADUATES

The first group of FUTURE students walked across the stage at the college's commencement ceremony in May. The group of eight students with intellectual disabilities or autism earned their postsecondary certificates. Watch the FUTURE students paint the Rock and talk about their UT experience at tiny.utk.edu/a5qMe.

former Lady Vols coach Pat Summitt ('76). In 2009, Summitt invited a team of Iraqi girls to Knoxville to participate in her basketball camp, and they have never forgotten the impact Summitt made in their lives. See the official trailer for the documentary at sport4peace.org/media and learn more at sportandpeace.utk.edu.

in the College of Education, Health and Human Sciences; Sharon Thompson, a clinical assistant professor in the Center for Agriculture and Food Security and Preparedness; and Faith Critzer, assistant professor in the Department of Food Science and Technology are partners on the grant. The last two are on the UT Institute of Agriculture campus. John Dunn is deputy state epidemiologist and principal investigator on the award.

"This research grant is important to the university because it positions us to work closely with a stellar state health department in efforts to protect the public's health through specific workforce development activities," Erwin said.

UT PLACES SECOND IN ACA ETHICS CASE STUDY COMPETITION

A team of UT counseling education doctoral students finished second in the American Counseling Association's (ACA) 2013 Ethics Case Study Competition.

The competition educates

ACA members about ethical issues and engages graduate students at both the master's and doctoral levels in critically analyzing a case study and creating an appropriate decision-making plan to respond to the ethical situation.

The members of UT's team were Tiffany Brooks, Rochelle Butler, Rose Gamble, and Everett Painter. Their faculty supervisor was Melinda Gibbons. Their names will be published in *Counseling Today*, and they will receive official recognition at the ACA awards ceremony in Cincinnati and will be invited to attend the Ethics Committee breakfast sponsored by ACA.

BRAZILIAN TEACHERS, STUDENTS STUDY AND EXPLORE AT UT

Twenty-four Brazilian teachers came to UT in January to improve their English and learn more about the United States as part of a program sponsored by the Department of Theory and Practice in Teacher Education (TPTE).

Curriculum for the Brazilian teachers was coordinated by the English Language Institute (ELI) and TPTE.

Associate Professor Clara Lee Brown oversaw instruction in teaching methods and assessment and Assistant Professor Dorothy Hendricks oversaw history instruction. Both are from the Department of Theory and Practice in Teacher Education. The Brazilian teachers made several visits to Lenoir City Schools, where they observed classes, including English as a Second Language classes, and met with teachers and administrators. Several Knoxville-area teachers served as mentors to the Brazilian teachers during their stay. The program included



WE BACK PAT IN IRAQ

Professors Sarah Hillyer and Ashleigh Huffman are working on a documentary about a basketball tournament held in Iraq in support of

NEW CENTER TO ADDRESS FOOD-BORNE ILLNESSES

UT, along with the Tennessee Department of Health, has established the Integrated Food Safety Center of Excellence to develop training that will enhance responses to food-borne illness outbreaks in Tennessee and across the country.

The center was established through a \$200,000 grant given to the Tennessee Department of Health through the Centers for Disease Control and Prevention.

Tennessee was one of five states to receive grants. The other four are Florida, Oregon, Colorado, and Minnesota.

Paul Erwin, head of the Department of Public Health

AROUND THE COLLEGE

field trips to Cherokee, North Carolina; the Great Smoky Mountains National Park; and Atlanta. The field trips were designed to complement the US history portion of the program.

UT is one of eighteen universities chosen to host the new program, which is a collaboration between the Institute of International Education; CAPES, a foundation within the Ministry of Education in Brazil, which strives to improve the quality of Brazil's faculty and staff in higher education through grant programs; the US Fulbright Commission in Brazil; and the US Embassy in Brazil.

The Brazilian teachers were selected through a competitive process and come from all regions of their country. For most, this was their first opportunity to travel abroad.

ALL IN THE FAMILY

Andrea Sams is the third generation of women in her family to earn a degree from UT. She graduated in 2013 with a bachelor's degree in recreation and sport management. Read more about this family tradition at tiny.utk.edu/oxlfk.

ICOOK TEACHES KIDS HOW TO COOK AND EAT HEALTHY



Children in Tennessee and four other states will soon learn how to cook healthfully and live a healthy lifestyle thanks to a new 4-H research project.

Assistant Professor of Nutrition Sarah Colby leads the Tennessee team for iCook, which is being developed and tested through a USDA-funded research project.

iCook is designed to prevent childhood obesity through a family cooking intervention and is taking place in Tennessee, Nebraska, South Dakota, Maine, and West Virginia. The 4-H approach to "learn by doing" is at the heart of this project. Children nine to ten years old will learn the importance of a healthy lifestyle by cooking

healthfully and engaging in physical activities that contribute to good health. Children will collaborate with their primary meal preparer to develop cooking skills and learn ways to increase and enhance family mealtime and family activity.

iCook was successfully pilot-tested in the fall of 2012 and will be implemented this fall with 500 families across the five states.

EDUCATION FUND ESTABLISHED IN MEMORY OF PROFESSOR ANFARA



Vincent A. Anfara Jr., professor in the Department of Educational Leadership and Policy Studies and past president of the UT Faculty Senate, died July 15 after a brief illness.

"Vince will be greatly missed by his friends and colleagues," said CEHHS Dean Bob Rider, "and even more so by his current and former students, whom he mentored with resolute commitment and dedication. I'm honored to have known Vince and privileged to have been his friend."

Anfara served as department head for the past five years. He also served as president of the UT Faculty Senate for the 2011-2012 academic year.

Prior to becoming a professor, he worked for twenty-three years in both middle and high schools in Louisiana and New Mexico. His research interests focused on middle school reform, school improvement planning, leadership in middle schools, and issues related to student achievement.

An education fund has been started in Anfara's memory. Contributions may be made to the Vincent A. Anfara Jr. Educational Administration Doctoral Student Scholarship Fund. Checks may be made payable and sent to the University of Tennessee Foundation Inc., UT-Gift Records Office, B026 Conference Center Building, 600 Henley Street, Knoxville, TN 37996-4103.

THANK YOU, DEAN RIDER!

The faculty and staff of the College of Education, Health, and Human Sciences would like to thank Dean Bob Rider as he enters his tenth year of service to the college.

ACCOLADES ONLINE

Read, share, and discover new and interesting stories from the College of Education, Health, and Human Sciences at the new online home for Accolades magazine.

accolades.utk.edu



BIG IDEA

CENTER FOR SPORT, PEACE, AND SOCIETY

Since receiving a grant from the US State Department last year, the center's co-directors Sarah Hillyer and Ashleigh Huffman have developed, led, and facilitated programs for 125 women and girls from forty-four different countries as part of the Empowering Women and Girls through Sport initiative. More than 250 UT faculty, staff, and students also have been involved. The initiative garnered a Signature Spirit award from the Women in Cable Telecommunications. sportandpeace.utk.edu

Big Idea

▶ tiny.utk.edu/gRa2n

Strong Women. Better World.

