

# CEPS & COVID Internal Update Spring 2021

*What we've done, what we've learned, and where we're going*

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## Message from Dean Crawley

It has been a little over one year since the University of West Florida transitioned to fully remote operations. We remain hopeful that a return to some semblance of normalcy is on the horizon, and so it is we may pause and take a look at what we have accomplished, what we have learned and what we will carry with us moving forward.

Despite unprecedented challenges, our successes are many, but perhaps from our home offices and Zoom-call silos, it is more difficult to absorb our collective achievements, and so I include them in the pages that follow. At the individual level the accomplishments are too numerous to recount.

Likewise throughout the pandemic we have both modified and increased our communication channels. We have continued with previous projects in an adjusted modality, and we have nonetheless begun new initiatives. There are many lessons we have learned that we will carry forward, even after we return to our new normal.

I am proud of the work we have done, and I am optimistic for a future that is informed and strengthened by an adverse situation. As always, thank you for the work you do that ultimately reinforces our mission to deliver high-quality and impactful education to our students and bolster our communities.

William

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## CEPS by the Numbers

CEPS and the University responded to the pandemic with resources to keep our community safe. The pandemic aside, we hit record numbers on many fronts, from development to partnerships.

**\$683,607**

Total amount paid in scholarships to students 2019 - 2020

**150+**

Masks provided to UWF alumni who work in school districts across the country

**128**

CEPS students who have been matched with a peer mentor through Mentor Collective

**140+**

Number of teachers who attended the first-ever virtual National Writing Project in Summer 2020

**24**

Students in the first EdD in IDT cohort

**10**

Total number of funded external grants

**954**

Total CEPS degrees conferred during the 2019 - 2020 academic year

**\$2,212,651**

Current amount of external grant awards

**43**

Number of new partnership agreements between CEPS and internship placement agencies since Spring 2020

**16**

EdD students graduated in 2020

**15**

Technology & PPE kits provided to CEPS faculty teaching face-to-face courses in Fall 2020

**250**

Approximate\* total Army and Air Force commissionings since 2013

\*Data unavailable for 2016-17 academic year; this number reflects an average. Spring 2021 commissioning based on estimate from ROTC faculty.

## CEPS by the Numbers

Enrollment for both undergraduate and graduate programs remains steady. A record number of students applied for scholarships during the 2019 - 20 academic year, evidencing an increase in student awareness of these opportunities. Finally, UWF Development continues to break its own records for fundraising initiatives.

### Development Successes

- \$100,000 in cash donations from July 1, 2019, to June 30, 2020, to the College of Education and Professional Studies.
- 15 new scholarship endowments created
- Over 2,500 foundation scholarships awarded
- 70% of UWF Students received some type of financial aid
- \$358,000 raised by Faculty and Staff Members
- Over 150 masks provided to UWF alumni who work in school

### Scholarship Money Awarded

- 2016 - 2017 \$654,332.76
- 2017 - 2018 \$716,385.99
- 2018 - 2019 \$742,884.00
- 2019 - 2020 \$683,607

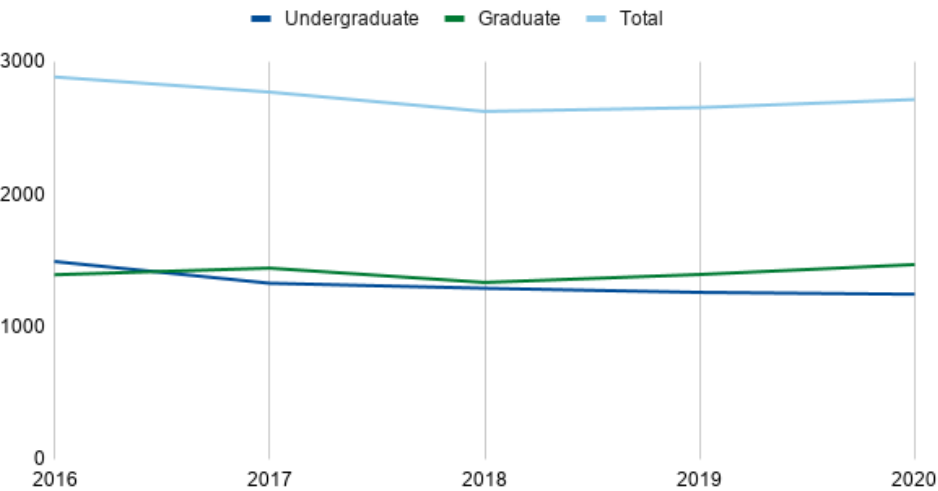
### Total Scholarships Awarded

- 2015 - 2016 Scholarship applicants (centralized process began): 246
- 2016 - 2017 Scholarship applicants: 856
- 2019 - 2020 Scholarship applicants: 1,234

