

Fall 2007

Colleague, Fall 2007

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THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

COLLEAGUE

THE UNIVERSITY OF ARKANSAS

FALL 2007



Training Programs Ensure Quality for Preschoolers

• Trip to Sweden Teaches Teamwork •



National Visibility, Service to State Make College Exciting Place to Be

By Reed Greenwood, Dean



In the past year, the College of Education and Health Professions continued to fulfill its mission not only to prepare students in many fields but also to serve the state and bring national recognition to the University of Arkansas.

We learned that our rehabilitation education and research program continues to be a leader in the nation, according to our peers' evaluations that result in the *U.S. News & World Report's* annual ranking of graduate programs. This news was not surprising to those of us who have seen veteran faculty members Rick Roessler, Brent Williams and Doug Watson work to improve living and working conditions for people with disabilities. Their graduates go on to direct programs for state agencies and postsecondary institutions, just one example of the many

ways in which we prepare professionals who touch people's lives every day.

Our educator preparation, nursing and communication disorders programs all met high standards of accrediting agencies this past year. Our students and alumni continue to earn national recognition such as Deb Walter's award as national secondary physical education teacher of the year and the athletic training education program's high pass rate on a national certification exam.

Such national recognition combined with resources from the University of Arkansas' \$1 billion capital campaign allowed the college to recruit top-ranked researchers and academics. We added faculty members across all disciplines, including Bill McComas, who won a national evolution education award and is developing programs to elevate the skills of science teachers.

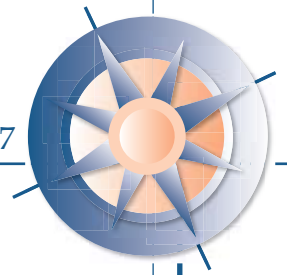
We brought in Sandra Stotsky to fill an endowed chair in teacher quality. While a state education official in Massachusetts, she created academic standards for students and prospective teachers considered some of the most rigorous in the country. She'll conduct research here that will help both Arkansas and the nation improve education.

Gary Ritter won a subcontract with the U.S. Department of Education in which he will lead a team to evaluate educational research and programs. That's another way the college will help school districts choose worthwhile programs to try, and again these could be school districts in the next county or anywhere from coast to coast.

Arkansas education officials are excited about a new grant on which Janet-Penner Williams serves as a principal investigator to train ESL teachers. There's a good possibility the program, a partnership between the college and Springdale schools, will spread statewide.

In this magazine and on the college's Web site, you will find much more information about our people and programs. I invite you to ask questions and share your ideas with me at (479) 575-3208 or mrgreen@uark.edu.





The Outdoor Connection Center sponsored a trip last December to Ouray, Colo., ranked as one of the most popular locations for ice climbing in the world. The Outdoor Connection Center, operated by the Intramural/Recreational Sports program in the College of Education and Health Professions, sponsors seminars, clinics, activities and trips both to local attractions and all over the country. Another trip to Ouray is planned this winter. The center also rents all sorts of camping, hiking and sporting equipment as well as bicycles and gear, canoes and kayaks. Information is available at (479) 575-CAMP and <http://imrs.uark.edu/2841.htm>.

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On the Cover

NeCol Wilson, a training adviser for Pre-K Math-Science, builds insects with children at the Rogers preschool center. The children used foam balls, paint, feathers and pipe cleaners to create their insects and then talked about the differences and similarities among insects. Wilson works for the Early Care and Education Projects Office in the College of Education and Health Professions. See story on Page 8.

Guidebook Assists Students With Hearing Loss

Two College of Education and Health Professions professors, Douglas Watson and John Schroedel, served as lead editors for a new guidebook published for colleges, universities and other service providers.

The new book, *Hard of Hearing Students in Post-secondary Settings: A Guide for Service Providers*

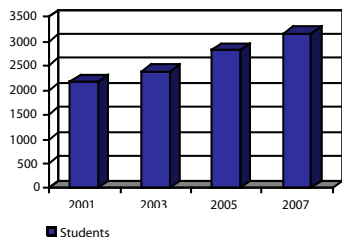


published in May by the University of Tennessee Center on Deafness, includes numerous citations to related research by Watson and Schroedel and other members of the center's staff who also assisted in editing the book. It can be accessed online at <http://prcorder.csun.edu/media/1219hh-students/index.html>.

Watson directs the Rehabilitation Research and Training Center for Persons Who Are Deaf or Hard of Hearing, which was established in 1982 in Little Rock.

To read more, visit <http://rhrc.uark.edu/5373.htm>

Enrollment Continues to Climb, Exceeds 3,000 Students



Enrollment in the College of Education and Health Professions continued its upward climb in the fall 2007 semester with a record 3,177 students enrolled on the 11th day of classes.

In six years, the college's enrollment grew by 45.6 percent, more than 1,000 students, from its total of 2,172 in 2001. The increase represented 34.7 percent of the University

Holder of Teacher Quality Chair Brings Record of Improved Student Achievement

The University of Arkansas appointed Sandra Stotsky, education scholar, researcher and consultant, to the Twenty-First Century Chair in Teacher Quality this fall.



Sandra Stotsky

Stotsky, the author or co-author of four books, more than 50 articles and more than 100 scholarly publications, has taught at every educational level and served as a research scholar or research associate at Northeastern, Boston and Harvard universities. She also has developed and directed multi-million-dollar research projects.

As senior associate commissioner at the Massachusetts Department of Education from 1999 to 2003, Stotsky directed complete revisions of the state's licensing regulations, licensure tests for K-12 educators and preK-12 standards for mathematics, history, civics, geography, economics, English, reading, science, preschool and instructional technology.

The revised standards, judged by independent experts as some of the best in the country in terms of quality and rigor, are considered to be a major factor in the state's leading position on both the reading and math tests for grades 4 and 8 given by the National Assessment of Educational Progress.

"With this chair, I can conduct research that can lead to sound, research-based policies for teacher preparation and professional development and improve public education for all students," Stotsky said. "Teacher quality is a critical piece of the educational

system."

Stotsky fills the fifth of six endowed chairs created with the establishment in July 2005 of the Department of Education Reform. A \$10 million private gift was combined with \$10 million from the university's matching gift program to endow the department that focuses on five priority areas: teacher quality, leadership, policy, account-

ability and transparency, and school choice. The leadership chair remains to be filled.

"Sandra Stotsky is an invaluable addition to our department, university and the state of Arkansas," said Jay P. Greene, department head and holder of an endowed chair in education reform. "She combines extensive practical experience in improving teacher quality with highly rigorous research in the field."

In April 2006, President Bush appointed Stotsky to the National Mathematics Advisory Panel that is charged with making recommendations to improve mathematics education in K-12. For 20 years, she has directed summer institutes on civic education to help U.S. history and government teachers learn more about the country's seminal political documents and principles.

In December 2006, Stotsky served as the lead consultant to a UNESCO curriculum project to help officials in the Afghanistan Ministry of Education revise and update the syllabi for the country's entire secondary curriculum. 🌐

Professional Development Academy Delivers



Judith Tavano



Jeanette Washington, left, unloads chickens with Thomas Parker's help before Washington's session on poultry judging.

When asked to describe the Professional Development Academy at the College of Education and Health Professions, Judith Tavano, its director, says it is a collaborative entity that brings resources and professional learners together and shakes things up.

Take the Summer Workshop for Ag Teaching Excellence. It started with one conversation with one agriculture teacher and within a few months, 18 teachers from across Arkansas were gathered at Siloam Springs High School learning about laser measurement from University of Arkansas agri professors George Wardlow and Donald Johnson, PlasmaCAM metal fabrication from their fellow teacher, Mike Rogers, and poultry judging from a poultry judge, Jeanette Washington.

"They wanted hands on," Tavano said, "and we gave them hands on. Not all of the programs of the academy will take place in fields and involve live animals, but they will all involve input from the practitioners we seek to serve."


Operating on the premise that she facilitates adult learning for workplace learners, Tavano sees the academy serving educators, health professionals and the work force at large.

Some of this summer's other customer needs included four teacher in-service training sessions for Fayetteville Public Schools.

"The professional development folks at Fayetteville knew I had a program dedicated to working within an inter-generational workplace, and they asked me to deliver two sessions of that program to their principals and administrators," Tavano said.

Other summer programs included a presentation at Butterfield Trail Village in Fayetteville on Environmental Modifications for Dementia Patients, delivered by Brent Williams, assistant professor of rehabilitation education, and the Northwest Arkansas Writing Project workshop at Fort Smith, delivered by an ensemble faculty of teacher-consultants.

Ask Tavano what's next, and she will say she plans to keep the lines of communication open between what she calls the demand side of the business and the supply side of the business.

"Those needing our services are the demand side; we – the college, the university and subject matter experts – are the supply side. If we put them together properly, we will have continuing success." 

of Arkansas' total enrollment growth over the same period.

Broken down for fall 2007, the college reported 2,157 undergraduate students, 55.6 percent more than in 2001, and 1,009 graduate students, 28 percent more than in 2001. Transfer enrollment grew by 70.3 percent from 172 students in 2001 to 293 students in 2007.

The university also posted a record enrollment overall for 2007, reaching 18,648 students or a 4 percent increase over the previous year, the largest percentage one-year increase since 2004.

College Takes Initiative to Train Teachers in ESL

In July, the U.S. Department of Education awarded the College of Education and Health Professions a grant of \$1.3 million over five years to train teachers to teach English language learners.



Diana Gonzales Worthen

Janet Penner-Williams, assistant professor of curriculum and instruction, is principal investigator on the grant, and Diana Gonzales Worthen was hired to direct Project Teach Them All. More than 100 Springdale secondary teachers in all subject areas will earn the state endorsement to teach English to speakers of other languages through the program.

To read more about the grant, visit <http://coehp.uark.edu/5502.htm>.

College Reorganization Results in Five Departments

The College of Education and Health Professions completed a reorganization of academic programs effective July 1.

