



Academic Programs and Student Life Committee Meeting

Austin Peay State University

416 College Street

Clarksville, TN 37040

May 18, 2017

Call to Order

Roll Call/Declaration of Quorum

Action Items

- A. Tenure Approvals
- B. Promotion Approvals
- C. Tenure Upon Appointment – Martha Dickerson Eriksson College of Education
Dean Prentice Chandler (I've also attached his CV)
- D. New Graduate Certificate in Professional Education Research (Martha Dickerson
Eriksson College of Education)
- E. New Graduate Certificate in Data Science (College of Science and Mathematics)

Information Items

- A. Intent to submit Letter of Notification to THEC to establish doctoral program –
Doctor of Psychology degree (Psy.D.) in Counseling Psychology
- B. Development of Accelerated Master's Pathways
- C. Revision to Entrance Exam Expectations Regulation for all Graduate Programs
- D. Revision to Graduate Fresh Start Regulation for all Graduate Students
- E. Revision to Graduate Honors Regulation for all Graduate Students

Adjourn



Agenda Item: A.

Date: May 18, 2017

Subject: Tenure recommendations

Action Recommended: Approval

Background Information:

Per university policy, the President recommends the granting of tenure to eligible faculty members. The recommendations are made within the requirements of APSU policies on tenure. The university has followed approved policies and procedures in each case.

Proposed Implementation Date: August 2017

Item Details:

A total of 17 faculty members are recommended for tenure. The list of faculty members recommended is provided below.

Name:

Tara Alvey
Beatrix Brockman
Deborah Buchanan
Paul Collins
Donna Dey
Chris Gienger
Melissa Gomez
Barry Gresham
Jessica Hatz
Shondell Hickson
Roman Holovhak
Leong Lee
Russ Longhurst
Pamela Magrans
Rodney Mills
Tracy Nichols
Kebede Hundie Wordofa

Department:

Teaching and Learning
Languages and Literature
Psychological Science and Counseling
Art and Design
Health and Human Performance
Biology
Health and Human Performance
Communication
Psychological Science and Counseling
School of Nursing
Physics and Astronomy
Computer Science and Information Technology
Physics and Astronomy
Languages and Literature
Agriculture
Communication
Woodward Library

Currently there are 333 full-time tenure and tenure-track faculty, of which 223 (67%) are tenured. The following summary table provide the numbers of tenure track faculty granted tenure from 2013-2014 to the present. The President is recommending 17 tenure-track faculty for tenure at this time. The percentage of faculty recommended for tenure in 2016-2017 is 5%.

Tenured/Tenure-Track Faculty				
Year Hired	2008	2009	2010	2011
Tenure Decision Year	2013-14	2014-15	2015-16	2016-17
# Hired	28	17	20	29
# Not Retained or Resigned	10	8	9	11
	36%	47%	45%	38%
# Tenured	18	9	11	1*
	64%	53%	55%	3%
# Currently Being Considered for Tenure	0	0	0	17
				59%

* Tenured prior to 2016-17

Please note that the table does not include faculty who were granted tenure upon appointment or non-tenure-track faculty.



Agenda Item: B.

Date: May 18, 2017

Subject: Promotion recommendations

Action Recommended: Approval

Background Information: Per university policy, the President recommends granting promotions to eligible faculty members. The recommendations are made within the requirements of APSU policies on promotion. The university has followed approved policies and procedures in each case.

Proposed Implementation Date: August 2017

Item Details:

A total of 19 faculty members are recommended for promotion. The list of faculty members recommended, showing current rank and proposed rank, is provided below. The percentage of total faculty recommended for promotion in 2016-2017 is 6%.

<u>Name:</u>	<u>Current Rank:</u>	<u>Proposed Rank:</u>	<u>Department:</u>
Elaine Berg	Associate Professor	Professor	Library Administration
Kadi Bliss	Assistant Professor	Associate Professor	Health & Human Performance
Bobette Bouton	Assistant Professor	Associate Professor	Educational Specialties
Tucker Brown	Associate Professor	Professor	Sociology
Joe Elarde	Assistant Professor	Associate Professor	Computer Sci. & Information Tech
Gina Garber	Associate Professor	Professor	Library Administration
Rebecca Johansen		Associate Professor	Professor Biology
Nicholas Kirby	Assistant Professor	Associate Professor	Mathematics & Statistics
Ying Ma	Assistant Professor	Associate Professor	Sociology
John McConnell	Assistant Professor	Associate Professor	Educational Specialties
Gloria Miller	Assistant Professor	Associate Professor	Management, Marketing & Gen. Bus.
Jennifer Snyder	Assistant Professor	Associate Professor	Art & Design
Amy Thompson	Associate Professor	Professor	Biology
Antonio Thompson		Associate Professor	Professor History & Philosophy
Ling Wang	Assistant Professor	Associate Professor	Teaching & Learning
Stefan Woltmann	Assistant Professor	Associate Professor	Biology
Kathryn Woods	Assistant Professor	Associate Professor	Leadership & Organizational Admin.
Amy Wright	Associate Professor	Professor	Languages & Literature
Jennifer Yantz	Assistant Professor	Associate Professor	Mathematics & Statistics



Agenda Item: C.

Date: May 18, 2017

Subject: Tenure Upon Appointment – Dr. Prentice Chandler, Dean of the Martha Dickerson Eriksson College of Education

Action Recommended: Approval

Background Information:

The Provost and Vice President of Academic Affairs proposes the award of tenure upon appointment for Dr. Prentice Chandler, new Dean of the Martha Dickerson Eriksson College of Education. Dr. Chandler begins his appointment as Dean on July 1, 2017. Dr. Chandler's education, as well as teaching, scholarship, and service experience meet the tenure criteria of the College of Education. Therefore the Martha Dickerson Eriksson College of Education recommends that Dr. Chandler be appointed with tenure at the rank of full professor in the Department of Teaching and Learning.

Proposed Implementation Date: July 1, 2017

Item Details:

Dr. Chandler currently serves as associate director of teacher education and leadership, as well as an associate professor in its School of Education at the University of Cincinnati. During his time at Cincinnati, Dr. Chandler oversaw programs in middle childhood education, secondary education, special education and educational leadership. As an educator, Chandler taught courses in social studies education, diversity and critical race theory.

Prior to Cincinnati, Dr. Chandler served as department head of secondary education and a professor of secondary history and social science education at Athens State University from 2006-2013. Dr. Chandler earned his Bachelor of Science in Education in 2000 and a Master of Arts in Education in 2002, both from the University of North Alabama. He earned his Ed.S. in 2004 and his Ph.D. in secondary education in 2007, both from the University of Alabama. Before joining higher education, Dr. Chandler taught high school social studies in Alabama.

The tenure upon appointment proposal has received support from the current full professors in the Department of Teaching and Learning and recommendations from the Department Chair of Teaching and Learning, the current Dean of the Martha Dickerson Eriksson College of Education, Provost and Vice President for Academic Affairs, and the President.

Prentice T. Chandler, Ph.D.