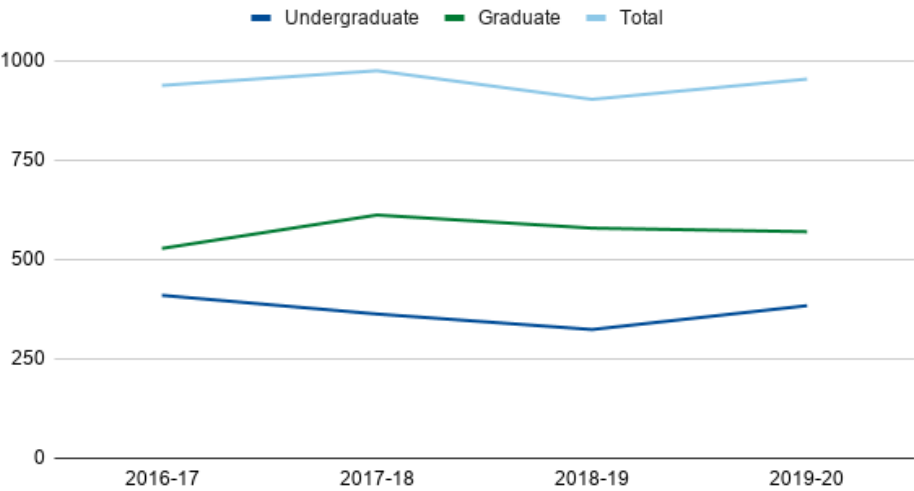
CEPS by the Numbers

Early numbers for Fall 2021 indicate a continued slight upward tick in enrollment, and, despite the pandemic, CEPS conferred 954 total degrees in academic year 2019 - 2020, slightly up from the previous year total.

Undergraduate, Graduate and Total Enrollment, Fall 2016 - 2020



Annual Degrees Awarded, Undergraduate, Graduate and Total



## Expanded Communication

Beginning in March 2020, CEPS expanded communication efforts to faculty and students. At the outset of the pandemic, the CEPS e-bulletin served to relay important information weekly about COVID health and safety; campus protocols; and FAQs.

In spring and fall Dean Crawley reached out to each faculty member individually.

Dean Crawley held weekly meetings with department chairs in addition to the monthly CEPS Cabinet meeting. In Fall 2020 Dean Crawley was able to attend each virtual departmental faculty meeting to apprise faculty members of summer planning, the fall outlook and the state of the University moving forward. He was also able to confer awards to faculty recipients, who were also recognized on CEPS social media channels and in the e-bulletin.

In Fall 2020, Dean Crawley reserved several hours each Monday to hold virtual “office hours” for faculty and staff who wished to meet with him.

From the student perspective, the CEPS Student Leadership Council (SLC) has been an invaluable source of information. In April the SLC reached out to Kay Tappan, who serves as the Dean’s liaison for the Council, to express student perspectives and concerns about the pandemic

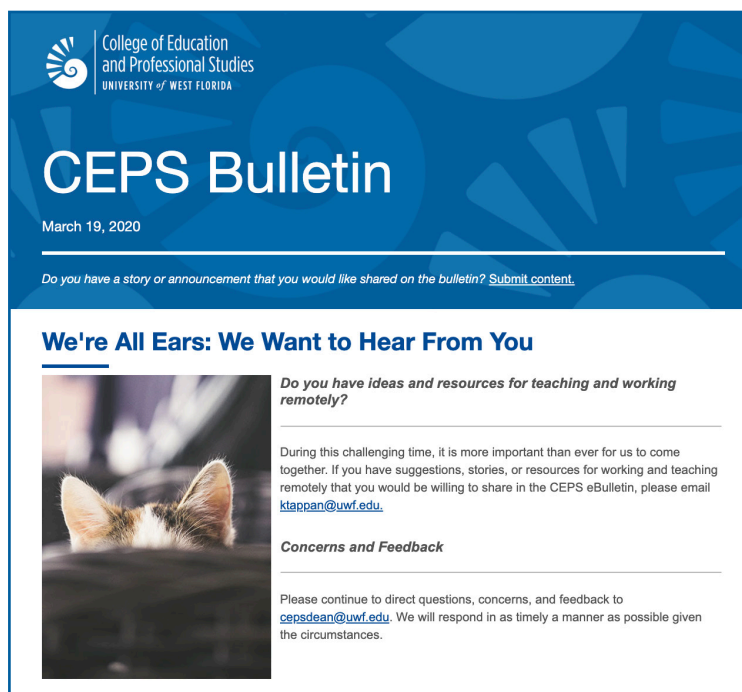
A CEPS Instagram account was created in January 2020 to serve as a student-facing communication channel, and important information regarding COVID was shared with students via this channel, as well as on the CEPS Facebook page.