Five programs within the former Department of Educational Leadership, Counseling and Foundations were moved into two other depart-

ments. Five departments now comprise the college: Curriculum and Instruction; Education Reform; Health Science, Kinesiology, Recreation and Dance; Rehabilitation, Human Resources and Communication Disorders; and the Eleanor Mann School of Nursing.

The academic programs of counselor education and higher education were moved into Rehabilitation, Human Resources and Communication Disorders. The academic programs of educational administration, educational foundations and educational technology were moved into Curriculum and Instruction. In addition, the concentrations of business education, family and consumer sciences education and technology education – all teacher preparation programs – were moved into Curriculum and Instruction. Curriculum and Instruction houses the college's other teacher preparation programs, with the exception of physical education, which is in Health Science, Kinesiology, Recreation and Dance.

Vascular Nursing Society Honors Nursing Professor

Glenda Lawson, clinical associate professor of nursing in the Eleanor Mann School of Nursing, was named the winner of the 2007 Jeanne E. Doyle Award, the highest honor given by the Society for Vascular Nursing.

The international association is dedicated to promoting excellence in the compassionate and comprehensive management of people with vascular disease. The society focuses on providing high quality education, fostering clinical expertise and supporting nursing research.

Lawson was recognized at the society's annual convention in Baltimore in June for her research into peripheral arterial disease as well



Glenda Lawson

Second ERZ Assists Schools With High Numbers of English Language Learners

The Northwest Arkansas Education Renewal Zone magnifies its impact on the region's education system this fall with the establishment of a second office, this one focusing on schools with high populations of English language learners.

Nick Tschepikow, a former principal at Ramay Junior High in Fayetteville, had been in the position of ERZ director for about six months when he helped bring on board another longtime area educator, Judy Hobson, to serve as the second ERZ director. A 39-year veteran of the Springdale School District, Hobson spent 12 years coordinating federally funded programs, including English as a Second Language, in the district.

In 2003, the Arkansas General Assembly established Education Renewal Zones across the state to promote collaboration among public schools, education service cooperatives, colleges and universities, and parents and communities. The Northwest Arkansas ERZ, established in 2005, partners with 22 mostly middle schools in Washington, Benton and Madison counties and is based in the College of Education and Health Professions at the University of Arkansas.

"ERZ offices have several charges



Judy Hobson



Nick Tschepikow

from the state Legislature," Tschepikow explained. "They help to recruit and retain high-quality teachers, foster professional development and encourage parental and community involvement in the schools. But each area of the state has unique needs. As a former principal, I feel that the best approach we can take is to see what specific needs schools have and determine how we can help them.

"That's why we believe the ERZ for English language learners will be helpful in this part of the state that is seeing such tremendous growth in these populations."

That's also why – based partly on the fact that two junior high schools in Rog-

ers will be converted to middle schools next year – Tschepikow and Hobson plan to organize a middle level institute for teachers to examine academic practices found most effective with children at that age.

Tschepikow developed a list-serve for the middle school partners to communicate with each other and has worked with several entities on campus to extend university resources.

For more information on ERZ, professional development opportunities and other resources for teachers, administrators and parents, visit <http://erz.uark.edu/index.htm>.

Cultural Aspect Makes Literacy Project Special to Islanders



Marshallese boys play in the “ocean” at the closing celebration in June of a Marshallese literacy project.

Fifteen Marshallese children and their mothers delighted in a literacy project last spring designed, not only to improve the children’s reading skills, but also to teach them about their culture.

At Anij Emmon Assembly of God Church in Springdale, where they met six times to learn reading activities they could continue at home, the children, most of whom were born in the United States, and their mothers displayed the work they had done.

Marta Collier, associate professor of childhood education, Yvette Murphy, assistant professor of social work, both at the University of Arkansas, and Deanna Perez Williams, migrant education coordinator for the Boston Mountain Educational Cooperative, designed and conducted the program with funds from the University of Arkansas Women’s Giving Circle.

“As a research component, we wanted to look at the whole notion of nostalgia so we tried to choose books that were reflective of their culture,” Murphy said.

The children illustrated a folk tale

about a whale and a sandpiper that their mothers had heard as children.

Marshallese community leaders in Springdale such as Anita Iban, who works as a translator in the public school system, assisted with the project. Springdale has the largest Marshallese population outside the Marshall Islands.

Marina Michael attended the program with her 6-year-old son. “We enjoyed talking about the island traditions,” Michael said. She was laughing but her eyes were shiny with tears as she thought about her home. “This was the first program we’ve been in that included the Marshallese culture.”

The literacy project used an education model developed in 2003 by Williams. The Community-Based Partnership Methods in Education provides guiding principles for educators on how to engage and partner with parents in diverse communities to improve their children’s academic outcomes.

To read more about the project and see more photos, visit <http://coehp.uark.edu/5312.htm>.

as her work to raise awareness of the condition and the simple test that can detect it. The ankle-brachial index requires a nurse to compare blood pressure levels taken at the ankle and the arm.

To read more about Lawson and her work, visit

<http://coehp.uark.edu/5147.htm>.

Springdale Hispanic Teens Visit Athletic Training Education Program

Jeff Bonacci, director of the athletic training education program, introduced a group of teenagers to the discipline when they visited the University of Arkansas campus in June.



The 14 girls were taking part in the Commu-

nity Health Applied in Medical Public Service program, or CHAMPS, conducted by the Area Health Education Center-Northwest in Fayetteville. The program’s goal is to encourage minority students to pursue a career in the health professions.

The ninth-grade girls enjoyed tapping each other’s ankles and wrists after Bonacci gave them a quick lesson in techniques to stabilize limbs. The group also visited other postsecondary institutions and health facilities in Washington and Benton counties.

To read more about the project and see photographs, visit

<http://coehp.uark.edu/5217.htm>.

Leadership Academy Names First Master Principals

The Arkansas Leadership Academy announced the names March 12 of four school principals in Arkansas who were the first to achieve the status of master school principal through an intense three-year program.

Ken James, Arkansas commissioner of education, and Beverly El-

liott, director of the Arkansas Leadership Academy, presented awards of distinction and certificates to:

- Blaine G. Alexander, principal of Magness Creek Elementary School in Cabot.
- Diane Barksdale, principal of Carver Magnet Elementary School in Little Rock.
- Debbie Davis, principal of Bayyari Elementary School in Springdale.
- Diana Peer, principal of Parkview Elementary School in Van Buren.

Master school principals will receive a \$9,000 per year bonus for five years upon earning the designation. They are eligible for an additional \$25,000 per year for five years if they are selected to serve at a low-performing school.

The leadership academy also completed its first yearlong invitational institute for superintendents. Twenty-eight superintendents from around the state took part in the program focusing on systems change.

To read more about the leadership academy based in the College of Education and Health Professions and its programs, visit

<http://cied.uark.edu/5005.htm>.

Office for Studies on Aging Collects Grant for Workshops

Ro DiBrezzo, University Professor of kinesiology, and Barbara Shadden, professor of communication disorders, received a University of Arkansas Women's Giving Circle grant to fund a workshop series for caregivers aimed at improving their physical and emotional health and reducing stress associated with giving care.



Ro DiBrezzo

DiBrezzo and Shadden co-direct the Office for Studies on Aging, which was established with help of the University of Arkansas Graduate

Rehabilitation Program Maintains National Prominence with Teaching, Service, Research



Richard T. Roessler



Lynn C. Koch



Brent T. Williams

U.S. News & World Report listed the rehabilitation education and research program in the College of Education and Health Professions at No. 15 in its 2008 edition of "America's Best Graduate Schools." The program consistently ranks in the top 15 in the nation.

In another sign of the program's quality, its graduates go on to direct state rehabilitation agencies, centers for college students with disabilities, vocational departments and university programs across the nation. Its faculty members contribute to increased accessibility for people with disabilities through their research and service. In 2005, the program received the No. 1 ranking in scholarly publications based on an assessment of authorship in six core rehabilitation journals.

Brent T. Williams, assistant professor of rehabilitation education, served on the Governor's Task Force on Supported Housing that recently completed new standards for public housing in Arkansas that he said go beyond the Americans with Disabilities Act to accommodate people with disabilities.

"We have to convince builders that inclusive design isn't just for a specific market niche," he said. "Our task is to show them that it's just good design."

Williams also worked with colleagues

in the UA School of Architecture on a book tentatively titled *Just Below the Line: From Marginalization to Equity in Southern Housing* to be published next spring by the University of Arkansas Press.

Rehabilitation graduate program ranked No. 15 by U.S. News & World Report in 2007

Work by Richard T. Roessler, University Professor of rehabilitation education and research, has garnered him national awards in the field. His current research focuses on helping people with multiple sclerosis, a chronic debilitating illness that strikes adults, often in the middle of their careers.

The newest faculty member, Lynn C. Koch, associate professor of rehabilitation education and research, serves as program coordinator. Her research interests include emerging disabilities, psychosocial and vocational implications of disability, reflective rehabilitation counseling practice, and the scholarship of teaching and learning. She has authored or co-authored more than 70 publications related to disability, vocational rehabilitation and employment.

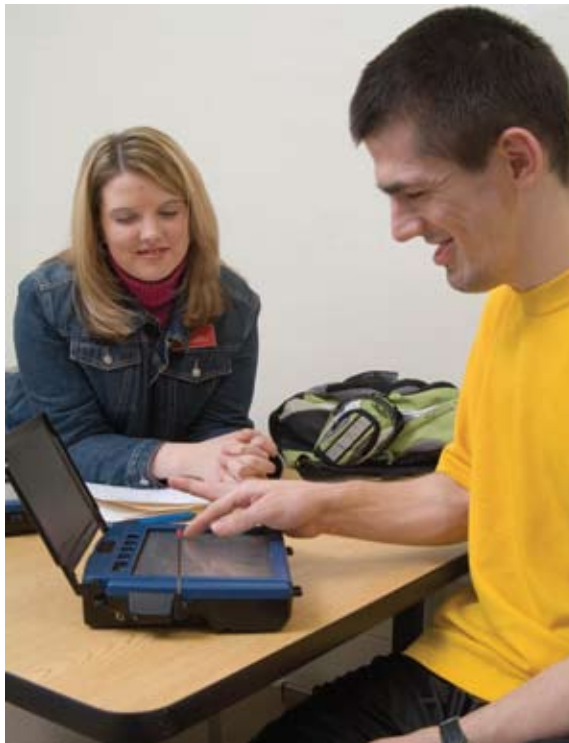
Communication Disorders Program Pass Rate, Special Services Noted

Last spring, the graduate communication disorders program in the College of Education and Health Professions earned reaccreditation for eight years from the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

In speech-language pathology, a student must graduate from an accredited program in order to be licensed and certified to practice clinically, said Barbara Shadden, a professor of communication disorders and the program coordinator. The accreditation for the master's degree at the University of Arkansas, the entry-level degree for clinical practice, runs through 2014.