▶ tiny.utk.edu/q4Aja







BY CASSANDRA J. SPROLES | PHOTOGRAPHY BY JON ROU



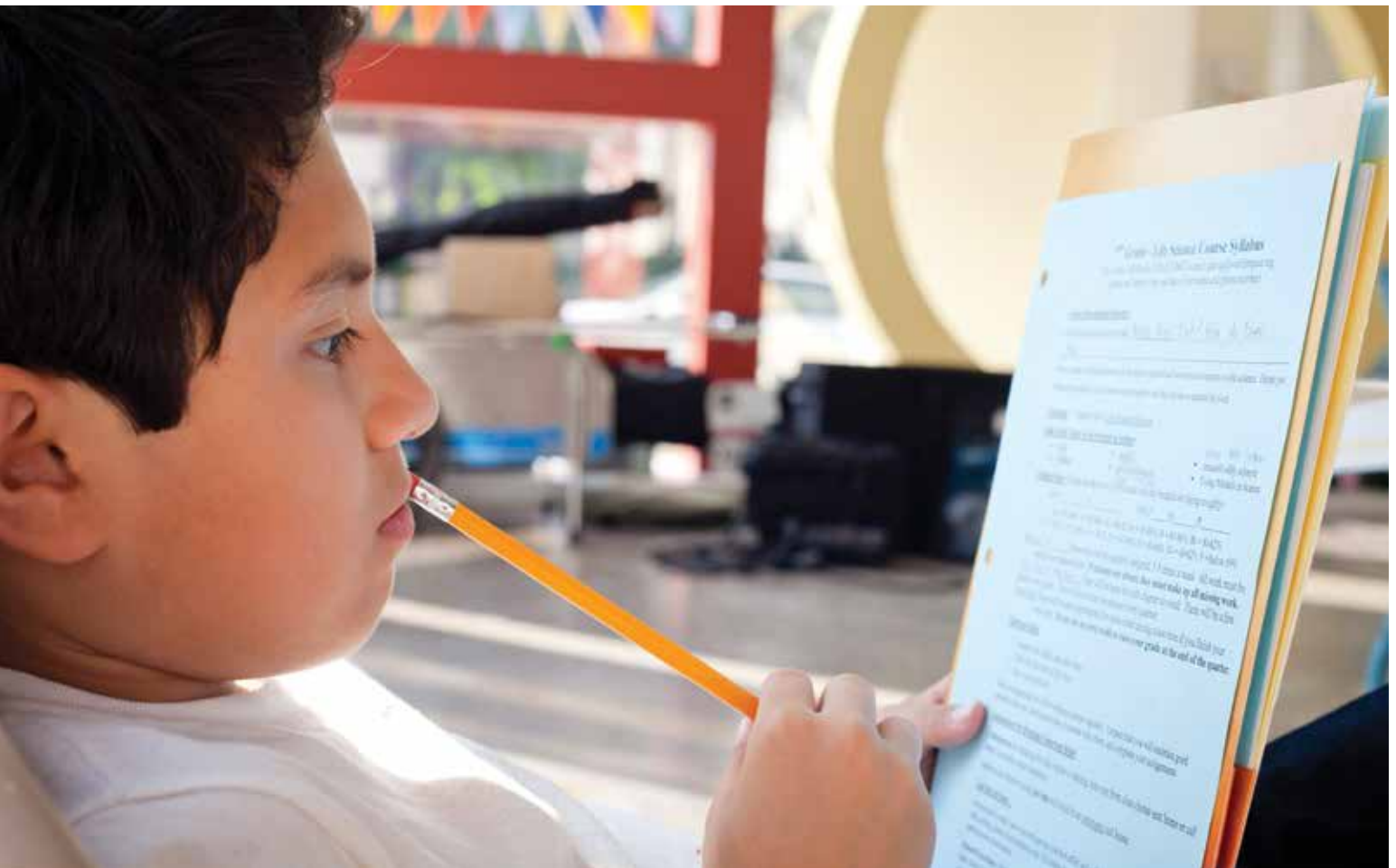
IN THE HEART



**HE WAS FALLING
IN TOO DEEP.**

SCHOOL—ESPECIALLY
A MIDDLE SCHOOL—
SHOULD'VE BEEN A
SAFE PLACE WHERE
DANNY WOULDN'T HAVE
TO WORRY ABOUT DRUGS
OR VIOLENCE OR GANGS.
BUT HERE HE WAS, A
6TH-GRADER BEING
HEAVILY RECRUITED BY
ONE OF THE WORLD'S
MOST DANGEROUS
GANGS, AND HE DIDN'T
KNOW HOW TO GET OUT.

OF LOS ANGELES



The Rampart District in Los Angeles is filled with stories like Danny's—kids who have no place to go after school, so they spend their time on the streets, falling in with the wrong crowd.

Fortunately, Danny had a lifeline.

Tony Brown (00) and his staff at the Heart of Los Angeles (HOLA) afterschool program know these stories all too well, and they have dedicated their lives to giving these historically underserved kids and their families every opportunity to stay out of trouble and be successful.

Brown himself lost two brothers to the scourge of drugs. One of his brothers came to visit HOLA shortly before he passed away, leaving Brown with words he would never forget.

“He was admiring the kids’ artwork all over the walls, and he said to me, ‘I wish I would’ve had a place like this when I was a kid,’” Brown says.

Brown always knew HOLA was doing good work, but his brother’s words gave him an even greater determination to help the kids before they found themselves in too deep with no way out.

HOLA AND BEYOND

HOLA began in 1989 in a dilapidated church gym, where founder Mitchel Moore and some boys from the community began playing basketball after school. It was a safe place away from the violent streets.

Just three years later, Brown became one of HOLA’s first employees, and the children were receiving help with homework and instruction in art, music, theater, and dance—all for free.

Brown loved working with the kids at HOLA but decided to take

on teaching full time at a school in Brentwood, California. During this time, the head of his school was recruited to Webb School in Knoxville, and he asked Brown to come with him.

Any hesitation Brown may have had about uprooting his life and moving more than 2,000 miles slipped away when he saw the opportunity to fulfill his dream of pursuing a master’s degree.

While teaching physical education, coaching football and basketball, and running Camp Webb, Brown took classes in sport management in the College of Education, Health, and Human Sciences.

He says hands-on experiences, like co-directing the TSSAA basketball tournament in Thompson-Boling Arena and engaging corporations for sponsorships, helped prepare him for the rest of his career.

“UT gave me opportunities and experiences that would have been hard to get anywhere else,” Brown says. “It’s so unique to have that kind of access.”

He returned to California with hopes of working for the LA Lakers basketball team, while fielding offers from the LA Clippers and Los Angeles Sparks. Eventually, Brown went to work for Fox Sports. It was a great job, but a visit to his old stomping grounds in the Rampart District set him on a different, yet familiar, path.

HOLA had moved and grown since Brown had left, but one thing was the same: the bright, smiling faces of the children who were there to learn and make something more of themselves.

“Four days later I gave my resignation at Fox,” Brown says. “I saw what I was going to be able to do with all that I had learned at UT, and now I had business experience, too.”

He was right, and the impact for the kids has been life-changing.



“UT TAUGHT ME THAT YOU CAN DO A LOT WITH A GOOD EDUCATION. THE SKY IS THE LIMIT. I JUST WISH THAT EVERY KID WOULD HAVE THE OPPORTUNITY TO GO TO A UNIVERSITY LIKE UT TO OPEN THEIR MINDS AND GIVE THEM A BETTER CHANCE AT LIFE.”







CREATING OPPORTUNITY

Brown returned to HOLA in 2003 as director of development, raising funds for the program that was serving 1,200 kids with a staff of seventeen and 100 volunteers.

It wasn't long before he noticed that the reading skills of a lot of the teenagers weren't at the level they should be, and he approached the executive director about adding classes to strengthen the program.

"I craved wanting to do it the right way for the kids," says Brown.

The opportunity for extra classes not only helped raise school grades, kept kids off of the streets, and helped with graduation rates but, it also set more of them on the right course for higher education.

In 2007, Brown took on the mantle of executive director and helped HOLA secure a grant of \$1 million to invest in Lafayette Park—a place where no one wanted to go. A unique partnership with the Los Angeles Department of Recreation and Parks and funding from the Everychild Foundation culminated in a LEED-certified "green" community center that boasts a skate plaza, soccer field, and gymnasium.