Both the Summer 2020 new student orientation and Fall 2020 Welcome Convocation successfully transitioned to a virtual format, and Kay Tappan, CEPS communications manager, created program videos for each of our undergraduate programs. These videos are now housed on the CEPS YouTube Channel and provide a continued

resource for current and prospective students who are interested in CEPS programs.

In both Fall 2020 and Spring 2021, in an effort to provide additional support to and communication with students, faculty were provided with email templates to customize and share with their mentees.

Many of these channels for symmetrical communication will remain in place as we move forward in the post-pandemic environment.



## Achievements

Despite the University's fully remote modality, there were numerous achievements during the past year. CEPS launched new programs, added new faculty members to its ranks, and several programs ranked highly at the national level. Additionally, CEPS teacher education programs received CAEP accreditation and reauthorization from the Florida Department of Education.

## New Programs

### EdD in Instructional Design and Technology

In Fall 2020, the Department of Instructional Design and Technology welcomed its first cohort in the stand-alone [EdD in Instructional Design and Technology program](#). Of 55 applicants, 24 were granted admission to this online program. The EdD in IDT is based on the Carnegie Project for the Education Doctorate (CPED) Framework.



### Bachelor of Science in Construction Management

Also in Fall 2020 the Department of Administration and Law launched a [Bachelor of Science in Construction Management](#). In the local counties of Escambia, Santa



Rosa, Okaloosa, and Walton, construction of buildings and specialty trade contractors ranked among the top 20 fastest growth industries.

### TESOL Graduate Certificate

In response to another area of critical need, the new [Teaching English to Speakers of Other Languages \(TESOL\) graduate certificate](#) launches in Fall 2021. This online program features a curriculum grounded in the five domains of TESOL adopted by the Florida Department

of Education (FLDOE) and based on recommendations by the International TESOL Organization.





# Accreditation, Rankings & Designations

## Council for the Accreditation of Educator Preparation (CAEP)

After a site visit in November 2019, CEPS received official word in June 2020 that its educator preparation programs received [accreditation from the Council for the Accreditation of Educator Preparation \(CAEP\)](#), valid through Spring 2025.

CAEP Teacher Preparation Standards are rigorous, nationally recognized standards that were developed to ensure excellence in educator preparation programs. Institutions seeking accreditation must complete a program and state review process, along with annual reports that gather common data for eight measures.



EXCELLENCE IN  
EDUCATOR PREPARATION  
ACCREDITATION

## Florida Department of Education Reauthorization

In February 2020 a team of 6 reviewers from the Florida Department of Education (FLDOE) conducted a site visit and completed an intense review of the CEPS Elementary Education program. The Department of Teacher Education and Educational Leadership submitted an improvement plan based on site visit feedback and received continued approval for its educator preparation institute and educator preparation programs on Dec. 31, 2020. These programs are granted full approval through December 31, 2027.

## Rankings & Designations

- Ranked No. 1 in Best Criminal Justice Colleges in Florida in 2021 by BestValueSchools.org (2021)
- Ranked No. 14 for Most Affordable Early Childhood Education Programs by DiscoverEarlyChildhoodEDU.org (2021)
- Ranked No. 5 in the Best Accredited Online Master's in Educational Leadership by BestColleges.com (2021)
- Ranked No. 32 in Best Online Master's in Education Programs for Veterans by U.S. News & World Report (2021)
- Ranked No. 16 in the "Best Online Master's in Public Administration Degree Programs" by intelligent.com (2021)
- Ranked No. 5 in the "Best Bachelor's Degrees in Legal Studies" by BestValueSchools.com (2020)
- Ranked No. 10 in the "20 Best Bachelor's Degrees in Legal Studies" by BestCollegeReviews.org (2020)
- Ranked No. 12 in the "Top Applied Behavior Analysis Online Programs" by AppliedBehaviorAnalysisPrograms.com (2020)
- Ranked No. 15 for the "Most Affordable Bachelor's in Legal Studies" by GreatValueColleges.net (2020)
- Ranked No. 19 for the "Most Affordable Online Master's in Instructional Design" by BestCollegesOnline.org (2020)
- Ranked No. 96 in Best Online Master's in Education Programs by U.S. News & World Report (2020)



## Rankings and Designations

Please note that badge graphics are not available for every ranking listed on the previous page.



## Faculty and Staff

### New Hires

#### *Captain Laura Carroll*

In Spring 2021 CEPS welcomed Captain Laura Carroll, an assistant professor in the Department of Aerospace Studies - Air Force ROTC.

#### *Dr. David Dick*

In Spring 2021 the Department of Instructional Design and Technology welcomed Dr. David Dick, who has vast professional experience in instructional systems design.

#### *Dr. Tim Morse*

In Fall 2020 we welcomed Dr. Tim Morse to the Department of Teacher Education and Educational Leadership. Dr. Morse brings experience in both higher education and the K-12 classroom and most recently served as a positive behavior support specialist in the St. Tammany Parish (LA) School District.