Associate Director | Associate Professor
Division of Teacher Education & Leadership
School of Education

University of Cincinnati

School of Education | CECH
610C Teachers College
Cincinnati, OH 45221
256.874.2762 (cell) | 513.556.7095 (office)
prentice.chandler@uc.edu

ACADEMIC BACKGROUND

Academic Degrees

- | | |
|-------------|---|
| 2007 | Doctor of Philosophy (Ph.D.)
University of Alabama, Tuscaloosa, AL
Major: Secondary Education/Social Science |
| 2004 | Educational Specialist (Ed.S.)
University of Alabama, Tuscaloosa, AL
Major: Secondary Education/Social Science |
| 2002 | Master of Arts in Education (M.A.Ed.)
University of North Alabama, Florence, AL
Major: Social Science Education (6-12) |
| 2000 | Bachelor of Science in Education (B.S.Ed.)
University of North Alabama, Florence, AL
Major: Social Science/Secondary Education |

Leadership Development

- | | |
|-------------|--|
| 2016 | Harvard Management Development Program, Higher Education Institute
Harvard University, Graduate School of Education, Cambridge, MA |
| 2015 | Leadership Academy for Department Chairs
American Council on Education (ACE), Washington, DC |

Additional Coursework

- | | |
|-------------|---|
| 2015 | Graduate Studies
University of Cincinnati, Cincinnati, OH
Area: Educational Technology |
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PROFESSIONAL EXPERIENCE

University Experience

- 2013- University of Cincinnati, School of Education/CECH, Cincinnati, OH**
- Associate Director, Teacher Education & Leadership (2016-present)
 - Program Coordinator, Educational Leadership (2016-present)
 - Program Coordinator, Secondary Education (2015-2016)
 - Associate Professor/Coordinator, Social Studies Education (2015-present)
 - Chair, Academic Affairs Committee (2015)
 - University Senator, CECH (2014-2016)
 - Assistant Professor/Coordinator, Social Studies Education (2013-2015)
- 2006-2013 Athens State University, College of Education, Athens, AL**
- Program Chair, Secondary Education (2008-2013)
 - Program Head, Secondary Education (2006-2008)
 - Associate Professor, Secondary History/Social Science Education (2012-2013)
 - Founder & Chair, Center for Social Studies Education (2011-2013)
 - Sponsor, *Pi Gamma Mu* (Int'l Social Science Honor Society) (2011-2013)
 - Assistant Professor, Secondary History/Social Science Education (2006-2012)
- Dual Appointment: Colleges of Arts & Sciences/Education*
- 2002-2005 University of North Alabama, College of Arts & Sciences, Florence, AL**
- Adjunct Professor, Geography

Public School Teaching Experience

- 2010 Tanner High School, Social Studies Department, Tanner, AL**
- Secondary Social Studies Teacher (summer)
- 2001-2006 Clements High School, Social Studies Department, Athens, AL**
- Chair, Social Studies Department (2001-2006)
 - Middle School/Secondary Social Studies Teacher (2001-2006)
 - Head Coach, Middle School Football & Varsity Baseball (2001-2003)

PROFESSIONAL CERTIFICATIONS & DESIGNATIONS

1. Certified Peer Reviewer, Quality Matters Higher Education Rubric, Online Courses (2015)
2. Alabama Professional Educator Certificate
 - Class AA, Secondary (36A), Grades 6-12, General Social Science (022) *Renewed 2015*
3. Highly Qualified Teacher, According to *NCLB*, General Social Science (2004)

AWARDS & HONORS

1. *Invited Panelist, The Life of the Mind: Interdisciplinary Conversations with UC Faculty*, University of Cincinnati (2015)
2. *Golden Apple Teaching Award*, University of Cincinnati (2014-2015)
3. *CECH Faculty Incentive Award for Research and Scholarship*, University of Cincinnati (2013-2014, 2014-2015)
4. *Merit Award*, UC School of Education (2013-2014)
5. *Higher Education Award*, American Education Week (2012)
6. *Distinguished Research Award*, Athens State University (2012)
7. *Outstanding Paper in Social Studies Education Research Award*, American Educational Research Association (AERA) (SSIRC Research) (2011)
8. *Invited Participant*, R. Freeman Butts Institute on Civic Learning in Teacher Education, Center for Civic Education/Center for Social Studies and International Education (Indiana University, IUPUI) (2010)
9. *Defense of Academic Freedom Award*, National Council for the Social Studies (NCSS) (2007)
10. *Most Outstanding Graduate Student in Social Science Education*, University of Alabama (2004)
11. *Most Outstanding Graduating Senior in Social Science*, University of North Alabama (2000)

ACCREDITATION EXPERIENCE

University of Cincinnati (2013-present)

- CAEP Leadership Team (2015-present)
- Ohio State Review (Integrated Social Studies/AYA) (2015-2016)
Approved through 2023 (baccalaureate)
- Ohio State Review (Integrated Social Studies/AYA) (2015-2016)
Approved through 2023 (post-baccalaureate)
- Coordinated, Secondary Education Program Reviews in Ohio (2015-2016)
English Language Arts, Mathematics, Science, Social Studies

Athens State University (2006-2013)

- NCATE, Standard I Chairperson (2012-2013)
- NCATE, Standard 3 Committee (2006)
- Southern Association of Colleges and Schools (SACS) Team (2011)
- Alabama Commission on Higher Education (ACHE) (2008)
Social Science Education Program Review

LIST OF COURSES TAUGHT

University of Cincinnati (2013-present) (2/2 Teaching Load)

SEC 4019/7019*	Introductory Methods Secondary: Social Studies
SEC 5024/7024*	Intermediate Methods Secondary: Social Studies
SEC 6034/7034*	Advanced Methods Secondary: Social Studies
CI 7003*	Teaching & Learning in Diverse Classrooms
CI 7090*	Master's Project: Curriculum & Instruction
CI 8003*	Critical Race Theory in Education
CI 8090*	Independent Study: Curriculum & Instruction

*** Graduate Courses**

-*Graduate Faculty Status*, Awarded 2013

-Core Faculty, Ph.D. Program in Educational Studies (Curriculum Studies & Teacher Education)

Athens State University (2006-2013) (4/4/4 Teaching Load)

ED 301	Foundations of Education I
ED 302	Foundations of Education II
ED 486	Internship in High/Middle School (History & Social Science Supervisor)
HY/SS 450	Materials & Methods of Teaching History/Social Science
SC 331	Classroom Management in Secondary Education
SC 333	Teaching Reading & Writing in the Content Areas
SC 362	Assessment & Evaluation in Secondary Education
EC 450	Materials & Methods of Teaching Economics

University of North Alabama (2002-2005)

GE 102	World Regional Geography
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SCHOLARSHIP

Research Interests

My work focuses on social studies teaching and learning—social studies methods, critical race theory in social studies, authentic intellectual work, academic freedom, flipped pedagogy, and coaching/dual-role careers in social studies.

Books

1. Patterson, N., & Chandler, P. (Eds.). (2019). *At the schoolhouse gate*. Charlotte, NC: Information Age Publishing. (proposal under review).
2. Chandler, P., & Hawley, T. (Eds.). (2017). *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing. (forthcoming 2017)

3. **Chandler, P.** (Ed.). (2015). *Doing race in social studies: Critical perspectives*. Charlotte, NC: Information Age Publishing.

Reviews of *Doing Race in Social Studies* (3)

- "...this book will transform the field of social studies where implementations address the issues within and outside of the classroom. *Doing Race* differs from others because it takes into account the viewpoint of individuals from different teaching backgrounds in social studies education as the chapters range from textbooks analyses to case studies of practitioners in the field."
- Irena Walker in *Journal of Social Studies Research*
- "...this volume provides several paths to considering CRT intersections with social studies curriculum and practices, and goes further than existing works to provide a focus on CRT for teachers in a way that can be understood and used in classrooms. *Doing Race in Social Studies* brings tools to teachers' hands to rethink traditional social studies education—policy, pedagogy, and curricula—that is lacking racial content and subaltern perspectives."
- Tiffany Dolder-Holland in *Theory and Research in Social Education*
- "Doing Race in Social Studies goes beyond generalities and platitudes to show what actual teachers and teaching materials are bringing to the classroom...the book takes concepts and theories and makes them practical, giving teachers ideas and models of things that they can actually implement in their own teaching."
- Jack Eller in *Anthropology Review*