The renovated building and its programs allow HOLA to now serve twice the number of youth with four times more programming than they had before. With three additional buildings, HOLA is currently serving 2,400 students who are able to take academic classes, as well as enrichment classes in visual arts, film and TV, and performing arts.

The music program has made it possible for 250 HOLA students to take part in Youth Orchestra LA (YOLA)—a partnership with the LA Philharmonic, providing instrumental and orchestral education.

Brown tells the story of a boy whose mother begged for his admission to the music program because he was falling in with a bad crowd. He was too old for formal admission to the program, but was given the opportunity to become a volunteer peer mentor.

He put everything he had into the role, and it made him feel valued and part of something special. And that's when he began to excel.

"We put a clarinet in his hands, got him into a nice performing arts high school, and he recently traveled to London with the LA Philharmonic," Brown says.

The young man now wants to go to college to study psychology, minor in music, and work for an organization like HOLA.

"All of the kids are working hard to pull themselves and their families out of poverty," Brown says proudly. "They're my locomotive kids."

And all of the hard work shows.

Despite the 50 percent graduation rate in the Rampart District, 100 percent of HOLA's kids have graduated from high school in the last three years and 98 percent are now in college. There are currently more than 200 HOLA alumni attending colleges and universities around the nation, including Brown University, Wellesley College, Barnard College, University of California-Los Angeles, and Columbia University.

Most of these students are the first in their families to go to college, and, over the past five years, HOLA has awarded more than one million dollars in multi-year scholarships to help them along the way.

But the association with HOLA doesn't end with graduation. A strong alumni program brings in extra volunteers and, perhaps most importantly, people who have sat in the same chairs and been in the same situations as the kids they are now helping.

THE SKY IS THE LIMIT

HOLA's growth and success were rewarded with a commendation from the governor in 2010. Brown, a member of the CEHHS Dean's Advisory Board, has been recognized for his efforts by Loyola Marymount (his undergrad alma mater), Bank of America, KTLA TV, and the Los Angeles Business Journal.

However, for Brown, it's all about keeping the kids off the streets and helping them get an education—acts of kindness and caring that have made a difference for the kids at HOLA and could have done the same for his late brothers.

"UT taught me that you can do a lot with a good education," he says. "The sky is the limit. I just wish that every kid would have the opportunity to go to a university like UT to open their minds and give them a better chance at life."



By Meredith McGroarty | Photography by Dustin Brown

Mud-stained clothing aside, playgrounds featuring elements of nature may lead to better exercise habits for preschoolers. Dawn Coe loves seeing her daughter come home from school dirty. Especially on rainy days when the teacher takes everyone outside to jump in mud puddles scattered around the playground.

PLAYING DIRTY





Playing outdoors in a natural setting may be tough on kids' clothes, but it has been found to benefit their exercise habits and is a cheaper, easier alternative to more formally structured play areas, according to research by Dawn Coe, an assistant professor of kinesiology, recreation, and sport studies at UT.

She originally became interested in examining playground activity at UT's Early Learning Center for Research and Practice (ELC)—where her daughter attends preschool—when the center decided to renovate its traditional playground into a more natural playscape. The ELC wanted to assess its decision and collaborated with Coe on the research idea.

Coe began by observing the children's play habits in the original playground with its standard slide, swings, and shaded cement porch. She continued throughout and after the seven-month renovation as natural elements—including a slide built into the side of a hill, logs for balance exercises, and trees with low-hanging branches on which children can (safely) swing—were incrementally introduced.

"Having these elements in the playground helps children make connections with nature. And they provide natural ways for children to learn motor skills development, like walking on the logs for balance," Coe explains.

One of Coe's major findings was that the children appeared

to participate in more continuous physical activity, whether it was walking up and down the hill to the slide, wandering over to the tree branches, or playing with the water. She believes this increase is partly due to the structure of the natural elements that allows several children to walk on a log or swing on branches at once. In contrast, only two or three kids can play on a standard see-saw or swing set at a time, making the rest stand and wait their turn.

By providing features that allow several students to play at the same time and interactive elements that emphasize exploration over competition, the new playground encourages a more inclusive style of recreation.

"The environment is very noncompetitive, and it allows a broader range of children to play and engage with the elements at once," she explains. She adds that the ELC has also been able to use the play area for practical instruction, such as teaching students how to lash sticks together.

Another advantage of the renovated area is its coolness. "Before the renovation, the kids spent a lot of time sitting on the porch in the shade, especially when it got warm. But the porch was just a cement area with some chairs; it wasn't very engaging. Now there's shade from trees and other plants across the area, so they can keep playing and not leave the shade," Coe says. Shade is an important component in a hot climate like Tennessee's.



“THE ENVIRONMENT IS VERY NONCOMPETITIVE, AND IT ALLOWS A BROADER RANGE OF CHILDREN TO PLAY AND ENGAGE WITH THE ELEMENTS AT ONCE.”

Encouragingly, Coe found that the children’s interest in the play space didn’t wane after its novelty wore off—the children remained drawn to the activities long after the new space was completed. She notes that the landscape changes also led to the emergence of new styles of play for the children over time.

“The kids were engaging in more moderate to vigorous activity—anything that’s a brisk walk up to a jog or a run—and spent less time sitting down. We didn’t measure this, but it seemed like they were being more creative and engaging more in active play, like using water from the creek. They also were engaging more with each other, rather than just sitting on a piece of playground equipment,” Coe explains.

With playground renovations, questions of safety and cost

are always at the forefront of discussion, but Coe says that natural playscapes are cheaper and safer than formally structured environments when planned properly. Grass or wood chips are a softer landing surface than asphalt, and logs can be more easily replaced than fitted parts for a swing set. Because the play structures can be simple things, like ropes courses or log balance beams, a natural approach can easily be adapted to a variety of environments, from urban to rural.

While Coe found measurable benefits in physical activity among the children, she next wants to look at whether these benefits translate into gains in academic and other cognitive areas, such as classroom concentration or fine motor skills. She also is looking at turning her findings from the ELC research into a journal article.

“I think there needs to be more research in this area, and the ELC is using this playground as a recreational and educational resource, which is great,” Coe says.

The only possible drawback to the more natural playground is the added laundry burden, but Coe says it is well worth a few extra loads to see her daughter interacting with nature and exercising in ways that hopefully will carry over later into her life.

“My daughter is definitely a lot dirtier when she comes home now, but that’s really okay. It just shows she’s having fun,” she concludes.

THE RIGHT START

CEHHS STUDENTS HAVE AMPLE OPPORTUNITY FOR INTERNSHIPS AND EXPERIENCES TO HELP THEM GET OFF ON THE RIGHT FOOT WHEN IT COMES TO THEIR FUTURE CAREERS.



COWS, CHEESE, AND MARKETING

What does it take to run a business that combines agriculture and hospitality?

Two UT students recently were given the opportunity to find out as part of a new internship at the Cowgirl Creamery in California.

Rebecca Hill, a senior in retail and consumer sciences in the College of Education, Health, and Human Sciences, and Kemia Amin from the university's Institute of Agriculture were the first to take part in the unique internship program.

Founded in 1994 by Sue Conley and Peggy Smith—Washington, DC, natives who met at UT in the 1970s—the Cowgirl Creamery is committed to supporting the craft of artisan cheese-making and the health of small dairy operations. Its award-winning cheeses are sold to more than 500 stores, farmers markets, and restaurants and are distributed nationally through Whole Foods Market stores.

“We are part of a food community that is working hard to promote organic agriculture, local growers and producers, and the connections between farmers and consumers,” says Conley, who oversees the creamery's cheese making. Smith, meanwhile, manages the marketing side.