"Several years prior to this accreditation cycle, our national organization changed the standards specifying the knowledge and skills required to work as a speech-language pathologist, as well as the standards for graduate level preparation," Shadden said. "The new standards are incredibly intricate, and the challenge of tracking each of hundreds of knowledge and skill achievements by each student has been daunting for graduate programs around the country."

The accrediting team reviewed coursework, clinical training and faculty credentials and workload, among many program aspects. The team commended the program for its nearly 100 percent pass rate of the national exam over the past eight years as well as its specialized clinical services such as work with augmentative and alterna-



Master's student Lauren Boles works with Tom Roberts as he hones his skills on an augmentive communication board.

tive communication devices.

"Changing our graduate program to address new standards and preparing for the reaccreditation process and site visit had taken a great deal of time and effort on the part of the entire faculty over several years," Shadden said. "Being accredited for the maximum eight-year accreditation cycle means we can move forward with our ongoing primary mission – providing quality academic and clinical education to prepare the speech-language pathologists of the future."

Larry Aslin directs the program's Speech and Hearing Clinic. Other faculty members in addition to Shadden are Fran Hagstrom, assistant professor; Marilyn McGehee, instructor; and Mary Ann Toner, associate professor. A new faculty member, Kim Baker, joined the program in the fall.

School to provide a focus for multidisciplinary initiatives in aging. One research project concerns the effect of stress on caregivers' health.



Barbara Shadden

The workshops will provide access to and information about a wide variety of local, regional and national resources. Also, caregivers will receive valuable information about coping strategies and improving personal health. Participants will be invited to take part in pre-workshop interviews that will help to guide topic selection for the workshops.

To read more, visit <http://www.uark.edu/misc/aging/>.

Accrediting Bodies Impressed With Teaching, Nursing Programs

Three academic programs in the College of Education and Health Professions were re-accredited during the last academic year.

The National Council on Accreditation of Teacher Education sent a team to review the college's professional education unit, consisting of all teacher licensure programs.

The successful visit was directly related to the development and implementation of an assessment plan that serves as the core assessment system for NCATE accreditation, provides academic programs with analyzed data that can be used for program improvement and contributes to the overall university assessment plan. The assessment system is designed around a database that gives programs annually updated information on student learning outcomes for use in program modifications.

The Eleanor Mann School of Nursing earned accreditation from the Commission on Collegiate Nursing Education for its new master of science degree in nursing. The accreditation term runs for five years. The school's baccalaureate degree program earned reaccreditation for a 10-year period.



Ready to Go

Professor Directs Programs Vital to Children's Success in School

If your children attend day care or preschool in Arkansas, chances are good their teachers and caregivers were trained by Bobbie Biggs and her team.

You probably won't see Biggs' name in the papers or on television, but she and her trainers are responsible for developing curricula to educate many teachers and professional caregivers in Arkansas about the educational, social and developmental needs of preschool children.

It's a significant responsibility, one that state officials are confident putting in the hands of Biggs, who directs the Early Care and Education Projects office based in the College of Education and Health Professions at the University of Arkansas.

"Our curriculum is making a difference in the lives of Arkansas children," Biggs said. "It's helping them get a good start into the Arkansas educational system. Preschool is vital for preparing children for kindergarten."

A professor of vocational education, Biggs combines her work directing the office with teaching on the Fayetteville campus, usually one class a semester in workforce development curriculum design.

Biggs earned bachelor's and master's degrees in

If there is anything we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

— Carl Jung, founder of analytical psychology
(1875-1961)

home economics from the University of Arkansas and elementary certification from Henderson State University before she attended Texas A&M University for a doctorate in vocational education. She joined the Arkansas faculty in 1979.

"This is absolutely the most satisfying thing I have ever done in my life," Biggs said. "We have such strong commitment from teachers, child care providers and those of us in the training aspect."

Training the Trainers

Biggs, who has taught at all educational levels, signed her first contract with the state Department of Human Services in 1992. That year, she began by training 267 people in one program at a cost of \$63,000. Now, her contracts with the state's Division of Child Care and Early Childhood Education and the Arkansas Department of Education cover 13 programs and enroll about 6,500 people a year with an overall graduation rate greater than 75 percent. The office's contracts with the state now total about \$1.5 million per year.

The state funding allows the Early Care and Education Projects office to offer training free to early educators. Some



Deniece Honeycutt, left, and Rogers preschool teacher Tara Edmonson lead children in a song. Honeycutt trains trainers for the Pre-K Early Learning Literacy in Arkansas program.

school districts pay their teachers for the time they spend in training as if it were a regular work day for them.

Biggs' four training advisers have prepared about 300 trainers to deliver courses around the state at vocational centers, technical institutes, community colleges and other postsecondary education facilities.

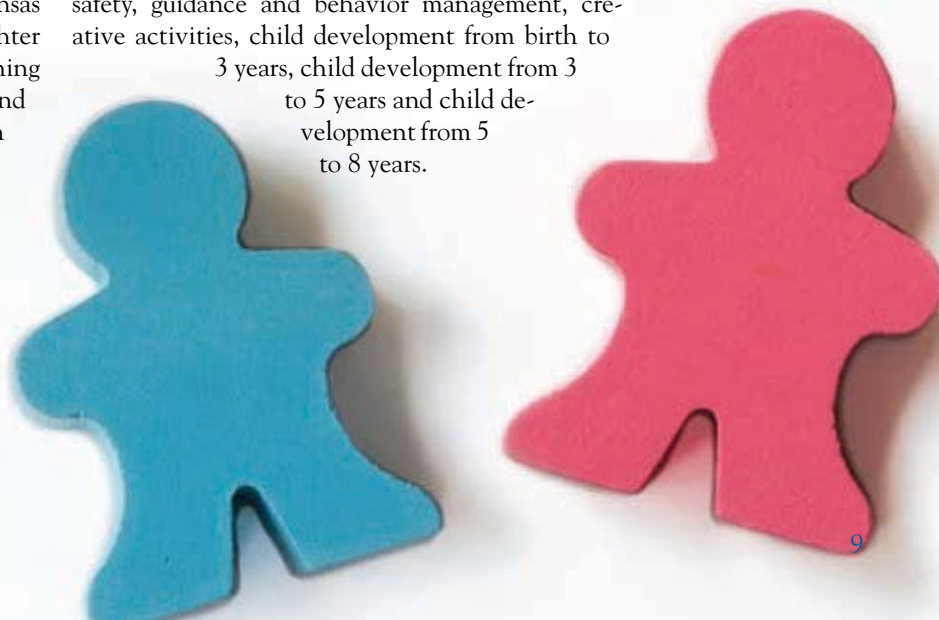
Marietta Baltz is the training adviser for the Child Care Orientation Training (CCOT) and Family Child Care Provider (FCCP) programs; Deniece Honeycutt is the training adviser for Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA) and assistant to the director; Susan Slaughter is the training adviser for Pre-K Social Emotional Learning (Pre-K SEL) and the Caregiver Certificate program and serves as projects curriculum editor; and NeCol Wilson is the training adviser for Pre-K Math-Science (INDEX) and the Framework Handbook.

Kathrine Slocum, administrative secretary who has worked with Biggs for 22 years, Susan Lamp, secretary, and Jane Klein, clerical assistant, complete the team. Slocum handles budgets and distribution of materials, Lamp takes care of curriculum formatting and word processing, and Klein assists with distribution of materials and scanning.

The staff strives toward two primary, interlocking

goals: that teachers and caregivers receive the most comprehensive, up-to-date training possible before they enter a day care or preschool room and that the children in their care learn and grow.

The courses run different lengths from a three-hour introduction to child care designed to inform potential caregivers about the options and regulations involved in opening a child care center to a 90-hour course that covers six 15-hour classes. These six classes cover health and safety, guidance and behavior management, creative activities, child development from birth to 3 years, child development from 3 to 5 years and child development from 5 to 8 years.



Senator Emphasizes Early Childhood Education

That every Arkansas child has the opportunity to start school ready to learn is a vital issue facing educators today, U.S. Sen. Blanche Lincoln, D-Ark., told a crowd gathered for a lecture in a series sponsored by the Department of Education Reform.

Lincoln spoke Feb. 22 in the Graduate Education Building on the University of Arkansas campus in Fayetteville during a week in which she had been touring the state talking with administrators, teachers, students, parents and community and business leaders about education issues affecting Arkansas.

“When we think about our children’s education, the most important question that we need to be asking ourselves is not, ‘Will our children be ready to attend college?’” the senator said. “Instead, we really need to be asking, ‘Will they be ready for kindergarten?’”

Research shows that the brain develops most during the first three years of life, Lincoln said, and it’s during this time that learning and cognitive thinking skills develop.

“We know that the earliest years count, and I want to ensure that every child, no matter their circumstance, has the chance to begin their education on an even footing with all other children,” she said. “This period is critical to the development of social skills and emotional well-being. It’s when kids form attachments and learn to deal with stress and challenges.”

While many children have loving and engaged parents at home, far too often many of them aren’t gaining the skills they will need to succeed when they begin school, Lincoln said. Some don’t know fundamentals such as the ability to identify colors and letters and how to hold a pencil or crayon.

She described visits to schools in the Delta where poverty was a constant factor but well-behaved kindergarteners proudly lined up to brush their teeth after a snack. She recounted her sister, a teacher, telling her about a child clinging to her leg on the school bus and crying about not wanting to go home.