#### *Dr. Joan Nkansah*

Also in fall Dr. Joan Nkansah, a graduate of the EdD in Curriculum and Instruction program, was appointed assistant director of the Doctoral Support and Quality Assurance Center (DSQAC). Dr. Nkansah and the DSQAC team continue to streamline the dissertation review process in consultation with CEPS academic departments, the EdD Policy Group, the EdS/EdD Program Office, and the Graduate School.



#### *CPT Adrian Ramirez, CPT Chance Yost & MSG Israel Martinez*

Since Summer 2020 the Department of Military Science - Army ROTC welcomed three new faculty members: CPT Adrian Ramirez, MS3 Instructor; CPT Chance Yost, MS2 Instructor; and MSG Israel Martinez, Senior Military Instructor.

#### *Successful Administration & Law Chair Search*

Despite limitations presented by COVID, the chair search for the Department of Administration and Law ended in success. Gil Fried, J.D. will join us from University of New Haven and brings expertise on stadium safety and risk management, sport finance, and sport analytics.

### MAJ John Brake Deployment

MAJ Brake completed the UWF Army ROTC program in 2005 and received his master's degree in Physical Education in 2007 from UWF. He returned to UWF Army ROTC in 2011 as the Recruiting Operations Officer and continues to perform this job today as a Department of Army Civilian.

MAJ Brake currently serves in the military with the Florida Army National Guard as the Battalion Executive Officer for the 146th Expeditionary Signal Battalion based out of Jacksonville, FL. His unit recently returned from a 12-month mobilization to Kuwait supporting Operation Spartan Shield. The unit's primary mission was to provide a wide range of tactical and strategic communications support across multiple countries within U. S. Central Command's (CENTCOM) Area of Responsibility.

Thank you for your service, MAJ Brake, and welcome home!



## Resources

To say that CEPS units and those across campus have stepped up would be an understatement. Rather, staff in AXIS, CTSS, Academic Advising, OAASP, and many other offices across the university have embraced this new environment and responded in innovative ways that will improve our resources and initiatives going forward.

## High-Impact Practices

In Spring 2021 Dr. Holley Handley, a faculty member in the Department of Instructional Design and Technology, stepped up to serve as the High-Impact Practice (HIP) liaison for CEPS.



HIP resources available to faculty include a monthly virtual book club and e-newsletter. Additionally, the UWF High-Impact Practice (HIP) Faculty Toolkit in Canvas is a resource for building HIP practices into existing courses. The Office of Undergraduate Research has translated its faculty and student symposia into virtual formats, allowing for increased participation

from both faculty and external audiences.

## AXIS

The AXIS team played a vital role in Spring 2020, quickly pivoting to a virtual modality to provide Webex tutorials and other remote teaching resources, in addition to remote office hours.



In Spring 2021 the AXIS Multimedia Studio opened for a soft launch. This resource provides faculty and students with high-quality video and audio recording equipment to create course materials, promotional program videos and podcasts, among many other audio-visual tactics.

AXIS also began offering Coffee Talks in Spring 2021. These 45-minute virtual sessions cover online teaching best practices and provide a space for faculty to share their own successful teaching strategies in the online environment.

## CEPS Technology Support Services

CEPS Technology Support Services (CTSS) provided

a lifeline in the initial outset of the pandemic by helping all faculty and staff remote in to work. CTSS utilizes Bomgar to securely remote into any computer. Additionally, the team ensured all faculty and staff have the necessary equipment to effectively and efficiently work from home. CTSS



also provided Confluence tutorials that describe in detail how to remote in from a home office. In March 2020 CTSS provided technical assistance and campus support by appointment.

In Fall 2020 CTSS and the CEPS Dean's Office provided PPE and technology kits for in-person instructors and ensured that each classroom was equipped with the technology to safely and effectively conduct hybrid courses synchronously.

CTSS continues to follow the 3-year technology refresh protocol. Venna Harris and her team inventory old equipment and make this available to faculty, students and staff through various rental outlets.

## CEPS Academic Advising

During the onset of remote work, CEPS Advising was prepared and able to quickly transition to an online advising environment. Advisors were equipped with the necessary technology and skill-set needed to meet students via Google Meet. Virtual meetings allow academic advisors to simulate that one-on-one experience.

Academic advisors continue to monitor and update Student Education Plans (SEPs), which have been critical for student planning and course demand reports. They have also systematically tracked student issues as they relate to COVID.

Further, CEPS Advising has worked with Mentor Collective to adapt the purposeful peer mentoring program to meet the new demands of students.

assessments of key assignments, and faculty have full access to review data in various aggregates and disaggregates. Brown also created a Tableau storyboard for FTCE/FELE data that provides more comprehensive, detailed information about student performance by test/indicator.

OAASP has worked closely with all departments to obtain an adequate collective of Institutional Effectiveness reports to support program assessment for SACSOC accreditation.