Their own division of duties inspired Conley and Smith to create and fund two internships for UT students: one housed in the College of Agricultural Sciences and Natural Resources to support cheese-making and the second in CEHHS's Department of Retail, Hospitality, and Tourism Management to support the marketing side.

“In drawing one intern from agriculture and one from hospitality, we hoped to spur the students to think about how connections might improve between the people who grow our food and the end users (restaurant chefs, consumers, and retail stores),” says Conley.

Both interns spent their first four weeks with the creamery learning about all aspects of the business—making deliveries, working at the farmers market, staffing the cheese counter, and making cheese.

“In the second four weeks, each intern was assigned a project that served to advance their knowledge in a specific area,” Conley says.

Hill worked on a new marketing plan for the creamery's four farmers market stands while Amin helped complete a food safety audit at the creamery.

“The experience at Cowgirl Creamery really combined my passions for agriculture and retail into one,” says Hill. “I remember telling Peggy and Sue on one of my first days that I couldn't do a marketing project because I hadn't taken marketing yet. Little did I know, I have been doing marketing for a while now (in my job at Kroger's Murray's Cheese counters).”

Hill says she truly enjoyed her time at Cowgirl Creamery and will never forget the connections she made and the lessons she learned.

“The company as a whole was so nice. It was like working with my family every day,” Hill says. “It meant a lot to me to be in their first set of interns. It was definitely a growing experience for not only Kemia and me, but also for the company.”

Provided by Cowgirl Creamery



"THE EXPERIENCE AT COWGIRL CREAMERY REALLY COMBINED MY PASSIONS FOR AGRICULTURE AND RETAIL INTO ONE." — REBECCA HILL



Provided by Cowgirl Creamery

OTHER CEHHS INTERNSHIPS



KINGSTON ACADEMY EDUCATIONAL PSYCHOLOGY AND COUNSELING

Kingston Academy (KA) is a psychiatric residential treatment facility helping children. KA staff members help children understand their behavior in the context of choices and consequences and empower students by having them actively participate in staff orientation, trainings, and campus government. Under clinical supervision, interns provide counseling and collaborate with on-site counselors, teachers, residential staff, and psychiatrists. Counseling interns conduct and have access to individual, group, and family counseling, play therapy, art therapy, recreation therapy, and equine therapy as part of their internship experience.

"I FEEL MUCH MORE CONFIDENT IN MY ABILITIES AS A MASTER'S-LEVEL THERAPIST AFTER BEING GIVEN SO MANY OPPORTUNITIES TO LEARN AT KINGSTON ACADEMY. IT WAS DIFFERENT FROM MY PRACTICUM EXPERIENCE IN UNDERGRAD BECAUSE THERE WAS NO HAND HOLDING OR SHADOWING OF THERAPISTS; RATHER, I WAS ON MY OWN ONCE I WAS TOLD WHAT I NEEDED TO DO." — NICOLE PEPE

PROMOTING HEALTH EQUITY IN KNOX COUNTY

PUBLIC HEALTH

Working at the Knox County Health Department, an intern helped develop a resource guide for the Knox County Health Equity action team as a resource for achieving health outcomes for all community members. The intern also conducted HIV testing and education in the community; developed discussion questions and activities; selected speakers for the Public Health Workforce Development Series; and conducted internal staff training for the department.

"I LEARNED SO MUCH FROM REVIEWING THE EQUITY DATA IN KNOX COUNTY, LISTENING TO THE EXPERIENCES OF COMMUNITY MEMBERS AND LEADERS, RESEARCHING

MATERIALS FOR THE RESOURCE GUIDE, AND ATTENDING THE MONTHLY ACTION TEAM MEETINGS." — AZIEB KIDANU

DIETETIC INTERNSHIP NUTRITION

Completing a dietetic internship is required to be eligible to sit for the national registered dietitian exam. The internship has a focus of clinical and community experiences, and is certified by the Accreditation Council for Education in Nutrition and Dietetics. The 1,200-hour experience includes clinical and food service experiences at eight major hospitals in Knoxville, Blount County, and Oak Ridge. Knox County Schools and the Anderson County Health Department provide community experiences.

"UT'S DIETETIC INTERNSHIP WAS THE KEY PIECE THAT HELPED ME DEVELOP THE CONFIDENCE I NEEDED TO BECOME AN ENTRY-LEVEL DIETITIAN. THE OPPORTUNITY TO NETWORK WITH DIETITIANS WHO SERVED AS MY MENTORS, AS WELL AS THE CHANCE TO APPLY THE KNOWLEDGE I'D GATHERED IN THE CLASSROOM OVER THE YEARS SERVED AS THE LAST STEPPING STONE TO LAUNCHING MY CAREER." — LINDSAY MIESEL

TENNESSEE INTERNSHIP CONSORTIUM IN PSYCHOLOGY (TIC)

EDUCATIONAL PSYCHOLOGY AND COUNSELING

TIC was created to provide doctoral-level internships in the specialty area of school psychology. Founding documents were composed in 1994, and the original members of the consortium were Cherokee Health Systems, Inc. (CHS); the Educational Psychology and Counseling department; the Little Tennessee Valley Educational Cooperative (LTVEC); and Knox County Schools. TIC was first accredited by the Association of Psychology Postdoctoral and Internship Centers (APPIC) in 1994 and the American Psychological Association (APA) in 2003. In 2014, TIC will have successfully provided more than 100 internships to doctoral-level school psychology interns, making

them eligible for state licensure as psychologists with the health services provider designation. These interns have come from at least nineteen different universities, with just over one-half from the UT school psychology training program.

"DURING MY TIME AT THE TENNESSEE INTERNSHIP CONSORTIUM IN PSYCHOLOGY, I GAINED INVALUABLE EXPERIENCE PROVIDING PSYCHOLOGICAL SERVICES IN SCHOOL, HEAD START, AND CLINIC SETTINGS. A GREAT STRENGTH OF THIS INTERNSHIP SITE WAS THE AMOUNT AND QUALITY OF SUPERVISION AVAILABLE TO ME." — CAROLYN BLONDIN

INCREASING ACCESS TO WATER TREATMENT THROUGH SOCIAL ENTREPRENEURSHIP ASSET-BASED COMMUNITY DEVELOPMENT

PUBLIC HEALTH

Through the nonprofit organization ThinkImpact, an intern was sent to Makomboani, Kenya, to practice social entrepreneurship using asset-based community development. The intern was immersed in a developing and underserved community to help increase access to water treatment. Speaking with community members about water sanitation and hand hygiene, the intern developed a plan to begin a dialogue and educate villagers about water treatment and the zoonotic diseases that can occur when animals contaminate water sources.

"I FEEL THE APPLICATION OF KNOWLEDGE FROM MY UT CURRICULUM HELPED ME BETTER UNDERSTAND WHAT I LEARNED IN THE CLASSROOM, BUT I ALSO LEARNED A LOT MORE JUST ABOUT WORKING WITH DIFFERENT PEOPLE. ALL OF THE SKILLS AND KNOWLEDGE I GAINED AND ENHANCED IN THIS INTERNSHIP WILL HELP ME AS I LOOK FOR A CAREER WHERE I CAN COMBINE PUBLIC HEALTH AND VETERINARY MEDICINE." — KRISTINA COONEY

TEACHER LICENSURE INTERNSHIP

THEORY AND PRACTICE IN TEACHER EDUCATION

More than 200 students each year complete an academic yearlong internship in area schools under the supervision and mentoring of both UT faculty and school-based partners. Internships are associated with most Theory and Practice in Teacher Education (TPTE) preparation programs, including art education, elementary education, specific content areas in middle and secondary education, deaf education, and special education. Other internships associated with TPTE's advanced degree programs help PhD candidates gain internship experience in college teaching, supervision of pre-service teachers, and research activities.