Lincoln also talked about her twin sons, now 11. She praised the dedication and stamina of teachers as she told stories about her and her husband volunteering at the public schools the boys attended.

“We made pre-kindergarten education a priority for the boys because children who start behind, stay behind,” she said.

Lincoln quoted statistics from an advocacy group for early childhood learning called Pre-K Now:

- Eighty-eight percent of children who are poor readers in the first grade will still be poor readers in the fourth grade.
- Seventy-four percent of children who are poor readers in the third grade will still be poor readers when they start high school.



U.S. Sen. Blanche Lincoln, D-Ark., talks about the importance of early childhood education during a visit to the College of Education and Health Professions in February. Her lecture was one of several during the academic year sponsored by the Department of Education Reform.



Biggs and her team also provide training required for an Early Care and Education Curriculum Endorsement needed for the Arkansas Better Chance program offered in the public school systems, private centers and Head Start.

“Even if you have a master’s degree, you should be taking these courses before you face a roomful of 4-year-olds,” she said.

Biggs directs programs that can apply toward college credit for the participants. The Early Care and Education Curriculum Endorsement consists of six classes (135 clock hours or 9 college credits) of in-depth content and appropriate practice for 3- to 5-year-olds. Four classes are required:

- Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children.
- Pre-K Early Literacy Learning in Arkansas.
- Pre-K Math-Science.
- Pre-K Social Emotional Learning.

Biggs’ office supervises the delivery of these courses throughout the state.

Courses designed for people considering opening a preschool or child care facility provide them the information they need to know before taking the first step, everything from required insurance coverage to playground equipment safety.

“They usually don’t understand the cost involved, even with a home-based facility,” Biggs said. “We give them the best information possible to help them make the decision about whether to proceed.”

She and her trainers also work with state officials on the development and modification of frameworks that set out what children must learn in preschool in order to be ready for kindergarten.

Serving Arkansas Well

The federal reporting system called Kids Count ranks Arkansas exceptionally high for its pre-

continued on page 12



Marietta Baltz is training adviser for the Child Care Orientation Training and Family Child Care Provider programs. One of her responsibilities is to be sure caregivers understand regulations concerning playground equipment safety.

school programs.
“Arkansas is one of four states in the country that meets nine of the 10 criteria they look at,” said Biggs. “We feel we here at the University of Arkansas have made a major impact on this rating.”

Tonya Russell, director of the state Division of Child Care and Early Childhood Education in the Arkansas Department of Human Services, said continuing education is essential to the success of teachers.

“It’s irrefutable – even after obtaining a college degree or some level of professional experience – teachers still need ongoing professional development,” Russell said. “That’s especially true for folks in the field with young children. We have a very wide range of experience among child care providers and preschool teachers in the state from the 10 hours a year required under minimal licensing standards to formal education.”

The emphasis in training has changed in the past 10 years because of accountability requirements, Russell said. A greater understanding and reliance on measures of high performance have heightened awareness of how tax dollars are spent.

“We must ensure that our children come out of whatever experience they have with a positive outcome, and to do that we have to look at the quality of training we give our teachers,” she said.

Local Programs Count on Training

The Rogers School District operates a federally funded preschool program that serves 300 4-year-olds at eight locations – a freestanding center on Woods Lane and classrooms at seven elementary schools in the district. Karen Benham, director of the preschool program, said the training offered by Biggs plays a key role in the Arkansas Better Chance for School Success program.

“We want to ensure we have a high-quality program, and high-quality teachers are a very important ingredient in that,” Benham said.

In previous kindergarten screenings, officials were seeing children lacking readiness, she said, but screenings since the preschool program began in 2005 show an improvement. The district is conducting longitudinal studies to measure the children’s progress.

“Our kindergarten teachers have commented to prekindergarten teachers that they can tell which children have gone through the program,” Benham said. “The children have more skills and they have learned school routines, which frees up more time for instruction.”

The Bentonville School District also relies on the child care projects office. According to Deb Kee, director of Bentonville’s Childcare Enrichment Services, the district offers four programs:

- Building Bridges for birth to age 5 with two infant and toddler centers and two pre-kindergarten centers.
- Adventure Club, the before- and after-school program open year-round.
- Parents as Teachers, a national program focused on improving parenting skills.
- ABC Pre-K to begin in January.

Studies show that, in the long run, students who participate in “model” early education programs, with low teacher-pupil ratios and highly qualified staff, are more likely to graduate high school, earn higher wages, stay off government assistance and refrain from criminal activity, Lincoln said.

“And this is not only a quality of life issue for these children,” she said. “Investments in early childhood education can have real economic consequences for society in the long run.”

Lincoln called the Arkansas Better Chance program just such a model program. Bobbie Biggs, a professor of vocational education at the University of Arkansas, directs an office that provides several kinds of training for caregivers and preschool teachers, including training required for Arkansas Better Chance.

Lincoln provided several details about the program.

Started in 1991, ABC serves children from low-income families, at-risk children and children with limited-English proficiency, among others. According to figures for the 2004-2005 school year, Arkansas ranked eighth in the nation in state spending per child for publicly funded pre-kindergarten programs.

During that school year, 9,316 children were enrolled in ABC, representing 93 percent of school districts in Arkansas at a cost of \$4,711 per child enrolled.

“Funding for ABC has increased in each of the last four years, but it’s not just about the quality of dollars we are spending,” she said. “It’s also the quality of the education.”

A report issued by the National Institute for Early Education Research at Rutgers University found that, during the 2004-2005 school year, children enrolled in the ABC program improved their math skills by 37 percent and vocabulary skills by 31 percent over their peers who did not participate in the program.

“Even more astonishing, children in the state program recognized letters 116 percent better than children not in ABC,” Lincoln said.

ABC also had one of the highest grades in the nation in the Rutgers study’s quality standards checklist, receiving a 9 out of 10 rating. The quality standards checklist sets thresholds that must be met in areas such as teacher specialized training, maximum class size, staff-child ratio, screening services and meals.

“We met their criteria in all but one of the categories,” Lincoln said. “We owe it to the children of this nation to ensure that they have every tool at their disposal to succeed.” 🌐



Claretha Banks, right, assistant professor of workforce development education, asks a question as Marta Collier, from left, associate professor of curriculum and instruction, and Barbara Hinton, associate dean for academic affairs, listen.

The district employs 90 people serving about 1,000 children with those numbers to grow when the ABC Pre-K program starts.

“The Child Care Orientation Training is very beneficial to all our staff,” Kee said. “We feel it is so important that we require it and we pay the time for all new employees to attend. The Caregiver Certificate has several different components that are beneficial to both Building Bridges and Adventure Club staff. The Pre-K ELLA has been an excellent training for my pre-kindergarten teachers who have learned so much about literacy and how to better incorporate it into their classroom.

“Frameworks is another training that has been great for my pre-K staff. It gives them the tools and knowledge to teach the skills that all children ages 3-5 should know.”

By going through the training offered by the university through NorthWest Arkansas Community College, Bentonville staff members have gained the knowledge to be better teachers, Kee said.

“It gives them the tools and techniques to implement into the classroom to better serve the children,” she said. “The more training and knowledge the teacher receives, the more the children will see the benefit through a well-planned high quality preschool program. We’re giving the children opportunities to learn through developmentally appropriate activities.”

Social and Emotional Learning

Last spring, the child care projects office staff members field-tested their new social and emotional learning curriculum in Little Rock with teachers from Head Start programs, day care centers and public schools and in the Rogers prekindergarten program. The variety of settings ensures that potential problems are more likely to be identified and children’s needs are adequately addressed.

“The social and emotional learning curriculum we have developed focuses on providing a supportive, safe environment for children,” Biggs said. “When children feel safe and let their guard down, that’s when learning starts.

“If a child comes from a home with violence, we as caregivers have to turn that child around with positive guidance. One way to do that is to forget saying, ‘Don’t,’ and instead, ‘Do.’ Teachers have to teach what we call replacement skills. It



Karen Benham, from left, director of the Rogers preschool program; Susan Slaughter, training adviser for the Pre-K Social Emotional Learning and Caregiving Certificate programs; and Bobbie Biggs, director of the Early Care and Education Projects office, look at children's work in the preschool center in Rogers.

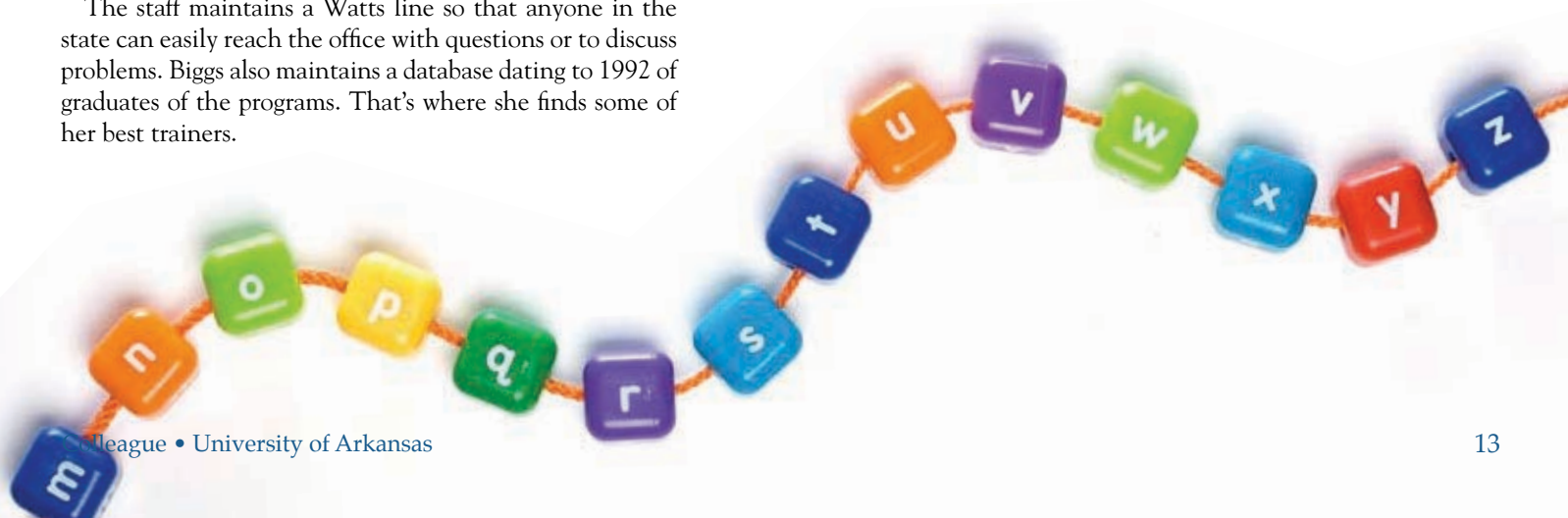
doesn't do much good to stop a child from doing something without giving them some other way to handle their frustration or aggression that they may use biting or tantrums to express. We take a child's temperament into account – while we want to prevent bullying we also want children who tend to be submissive to stand up for themselves.”