Book Chapters & Book Contributions

1. Hawley, T., & **Chandler, P.** (2017). Imitations of life: Connecting purpose and practice to deepen the power of simulations. In C. Wright-Maley (Ed.), *More like life itself: Simulations as powerful and purposeful social studies*.
2. **Chandler, P.**, & Seitz, Z. (2017). World history and race pedagogy. In B. Maguth (Ed.), *C3 Framework and Global Learning*.
3. Camp, E., & **Chandler, P.** (2017). Using current events to confront pre-service teachers' deficit orientations of their students. In S.G. Grant, K. Swan, & J. Lee (Eds.), *Teaching social studies: A methods book for methods teachers*.
4. **Chandler, P.**, & Hawley, T. (2017). Using racial pedagogical content knowledge and inquiry pedagogy to reimagine social studies teaching and learning. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.
5. Hawley, T., Hostetler, A., & **Chandler, P.** (2017). Teaching the Montgomery bus boycott as citizen action for racial and economic justice. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.
6. **Chandler, P.** (2016). Rage against the machine, quietly. In R. Agarwar-Rangnath, A. Dover, & N. Henning (Eds.), *Preparing to teach social studies for social justice (becoming a*

renegade): *The letters*. New York, NY: Teachers College Press. Retrieved from <http://www.socialstudiesforsocialjustice.com/letters>

7. King, L., & **Chandler, P.** (2016). From non-racism to anti-racism in social studies education: Social studies and racial pedagogical content knowledge. In A. Crowe, & A. Cuenca (Eds.), *Rethinking social studies teacher education for twenty-first century citizenship* (pp. 3-21). New York, NY: Springer.
8. Saye, J., & **Associates.** (2015). Achieving authentic pedagogy: Plan units, not lessons. In W.C. Parker (Ed.), *Social studies today: Research and practice* (pp. 65-72). New York, NY: Routledge.
9. **Chandler, P.** (2015). What does it mean to “do race” in social studies? Racial pedagogical content knowledge. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 1-10). Charlotte, NC: Information Age Publishing.
10. **Chandler, P.**, & Branscombe, A. (2015). White social studies: Protecting the white racial code. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 61-87). Charlotte, NC: Information Age Publishing.
11. **Chandler, P.**, Branscombe, A., & Hester, L. (2015). Using authentic intellectual work and critical race theory to teach about race in social studies. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 149-165). Charlotte, NC: Information Age Publishing.
12. **Chandler, P.** (2013). Teaching about lynching in US history: A literary and visual perspective. In W.B. Russell, S. Waters, & T. Turner (Eds.), *Essentials of middle and secondary social studies* (pp. 274-278). New York, NY: Routledge.
13. Patterson, N., Horner, S., **Chandler, P.**, & Dahlgren, R. (2013). Who is at the gate? An examination of secondary social studies teacher support and curricular control in testing and non-testing states. In J. Passe, & P. Fitchett (Eds.), *The status of social studies: Views from the field* (pp. 291-302). Charlotte, NC: Information Age Publishing.
14. **Chandler, P.**, & McKnight, D. (2011). Race and the social studies. In W. Russell (Ed.), *Contemporary social studies: An essential reader* (pp. 215-242). Charlotte, NC: Information Age Publishing.
15. **Chandler, P.** (2011). Teaching controversial topics in the social studies. In J. Benieke (Ed.), *Teaching history to adolescents* (pp. 92-96). New York, NY: Peter Lang.
16. **Chandler, P.** (2010). The ABC’s of writing groups at small universities. In H. Blythe, & C. Sweet (Eds.), *It works for me: Becoming a publishing scholar/researcher—Shared tips for the busy scholar* (pp. 81-83). Stillwater, OK: New Forums.

Professional Journal Articles (*co-authored with a teacher)

1. ***Chandler, P., & Munch, D.** (2016). Strengthening geography pedagogy with authentic intellectual work. *The Councilor: A Journal of the Social Studies*, 77(2), 1-10.
2. ***Seitz, Z., & Chandler, P.** (2016). Celebrate freedom week: Recalling the "literacy test" to vote. *Middle Level Learning*, 57, 8-13.
3. **Chandler, P., & Hawley, T.** (2016). The challenge of a (racially) honest social studies. *Ohio Social Studies Review*, 53(1), 1-4.
4. ***Branscombe, A., Chandler, P., & Little, S.** (2016). Students drum life stories: The role of cultural universals in project work. *Journal of Social Studies Research*. Advanced online publication. doi:10.1016/j.jssr.2015.10.004
5. ***Bryant, B., & Chandler, P.** (2016). A critical race theory analysis of the Ohio social studies standards. *Ohio Social Studies Review*, 53(1), 16-27.
6. Killham, J., & **Chandler, P.** (2016). From tweets to telegrams: Using social media to promote historical thinking. *Social Education*, 80(2), 118-122.
7. **Chandler, P., & Ehrlich, S.** (2016). The use of discussion protocols in social studies. *The Councilor: A Journal of the Social Studies*, 77(1), 1-11.
8. **Chandler, P.** (2015). Knowing where we started: Race and controversy in social studies. *Ohio Social Studies Review*, 52(1), 4-7.
9. Saye, J., & **SSIRC.** (2014). Achieving authentic pedagogy: Plan units, not lessons. *Social Education*, 78(1), 33-37.
10. ***Chandler, P., Branscombe, A., & Mayshack, M.** (2013). Mom, have you ever seen a real Indian? The intersection of personal identity and social studies education. *Social Studies Review*, 52, 85-91.
11. **Chandler, P.** (2013). We have seen the enemy and he is us: Using discussion to bring life to social studies. *Oregon Journal of the Social Studies*, 1(2), 39-45.
12. Saye, J., & **SSIRC.** (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory and Research in Social Education*, 41(1), 89-132.
13. **Chandler, P.** (2012). Ten years later: Pedagogical reflections on social studies in a post-9/11 world. *Southern Social Studies Journal*, 38(1), 37-40.
14. McKnight, D., & **Chandler, P.** (2012). The complicated conversation of class and race in social and curricular analysis: An examination of Pierre Bourdieu's interpretative framework

in relation to race. *Educational Philosophy and Theory*, 44(4), 74-97. (Special issue supplement "The Future of Educational Materialism")

15. **Chandler, P.** (2011). Manifest destiny and competing voices on the eve of the Cherokee removal. *Social Education*, 75(3), 151-155.
16. **Chandler, P.**, Buck, K., & Ferguson, D. (2010). Reclaiming the common good in education: Teaching social responsibility through service learning. *Current Issues in Middle Level Education*, 16(1), 1-5.
17. **Chandler, P.** (2010). Howard Zinn and teaching against dystopia. *Ohio Social Studies Review*, 46(2), 3-6.
18. **Chandler, P.** (2010). Critical race theory and social studies: Centering the Native American experience. *The Journal of Social Studies Research*, 34(1), 29-58.
19. Cowan, W., Bolen, Y., **Chandler, P.**, Thomas, B., Buck, K., & Hyde, L. (2009). The effect of distance education lecture format on student application. *Review of Higher Education and Self-Learning*, 2(4).
20. **Chandler, P.**, & McKnight, D. (2009). The failure of social education in the United States: A critique of teaching the national story from "white" colourblind eyes. *Journal of Critical Education Policy Studies*, 7(2), 218-248.
21. **Chandler, P.** (2009). Blinded by the white: White teachers, social studies, and raceless pedagogies. *Journal of Educational Thought*, 43(3), 259-288.
22. McKnight, D., & **Chandler, P.** (2009). Social studies and the social order: Telling stories of resistance. *Teacher Education Quarterly*, 35(2), 59-75.
23. Patterson, N., & **Chandler, P.** (2008). Free speech in the balance: What we know about the rights of teachers. *Social Studies Research and Practice*, 3(2), 90-102.
24. **Chandler, P.** (2006). Academic freedom: A teacher's struggle to include "Other" voices in history. *Social Education*, 70(6), 354-357.

Editorships

1. Hawley, T., & **Chandler, P.** (2016). Race and social studies education. *Ohio Social Studies Review*, 53(1).

Works in Review

1. Branscombe, A., Hester, L., & **Chandler, P.** (2017). Developing teachers' pedagogical habits through a summer field experience for middle level learners. *Middle School Journal*.

2. Ehrlich, S., & **Chandler, P.** (2017). Flipping the undergraduate classroom: An exploration of students' perspectives. *International Journal of Online Pedagogy and Course Design*.