"MY EXPERIENCE HAS BEEN BEYOND WHAT I HAD IMAGINED, AND I LOVE IT! MY TEACHER FROM THE FIRST DAY HAS WELCOMED ME AND INVOLVED ME IN EVERYTHING, WHICH HAS REALLY HELPED ME EASE INTO THE SCHOOL CLIMATE AND CULTURE. I'VE ALREADY LEARNED AND EXPERIENCED SUCH A VAST ARRAY OF LEARNING SITUATIONS/EXPERIENCES IN SUCH A SHORT TIME THAT IT AMAZES ME TO THINK HOW MUCH MORE I'LL LEARN IN THE NEXT EIGHT MONTHS." — MATT TERNES

CHILD AND FAMILY STUDIES PRACTICA AND INTERNSHIPS

CHILD AND FAMILY STUDIES

The department has a range of field placement experiences for both undergraduate and graduate students. On the undergraduate level, students in the PreK–Kindergarten licensure program participate in four practica in the Early Learning Center, public kindergartens, Head Start, and PreK–Kindergarten programs in Knox County and other area counties. Rising interns in PreK–3 spend an additional nine hours each week in their junior year at a high-need urban elementary school. In the nonlicensure program, each senior completes 540 hours, each, in the Child and Family Studies community practicum course in sites like hospitals, human services agencies, schools, and community agencies. On the graduate level, there also is a community practicum and a full-time teacher licensure internship in PreK–3. Student interns gain valuable experience in rural, urban, and suburban placements, while community outreach graduate students complete a semester-long practicum, capped by an action research project and final research paper.

"I THINK THE BEST PART ABOUT ACADEMIC LIFE IN THIS DEPARTMENT IS THAT I'M NOW IN A PLACE WHERE I'M READING ABOUT THE THINGS THAT I LOVE. I'M GETTING TO SPEND TIME BEING AROUND THE CHILDREN THAT I ENJOY BEING AROUND. I THINK THE WHOLE EXPERIENCE HAS JUST BEEN SO WONDERFUL. YOU'RE GETTING TO LEARN IN A CLASSROOM WITH YOUR PEERS, AND THEN YOU'RE GETTING TO GO INTO THE CLASSROOM AND APPLY IT." — CHELSEA TRIUS

Stemming

the Summer

READING

SETBACK

CEHHS professors Allington and McGill-Franzen research ways to solve the summer reading problem.

By David Brill

We've all heard the proverb: "Give a man a fish, and he eats for a day. Teach a man to fish, and he eats for a lifetime." Two researchers have given that old adage a new spin as it applies to encouraging children—particularly those from low-income homes—to become capable lifelong readers.

For more than thirty years, studies have shown that economically disadvantaged children suffer a decline in reading skills during the summer months. But reading education professors Richard Allington and Anne McGill-Franzen have stepped beyond the problem—known as "summer reading setback"—and arrived at an effective and affordable solution.

Results from their latest research suggest that giving lower-income children books for summer reading may be nearly as important as teaching them to read in the first place. Equally valuable is allowing the children to select books that interest them.

The Haves and Have Nots

For most elementary school students, the end of the school year marks a transition from the structure and stimulation of the academic environment to a couple of months of slack time.

For kids from middle- and upper-income homes, summer breaks provide ample time for fun, but they also often involve "enrichment" activities that ensure access to books. If these children can't find appealing titles in the bookcase at home, their parents may take them to the local bookstore or the public library.

Not so for kids from lower-income families, many of whom may have the desire to read over the summer but lack access to books.

Their parents may not have the financial means to buy books or the mobility to take them to the nearest public library.

"It's hard to imagine, but some poor American families don't own a single book," Allington says. In fact, a University of Nevada study puts the number of book-deprived US homes at 3 percent, while a quarter of US homes own only ten books. Findings indicate that the number of books in a child's home is among the strongest predictors of the child's future educational attainment.

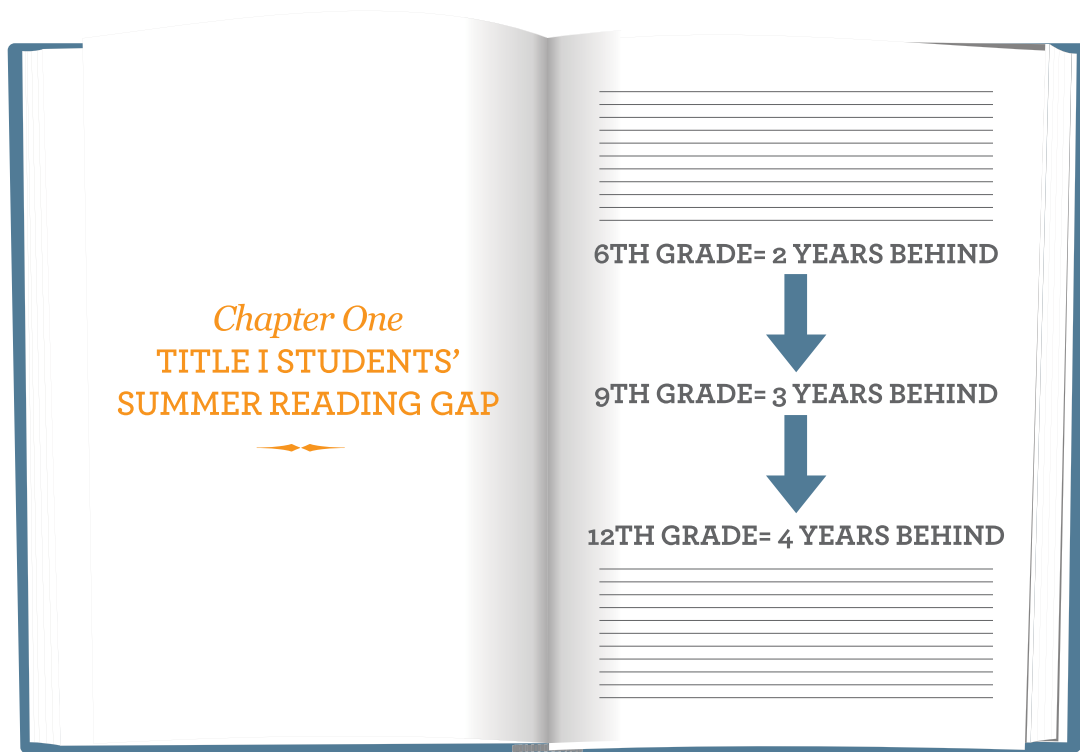
Meanwhile, according to Allington, too many libraries in Title I elementary schools don't allow students to take books out of school—a practice predicated on the unfounded belief that poor children are more likely to damage or lose borrowed books.

Interest Makes a Difference

To test their hypothesis, the research team studied reading achievement among 1,330 students from seventeen high-poverty (Title I) elementary schools in two Florida locations: urban Jacksonville and the migrant worker communities of the Everglades. The investigation began with first- and second-graders and tracked their progress through the next three grades.

Allington and McGill-Franzen sent one group to annual end-of-year book fairs to select—and keep—twelve to fifteen books that interested them from an extensive list of 400 to 600 titles. The other group didn't receive any books.

The available books ranged widely in terms of subject area and included sports and pop culture books, series books (*Goosebumps* and *Captain Underpants*), and books with cultural



relevance for minority students. Nine of the ten most frequently selected books were series books or explored pop-culture themes.

“We know that children will read books that interest them, and most kids are interested in pop culture,” says McGill-Franzen. “Reading, regardless of the subject, builds competency and the stamina necessary to take on ever more challenging books.”