The teachers learn to rely less on punishment than on offering alternatives to bad behavior and to watch for good behavior and praise it.

The staff maintains a Watts line so that anyone in the state can easily reach the office with questions or to discuss problems. Biggs also maintains a database dating to 1992 of graduates of the programs. That's where she finds some of her best trainers.

“I have an extremely innovative staff,” Biggs said. “There's nothing about preschool we won't tackle. Where we see problems, we do anything we can to make the situation better. We spend time with the State Division of Child Care and Early Childhood Education staff, and we talk to them about our ideas.”

To see more photographs, visit <http://coehp.uark.edu/5592.htm>.





Honors Program Makes Research Part of Undergraduate Experience

Sara Albrecht and Sara Kutac

are the sort of students officials of the Walton Family Charitable Support Foundation must have had in mind when they decided to give the University of Arkansas \$300 million, \$200 million of which created the university's Honors College.

The gift announced in 2002 brought honors programs in colleges across campus together into the Honors College with the capacity to award fellowships of \$50,000 for four years, to establish special study abroad and undergraduate research opportunities and to support outstanding faculty members in their research and honors teaching efforts.

Albrecht and Kutac attended high school together at St. Agnes Academy in Houston, and maybe the attitude they share that it's important to seek educational challenges helped fuel their friendship.

The two young women enrolled together in the University of Arkansas, majoring in communication disorders. They both earned bachelor's degrees last spring, graduating summa cum laude, and are now attending Texas

Christian University in Fort Worth to continue their studies in speech therapy.

The Honors College requires a research project and thesis for graduation with honors, and Albrecht and Kutac both conducted research in language acquisition in children: Albrecht studying twins because she is a twin and Kutac studying children of mothers with depression because she minored in psychology. The honors program in the College of Education and Health Professions supported their desire to challenge themselves, the students said, and the curriculum made undertaking research more common to a graduate program not seem so burdensome.

Even though they were doing work their peers not in the honors program didn't have to do, they had time to carefully consider a research topic while in a junior-year class, and their mentors helped them hone the research question and design the evidence-gathering and writing portions so that the tasks weren't overwhelming. Fran Hagstrom, an assistant professor of communication disorders, mentored Albrecht, and Barbara Shadden, a professor and coordinator of the communication disorders program, mentored Kutac.

Kutac plans to work in a hospital setting after she earns her master's degree. After she gets some work experience under her belt, she plans to pursue a doctorate. Albrecht wants to work with children but isn't sure yet whether she'll pursue a job in a school or a private clinic. She'll decide later about going back to school for a Ph.D.

For their honors theses, Albrecht looked at whether twins develop language differently than single children and Kutac studied whether children of mothers with depression progressed differently than other children.

Albrecht has a twin brother, and while growing up she heard stories about twins having special ways of communicating.

"All my life, people asked us if we had a secret language," she said. "We didn't."



Stone Ridge Photographers

Fran Hagstrom, left, and Barbara Shadden, right, mentored Sara Albrecht and Sara Kutac in the communication disorders program.

Child-language scholars believe that language evolves from the nonverbal communication system used in primitive speech acts that are shared between children and the people in their lives. Albrecht charted twins' behavior using a scale of eight gestures children use before they begin speaking or use in conjunction with words. She also gave parents a checklist to fill out listing the words their children understand and/or say.

Bolstering her own experience, she didn't find evidence of a secret language, but she saw signs that there was some connection between twins that single children don't have with siblings.

"I found that twins don't use specific gestures but they were communicating in some way," Albrecht said. "Their family becomes in tune with this communication, and that may delay the twins' language acquisition. Their mother adapts to their language style, rather than the kids learning their family's language."

The delay may be present until the twins begin to interact with children outside their family, after which they had no trouble catching up, Albrecht theorized from her research and by reviewing others' research.

"My study correlated well with the literature, to an extent," she said. "There were not many studies done with twins at the preverbal stage. Most of the ones I read were done about 3- and 4-year-olds.

"At first, I thought that parents might want to tailor their teaching to the possibility twins would develop language more slowly, but then I realized they catch up later and I didn't want to cause the parents unnecessary worry. It was normal for them to be delayed, but it could also be normal for them to be normal."

Albrecht said she was nervous when she video-taped the first family, but it got easier once she knew better what to look for. She enjoyed going over her thesis defense with her

own family because, not being in the speech pathology field, they asked questions that helped her focus her presentation.

Both students won funding from the State Undergraduate Research Fellowship program that helped pay for supplies and travel. Both conducted some of their research in Texas. Albrecht found her subjects by e-mailing mothers of twins' groups, while Kutac advertised at child care centers. Kutac had more difficulty finding participants because of the nature of her study.

With her minor in psychology, Kutac was interested in how attitudes and emotional characteristics play a role in language development.

"I wanted to find out if the vocabulary of children with depressed mothers increased more slowly than children whose mothers were not depressed," she said. "I found articles that said a depressed person may think the child's development is delayed, not realizing their child's vocalization is on schedule because the mother is isolated and doesn't talk with other mothers. Or, I wondered, if you are depressed, would you perceive that the child is developing as he should when maybe he's not OK?"

To her surprise, Kutac found some depressed mothers who believed their children were phenomenal in language development. Both students learned that, regardless of results, research creates more topics of discussion and more questions. They felt proud to do their own research, rather than assisting with a professor's agenda, although both gave their mentors plenty of credit for guidance that helped them avoid common pitfalls.

"If you have the opportunity and the grades to do it, I recommend going through the honors program," Kutac said. "The thesis is not that tough if you take it step by step and plan so that you have more than one semester in which to complete it."

"It's really interesting to do this on your own," Albrecht said. "It's actually my research." 🌍



Nan Smith-Blair, co-director of the Honors Program in the College of Education and Health Professions, places an honors medallion around the neck of Jean Kelley at the college's annual Honors Convocation in April.

Faculty Members Enjoy Collaboration With Honors Students

the effects of exercise on diaphragm fatigue, working with both her and her collaborator on the research, Charles Riggs, professor of kinesiology. The honors students care for the rodents used in the research and collect data for the study that has the potential to reduce patient suffering along with cost and length of stay in the hospital.

"This research is geared toward keeping the emphysema patient off a ventilator or more easily weaning the patient off a ventilator," Smith-Blair said. "I have primarily used honors undergraduates in my research. It's wonderful to see the kids blossom."

Faculty members receive the Honors College designation and funding from the program that helps pay for the research they're conducting with the students' assistance.

"The Honors Program allows students to get to know faculty members on a closer level, a deeper level, and the exchange of ideas is a natural outcome of that," Smith-Blair said.

Fran Hagstrom, an assistant professor of communication disorders, also embodies the College of Education and Health Professions' concept of a scholar-practitioner. Hagstrom, who mentors students in the honors program, feels strongly that undergraduates should conduct research. She believes the experience will lead more students to pursue advanced degrees, which in turn could provide much-needed faculty members for communication disorders programs around the country.

She encourages students to design and conduct their own research projects.

"My goal is to get the student to recognize that he or she can ask an interesting question and do something with it," Hagstrom said. "Then they own it. It's their research. I like them to get that feeling, that attachment, early."

Hagstrom is hopeful that undergraduate students who develop a research agenda will decide to pursue a career teaching and conducting research on the collegiate level. The communication disorders field is facing a shortage of faculty members in the near future, she said.

"Promoting this interest in research can help us prepare for the future." 🌐

It's Not Just the students who benefit from the University of Arkansas Honors College.

It generally takes working with just one exceptionally bright, dedicated student to hook a faculty member on the Honors Program experience in the College of Education and Health Professions, said Nan Smith-Blair, who has served as a co-director of the program.

"The Honors Program allows students to study in smaller classes, receive individualized instruction and be challenged in a different way," explained Smith-Blair, an assistant professor of nursing. "But the program is great for faculty members, too. It keeps us challenged. In the courses I teach in nursing, the kids keep you on your toes. They ask thoughtful questions and they go the extra mile. As a faculty member, that experience refreshes you."

Each honors student works with a faculty mentor, who oversees the student's honors thesis, among other supervisory duties. It's not unusual for faculty members to keep in touch with their honors students after they graduate, she said.

Smith-Blair conducts research funded by the National Institutes of Health that could improve the lives of patients with emphysema. Honors students have helped her study

Honors Program

College of Education and Health Professions

Benefits

- ⇒ Small class sizes
- ⇒ Close contact with faculty
- ⇒ Opportunity for independent study
- ⇒ Special academic counseling
- ⇒ Priority registration
- ⇒ Increased confidence and skill in writing
- ⇒ Honors housing
- ⇒ Recognition on transcript
- ⇒ Enhanced career opportunities
- ⇒ Increased advantages for graduate or professional school applicants

Admission Criteria

Entering freshmen:

- ⇒ 28 ACT or equivalent SAT score
- ⇒ 3.5 or greater high school GPA

Students applying after first academic year:

- ⇒ Successful completion of one academic year at the university with a 3.5 or greater GPA
- ⇒ Departmental recommendation regarding the student's academic abilities

Requirements

Honors students must complete 12 hours of honors credit, 6 hours from arts and sciences and 6 hours from the College of Education and Health Professions, which includes the thesis.