## Office of Assessment, Accreditation and Strategic Planning (OAASP)

The Office of Assessment, Accreditation and Strategic Planning (OAASP), led by Elizabeth Arthur, played a critical role in our successful FLDOE reauthorization and CAEP accreditation.



With support from IT, the OAASP has streamlined its data management processes, including data uploads from Pearson regarding FTCE records and FELE scores. It has undergone a process to select a new, more robust assessment/placement software, EXXAT, that we will begin onboarding in Spring 2021.

EPS coordinator Mildred Brown has created sustainable storyboards in Tableau for TEEL faculty to review



## Initiatives

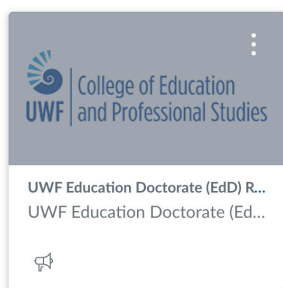
In an effort to accommodate our students, CEPS fostered communication in virtual formats. Previous partnerships continued and new partnerships began. The normalization of virtual meetings also inspired new programming for our students and the community.

## Graduate Program Communication

### Updated Canvas Resources and Processes

In Spring 2020 CEPS undertook a project to overhaul the EdD Student Resources Canvas site, a collaborative effort that involved the EdS/EdD Program Office, the DSQAC,

Advising and the EdD Policy Group, among others. The new site includes clear navigation, videos that were produced over the summer that introduce key faculty and staff, a more streamlined 12-step process and forms that are more intuitive and digital-friendly.



### EdD Bulletin

The first bi-annual EdD student e-newsletter launched in Spring 2021 to keep students informed about faculty and staff, policies and procedures and the myriad resources available to them.



### Carnegie Project for the Education Doctorate

CEPS' relationship with the Carnegie Project for the Education Doctorate (CPED) continues to flourish, with strong CEPS faculty and student representation at CPED Challenge Friday interactive sessions and other webinars.

Dean Crawley serves on the CPED National Deans Board, and Dr. Carla Thompson serves on the editorial board for *Impacting Education*, the journal affiliated with CPED.

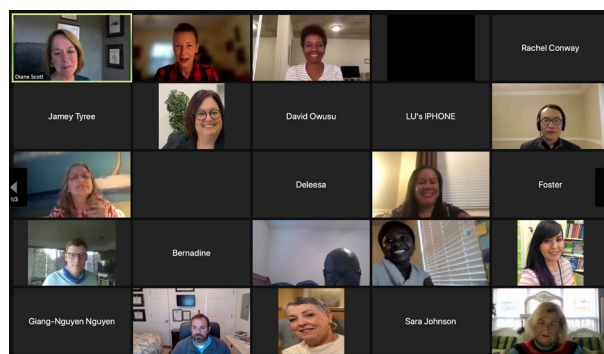
### Virtual Dissertation Defenses

From January 1 - December 31, 2020, 21 doctoral

candidates successfully defended their dissertations. [A list of these students, their dissertation/DIP titles and committee members is in the appendix of this report.](#)

### Virtual Meet & Greet

With COVID's normalizing of virtual meetings, several fully online graduate programs, including various specializations within the EdD program, the Master of Science in Administration program, and the MED in College Student Affairs Administration program have begun holding virtual "meet and greets" that allow students access to faculty and peers in an informal environment. The response to these sessions from graduate students has been overwhelmingly positive.



## Mentoring

CEPS continues to embrace a surround and support model for students through mentoring from faculty, academic advisors and student peers. CEPS will extend its partnership with Mentor Collective for another year, as students relate that these relationships are more invaluable than ever in our virtual environment.

Currently 114 undergraduate students have been matched with a peer mentor through the Mentor Collective program.

## Student Leadership Council

After a year of remaining fallow, the CEPS Student Leadership Council (SLC) regrouped in Spring 2020 and oversaw the administration of the Faculty Mentoring Award. During the summer, the SLC began to draft its charter and recruited new members.

The 2020 - 2021 SLC meets regularly with Dean Crawley to relay student feedback and shared this feedback with the CEPS Cabinet during the January 2021 meeting.



*Photo of the Student Leadership Council taken before the pandemic*

## Centralization of Internships & New Partnership Agreements

CEPS internships have been centralized under the direction of Ron Turk. This creates a more streamlined process for students to secure placements. Chel Rodriguez continues to oversee Social Work placements and Kelly Aepli Campbell continues to oversee teacher candidate placements.

Spring 2020 internships faced a lot of challenges with closures and some student interns had to finish experiences virtually. While most Summer 2020 internships were cancelled, Fall 2020 began to see partner organizations willing to accommodate interns. In Spring 2021 CEPS was able to place nearly every student seeking an internship with a viable organization.

Student COVID waivers were required for students to work with partner agencies and therefore serve as a useful metric for total internship placements: In the Fall 2020 and Spring 2021 semesters over 300 waivers were obtained each semester across CEPS.