The conclusion that *what* children read is much less important than *that* they read may be intuitive, but it’s not necessarily universally embraced. Some parents and teachers may cringe when they see a child reading *The Unauthorized Biography of Britney Spears* (the top choice among participants in the study’s first year), or engrossed in a *Gossip Girl* book that broaches the subject of teen sexuality. Research indicates that reading these books—or, for that matter, any books—imparts important skills.

Access Breeds Success

The study’s findings, based on student performance on Florida’s standardized achievement tests, were dramatic: Children who received the free books retained reading skills over the summer, while the other group’s skills continued to erode. The program was deemed as effective as summer school attendance in preventing summer reading setback, and at a much lower cost.

Without ongoing practice, say Allington and McGill-Franzen, reading skills atrophy, much as a sprinter’s speed declines after two or more months without training. And the disparity in access and the resulting summer reading loss account for about 80 percent of the reading achievement gap that separates economically disadvantaged children from their more affluent peers.

A University of Missouri study actually quantified the disparity. While middle- and upper-income students gain two months

of reading proficiency over the summer, kids from lower-income homes lose a month, creating an annual achievement gap of three months. Unfortunately, the gap only widens as these children advance through school.

“By the end of third grade, kids from Title I schools are one year behind their more-affluent peers in reading achievement. By sixth grade, they’re two years behind. By ninth grade, they’re three years behind,” says Allington. By grade twelve the gap has grown to four years, “but by then half of the Title I kids have already dropped out of school.”

Closing the Gap

Published in the journal *Reading Psychology*, Allington and McGill-Franzen’s study demonstrates that closing the rich–poor reading achievement gap isn’t complicated or labor intensive. And the book giveaways need not continue indefinitely.

“Economically disadvantaged children who are reading at grade level by the end of third grade graduate from high school at the same rate as children from middle- and upper-income families,” says Allington, who, for that reason, suggests providing younger (K–3) children with proportionately more free books than their older counterparts.

Nor is such intervention expensive. In fact, in the Florida study, the annual cost per student was only about \$60.

Based on Allington and McGill-Franzen’s research, there is a greater understanding on how to stem, or even reverse, summer reading setback. Were we inclined to put it in the language of a parable, it might read thus: Give a child a book (and let them choose the title), and chances are good they will read for a lifetime.

“Reading, regardless of the subject, builds competency and the stamina necessary to take on ever more challenging books.”



VOLSTEACH GRADUATES FIRST CLASS



“THE PROGRAM IS A COLLABORATION BETWEEN THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES AND THE COLLEGE OF ARTS AND SCIENCES.”

Sarah Eakes majored in biology and planned to attend pharmacy school. But during her junior year at UT, she decided to try out VolsTeach to see if she would like it.

The VolsTeach program prepares math, science, and engineering majors to become teachers in Tennessee’s middle and high schools.

Eakes apprenticed in a middle school classroom. “I loved it,” she says. “I was sold after that.”

She and seven other students graduated in May as part of VolsTeach’s inaugural class. Even before graduation, Eakes had already accepted an offer to teach at Karns Middle School in the fall.

“I never changed my major, which was nice,” Eakes says. “I just changed my career.”

VolsTeach was created to help solve one of Tennessee’s most vital education problems: a shortage of science, technology, engineering, and mathematics (STEM) teachers in middle and high schools.

VolsTeach students are able to earn a degree in their discipline and a secondary education teaching license within four years and at no extra cost. The program is a collaboration between the College of Education,

Health, and Human Sciences and the College of Arts and Sciences.

“We’re building that pipeline of students who earn their undergraduate degrees in their content areas and their teaching licensure to fill those critical teaching areas of chemistry, physics, math, and biology,” says Susan Newsom, assistant director of VolsTeach.

For Scott Bailey, a microbiology major from Maynardville, Tennessee, being part of the program has helped him develop his passion.

“I love teaching,” he says. “All the master teachers and instructors have been super thoughtful and helpful about how to make myself a better person and a better teacher.”

More than 400 students have been enrolled in VolsTeach and are supported by 111 mentors in Anderson, Roane, and Knox county schools.

volsteach.utk.edu

A portrait of Joy DeSensi, an older woman with short, curly, light-colored hair, smiling warmly. She is wearing a bright blue blazer over a black top, a necklace with a blue pendant, and matching blue earrings. The background is a blurred indoor setting with a colorful abstract sculpture on the left and a bookshelf on the right.

SPOTLIGHT JOY DESENSI HONORED FOR DIVERSITY EFFORTS

Joy DeSensi, the associate dean of the UT Graduate School and a professor of kinesiology, recreation, and sport studies, received the inaugural diversity award from the North American Society of Sport Management (NASSM). The award recognizes exceptional contributions to promote diversity and inclusion within NASSM and related sport management disciplines.

DeSensi champions the concept of inclusive excellence—taking diversity beyond its simple, confined definition to a more open-ended definition that celebrates inclusion as a measure of excellence.

“Inclusive excellence is not achieved through a workshop or one simple dialogue,” DeSensi said. “It is a lifelong learning process and a commitment.”

DeSensi is the first NASSM scholar to address inclusive excellence. She did so through NASSM’s distinguished Earle F. Zeigler Lecture—an award she received a few years prior—and through published research on the topic. She teaches a graduate-level course on ethics and morality in sport management in which she employs a cultural competency and values approach to understanding inclusive excellence.

“Joy represents the essence of NASSM as a founder and lifelong contributor, and she radiates the spirit of diversity in all she undertakes,” said Janet Fink, professor of sport management at the University of Massachusetts and NASSM president.

DeSensi has been with the College of Education, Health, and Human Sciences for thirty years and has been an associate dean in the Graduate School for five years. She received her doctoral degree from the University of North Carolina at Greensboro, where she was named a distinguished alumna. She is one of the authors of *Ethics and Morality in Sport Management*. Her scholarly interests include the sociocultural issues of sport, the broad aspects of diversity, and ethics in sport management.

SPOTLIGHT



In the Garden

Photography by Dani Rose

At the corner of 12th Street and White Avenue, passersby can get a glimpse of education and agriculture in action at the Early Learning Center's kitchen demonstration garden. Funded by a grant from the Alliance of Women Philanthropists, the garden was constructed to provide hands-on learning about garden-to-table concepts. It also will provide a springboard for curriculum projects ranging from the science of growing to artistic representations of plant growth.



Children were kept in mind during construction with small beds based on the concept of keyhole gardens, allowing small arms to reach pockets of the garden. Every plant in the garden is edible, and the textures, colors, smells, and tastes provide children a rich, beautiful, natural environment in which to learn and grow.



NOTEWORTHY

CHILD AND FAMILY STUDIES

Elizabeth Johnson and her research team are working with Amachi Knoxville, a local program that facilitates the mentoring of children whose parents are in prison, to discover more about the expectation of children when their parents return from prison. The team will interview local youth about their experiences of parental incarceration and their hopes, fears, and expectations for parental re-entry. By documenting these experiences and expectations, the researchers hope to generate knowledge that can be used to help children and families successfully navigate the re-entry process.

Spencer Olmstead received a professional development award to conduct research on the sexual health and well-being of first-year students. The study emphasizes a sexual health curriculum to be taught as a first-year studies seminar class (FYS 129). In two related studies funded by the award, he is examining first-year students' expectations about relationships, sex, and substance use, as well as sophomore students' experiences regarding knowledge and awareness of relationships, sex, and sexual health resources during their freshman year.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

The Center for Educational Leadership is focused on purposefully growing a pipeline of effective school leaders for Tennessee schools with a central focus on the Leadership Academy. In its fourth year, the center has found evidence of program efficacy, increased student achievement, and school improvement. A comparison was made of student Tennessee Value Added Assessment Scores in schools before and after the placement of Leadership Academy graduates. The averages across curriculum disciplines (math, reading, social studies, and science) showed an increase with a healthy upward trajectory. Overall, when Leadership Academy Fellows entered schools and started leading, average student achievement increased.