2006-2007 Honors Graduates

Honors medallions were presented at the college's Honors Convocation in the spring to Sara Albrecht, Anna Bjorkman, Jessica Harvell, Staci Hurst, Jean Kelley, Sara Kutac, Kimberly Loyd and Kathleen Millerd.

Honors Faculty Members

College faculty members with the Honors College faculty designation are Kathleen Barta, Theresa Cronan, Ro DiBrezza, Linda Eilers, Robert Ferguson, Inza Fort, Jay Greene, Fran Hagstrom, Barbara Hinton, Glenda Lawson, Linda Morrow, Marianne Neighbors, Charles Riggs, Susan Riggs, Barbara Shadden and Nan Smith-Blair. Steve Langsner, assistant dean for academic affairs, serves as an ex-officio member of the college's Honors Council.

For more information, visit <http://hono.uark.edu/4004.htm>.



Trip to Sweden Brings Home Necessity for Teamwork in Health Professions

Health care professionals don't work alone, and students in the health professions should learn that early.

By developing a summer course that took five undergraduate students to Sweden for three weeks, a team of University of Arkansas faculty members involved students in hospital and clinic active learning situations that hammered home the concept that many people must work together to best help a patient.

Fran Hagstrom, assistant professor of communication disorders, Charles Riggs, professor of kinesiology, Nan Smith-Blair, assistant professor of nursing, and Barbara Shadden, professor of communication disorders and co-director of the Center for Studies on Aging, all in the College of Education and Health Professions, teamed with Neil Allison, associate professor of chemistry and director of the pre-medical program, and Jeanne McLachlin, assistant director of the pre-medical program, in the J. William Fulbright College of Arts and Sciences, to answer a call from the university's Honors College to design a study abroad program.

Faculty and students spent a week together in May before the trip, learning about each other and their disciplines. Faculty members wanted the students to understand – and later see in action – how the best health care requires teamwork from many sources.

"We wanted to design a course that would bring students who were studying various health professions together," Hagstrom explained. "A lot of students are interested in the health professions, but they are spread out among the colleges. Many are working in labs with their professors, and we wanted to bring them together to share those experiences and learn from each other.

"The other component of this study abroad experience was to compare and contrast the U.S. health care system with that of another country's system. We thought Sweden was especially interesting because its system of nationalized medicine is considered one of the best in the world."

In a nationalized, or socialized, system such as Sweden uses, available health care services are based on what people need, not necessarily what they want, Hagstrom explained.

Students in the group were Kelley Ford, communication

disorders; Kati McPhail; kinesiology; Greg Henson, nursing; Amanda Young, psychology and pre-med; and J. Scott Steele, biophysics and pre-med.

During the on-campus portion of the course, the students learned about Sweden's health-care system as well as its health-care educational system and how they differ from those in the United States. They participated in a simulated case study of a woman suffering from chronic obstructive pulmonary disease and visited the St. Francis House in Springdale to consider how the case would be handled by a health-care team in the United States and for later comparison with similar cases in Sweden.

Although English is a mandatory second language in Sweden, the country's culture and customs differ in many ways from the United States, said Hagstrom. She has traveled to the Scandinavian country 10 times, but this was her first experience taking students there.

The Swedish portion of the course was organized by the School of Health at Jönköping University. People there arranged and coordinated study visits to the community hospital, arranged lectures with various health professionals in the community, and coordinated group activities between the Arkansas students and Swedish students studying health professions.

Health services are not confined to hospital and clinic settings but can be part of a health-education blend of services in both the United States and in Sweden. The Arkansas students and faculty visited and participated in activities at the Special Education Diagnostic Center in Orebrö to see how health and education work together in the lives of children with special needs. All children through age 21 who have multiple handicaps such as blindness, deafness and motor disorders come to this center for a health and educational workup that can later be implemented in their home community.

McPhail, a kinesiology major, said participating in activities at this center was a highlight of the trip because it brought together her present major and her future professional plans.

Ford said the trip was successful in giving the students an understanding of working as a team player in the medical field.



Top: Students who traveled to Sweden in May as part of Health Teams Abroad – Sweden are, front row, from left, Kelley Ford, communication disorders, Kati McPhail, kinesiology, and Greg Henson, nursing; back row, from left, Amanda Young, psychology and pre-med, and J. Scott Steele, biophysics and pre-med. They were standing in front of a shop in Jönköping.

Above: Ford, left, and McPhail look up from an entrance to a fort dating back to about the year 900 on Visingsö Island in Lake Vattern.

“With the numerous study visits to the Ryhov (Swedish hospital), we were able to witness operations, make medical rounds and do and see many other things that we most likely would not be able to experience at home,” she said. “Interviewing pulmonary doctors, physiotherapists, nurses and even professionals from Orebrö’s deaf-blind school reinforced the idea of the importance for teams in health care to improve the quality of life for patients who are in need.”

“Going on rounds with doctors allowed us to take in a lot more than we would have sitting in a classroom,” McPhail agreed.

The group won an award from the university’s Division of Student Affairs for the collaborative aspect of the course. The students and three faculty members were interviewed for a short video that was shown at the annual fall Academic Convocation for freshmen at Bud Walton Arena.

Allison and McLachlin, who advise students in the pre-med program and traded places midway through the visit to Sweden, enjoyed the opportunity to work with the students and get to know them on a more personal basis. During the filming for the video, students and faculty members said the experience allowed them to interact more as peers than they would have experienced in the typical classroom setting.

“When we went to dinner, we would always be out for more than two hours, and it wasn’t because the service was bad,” Young said. “We would start talking and it would take us forever to leave because we were so engrossed in our conversations.”

Faculty members said they also learned about each other’s disciplines, and their presence in Sweden was cited by the students as helping open areas of discussion.

“The faculty members have experience that enabled them to ask questions we didn’t think to ask,” Young said.

“I think this will help us when we are looking for jobs,” Henson said. “We saw how people in the health professions have to work together, and that may give us a leg up on other new graduates.”

In addition to the work the students did, they had time on weekends for more tourist-type activities such as visiting historical sites and museums, shopping and taking long bicycle rides.

Darkness lasted only a few hours at night because of the time of year they visited. That’s a good thing if future scholars want to follow the advice of Henson, “I would tell others: ‘Do what you can and see as much as you can because you can never see it all.’”

To see a video about the group’s study abroad experience, visit <http://coehp.uark.edu/5593.htm>.



Nursing School Welcomes Kansas City Teens

Tremesha Robinson, center, 14, of Kansas City tries out the monitoring equipment on a bed in the intensive care unit at Washington Regional Medical Center in Fayetteville with the assistance of Tom Kippenbrock, director of the Eleanor Mann School of Nursing, and Lisa Lambert, employment manager at the hospital. Robinson, a ninth-grader, was visiting the University of Arkansas campus as part of the Kauffman Scholars program funded by the Ewing Marion Kauffman Foundation to help low-income, urban students in Kansas City prepare for and complete a college education.

We prepare the professionals who touch people's lives every day.

UA Team Lends Hand in Evaluation of HIV Education Program in Belize

When 54 University of Arkansas students and a team of professors arrived in Dangriga, Belize, last May, Gary Ritter expected to spend his time supervising business students who were teaching economic literacy to middle school-aged children.

Peacework, a nongovernmental agency run by a University of Arkansas alumnus, coordinated the university course and community development project in the Central American country. Two recent UA graduates spent a year in Belize, making contacts and studying community needs before the students and faculty members arrived.

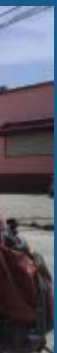
Ritter, associate professor and holder of an endowed chair in education policy, volunteered for an additional task when a call came in from Belize City for help evaluating an educational program, Ritter's area of interest at the university.

When officials with the Anglican diocese decided they needed help assessing an HIV/AIDS education program being used in schools, they called Peacework, which then contacted the UA group. Back home in the states, Ritter leads a team that's evaluating a technology program for the Bentonville School District and a merit pay program for teachers in the Little Rock School District, and in the past year he's addressed Congress, the Oklahoma legislature and groups in other states about merit pay.

"The students teaching in the Dangriga classrooms didn't need me to be with them the entire time, so I was able to go to Belize City a couple of times to work on the evaluation during my two-week stint in the country," Ritter said. "I hope next year to add this program evaluation as an option for students in the Belize class. Students would be able to work through an evaluation in its entirety. They would interact with people in schools throughout Belize, administer surveys, collect and organize data, enter data by hand, analyze it and report the results."

The university has made a five-year commitment to the community service project in Belize.

"The Anglican diocese was fortunate to win a grant to fund the AIDS education program for another year, in part because our evaluation indicated that the program had some positive impacts," Ritter said. "This is important because AIDS is perhaps the leading health problem in Belize."



Honoring Dr. Martin Luther King Jr.

Marta Collier, associate professor of childhood education, sings during a January celebration honoring slain civil rights leader Dr. Martin Luther King Jr. in Fayetteville.

J.T. Wampler/The Morning News



Technology Competition Brings Teens to Campus

The College of Education and Health Professions teamed with the College of Engineering to host the first Razorback Technology Challenge on the University of Arkansas campus in December. Michael K. Daugherty, professor of technology education, was the force behind the events sanctioned by the national Technology Student Association that included building and racing CO2-powered dragsters and constructing balsa and basswood bridges and towers to be "destructively tested." For more, visit <http://coehp.uark.edu/4795.htm>.

photos by Beth Hall



Symposium Focuses on Reaching Learners on Different Levels

Maureen McLaughlin, left, a member of the International Reading Association board of directors, shares a book with Debbie Hardwick-Smith, principal of Parson Hills Elementary School in Springdale, during the second annual literacy symposium June 14 in Fayetteville. The Curriculum and Instruction department in the College of Education and Health Professions and the Arkansas Department of Education sponsored the two-day symposium for about 300 teachers. Differentiated Literacy for Diverse Learners was the topic that drew experts from around the country to present workshops and technology demonstrations. For more, visit <http://coehp.uark.edu/5187.htm>.



photo by Amanda Parrish/Springdale School District

Learning Young About Healthy Living

Students in the Eleanor Mann School of Nursing visit the preschool education program in the Springdale School District last spring to teach the children about healthy practices such as brushing your teeth, eating nutritious food, wearing a bicycle helmet and getting plenty of exercise and rest.