Public Scholarship

1. *Agarwar-Rangnath, R., Dover, A., & Henning, N. (2016). Reclaiming agency: Justice-oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education*, 59, 457-467. <http://www.socialstudiesforsocialjustice.com/letters>
2. Authentic Intellectual Work Rubrics as adapted by the Social Studies Inquiry Research Collaborative. <http://auburn.edu/ssirc/rubrics.pdf>

Technical Reports

1. State Review (Integrated Social Studies/AYA, 2015-16) Ohio Department of Higher Education, Approved through 2023 (baccalaureate)
2. State Review (Integrated Social Studies/AYA, 2015-16) Ohio Department of Higher Education, Approved through 2023 (post-baccalaureate)

Other Publications/Writing

1. Dolder-Holland, T., & **Chandler, P.** (2016). Review of *Exemplary elementary social studies: Case studies in practice* (Libresco, et al). *Teachers College Record*.
2. **Chandler, P.** (2009). Review of *Capitalizing on Disaster* (Saltman). *Workplace: A Journal for Academic Labor*, 16, 108-110.
3. **Chandler, P.** (2007). Reply to Diane Ravitch's letter to the editor. *Social Education*, 71(1), 7-8.
4. **Chandler, P.** (2007). *White teachers, social studies, & race: A case study of the intersection of teachers' habitus & pedagogy*. Ann Arbor, MI: ProQuest Dissertation.
5. **Chandler, P.** (2004). *Case study of 8th grade world history students' attitudes towards historical fiction: A look at To Kill a Mockingbird*. Unpublished Ed.S. Thesis, University of Alabama, Tuscaloosa, AL.

Grant Activity

1. **Chandler, P.** (2017). *University of Cincinnati faculty development grant (\$1750)*. Award money used to attend the Academics Chairpersons Conference in New Orleans, LA.
2. Patterson, N., Thomas, A., Ross, C., Langen, D., Maguth, B., & **Chandler, P.** (2015/2016). *Going to the sources: Interdisciplinary planning and teaching with primary materials (\$20,000)*. The goal of this grant was to create and sustain a network of Ohio middle/high

school social studies and language arts teachers who were committed to sharing classroom-ready activities, strategies, and resources that integrate Library of Congress primary sources into their instruction. We coordinated, planned, and implemented regional workshops at Bowling Green State University, University of Akron, and University of Cincinnati that provided 90 in-service and pre-service middle and high school teachers with resources and strategies to infuse planning and teaching with Library of Congress primary sources through a document-based approach.

3. **Chandler, P.** (2012). *We the People* and the Library of Congress Summer Professional Development (\$17,125). Partnership between Alabama Center for Law and Civic Education, Library of Congress, and ASU Center for Social Studies Education. Award money used for intensive professional development in which participants took part in lectures and discussions on Constitutional themes pertinent to curriculum content, classroom strategies, integration of primary documents, and lesson plan development. An essential component of the institute was teacher participation in a simulated congressional hearing using both *We the People* and Library of Congress resources.
4. Grill, J., Ferguson, D., Branscombe, A., **Chandler, P.**, Gardner, J., Gordon, T., Heatherly, B., Hodges, R., Hutchinson, W., Hyde, L., Sloan, T., Turner-White, D., & Woodruff, C. (2006) *Planning grant for innovative secondary and collaborative teacher education programs* (\$20,000). Special Education Services of the Alabama State Department of Education. Award money used to facilitate cross-departmental planning and coherence between programs (As Secondary Coordinator, my role focused implementing differentiated instruction in program courses).
5. **Chandler, P.**, & Green, V. (2003). *Where in the world? Global positioning systems in social studies*. Huntsville Association of Technical Societies Grant Award (\$500). Award money used to purchase global positioning systems (GPS) for use in middle school geography and science.
6. **Chandler, P.** (2002). *New teacher assistance grant*. Alabama Power Energizers Company (\$1,000). Award money used to purchase materials (maps, globes, etc.) for use in middle school geography.

Peer Reviewed National Presentations/Papers (*co-presented with a teacher, ** UC student)

1. King, L., & **Chandler, P.** (2016, November). *From non-racism to anti-racism in social studies teacher education: Social studies and racial pedagogical content knowledge*. Paper presented at the National Council for the Social Studies (NCSS) in Washington, DC. (Session sponsored by African American Educators for the Social Studies)
2. ***Chandler, P.**, & Hawley, T., & et al. (2016, November). Symposium organizer/participant for chapter authors of *Race lessons: Using inquiry to teach about race in social studies* at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC. (Session sponsored by African American Educators for the Social Studies)

3. Hawley, T., **Chandler, P.**, Shear, S., Woodson, A., Powell, D., Finley, S., Ross, E.W., Broome, J., Wheeler-Bell, Q., Endacott, J., Levicky, M., & Vickery, A. (2016, November). *Making the comfortable uncomfortable: A call for subversive, anti-entropy social studies teaching and learning in schools and communities*. Symposium participant at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
4. *Seitz, Z., & **Chandler, P.** (2015, November). *Celebrating freedom through literacy*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
5. Saye, J., & **SSIRC**. (2015, November). *Authentic pedagogy: Examining intellectual challenge in social studies classrooms*. Symposium research contributor for the Social Studies Inquiry Research Collaborative at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
6. Busey, C., **Chandler, P.**, Finley, S., Johnson, C., King, L., Mungur, A., Shear, S., & Woodson, A. (2015, November). *Roundtable on race in the social studies*. Roundtable participant for session sponsored by the African American Educators for the Social Studies at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
7. King, L., & **Chandler, P.** (2015, November). *From non-racism to anti-racism in social studies teacher education: Social studies and racial pedagogical content knowledge*. Paper presented at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
8. **Chandler, P.** (2015, November). Symposium participant for chapter authors of *Rethinking social studies teacher education for twenty-first century citizenship* at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
9. **Chandler, P.**, & Branscombe, A. (2014, November). *White social studies: Protecting the white racial code*. Paper presented at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
10. King, L., & **Chandler, P.** et al. (2014, November). *The future of social studies and race research*. Symposium discussant at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
11. **Chandler, P.** et al. (2014, November). Symposium organizer/participant for chapter authors of *Doing race in social studies: Critical perspectives* at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA. (Session sponsored by African American Educators for the Social Studies)

12. Patterson, N., Dahlgren, R., **Chandler, P.**, & Horner, S. (2014, November). *Who's at the gate? State-mandated testing and academic freedom*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
13. ****Bottomley, A., & Chandler, P.** (2014, November). *Impacting pre-service teachers' attitudes and beliefs about literacy instruction*. Poster session presented at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
14. Patterson, N., Horner, S., **Chandler, P.**, & Dahlgren, B. (2014, April). *Examination of secondary social studies teacher support and curricular control in testing and non-testing states*. Paper presented at the annual conference for the American Educational Research Association (AERA) in Philadelphia, PA.
15. **Chandler, P.**, & Branscombe, A. (2013, October). *The contours of white social studies, or the "meaning" of America*. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH.
16. **Chandler, P.** et al. (2011, December). *Race and social studies*. Symposium participant for chapter authors of *Contemporary Social Studies: The Essential Texts* at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
17. Mattox, L., Saye, J., & **SSIRC.** (2011, December). *Authentic intellectual challenge in social studies classrooms and its relationship to student learning*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
18. Mattox, L., Saye, J., & **SSIRC.** (2011, April). *Authentic pedagogy: examining intellectual challenge in a national sample of social studies classrooms*. Research study/paper presented at the American Educational Research Association (AERA) Conference, New Orleans, LA.
19. **Chandler, P.** (2010, November). *Through red eyes: Teaching Native American history through the lens of critical race theory*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Denver, CO.
20. Mattox, L., Saye, J., **SSIRC.** (2010, November). *The social studies inquiry research collaborative: Authentic intellectual challenge in social studies classrooms*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Denver, CO.
21. **Chandler, P.** (2010, February). *Critical race theory and social studies: Centering the Native American experience*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.