Legal Studies (7) and Criminology & Criminal Justice (24) placed more interns in the Spring 2021 semester than any other semester in recent history (past 5 years).

Since COVID began in Spring 2020 CEPS has:

- Entered into approximately 43 new partnership agreements (all programs)
- Begun new partnerships within TEEL; Social Work; Legal Studies; Sport Management; Construction Management; College Student Affairs Administration; and Criminology & Criminal Justice
- Many new partnerships evidence the geographic variety of our online students. These include placements in the following locations: Port Orange, FL; Holmes County, FL; Alabama, Texas, Arizona, Georgia, Illinois, Missouri, and California.

New formal partnerships include:

- Six with Pensacola area legal firms and a local Judge's office
- Four Construction Management partners in the Pensacola area
- Three new Sport Management partners in the Pensacola area
- A formal partnership with the Florida Department of Corrections/Probation



## Partner Schools

### *C.A. Weis Elementary, A Community Partnership School*

CEPS continues its strong relationship as the university partner at C.A. Weis Elementary, a Community Partnership School. Multiple faculty members serve on the Leadership Council and various committees, and in the fall [C.A. Weis was the recipient of the Spirit of UWF Research and Scholarship Award](#) for the innumerable research opportunities it has provided for our faculty and students. This award was conferred at the first ever virtual Spirit of UWF Awards ceremony.



*C.A. Weis Elementary was recognized with a Spirit of UWF Award*

### *Dixon School of Arts and Sciences*

The College is in the early stages of pursuing a partnership with a local private school, Dixon School of Arts and Sciences. Dixon has hosted multiple informational tours for CEPS faculty, and we are now in the initial discussion phase of what might provide mutually beneficial opportunities for Dixon and College stakeholders.



*Faculty tour Dixon School of Arts and Sciences*

## CORAL

The UWF CEPS CORAL Center is thriving at capacity. The following activities, partnerships, and research projects are alive and well within the CORAL Center.

The CORAL Center serves as the evaluation component for multiple federal grant proposals and funded grants, with Dr. Carla Thompson serving as the principal evaluator. The CORAL Center has evaluated NSF grant proposals for the following: A Continuous Coaching Model for High School Computer Science Teachers; Collaborative Research: Transformative STEM Workforce Development through Interdisciplinary Data Science Experiences; Smart Technologies for Assisting Elderly Communities; and Advancing Women and Minorities in STEM within the University of North Florida.

Additionally, the CORAL Center evaluated a funded American Institutes of Research (AIR) grant titled Prior Learning Assessment for Students within Florida Colleges and Universities.

The CORAL Center's community outreach projects from August 2020 through March 2021 include its ongoing partnership with the Gulf Coast Kids House, completion of the K-12 STEAM Integration Program with the Santa Rosa County School District; and a new project with Covenant Care of Pensacola.

## Diversity and Inclusion Task Force

The Diversity and Inclusion Task Force was formed in June 2020 and is composed of CEPS administrators, faculty, staff, and students.

The task force has developed several actionable items to be implemented at the College-level and has met the department chairs as well as the CEPS Council to discuss these initiatives. These include, but are not limited to, increasing focus on recruitment and retention of students and faculty from diverse backgrounds; supporting minority students with possible sources of funding and additional services; improving and strengthening CEPS program curricula to place more emphasis on diversity and inclusion; and supporting the faculty with resources related to diversity and inclusion.

The task force is organizing brief video talks by faculty, staff, and students, with the aim to share perspectives and experiences regarding diversity and inclusion with the greater UWF community. The first Argo Talk was filmed in late March in the AXIS Multimedia Studio and will be shared in the coming weeks.

## National Writing Project

During Summer 2020, the Emerald Coast Writing Project transitioned [its annual Invitational Summer Institute to a virtual format](#) in response to the COVID-19 pandemic, hosting more than 140 teachers for a successful reunion called "The NWP Reboot 2020."

Video sessions and the Padlet app created a virtual space to conduct meaningful academic exercises and creativity-stimulating activities for the upcoming year. Teacher Consultants were able to invite one guest who has not attended the summer institute, resulting in 40 new faces for the first virtual event.

## Virtual Workshops for Parents

From February - April 2021, CEPS faculty, in collaboration with the Escambia County Public Schools Foundation, are [presenting a series of virtual parent workshops to help parents support their student and their student's teachers](#). Faculty from the Departments of Instructional Design and Technology and Teacher Education and Educational Leadership are lending their expertise on such topics as motivation, learning environment, organization and communication.



## Careers in the Law Virtual Panels

In February 2021 the Legal Studies program conducted its annual Careers in the Law panel in a virtual format for the first time. Legal Studies was able to offer two panels as opposed to one, and each panel featured judges, attorneys, paralegals and other legal professionals from the region. Because of the virtual format, attendance went beyond Legal Studies majors to include students from across campus, local community colleges and high schools.