Children Spend Part of Summer Vacation Immersed in Writing

Trout Fishing in America, a three-time Grammy-nominated northwest Arkansas duo, conducts a song-writing workshop during Kidswrite in June. Betsy Penix, Lynette Terrell and Lacinda Files, teachers in the Springdale School District, direct the summer Kidswrite workshops, which feature guest authors, field trips, focus groups and publishing opportunities, as part of the Northwest Arkansas Writing Project directed by Samuel Totten, professor of secondary education.





Zac Lehr / The Morning News

Actors in a March production by a University of Arkansas student group portray victims of violence in Darfur, Sudan. At least 300,000 people have died in the strife-torn region since 2003. The play included depictions of Samuel Totten's experiences documenting the atrocities.

Totten Continues Work on Behalf of Genocide Victims

Samuel Totten's experiences as part of a U.S. State Department Atrocity Documentation Project team sent in 2004 to Chad to interview refugees from Darfur were included in a play staged in March at St. Paul's Episcopal Church in Fayetteville. The team's work led to then-Secretary of State Colin Powell reporting to the U.S. Senate Foreign Relations Committee that genocide was being committed in Darfur.

Totten, a professor of secondary education who has written and spoken extensively about Darfur around the world, spent another two weeks along the Chad/Sudan border this past summer interviewing refugees for two books he is working on about the Darfur genocide.

Totten also traveled to Rwanda last summer to meet with officials about three projects in which he is involved:

- The development and implementation of a graduate degree in genocide studies at the National University of Rwanda.
- The development of the Post-Genocide Education Fund to provide funds for survivors of genocide across the globe to attend the college of their choice in their home country.
- The development of the Forensics/Reconciliation Project that includes the establishment of a forensics DNA lab at one of Rwanda's major universities as well as a forensics program that will not only provide jobs for Rwandans but also assist in the detection of remains still being uncovered nearly 14 years after the 1994 genocide. 🌍

Office for Education Policy Launches Statistics Site

The Department of Education Reform's Office for Education Policy launched a Web resource in March called the Arkansas Digest of Education Statistics.

The Web site, available at <http://www.uark.edu/ua/der/Digest/digest.html>, is a clearinghouse for statistical information about public education in Arkansas. It provides data on a variety of topics, including school performance,

student test scores and school funding.

All of the statistics in the Arkansas Digest of Education Statistics are drawn from state or federal government sources but can be difficult to find and are spread across many Web sites and reports. The idea of the digest is to gather the information together in one place so that it can more easily be used by policymakers, educators and the general public. 🌍

Graduate Student Puts Passion into Idea for Football Commercial

Vanessa Rouse, a doctoral student in adapted physical education, was one of 12 finalists in a contest by the National Football League before last year's Super Bowl.

Rouse's concept for a commercial about how a deaf boy experiences the Super Bowl led the online voting for a time but wasn't chosen by a panel of judges. Rouse's idea illustrated what the deaf child experiences when he attends the Super Bowl. He can't hear the screaming crowd, but he can feel its vibration through the bleachers. In her pitch, Rouse suggested a deaf player such as former defensive lineman Kenny Walker of the Denver Broncos would then use sign language to say "feel the game."

The kinesiology student originally from Brazil said she entered the contest hoping to raise awareness that children don't have to let disabilities be a barrier to playing sports. She has taught physical education in Texas and Arkansas and is also pursuing certification to teach special education.

"With the process of inclusion in the public schools, we see more and more children with special needs participat-



Vanessa Rouse

ing in regular physical education," she said. "My field explores different teaching methods or adaptations a regular physical education teacher can provide so all children with and without disabilities can participate successfully.

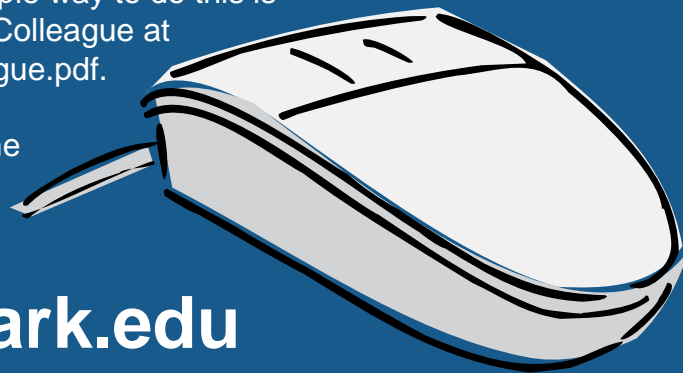
"It is unacceptable to see children with disabilities in a corner of a gym, watching, while the other children without disabilities are actively participating in a physical education class." 🌍

Learning More Is Only a Click Away

Several articles throughout this magazine have Web addresses where you can read more about the topic or see more photographs. One simple way to do this is to look at the online version of the Colleague at http://coehp.uark.edu/2007_Colleague.pdf.

The Internet links on those pages will be live, allowing you to get to the additional information in one click. Most of the links take you to parts of the college's Web site at

<http://coehp.uark.edu>



Research and Recognition

Faculty

Kathleen Barta, assistant professor of nursing, won a grant from the University of Arkansas Office of Institutional Diversity and Education to infuse diversity into curriculum.

Philip Besonen and **Gary Taylor**, professors of secondary education, retired from the department of curriculum and instruction in the spring of 2007.

Barry Brown, emeritus professor of kinesiology, became director of the Fayetteville Public Schools Fitness Center.

Kathleen Collins, assistant professor of curriculum and instruction, presented research at the American Educational Research Association annual meeting in Chicago in April about how the performance of university graduate students assigned to work in cooperative groups was predicted by the group members' levels of hope.

Robert Costrell, professor of education reform and economics who holds the Twenty-First Century Chair in Education Accountability, co-authored a report finding the Ohio public pension system for teachers fails two major tests of sound fiscal policy. The report was commissioned by the Thomas B. Fordham Institute.

Michael Daugherty, professor of vocational education, became head of the department of curriculum and instruction.

George Denny, professor of educational foundations, won the college award for research.

Mounir Farah, professor of curriculum and instruction and Middle East studies, addressed the 2006 annual meeting of the Arkansas Conference on Teaching in Little Rock about "Educational Reform and Politics in the Middle East." Farah also served as academic consultant for six textbooks in history and civics for the Ministry of Education in Jordan.

Janet Forbess, instructor in the department of health science, kinesiology, recreation and dance, won the

college award for teaching.

Barbara Gartin, professor of special education, won the college's all-around faculty award.

Lyle Gohn, emeritus associate professor of higher education leadership and vice chancellor of student affairs, published an online book about student subpopulations written with 22 former students.

Jay P. Greene, endowed chair and head of the department of education reform, was included in Editorial Projects in Education's review of highly influential research in the past 10 years. Greene's research on graduation rates was rated the 11th most influential study in educational policy.

Carleton Holt, associate professor of educational administration, won the college award for advising.

Charlene Johnson-Carter, associate professor of middle level education, and **Michael Miller**, head of the department of rehabilitation, human resources and communication disorders, each mentored a student taking part in the George Washington Carver Research Program. The program is a recruitment initiative to identify superior graduates of historically black colleges and universities, Hispanic-serving institutions and tribal colleges for selected undergraduate internship positions.

Laura Kent, associate professor of curriculum and instruction, received a grant from the Arkansas Department of Higher Education to conduct a workshop for elementary teachers to increase their knowledge of math. Teachers from Decatur, Lincoln and Springdale participated in the workshop conducted by Kent, Allan Cochran, University of Arkansas professor of math, and Linda Jaslow, math instructional specialist at the Northwest Arkansas Education Service Cooperative in Farmington.

Jack Kern, clinical associate professor of kinesiology, was named Arkan-

sas Higher Educator of the Year by the American Association of Health, Physical Education, Recreation and Dance.

Tom Kimbrell, executive director of the Arkansas Association of Educational Administrators and clinical assistant professor of educational administration, delivered the commencement address for the College of Education and Health Professions.

Michael Miller, professor of higher education, became head of the department of rehabilitation, human resources and communication disorders. Miller also was elected the 2007-2008 president of the National Society for Shared Governance.

Fredrick Nafukho, former associate professor of workforce development and adult education, wrote a chapter in a recently published book called *Comparative Adult Education Around the Globe* about how the basic theory of andragogy – adult learning – takes on new meanings in different social settings. Nafukho left in July to join the faculty at Texas A&M University. Nafukho also co-authored a training manual for professionals who work to reduce traffic injuries and, with **Barbara Hinton**, associate dean for academic affairs, and **Carroll Graham**, assistant professor of workforce development education, published research in *Performance Improvement Quarterly* that recommended a holistic, systems approach toward reducing traffic accidents among truck drivers.

Charles Riggs, professor of kinesiology, won the college award for service.

Gary Ritter, associate professor of education and public policy, was awarded one of 14 subcontracts with Mathematica Policy Research of Princeton, N.J., to conduct independent reviews of research on what works in education. Mathematica received a five-year, \$50.3 million contract from the U.S. Department of Education, and the office Ritter will

establish is expected to receive about \$1.9 million over five years.

Ritter also led a team that evaluated a teacher pay-for-performance program in Little Rock that found it produced significant gains in student performance on standardized tests and a more positive work environment for teachers. The Achievement Challenge Pilot Project at Meadowcliff and Wakefield elementary schools offers teachers and staff bonuses that vary based on the magnitude of increases in student achievement.

Barbara Shadden, professor of communication disorders, received Honors of the Council of Academic Programs in Communication Disorders and received the Faculty Research and Teaching Award from the Arkansas Alumni Association.

Wendy Sisson, visiting instructor of nursing, was named Nurse Practitioner of the Year by the Arkansas Nurses Association.