22. **Chandler, P.**, Dahlgren, R., & Patterson, N. (2009, November). *Academic freedom and controversy: Teaching about war in the social studies*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
23. **Chandler, P.** (2009, November). *Social studies and the color of empire: A case study of conflict-free pedagogy*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
24. **Chandler, P.** (2009, November). *Defense of academic freedom: The life, work, and legacy of Tracy Faulconer (1943-2008)*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
25. **Chandler, P.** (2009, February). *Whitewashed: Social studies and raceless pedagogies*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.
26. **Chandler, P.** (2009, February). *Teachers' rights vs. interests of the state: Academic freedom in the social studies*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.
27. **Chandler, P.** (2008, November). *White teachers and social studies: A raceless pedagogy*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
28. **Chandler, P.**, Queen, G., & Sacco, M. (2008, November). *Academic freedom in secondary social studies: Tales from the classroom*. Served as panel moderator and discussant for workshop presented at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
29. Patterson, N., & **Chandler, P.** (2008, November). *The academic freedom toolbox: Trends, tips, and techniques about classroom speech, teaching, and planning*. Paper presented for the Council of State Social Studies Specialists (SC-4) at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
30. **Chandler, P.**, & McKnight, D. (2008, March). *The failure of social education in the United States: Teaching the national story from "white" eyes*. Paper presented at the American Association for the Advancement of Curriculum Studies (AAACS) Conference, Columbia University, Teachers College, New York, NY.
31. **Chandler, P.** (2008, March). *Whiteness and the erasure of the Other in the social studies*. Paper presented at the Rouge Forum Conference, Louisville, KY.
32. **Chandler, P.** (2007, December). *Academic freedom and the social order: Shaver's question*. Paper presented to the National Council for the Social Studies (NCSS) Conference as part of Defense of Academic Freedom Award ceremony in San Diego, CA.

33. **Chandler, P.**, Patterson, N., Nelson, J., & Baker, M. (2007, December). *You can't teach that! Academic freedom in secondary social studies*. Workshop presented at the annual conference for the National Council for the Social Studies (NCSS) in San Diego, CA.
34. Patterson, N., & **Chandler, P.** (2007, March). *Free speech in the balance: What we know about the rights of teachers*. Paper presented at the annual conference for the Rouge Forum in Detroit, MI.

Peer Reviewed State Presentations/Papers (*co-presented with a teacher)

1. ***Chandler, P.**, Cole, D., Pearson, A., & Simich, M. (2016, October). *Running the gauntlet: The student teaching experience in social studies*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
2. ***Chandler, P.**, Hawley, T., & Bryant, B. (2016, October). *Using inquiry to teach about race in social studies*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
3. *Bryant, B., & **Chandler, P.** (2015, October). *When the standards come up short: Infusing critical race theory in the social studies classroom*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
4. **Chandler, P.** (2011, October). *Using discussion in the social studies classroom*. Session presented at the annual conference for the Social Studies Council of Alabama (SSCA), Lincoln Center, Birmingham, AL.
5. **Chandler, P.** (2010, February). *The myth of a mono-racial America: A critique of colorblindness in history pedagogy*. Paper presented at the Southeastern Philosophy of Education Society Conference (SEPES), Huntsville, AL.
6. **Chandler, P.** (2009, October). *Cooperative learning: Making the social studies "social" again*. Session presented at the annual conference for the Social Studies Council of Alabama (SSCA), Birmingham Southern College, Birmingham, AL.
7. **Chandler, P.** (2008, February-March). *Academic Freedom: How much freedom do we really have? Notes from the field*. Paper presented at the Social Studies Council of Alabama (SSCA), Montgomery, AL.
8. **Chandler, P.** (2008, February). *Social studies, white teachers, and the representation of race*. Paper presented at the Louisiana State University (LSU) Curriculum Theory Project Conference/Camp, Robert, LA.

NATIONAL RESEARCH PROJECTS

Social Studies Inquiry Research Collaborative (SSIRC)

The Social Studies Inquiry Research Collaborative (SSIRC) is a group of 30+ college and university researchers in diverse settings across the United States (7 states) who have joined together to study the effects of challenging, authentic social studies instruction on student learning and performance.

NATIONAL SERVICE TO THE PROFESSION

1. External Reviewer, Tenure & Promotion, University of Tennessee (2016)
2. External Reviewer, Tenure & Promotion, University of Mary Washington (2016)
3. Co-Editor, *Ohio Social Studies Review*, Teaching About Race in the Social Studies (Spring 2016)
4. Reviewer, *High School Journal* (2013-2014)
5. Reviewer, NCSS/CUFA Kirkland Social Justice Award (2013)
6. Review Board, *Ohio Social Studies Review* (2012-present)
7. Editorial Board/Reviewer, *Southern Social Studies Journal* (2011-2012)
8. Book Chapter Reviewer, *Contemporary Social Studies: An Essential Reader* (2011)
9. Review Board, *Journal of Social Studies Research* (2010-present)
10. Reviewer, *Critical Education* (2009-2010, 2015)
11. National Council for the Social Studies (NCSS) Chair of Academic Freedom Committee (2009), House of Delegates Member & Vice-Chair of Academic Freedom Committee (2008)

Center for Social Studies Education, Founder/Chair (2011-2013) (Athens State University)

The purpose of the Center for Social Studies Education (CSSE) is to promote teaching, learning, and research in the social sciences and their application to education. The CSSE is a partnership between the Colleges of Arts and Sciences, Business, and Education to explore the interdisciplinary study of the human condition.

The primary mission of the CSSE is to improve education in the social studies in elementary and secondary schools. A secondary mission of the CSSE is to meet professional development needs of the local educators through professional development workshops in the content areas and pedagogy. A third mission of CSSE is to provide forums and events on social studies topics and to serve as a bridge between the academy and the community in matters of civic education and competence.

STATE SERVICE TO THE PROFESSION (Alabama, Ohio, & Kentucky)

1. Keynote Speaker, Kentucky Council for the Social Studies (KCSS) Conference (2016)
2. Member, Ohio Social Studies TAG Revision Committee (2016-2017)
3. Member, OCSS Conference Planning Committee, Cincinnati Site (2016-2017)
4. Board Member, Higher Education Representative, Ohio Council for the Social Studies (2017)

5. Member, Advanc-ED Accreditation Team, Finneytown High School, Cincinnati, OH (December, 2013)
6. Speaker, Madison County, AL Schools History Workshop, "Engagement in History" (September, 2011) (Teaching American History Grant, "Developing Teachers as Historians")
7. State Representative, Alabama Holocaust Commission (2011-2013)
8. Guest Speaker, Morgan County, AL History Forum, "Using Socratic Method to Teach History" (February, 2010)
9. Alabama Department of Education Praxis II Evaluation for Certification Standards (Auburn University) (History and Social Studies) (May-August, 2009)
10. Alabama Essential Elements of School Performance Instructional Review at West Point High School (April, 2008)

Curriculum Creation & Development

Course Sequence Development, Secondary Social Studies Methods (9 hrs)

Course Creation, CI 8003: Critical Race Theory in Education (3 hr graduate course)

Partnership, UC Economics Center, ECED 2003: Microeconomic Principles for Teachers

UNIVERSITY SERVICE

University of Cincinnati (2013-present)