EDUCATIONAL PSYCHOLOGY AND COUNSELING

Christopher Skinner was presented with the American Psychological Association's Division of School Psychology Senior Scientist Award at the APA Annual Conference in 2012. The Senior Scientist Award is given to a distinguished member of the school psychology community in recognition of a career-long program of scholarship reflecting outstanding contributions to the science base of the profession. This award is the division's highest level of recognition for excellence in science. In addition, he was selected by Division 25 of the American Psychological Association as the 2013 recipient of the Fred S. Keller Behavioral Education award.

Tricia McClam and Bob Kronick were recently honored by the Association for Humanistic Counseling, a division of the American Counseling Association. McClam received the Humanistic Impact Award, which recognizes a person whose body of work is exemplary in significant and long-lasting impact, especially through educating counselors or producing research or both. Kronick received the Humanistic Advocacy and Social Justice Award for caring most for the least powerful among us and bringing critical services to some of our most disadvantaged children.

KINESIOLOGY, RECREATION, AND SPORT STUDIES

Gene Fitzhugh received the 2012 Outreach Incentive Grant for his project, "Physical Assessment in the Real World: A Safe Route to School Learning Experience for Kinesiology Students." The outreach project was a collaboration with the local Safe Route to Schools Partnership. It placed kinesiology students in six local elementary schools to observe and assess physical activity and the conditions that may hinder or promote it.

Twenty undergraduate students from Shanghai University of Sport in China learned about sports psychology and elite athletic performance in Knoxville in July. The English Language Institute and Department of Kinesiology, Recreation, and Sport Studies offered the Summer Language, Culture,

and Sport Studies Program. The students earned a sport studies certificate at the conclusion of the program. As part of the curriculum, students took intensive English classes along with a series of lectures on such topics as sports psychology and elite athletic performance.

NUTRITION

In an effort to reduce rates of obesity and address behavioral health risk factors for Type 2 diabetes, Hollie Raynor has partnered with Cherokee Health Systems in the Changes for Life Program. The program is funded by the state of Tennessee and is an evidence-based pediatric weight management program designed to be delivered as part of primary care visits. This program provides opportunities for graduate students in nutrition to engage in service learning by developing nutrition materials and providing nutrition counseling. Outcomes have been published in the *Journal for Health Care for the Poor and Underserved*.

Marsha Spence has worked to ensure that graduate and undergraduate students have service learning opportunities through coursework and research. This year, students provided nutrition education through Let's Move! Knoxville; Eat, Play, Live Knoxville; and the Cardiac Club Carnival. Through course-related service learning projects, students also provided nutrition education to Girl Scouts, children enrolled in the Nutrition Education and Activity Training afterschool program, and clients at the Knoxville Area Rescue Mission. Spence also collaborates with Knox County Schools on the Cardiac Club Program, an afterschool nutrition and physical activity program that expanded to seven schools this year.

PUBLIC HEALTH

Eighteen public health practitioners from the East Tennessee Regional (ETR) Health Office and five county health departments participated in a week-long Public Health Summer Academy (PHSA) in July. The PHSA included twenty hours of educational sessions in evidence-based public health. Four UT public health faculty taught sessions, and Paul Erwin, a former ETR director, taught the opening session and then

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Child and Family Studies

Mary Jane Moran
mmoran2@utk.edu

Educational Leadership and Policy Studies

Norma Mertz
nmertz@utk.edu

Educational Psychology and Counseling

R. Steve McCallum
mccallum@utk.edu

Kinesiology, Recreation, and Sport Studies

Jeffrey Fairbrother
jfairbr1@utk.edu

Nutrition

Jay Whelan
jwhelan@utk.edu

Public Health

Paul Campbell Erwin
perwin@utk.edu

Retail, Hospitality, and Tourism Management

Ann Fairhurst
fairhurs@utk.edu

Theory and Practice in Teacher Education

Sherry Mee Bell
sbell1@utk.edu

NEW FACULTY

Educational Leadership and Policy Studies

Terry Ishitani
Kerry Robinson

Kinesiology, Recreation, and Sport Studies

Scott Crouter
Kelley Strohacker

Nutrition

Dallas Donohoe

Public Health

Jennifer Jabson

Retail, Hospitality, and Tourism Management

Sejin Ha
Kiwon Lee

Theory and Practice in Teacher Education

Tara Moore
Yujeong Park
Chris Wright



THEORY AND PRACTICE IN TEACHER EDUCATION

Four TPTE faculty members received UT Outreach Grants for 2012-13. The faculty and their projects are as follows:

Clara Lee Brown, associate professor in ESL education—"Family Literacy for a Multi-Lingual Community: Using Parents, Helping Children"

Stephanie Cramer, assistant professor in art education—"Making Art Side by Side with Students Participating in University Assisted Community Schools"

Susan Groenke, associate professor in English education—"Crossing the Bridge to Academic Discourse: A Collaborative Exploration of What High School Seniors Need to Know to Write Well in First-Year College Composition Courses"

Lynn Hodge, associate professor in mathematics education—"Family, School, and Community Partnerships in Mathematics"

There is growing interest in mobile learning from the education industry; however, the issues regarding how to promote the adoption of mobile learning (from learners, teachers, and educational institutions) seem to be largely unsolved. Associate Professor Mehmet Aydeniz and his colleague Xueping Li (Industrial Engineering) received a grant from the Office of Information Technology to determine the factors that are critical to promote and utilize mobile learning in engineering education. Students used iPads for two semesters to access information, develop models and arguments, and complete their assignments.

facilitated discussions relevant to ETR at the end of each day. "I am amazed at how much information I learned from the academy. It was one of the greatest experiences that I have had in a very long time. I have been in public health for some time and I did not realize all that goes in to making it what it is," remarked a nurse. Eighty percent of participants said the PHSA stimulated their interests to pursue additional coursework or a degree in public health. Everyone stated they would recommend to fellow employees next year's PHSA, set for July 21-25, 2014.

RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Retail and Consumer Sciences was one of the first university partners to join a student

group of the National Retail Federation (NRF), the world's largest retail trade association and the voice of retail worldwide. UT student members attended the NRF Big Show in New York City in January, where they met key retail executives and networked with retail recruiters.

Carol Costello was awarded the PAULY award, given by the Greater Knoxville Hospitality Association. Costello won the Service/Supplier Award in May 2013.

Students Abby Palmquist and Jamie Madere participated in an exchange program with Stenden University in the Netherlands. They studied in the hospitality and retail programs under a problem-based learning system.



Learning with *KI*

“ OVER FIVE YEARS, WE HAVE BEEN ABLE TO TOUCH MANY LIVES IN SO MANY POSITIVE WAYS. ”



School can be hard.

School can be even harder for students who learn differently from others. That's where the Korn Learning, Assessment, and Social Skills (KLASS) Center can step in to help.

The KLASS Center—housed in the College of Education, Health, and Human Sciences—has been helping students, preschool to college, who have academic or social problems that prevent them from succeeding in the classroom. The center also has reached out to parents and educators to help them identify, prevent, and remediate behavioral and academic problems.

The center also has worked during summers helping elementary school students with free reading and math tutoring programs, while serving as a training ground for students in the special education and school psychology programs.

“WE PROVIDE NEEDED SERVICES TO COMMUNITY CHILDREN AND TRAINING SERVICES TO GRADUATE STUDENTS.”