## Self-Reported Faculty Publications

This information was taken from the [UWF Institutional Effectiveness Academic Unit Reporting 2019 - 2020 Distinguished and Notable Accomplishments reports](#).

Articles published after Summer 2020 are based on faculty self-reporting to CEPS communications manager Kay Tappan.

### Administration and Law

Alibašić, H., & Crawley, W. (2020). Applying Good Governance through Policy Labs: Sustainable Solutions for Universities and Local Governments. *The International Journal of Social Sustainability in Economic, Social, and Cultural Context*, 17(1), 13-25. <https://doi.org/10.18848/2325-1115/cgp/v17i01/13-25>

Alibašić, H. (2020). The Administrative and Ethical Considerations of Climate Resilience: The Politics and Consequences of Climate Change. *Public Integrity*, 1-18. <https://doi.org/10.1080/10999922.2020.1838142>

Atkinson, Chris (2020). The Federal Aviation Administration airport improvement program: Who benefits? *Public Organization Review*, in press. DOI 10.1007/s11115-020-00471-8.

Atkinson, C. L. (2020). Full and open competition in public procurement: Values and ethics in contracting opportunity. *International Journal of Public Administration*, 43(13), 1169-1182. DOI 10.1080/01900692.2019.1666408.

Brinkley, J. (2020). A Path Forward: Florida's Efforts to Combat Human Trafficking. *South Carolina Law Review*, 2020, Available at SSRN: <https://ssrn.com/abstract=3542899> or <http://dx.doi.org/10.2139/ssrn.3542899>

Brinkley, Jennifer (2019). The Failure of Amanda's Law in Kentucky: Creating Best Practices for Legislatures Passing Domestic Violence Statutes." *Quinnipiac Law Review*, 38(1).

Douthat, T., Morgan, J. D., Alibašić, H., & Grant, A. (2020). Passive building characteristics, and summertime residential energy use: A spatial analysis of energy efficiency in Gainesville, FL. *Building and Environment*, 169, 106542. <https://doi.org/10.1016/j.buildenv.2019.106542>

Harrell, Susan and Penrod, Charlie. (2019). Ethics Revisited: Basic Obligations and Pro Bono Buyouts. *Southern Journal of Business and Ethics*. Vol. 11, p.77-95.

S. Kocak, & M.E. Kutay (2020). Fatigue performance assessment of recycled tire rubber modified asphalt mixtures using viscoelastic continuum damage analysis and AASHTOWare pavement ME design, *Construction and Building Materials*, Volume 248, <https://doi.org/10.1016/j.conbuildmat.2020.118658>.

Penrod, Charlie and Harrell, Susan. (2019). It's All About the Process: The Prevalence of Civil Procedure in Undergraduate Legal Studies Programs. *The Legal Educator*. Vol. 34:2, p.20-33.

Penrod, Charlie., & Atkinson, Chris (2019). Rothe Development v. U.S. Department of Defense: Overcomplicating the uncomplicated. *Texas Journal on Civil Liberties & Civil Rights*, 25(1), 81-105.

Song, Chenxiang, Zhang, J., Zhou, A., & Ryan, S. (2019). Effect of sport media on social behavior: The attitude and perception change of Chinese college students toward the international media reporting the Beijing Olympics. *International Journal of Physical Education, Fitness, and Sports*. 8(4), 125-141.

### Criminology and Criminal Justice

Bouffard, J. A., & Niebuhr, N. (2020). Social Influences on Decisions to Refrain or Desist from Two Common Crimes among Incarcerated Men. *Corrections*, 1-24. <https://doi.org/10.1080/23774657.2020.1712270>

Buker, H., & Erbay, A. (2020). Juvenile Sex Offenders in Turkey: A Study on Offense Characteristics, Risk Factors, and the Differences between Juvenile Sex Offenders and Other Juvenile Offenders. *Crime & Delinquency*. <https://doi.org/10.1177/0011128720930667>.

Crawley, W., Scott, D. & McCorkle, K. (2020). Touch the stone: A case study of engaged leadership. *Journal of Higher Education Management*, 35(4).

Crow, M. S., & Smykla, J. O. (2019). The effect of reentry court participation on post-release supervision outcomes and re-arrest. *Corrections: Policy, Practice and Research*. <https://doi.org/10.1080/23774657.2019.1647805>

Denney, A. S., & Goulette, N., (2019). College student views on criminality and community correctional sanctions: A high impact practice. *Corrections: Policy, Practice, & Research*. DOI: 10.1080/23774657.2018.1558425.

Engstrom, R. & Scott, D. (2020). Juvenile Institutional Misconduct: Examining the Role of Education Attainment



and Academic Achievement. *Crime & Delinquency*.