1. Member, Search Committee, Assoc/Full Professor of Urban Educational Leadership (2016)
2. Member, School of Education Executive Team (2016-present)
3. Discussant, Dean's Advisory Council, Three Rivers School District (2016)
4. Secretary, School of Education Executive Team (2016-present)
5. Speaker, Freshman Welcome Day, CECH (2016)
6. Set-up, Freshman Welcome Day, CECH (2016)
7. Member, Reappointment, Tenure, & Promotion Committee (RPT), School of Education, University of Cincinnati (spring 2016)
8. Member, Merit Grievance Committee (2015)
9. Contributor, UC Cultural Competence and Racial Awareness Curriculum (2015-2016)
10. Preparer, Specialized Professional Association Report, Social Studies Accreditation (2016)
11. Preparer, Ohio Department of Higher Education, Social Studies Accreditation Report (2016)
12. Invited Presenter, Cultural Competence Series, College of Arts and Sciences (2015)
13. Invited Presenter, Inclusive Excellence Day, *Doing Race in Social Studies* (2015)
14. Program Coordinator, Secondary Education (English/Language Arts, Mathematics, Natural Sciences, Social Studies) (2015-present)
15. Secretary, Secondary Education (2013-2014, 2014-2015, 2016-2017)
16. Member, Senate Cabinet (2015-2016)
17. Chair, Academic Affairs Committee, University Senate (2015-2016)
18. Member, Academic Committee (2015-2016)
19. Member, Search Committee, SoE Executive Staff Assistant (2015)
20. Data Analysis, School of Education, Graduate School Report (2015)
21. Secondary Representative, CAEP Planning Team/Retreats (2015-2019)
22. Representative, Cross-College Curricular Committee, Secondary Education (2015-2016)

23. Member, Search Committee, Director of School of Education (2015)
24. Member, Master's Degree in Education "Working Group" (2015)
25. Member, CECH Leadership Council (2014-2016)
26. Member, SOE Director Election Committee (2014-2015)
27. Secondary Education Representative, Hosting Group, U.S. Department of State International Visitor Leadership Program, Vietnam International Visitors Group (October, 2015)
28. Member, School of Education Licensure Council (2014-2015)
29. Coordinator, Documentary Screening, *TEACH* (2014)
30. Member, Graduate Faculty Status Review Committee (2014-2015)
31. Presenter, CECH Summer Research Seminar: *Collaboration in Community Contexts* (2014)
32. Senator, University of Cincinnati Senate (2014-2016)
33. Senator, CECH Senate (2014-2016)
34. Member, Committee on Committees (UC Senate) (2014-2016)
35. Member, Faculty Development Committee (2014-2016)
36. Member, Nominating Committee, UC Senate (2014-2016)
37. Set-up, CECH BBQ (2013-present)
38. Program Coordinator, Secondary Social Studies (2013-present)
39. Member, Search Committee, Field Service Coordinator (2013)

Athens State University (2006-2013)

1. Member, Foundation Faculty Award Committee (2013)
2. Member, Executive Committee, Chapman Middle School (2013)
3. Chair, College of Education Conceptual Framework Committee (2013)
4. Member, Search Committee, Dean of College of Education (2012-2013)
5. Editorial Board, *Athena's Web* (ASU Undergraduate Journal) (2012)
6. Mentor, ASU Mentoring Program (2012)
7. Chair, University Vision/Mission/Institutional Goals/Learning Goals Committee (2012)
8. Co-Chair, Faculty Expectations Committee (2012)
9. Member, Field Experience Task Force (2012)
10. Chair, NCATE Standard I Report (2012-2013)
11. Consultant, Social Studies, Innovation School (Chapman M.S.) (2012-2013)
12. Representative, COE/ASPIRE Committee (2012)
13. Presenter, QEP Workshop, "Preventing Plagiarism" (2012)
14. Member, Student Retention Committee (2012-2014)
15. Chair, Search Committee, Assistant Professor of Visual Art Education (2012)
16. Representative, Transfer Day, COE (2011)
17. Teacher Education Council (2006-2013)
18. Faculty Sponsor, *Pi Gamma Mu*, International Honor Society in Social Sciences (2011-2013)
19. Presenter, ED 305 Technology Conference ("Using Google Earth in Social Studies") (2011)
20. Heritage Series Course Development Committee (2011-2012)
21. Founder and Chair, Center for Social Studies Education (2011-2013)
22. Member, University Center Committee (2011)
23. Member, ASU COE Restructuring Committee (2011)
24. Member, ASU Thesis Committee (2009-2011)
25. Member, College of Education Plagiarism Committee (2010)

26. Member, Academic Affairs Committee (2010-2012)
27. Coordinator, APA/Thesis Writing Workshops (2010)
28. Participant, Outdoor Classroom Project (2010)
29. Chair, Search Committee, Assistant Professor of Secondary Science Education (2010)
30. Contributor, Five Year Post-Implementation Report, Social Science for ACHE (2010)
31. Participant, Special/General Education Collaboration Enhancement Grant (2010)
32. Member, Student Success Development Team/QEP (2010)
33. Coordinator, Emergency TEP Interviews (2010)
34. Point Person, Jonathon Kozol Welcoming Committee (2009)
35. Member, College of Education Assessment Committee (2009)
36. Discussant, J. Kozol's book *Letters to a Young Teacher* (2009)
37. Member, SACS Document Organization Committee (2009)
38. Member, Vision 2020 Committee (College of Education) (2009-2010)
39. Member, Programs Sub-Committee (2009-2010)
40. Senator, College of Education (2009-2013)
41. Member, Curriculum Committee (2009-2010)
42. Certification Checkpoint for Secondary Students (2009-2013)
43. Member, Professional Review Board (2009-2013)
44. Coordinator, Alabama Quality Teaching Standards Liaison between COE/AS (2009)
45. Program Coordinator, Secondary Education (2008-2013) (biology, English, chemistry, general science, history, mathematics, social science)
46. General Editor, College of Education Undergraduate Journal (2008-2010)
47. Marshal, Commencement (Spring 2008)
48. Co-Head, Policy Studies Requirements for TEP students (2007-2010)
49. Participant, in African-American Read-In (2007-2010)
50. Participant, in Women's Read-In (2007-2009)
51. Co-sponsor, Student Alabama Education Association (SAEA) (2007-2010)
52. Member, Academic Affairs Committee (2007-2009)
53. Secondary Representative, Collaborative strategies between programs (2006)
54. Member, 2007 NCATE Standard 6; Editor/Proofer of 2007 NCATE Final Report
55. Head, Secondary Programs (2006-2008)
56. Advisor, All Secondary Students (2006-2011)
57. Editor, ASU Publication *Teaching, Etc.* (2006-2008)

RECENT PROFESSIONAL DEVELOPMENT

Leadership Development

1. Attendee, Academic Chairpersons Conference, New Orleans, LA (2017)
2. Attendee, "What Academic Administrators Need to Know" Workshop (2016)
3. Graduate, Harvard Management Development Program, Harvard University, Cambridge, MA (2016)
4. Attendee, Leadership Academy for Department Chairs, Washington, DC (2015)

General Professional Development

1. Attendee, CAEP Conference, Washington, DC (2016)
2. Participant, eLearning Backpack Project, University of Cincinnati (2015)
3. Participant, edTPA Training Workshop, Western Ohio Region, University of Cincinnati (August, 2015)
4. Participant, Ohio CAEP Meeting, University of Cincinnati (August, 2015)
5. Attendee, 3T "Teaching, Techniques, & Technology" Conference, UC Clermont (April, 2015)
6. Participant, Grant Writing Workshop, University of Cincinnati (April, 2015)
7. Participant, "Applying the Quality Matters Rubric for Online Courses" Workshop, University of Cincinnati (March, 2015), Certified Reviewer (April, 2015)
8. Participant, Preparing NCSS/CAEP Program Reports, Clinic for Program Report Writers, NCSS Conference (November, 2014)
9. Participant, Online Course Design Retreat, University of Cincinnati (June 4-6, 2014)
10. Participant, New Faculty Institute, University of Cincinnati (2013-2015)