Work at the KLASS Center helps provide graduate students with research and training opportunities for future careers as educators and administrators.

“It's a win-win situation for all involved,” says Director Brian Wilhoit. “We provide needed services to community children and training services to graduate students.”

Wilhoit says the creation of the center and its continuing success is due in large part to a private gift made by Tom and Pam Korn, who saw a need for such work and sought to fill it.

“Over five years, we have been able to touch many lives in so many positive ways,” says Wilhoit. “Service recipients improve their skills and increase their chance for success; graduate students receive training and opportunities to hone their clinical skills; and for the larger community, we've shaped the future school psychologists who will have an exponential effect on learning outcomes for children.”

The College of Education, Health, and Human Sciences would not be what it is today without the support of our alumni and friends. Programs like the KLASS Center touch students as well as members of our community. If you would like to help support the college and its programs, you can give at cehhs.utk.edu/alumni/gift.html.





OUR ALUMNI LYDIA FOSTER ('08)

Major: Retail and Consumer Science

About her job: I am a freelance makeup artist in the entertainment industry. I began my career in Los Angeles five years ago, and I currently reside in New York City. I work on a wide range of projects, from editorial photo shoots to commercials, television, and red carpet events. I am currently on the RED World Tour with Taylor Swift. I'm the department head for hair and makeup. I'm responsible for her dancers and back-up vocalists, along with her band.

Favorite part of the job: I love the ability to travel and see the United States and the world while doing what I am most passionate about—all while making a living.

Why she chose UT: I grew up in East Tennessee and the pride and joy we all have for that school is undeniable! It was just a no-brainer for me. I am a proud alum too!

Most valuable thing she learned at UT: The most valuable lesson I learned at UT is simply how to be a grown-up and get my feet wet in the real world. Being away from my parents and living on my own for the first time was a highly useful life lesson.

Favorite UT traditions and memories: Of course, the football games. The beginning of every fall semester was the best. I just love to remember the energy that surrounded campus. It was truly the best!

Retro style she would like to see return: I am obsessed with the '20s and '30s. It seems like everything they did back then was grand! They put a lot of effort into their everyday appearance. What if we all walked around with our hair in finger waves and ruby red lips with our dainty hats and dresses? Oh, the beauty!

If she weren't a makeup artist: I would be a graphic designer/artist with my own small business making handmade stationery. I may just do that one day, too.

.....
“THE MOST
VALUABLE LESSON
I LEARNED AT UT
IS SIMPLY HOW TO
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WET IN THE REAL
WORLD.”
.....

CLASS NOTES

FREDERICK GRAY (BS '85, MPH '93)

directs emergency preparedness at the Oak Ridge Associated Universities' Health Communication and Technical Training group of the Oak Ridge Institute of Science and Education. He serves as preceptor for MPH interns and supervises a staff that includes MPH alumni.

TIMOTHY YOUNG (BS '89, MPH '92)

has served as chief executive officer for Summit Medical Group, the largest primary care organization in East Tennessee, since 1995. Young is an active member of Medical Group Management Association, American Public Health Association, and Healthcare Financial Management Association. He also serves on the boards of two area health care organizations.

KATHLEEN BROWN (MPH '93, PHD '06)

has directed the Knox County Health Department's Community Assessment and Health Promotion since 2006. In 2012, she was recognized by the Tennessee Commissioner for Health for her leadership of an epidemiology response team in the 2012 outbreak of fungal meningitis.

KEVIN FOWLER (BS '99) was one of thirty individuals in the United States to be named a 2013 Apple Distinguished Educator in higher education. The recognition is for K-12 and higher education pioneers who are transforming teaching and learning in innovative ways. Currently an educational technologist at Walters State Community College, Fowler works with faculty to maximize the use of mobile devices and apps as teaching tools.

KELLI STARK CRANFORD (BS '05)

is a buyer for swim and outerwear at the Walmart Corporation.

JESSICA BACHMAN (MS '07, PHD '11)

is an assistant professor in the Department of Exercise Science and Sport at the University of Scranton. Her current area of research interest is in sports nutrition, and she will begin a research project examining the effects of breakfast on athletic performance. She will also be presenting at the Academy of Nutrition and Dietetics' Food and Nutrition Expo.

SCOTTY HICKS (MS '08) currently teaches middle school in Maryville, Tennessee. He has received the PTA National Lifetime Achievement Award, the WBIR-TV Educator of the Week Award, and the VFW Tennessee Teacher of the Year award. Hicks is a veteran who served in Operation Iraqi Freedom. He is co-author (with Rob Kuban) of *The Ultimate Survival Guide for Teachers*.

ELIZABETH MILLER (BS '08, MS '11)

works for United Health Group's Center for Health Reform and Modernization, an innovative translational research think tank that aims to improve and modernize health care by giving individuals a choice on how they perceive and receive care. She travels around the country working with web developers and clients to improve and promote a virtual version of the Diabetes Prevention Program. When she is not traveling, she is an online health coach and health coach manager for the program.

CHAD LUKE (PHD '09) is an assistant professor at Tennessee Technology University in Cookeville. In 2012, he was honored by the Southern Association of Counselor Education and Supervision as a Fellow, Emerging Leader. This honor is awarded to counselor educators who demonstrate excellent leadership potential in the profession.

GENE JOHNSON (EDD '10) is the assistant director of operations for Sullivan County Schools (Tennessee). He is the author of three scholarly publications and has presented at many conferences. Additionally, he is the consultant and chair of AdvancED Review Committees at more than fifty academic institutions.

DANIEL F. MCCLEARY (PHD '11) works as a school psychologist for Blount County Schools (Tennessee), primarily serving high school, middle school, and alternative school students. He has authored or co-authored seventeen peer-reviewed articles in professional journals.

ADRIANA COLETTA (MS '11) is a pediatric dietitian at Johns Hopkins Children's Center, where she works with the renal service for the hospital. She also works with orthopedics, general pediatrics, neurology/

neurosurgery, urology, and child psychiatry for school-aged and adolescent units. She also is pursuing a PhD in kinesiology.

RACHAEL GABRIEL (PHD '11) is an assistant professor in curriculum and instruction at the University of Connecticut and an associate of the university's Center for Post-Secondary Education and Disability and the Center for Education Policy Analysis. She was recently awarded a \$25,000 grant by the National Academy of Education and the University of Michigan for a project titled "Levels of Interactional Focus for Teacher Evaluation: An Exploration of Contrasting Protocols." This grant allows Gabriel to research issues related to teacher effectiveness using the Measures of Effective Teaching longitudinal database.

HANNAH DOSTAL (PHD '11) is an assistant professor in special education and reading at Southern Connecticut State University. She is co-principal investigator, with TPTE's Kimberly Wolbers, associate professor in deaf education, on a million dollar-plus grant funded by the Institute of Education Sciences for a project titled "Development of Strategic and Interactive Writing Instruction (SIWI) for Deaf and Hard of Hearing Students."

VITTORIO MARONE (PHD '13) was the first CEHHS student to successfully complete an international dual degree at the PhD level. He completed requirements at UT and the University of Padua in Italy.

NICOLE RAMMER (BS '13) is the program coordinator for Meetings & Incentives, a meeting and incentive trip company in Wisconsin. Her typical workload involves coordinating three to six meetings at a time that could have between sixty and 1,500 attendees.

MARY ALICE VARGA (PHD '13) is currently a tenure-track assistant professor of educational research in the College of Education at the University of West Georgia. Varga serves on the Association for Death Education and Counseling editorial board as a new professional intern. She was recently invited to speak at the sixth annual National Conference on College Student Grief. She also serves as a reviewer for the *Journal of Research in Education*.



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