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## Successfully Defended Dissertations and DiPs in 2020

From January 1 - December 31, 2020, 21 doctoral candidates successfully defended their dissertations. The students, dissertation titles and committee members are listed below (with the committee chair appearing as the first committee member listed).

Abubaker Elrashid  
Obesity Health Education and Prevention: Perceptions of U.S. Libyan Immigrants  
Committee Members: Dr. Patricia Barrington, Dr. Christopher Wirth and Dr. Mark Malisa

Chanti Waters  
Discrete Trial Teaching versus Sequential Magnitude Matching Effects for Children with Autism  
Committee Members: Dr. Diane Bagwell, Dr. Stacie Whinnery and Dr. Cynthia Anderson

Crystal Blake-Griffin  
Increasing Reading Motivation Among Fourth-Grade Students in Title I Elementary Schools  
Committee Members: Dr. Mark Malisa, Dr. Stacie Whinnery and Dr. Wisdom Mensah

Emily Baxter Hancock  
Effects of 4-H Youths' Prosocial Development on Academic Achievement in North-Florida Counties  
Committee Members: Dr. Joshua Schutts, Dr. Kate Fogarty and Dr. Christopher DeCubellis

Lori Franks  
Effect of Positive Behavior Intervention and Support Coaches on Office Discipline Referrals  
Committee Members: Dr. Mark Malisa, Dr. Joshua Schutts and Dr. Keri Fogle

Kym Atwood  
Decontextualized Skill-Cuing: Teaching the Overarm Throw to Music with Counts  
Committee Members: Dr. John Todorovich, Dr. Daniel Drost and Dr. Christopher Wirth

Joan Nkansah  
Exploring the Concepts of Critical Pedagogy at a University in Western Africa  
Committee Members: Dr. Mark Malisa, Dr. Lydia Kyei-Blankson and Dr. Joseph Blankson

Sandra Ayivor  
Postgraduation Residency Plans of Sub-Saharan African Doctoral Students in the United States  
Committee Members: Dr. Wisdom Mensah and Dr. Patrick Yang

Theresa Guy  
Basic Psychological Needs of Emergent Educational Leaders Relevant to Effective Leadership Practices  
Committee Members: Dr. Carla Thompson, Dr. Diane Bagwell, and Dr. Nguyen Nguyen

Paul D. Gibson  
Teaching Students Living in Poverty: Perceptual Experiences About Training, Strategies, and Resources  
Committee Members: Dr. Diane Bagwell, Dr. Carla Thompson and Dr. Byron Havard

La Shannon Hollinger  
Responsive Evaluation of a Community College Mathematics Laboratory: A Dissertation in Practice  
Committee Members: Dr. Carla Thompson, Dr. Diane Bagwell and Dr. Nguyen Nguyen

Karen Valaitis  
Instructor Intent to Integrate Online Collaborative Activities: A Case Study  
Committee Members: Dr. Holly Ellis, Dr. Nancy Hastings and Dr. Byron Havard

Cluny Mendez  
New Jersey Principals' Sensemaking of their Experiences with Environmental Sustainability Efforts  
Committee Members: Dr. Haris Alibasic, Dr. Mark Malisa and Dr. MaryLynn De Pierro

Lauren Anzaldo  
Transformative Learning Within Social Work Diversity Education: A Mixed Methods Study  
Committee Members: Dr. Joshua Schutts, Dr. Melinda Lewis and Dr. Mark Malisa

Laura Johnson

A program evaluation of C.A. Weis Elementary, a  
Community Partnership School

Committee Members: Dr. Joshua Schutts, Dr. Mark Malisa  
and Dr. Rashmi Sharma

Catherine Gibbs

Elementary and Middle School Teachers' Experiences of  
Standardized Testing in the Southeast

Committee Members: Dr. Susan James, Dr. Mark Malisa  
and Dr. Paul Theobald

Nayrie Smith

Andragogy of Workplace Essential Skills In a Community  
College

Committee Members: Dr. Wisdom Mensah and Dr. Lydia  
Kyei-Blankson

Brianne M. Lopez-Romano

Turnaround principals' practices in the Southeastern  
United States: A case study

Committee Members: Dr. Mark Malisa and Dr. Christopher  
Parfitt

Lisa Futz

Vocabulary instruction strategies for elementary english  
language learners in Southeastern elementary schools

Committee Members: Dr. Mark Malisa and Dr. Patricia  
Wacholz

Rosemarie Morris

Examining Eighth-Grade Students' Career Decision  
Making: Self Determination and Cognitive Information  
Processing

Committee Members: Dr. Carla Thompson, Dr. Diane  
Bagwell and Dr. Nguyen Nguyen

Sarah Roberts

Nonnative accent bias in high school: Interpretative  
phenomenological analysis

Committee Members: Dr. John Pecore, Dr. Guofang Wan,  
Dr. Elizabeth Bemiss and Dr. Amany Habib