OTHER

1. Guest Speaker, *White Social Studies: Protecting the White Racial Code* (Anti-Racist Curriculum & Pedagogy), University of Missouri (September, 2016)
2. Media Citation (book, companion website), *Preparing to Teach Social Studies for Social Justice: Becoming a Renegade* (April, 2016)
3. Media Citation (book), *Huffington Post* article, *Most Students Have No Clue What Accurate Native American History Looks Like* (November 25, 2015)
4. Media Citation, *The Conversation* article, *Where are the Voices of Indigenous Peoples in the Thanksgiving Story?* (November 25, 2015)
5. Guest Speaker, *Race and Being in the Matrix*, University of Cincinnati (February, 2015)
6. Interview, *Cincinnati Enquirer* article, *Testing Overload: Grad Tests Triple for High Schoolers* (September 25, 2014)
7. Panel Participant, *Roundtable Discussion on Social Studies Education*, Clemson University (GoogleHangout, September 2013)
8. Interview, *Decatur Daily* article, *Teachers to Carry Weapons?* (January 7, 2013)
9. Guest Speaker, *Critical Race Theory*, University of Texas (March 2011)
10. Guest Speaker, *Curriculum Theory & Academic Freedom*, North Carolina State University (October, 2010)
11. Established needs-based scholarship with Academic Freedom Award money (\$1500) at Clements High School (Athens, AL) (February, 2008)
12. Radio/Talk Show Interview on KZUM 89.3 "Room 101" (Lincoln, NE) with Michael Baker on Academic Freedom (February, 2007)

PROFESSIONAL ORGANIZATIONS

1. American Association of Colleges for Teacher Education (2013-present)
2. Ohio Council for the Social Studies (2013-present)
3. American Association of University Professors-UC Chapter (AAUP) (2013-present)

4. National Council for the Social Studies (NCSS) (2005-present)
5. College University and Faculty Assembly (CUFA) (2006-present)
6. International Society for the Social Studies (ISSS) (2008-present)
7. American Association for Advancement of Curriculum Studies (AAACS) (2007-present)
8. International Association for the Advancement of Curriculum Studies (2007-present)
9. Rouge Forum (2007-2008)
10. Kappa Delta Pi (International Honor Society in Education) (2007)
11. American Education Research Association (AERA) (2005-present)



Agenda Item: D.

Date: May 18, 2017

Subject: Establish Graduate Certificate in Professional Education Research

Action Recommended: Approval

Background Information:

The faculty members of the Martha Dickerson Eriksson College of Education propose a graduate certificate in Professional Education Research.

- Supporting Workforce Needs
 - The target audience for this program is faculty of the University of Curacao (UoC). UoC desires to provide access to graduate level education research instruction to support the academic and scholarly endeavors of its faculty and enhance their academic qualifications. This program is not intended for domestic, U.S. resident students who are unaffiliated with UoC. However in the future, APSU could expand this program to faculty of other institutions.
- Estimated enrollment
 - 10 students per year
- Alignment with APSU Strategic Plan
 - This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness

Proposed Implementation Date: Fall 2017

Item Details:

The proposed program consists of 18 graduate hours in education research, focusing on statistics, qualitative and quantitative research methods, and action research. The program will be housed in the Department of Education Specialties, within the Martha Dickerson Eriksson College of Education. The program proposal has been led by Dr. Paul Short, Assistant Professor, Department of Teaching and Learning; Dr. Moniqueka Gold, Department Chair of Educational Specialties; Dr. Benita Bruster, Department Chair of Teaching and Learning; Dr. Carlette Hardin, Dean of the Martha Dickerson Eriksson

College of Education; and Dr. Chad Brooks, Interim Associate Provost for Research and Dean of the College of Graduate Studies.

Budget Implications

- No new fulltime faculty or staff members are needed to support this program. The necessary faculty and staff are in place and the courses are offered online on a regular basis as part of existing programs. Fulltime faculty will support one course per semester, and as necessary an adjunct faculty member may be hired to offset another class normally taught by a fulltime APSU faculty member.
- APSU faculty will periodically travel to UoC to offer approximately 20% of the coursework on site in Curacao, however these travel costs are factored into the students' tuition and fees.
- This graduate certificate should not result in additional recurring costs, yet should yield enrollment growth by enrolling students from a previously untapped market.

Program requirements

To complete this certificate program, students need to pass each of the following six required courses in the proposed program:

EDUC 5000 Research in Education

EDUC 7030 Educational Statistics I

EDUC 7031 Educational Statistics II

EDUC 7050 Qualitative Research

EDUC 8050 Quantitative Research

EDUC 5420 Problems in Education (Action Research)

The program proposal has received approvals from the Department of Educational Specialties Curriculum Committee, Department Chair, Martha Dickerson Eriksson College of Education Curriculum Committee, Dean, Graduate Research Council, Academic Council, Provost and Vice President for Academic Affairs, and the President.

Agenda Item: E.

Date: May 18, 2017

Subject: Establish Graduate Certificate in Data Science

Action Recommended: Approval

Background Information:

The faculty members of the Department of Mathematics & Statistics and the Department of Computer Science and Information Technology propose a graduate certificate in Data Science.

- Supporting Workforce Needs
 - The target audience for this program is working professionals in need of these skills but who do not wish to pursue an entire Master of Science or Professional Science Masters degree in predictive analytics or data management and analysis. These skills are ubiquitous in modern times, and the need for professionals knowledgeable in these areas is exploding.
- Job Market
 - While “Data Scientist” is not yet listed as a career by the U.S. Bureau of Labor Statistics, Harvard Business Review recently called it the “Sexiest Job of the 21st Century” (<https://hbr.org/012/10/data-scientist0the-sexiest-job-of-the-21st-century>). According to the U.S. Bureau of Labor Statistics, “Employment of statisticians is expected to grow 34 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business and healthcare decisions.”
- Estimated enrollment
 - This certificate program is based on existing MS and PSM concentrations in Predictive Analytics and Data Management & Analysis.
 - The estimate the enrollment for the proposed graduate certificate in Data Science based on observed growth rates of the related MS and PSM concentrations: 1 in 2017-2018, 3 in 2018-2019, and 5 in 2019-2010.
 - It is important to note while we cannot predict these enrollment numbers with any certainty at this point, implementation of this graduate certificate does not require additional expenditures: the courses run regularly in support of other programs, therefore any enrollment in this certificate program supports growth.
- Alignment with APSU Strategic Plan

- This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness

Proposed Implementation Date: Fall 2017

Item Details:

The proposed program consists of 18 graduate hours in statistics and data management, focusing on modern methods of collection, handling, storage, analysis, interpretation, and presentation of data. The program will be housed in the Department of Mathematics and Statistics, within the College of Science and Mathematics. The program proposal has been led by Dr. Matthew Jones, Professor and Graduate Coordinator, Department of Mathematics and Statistics; Dr. Samuel Jator, Chair of Department of Mathematics and Statistics; and Dr. Jaime Taylor, Dean of the College of Science and Mathematics.

Budget Implications

- No new faculty or staff members are needed to support this program. The necessary faculty and staff are in place and the courses are offered on a regular basis as part of existing programs.
- All necessary software are regularly funded annually through various sources, including the Technology Access Fee (TAF).
- This graduate certificate should not result in addition recurring costs, yet should yield enrollment growth by attracting additional students.

Program requirements

To complete this certificate program, students need to pass three required graduate courses and choose three additional graduate courses from a list of electives. Students who need an introduction to statistical methods can take a remedial course (STAT 5050) in this subject for no credit prior to beginning. All courses are currently taught online and some are regularly taught face-to-face. All courses run regularly to support the MS and PSM in Computer Science and Quantitative Methods.

Prerequisite course or to be taken for no credit:

STAT 5050: Probabilistic and Statistical Reasoning

Required course (9 hours):

STAT 5120: Regression Analysis

CSCI 5010: Database Management Concepts

CSCI 5080: Data Mining Applications

Three of the following courses (9 hours):

CSCI 5095: Data Mining Project

STAT 5130: Experimental Design

STAT 5200: SAS Programming

STAT 5125: The Generalized Linear Model

STAT 5140: Time Series Analysis

STAT 5290: Predictive Analytics

The program proposal has received approvals from the Department of Mathematics and Statistics Curriculum Committee, Department Chair, College of Science and Mathematics Curriculum Committee, Dean, Academic Council, Provost and Vice President for Academic Affairs, and the President.



Information Item: A.

Date: May 18, 2017

Subject: Psy.D. - Intent to submit Letter of Notification to THEC to establish doctoral program

Action Recommended: Information only

Background Information:

Austin Peay State University intends to submit a Letter of Notification to the Tennessee Higher Education Commission (THEC) to develop a Doctor of Psychology degree (Psy.D.) in Counseling Psychology. The proposed program would seek to provide a doctoral level curriculum to prepare graduates to provide mental and behavioral health services to the general population with an option to focus on providing that assistance to service members, their families, and veterans by completing a “military health services” concentration. The program will pursue accreditation from the American Psychological Association. Students will be eligible obtain licensure as a psychologist upon graduation from the program.

Proposed Implementation Date: Fall 2019

Item Details:

The Psy.D. in Counseling Psychology will be housed in the Department of Psychological Science and Counseling within the College of Behavioral and Health Sciences. The proposal is being prepared by Dr. Nicole Knickmeyer, counseling psychologist and chair of the department of psychological science and counseling, with assistance from the dean of the College of Behavioral and Health Sciences, Dr. David W. Denton.

Graduates of the Psy.D. in Counseling Psychology will be provided with training and skills to ensure ethical and effective treatment of the full range and scope of psychological distress and disorder from life adjustment/developmental, career/vocational concerns to severe psychopathology with diverse, multicultural and multi-age client populations. Further, it is Austin Peay’s aim to train practitioners who are competent to provide services in a wide variety of therapeutic contexts and settings

(e.g., military, medical, community mental health, educational, organizational, and community). In addition to preparing graduates to assess, diagnose, and treat psychological distress and disorders, Austin Peay's program will prepare graduates to use their knowledge and skills to promote wellness through strategies of prevention, identification, and enhancement of client strengths, potentials, and resiliencies.

The proposed doctoral program is well-aligned with the University's mission to develop "programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources" and to serve the military community at Ft. Campbell. This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness.

There is growing demand for psychologists as evidenced by the number of federally designated mental health shortage areas that exist within the U.S. There are currently 3,800 (which is an increase from 3300 in 2009) mental health professional "shortage areas" in the US, according to the Health Resources and Services Administration (<http://www.hrsa.gov/shortage/>). APSU is located in Montgomery County which is designated as one of these shortage areas.

With regard to military populations, researchers have found high rates of divorce and family violence in military families relative to the general population. Similarly, children of parents who have served in the military show more emotional and behavioral difficulties. (<http://pediatrics.aappublications.org/content/pediatrics/125/1/16.full.pdf>). These and other indicators have directed attention to the challenge the U.S. military and veteran's service agencies have faced in providing mental health services to service members, veterans, and their families. The shortage of qualified mental health professionals serving this population has been well documented. The American Psychological Association has identified the need for professional psychologists trained to work with military populations as a priority (APA, 2007; APA Website: <http://www.apa.org/about/gr/issues/military/critical-need.aspx>). The proposed program seeks to train health service psychologists to help address this national shortage.

Austin Peay State University is uniquely well positioned to address this need given its long-standing relationship with Ft. Campbell. Being situated in a military community, it is inevitable that students will gain exposure and experience working with military populations. However, opportunities will be provided to gain more in-depth experience and training through specific courses focusing on military-related issues as well as through direct training experiences (practica) at various sites at Ft. Campbell and in the surrounding community.



Information Item: B.

Date: May 18, 2017

Subject: Accelerated Master's Pathways - Intent to implement in Fall 2017

Action Recommended: Information only

Background Information:

APSU will support the existence of Accelerated Master's Pathways (AMP) allowing high achieving students to enroll in graduate level courses while still pursuing their undergraduate degree.

For highly motivated students, APSU offers Accelerated Master's Pathways (AMP) enabling students to enroll in graduate courses while completing the undergraduate degree requirements. Qualified students (≥ 3.5 GPA) can enroll in no more than 12 graduate level credits while completing an undergraduate degree. The graduate credits will replace relevant undergraduate course requirements within a major for graduation and any graduate credits earned will count toward the graduation requirements for a graduate degree (if admitted to the graduate program). Typically, the student's undergraduate major and the graduate courses are within the same department/discipline. Student qualifications to participate in AMP are determined by each academic department, however participating students should be exceptional academic performers (≥ 3.5 GPA) with a consistent history of academic excellence.

Proposed Implementation Date: Fall 2017

Item Details:

In general, qualified students have earned a 3.5 GPA or higher within their major and only first-attempted class grades count toward this metric (repeated courses do not count). Additionally, students must have completed minimally 90 credits and students must be approved by the Department Chair and/or Graduate Coordinator to be permitted into graduate classes. Students participating in the Accelerated Master's Pathways are not considered graduate students. However, once graduated with a bachelor's degree, or once receiving approval of confirmation for graduation from APSU's Office of Registrar, students may apply for graduate admission following the normal process for admission set by the selected graduate program. Only grades earned in undergraduate courses will be used to determine academic good-standing and used to determine academic honors. Grades earned in graduate courses will count toward the graduate GPA and not used in determining the undergraduate GPA.



Information Item: C.

Date: May 18, 2017

Subject: Entrance Exam Expectations for Graduate Admissions - Intent to implement in Fall 2017

Action Recommended: Information only

Background Information:

Programs that use entrance exams in their admission deliberations will establish entrance exam expectations and therefore not use entrance exam minimums. Each graduate program may choose to establish stricter admission standards, such as entrance exam minimums due to program accreditation requirements.

The purpose of this College of Graduate Studies regulation modification is to allow faculty to deliberate on student metrics and the weighting of such metrics without the limitations of entrance exam minimums. This proposal was endorsed by the APSU Graduate Research Council.

Proposed Implementation Date: Fall 2017

Item Details:

For many faculty, major entrance exams, such as the GRE, GMAT, and MCAT, are considered excellent measures of academic ability. However, these exams do not necessarily reveal all abilities that could be adequate and necessary for success. Therefore, APSU supports entrance exam expectations for admission decisions, as opposed to entrance exam minimums.



Information Item: D.

Date: May 18, 2017

Subject: Graduate Fresh Start Regulation

Action Recommended: Information only

Background Information:

This is a new regulation allowing graduate students to enter a graduate program without past graduate credit for non-related graduate programs to be used in GPA calculations. The Graduate Fresh Start regulation enhances the efficiency of university processes by preventing the automatic probation or suspension of graduate students who are performing well in a new (current) program.

To allow graduate students to progress toward degree completion while meeting all the educational requirements of a graduate program, graduate students may petition their graduate coordinator and/or department chair to exclude prior graduate credits from other graduate programs; these other programs may not be concentrations within the same degree.

Proposed Implementation Date: Fall 2017

Item Details:

Rarely, but importantly, there are students who are transitioning to a different graduate degree, yet they bring a poor GPA record to the new program. These students have performed well (≥ 3.5 GPAs) in their new programs. However, because of the poor GPA histories, they must “re-enroll” each term as they maintain their 3.5+ GPAs. This policy is to help students and faculty by including only the current graduate program’s GPA used for the calculation of good standing.



Information Item: E

Date: May 18, 2017

Subject: Graduate Honors Regulation - Intent to implement in Fall 2017

Action Recommended: Information only

Background Information:

This is a regulation modification to limit the GPA impacts of credits earned from unrelated graduate courses on the GPA calculations used to determine honors status of graduating graduate students.

Graduate honors is determined by minimum cumulative GPA of 3.85 within a graduate program and excludes those grades earned outside of the graduate program. It is the onus of the graduating student to be aware of any grades earned outside of his or her graduate program and to take steps to remove those grades from the GPA calculations used to determine honors status.

Proposed Implementation Date: Fall 2017

Item Details:

Students who transition to a new degree bring a poor GPA record to the new program. These students have performed well (~3.85+ GPAs) in their new degree program. However, because of the poor GPA histories prior to the new degree program, these students are prevented from being honored for their academic excellence within their current degree program. This regulation will allow a student's performance in the current degree program to be used for the determination of graduate honors status.