Ronna Turner, associate professor of educational statistics and research methods, reported on the evaluation of the fifth year of a university and public school partnership at the annual meeting of the American Educational Research Association. The inquiry-based instruction program, "K-12, I Do Science" or KIDS, which earned a second round of funding from the National Science Foundation, has the potential to be a model for improving science and math education in the schools.

Patrick Wolf, professor of education reform who holds the Twenty-First Century Chair in School Choice, published a meta-analysis in *Education Next*, a scholarly journal of Stanford University's Hoover Institution, of 21 quantitative studies and found that schools of choice, whether private schools or public charter schools, tended to fare as well or better than assigned public schools at steeping their students in seven civic values necessary for democratic citizenship. The

Service Awards



Photo by Stone Ridge Photographers

Chancellor John White congratulates **Sandra Taylor** after she was honored for her **40 years** of service to the College of Education and Health Professions. The only current UA employee who has worked on campus longer than Taylor is Athletic Director Frank Broyles, who will retire at the end of 2007 after 50 years.

Shannon Davis, then-director of research, **10 years**.

Randell Prince, administrative assistant at the National Office for Research, Measurement and Evaluation Systems, **10 years**.

Susan Riggs, instructor of curriculum and instruction, **20 years**.

Cecelia Thompson, professor of career and technical education, **20 years**.

Dale Thompson, associate professor of workforce development education, **20 years**.

Samuel Totten, professor of secondary education, **20 years**.

Sandra Ruth Taylor, cashier in the intramural and recreational sports program, **40 years**.

seven values were political tolerance, voluntarism, political knowledge, political participation, social capital, civic skills and patriotism.

Michael Young, former University Professor of health science, was ranked as the top presenter in his field in a review of research presented to the American Alliance for Health, Physical Education, Recreation and Dance from 1992 through 2006. Young presented 31 papers during that time, putting him first in the health discipline and eighth in the top 10 individual presenters across 13 disciplines. Young also won the college award for research.

Staff

Janet Johnson-Mertz, an administrative assistant in the department of curriculum and instruction, won the college award for best new employee.

Caley Satterfield, then an administrative assistant in the department of education reform, won the college award for leadership.

Faye Turner, an accounting supervisor in the department of rehabilitation, human resources and commu-

nication disorders, won the college award for crisis management.

Josh Raney, an administrative office supervisor in the department of rehabilitation, human resources and communication disorders, won the college award for best all-around employee.

Students

Joshua Barnett, a distinguished doctoral fellow who worked as a senior research associate in the department of education reform last year, won a Rotary Ambassadorial Research Scholarship that sent him to New Zealand for 10 months to study the country's education system and policies. Barnett completed his doctorate in public policy before going to New Zealand.

Christy Cameron, a communication disorders major, was the college's presidential scholar.

Sheryl Davis and **Gina Wilson**, master's students in nursing, received the Arkansas Foundation for Medical Care Hospital Quality Award and the Cerner Corp. Innovation of Health Care Electronic Medical Records Award.

Kathy Dickerson and **Carolyn Jackson**, master's students in the rehabilitation education and research program, won scholarships from the Arkansas Rehabilitation Association.

Brian Dulude, a doctoral student in the rehabilitation education and research program, received a scholarship from the National Federation of the Blind.

Wallace Gitchel, a doctoral student in the rehabilitation education and research program, gave a presentation titled "Mahayana Buddhism and Rehabilitation" at the 2007 annual conference of the National Council of Rehabilitation Educators in San Diego.

Darren McFadden, a kinesiology major and member of the Razorback football team, received the Doak Walker Award for the outstanding running back in the nation and was a runner-up for the Heisman Trophy.

Hunter Ochsner and **Scotty Shepherd**, both kinesiology majors, won the Henry G. and Stella Hotz Award.

David Shew, a nursing undergraduate, served as president and as a member of the board of directors of the Arkansas Nurses Students Association.

Alumni Notes

1980s

Linda Beene Ballard (EDD '85) became dean of the School of Continuing Education and Academic Outreach. She was formerly director of the Arkansas Department of Higher Education.

Ann Briggs (ADN '88), a registered nurse who works as quality improvement coordinator at Largo (Fla.) Medical Center, was honored at the 2007 annual meeting of the Infusion Nurses Society in Orlando, Fla., with the Chapter President of the Year award.

John R. Clark (PHD '83), University of Arkansas professor of horticulture, was a member of the Division of Agriculture's Functional Foods

Program that won the John W. White Outstanding Team Award presented in April by the UA Division of Agriculture and Dale Bumpers College of Agricultural, Food and Life Sciences.

Sherrie James (MED '88) is serving on the board of the Arkansas Association for Career and Technical Education. She teaches at Springdale High School.

Sandi Sanders (EDD '89) retired as senior vice chancellor of the University of Arkansas at Fort Smith and became project director to coordinate the establishment of a U.S. Marshals Service museum in Fort Smith.

Karen Stauffacher (BSE '87, MED '90, EDD '97) became assistant pro-

vost of the University of Arkansas at Fort Smith.

1990s

Diana Julian (EDD '93) became assistant commissioner of the Arkansas Department of Education. She had served two years as assistant commissioner of the department's Division of Learning Services.

Greg Murry (EDD '96) became superintendent of the Conway School District. He was previously assistant superintendent for business affairs in the Springdale School District for nine years.

Tarrell Awe Agahe Portman (PHD '99), associate professor in the

department of counseling, rehabilitation and student development at the University of Iowa College of Education, was named a Dean's Scholar. The three-year appointment is awarded to professors who are highly productive, on track for promotion to full professor and have demonstrated excellence in research or creative work.

Rebecca J. Timmons (EDD '97) serves on the Arkansas Business Education Association Executive Board and on the board of the Arkansas Association for Career and Technical Education. She is on the faculty of the University of Arkansas at Fort Smith.

Allen Williams (EDD '94) became assistant superintendent for business affairs in the Springdale School District. He had been principal of Springdale High School for four years.

2000s

Arleene Breaux (EDD '06) became vice chancellor of university relations at the University of Arkansas at Fort Smith.

Debbie Davis (EDD '05) was one of four principals in Arkansas to complete the master principal program of the Arkansas Leadership Academy. She was also named 2006 Elementary Principal of the Year by the National Association of Elementary School Principals when she served as principal of Bayyari Elementary School in Springdale.

Ryan Henry (MAT '04) of Denver was named Earth Science Teacher of the Year by the American Association of Petroleum Geologists.

Amy Hebert (MS '04), a doctoral student in the rehabilitation education and research program, was appointed as the new outreach specialist for the Postsecondary Education Programs Network.

Lisa Hotsenpiller (BSE '00, MED) serves on the Arkansas Business Education Association Executive Board. She is a business teacher at Siloam Springs High School.

Carrie Kobek Pezzarossi (MED '01) received the Dr. Larry G. Stewart award at the Gallaudet University graduate student hooding ceremonies. Stewart was a senior researcher with the Research and Training Center for Persons Who Are Deaf or Hard of Hearing before he joined the Gallaudet clinical psychology faculty.

Don Simpson (PHD '07) was named chairman of the department of laboratory sciences in the College of Health Related Professions at the University of Arkansas for Medical Sciences.

Ron Wagner (PHD '03) was named interim dean of the College of Graduate Studies and Research at California University of Pennsylvania.



Deb Walter (BSE '97, MAT '99) of Bella Vista was named National Secondary Physical Education Teacher in March by the National Association for Sport and Physical Education. Here, she gives a student at Crossroads Alternative School in Rogers tips to balance on an Indo Board. Walter won the award for her work with at-risk students at the school, where she implemented Project Adventure curriculum.

Furst, Retired Professor Who Helped Develop Bloom's Taxonomy, Dies at 87

The College of Education and Health Professions marked the passing of a professor emeritus of education March 6, 2007. Edward Furst was part of a team that developed a taxonomy of learning outcomes taught to every teacher in the United States for nearly half a century.

Furst's contribution to education may not be well known because of his unassuming nature, said his colleague Philip Besonen, professor of secondary education who retired in the spring of 2007. Furst was one of four collaborators who worked with Benjamin Bloom at the University of Chicago on Taxonomy of Educational Objectives: Cognitive Domain, a framework for categorizing educational goals.

Furst, 87, died in Springdale. He was granted emeritus status from the then-College of Education upon his retirement in 1987. He came to the University of Arkansas in 1966. Like Bloom, Furst worked in the field of educational and psychological measurement.

The Bloom team worked together on the taxonomy beginning in 1948 and meeting twice a year until it was published in 1956, Besonen said.

"It became the structure by which all teachers have taught how we think," Besonen said of Bloom's Taxonomy. "Ed Furst was a remarkable guy to figure this out. It's a benchmark of how we teach thinking in this country to millions and millions of kids."

Known as Bloom's Taxonomy, the framework developed by Bloom, Furst, Max Englehart, Walter Hill and David Krathwohl has been applied by generations of K-12 teachers and college instructors in their teaching. The framework consists of six major categories: knowledge, comprehension, application, analysis, synthesis and evaluation. The categories after knowledge were presented as "skills and abilities" with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

Furst believed that children and other learners need to go beyond simple knowledge of a subject and be able to synthesize and apply the information, Besonen said. It's the difference between just reading a 200-page book and being able to describe it in three or four sentences.

"He certainly made a major contribution to education, and he's, I hope, to be remembered for it," Besonen said.

Tom Smith, former head of the department of curriculum and instruction, was on the faculty during Furst's tenure.

"All of the Ph.D. students loved to have Dr. Furst on their committee," Smith recalled. "Not only was he extremely knowledgeable, but he was always willing to help students with their Ph.D. research. He rarely told students he was too busy for them; in his very soft-spoken way, he was always their greatest advocate."



1930s

Helen Rose Tittle King (BSE '36) Inverness, Fla., Oct. 11, 2006.

Cora Mott Koenig (BSE '39) Fort Smith, May 12, 2007.

1950s

James Vance Alsobrook (MED '57) St. Augustine, Fla., May 6, 2007.

Claude M. Berry (MED '56) Mount Ida, May 28, 2007.

Milburn Blanton (BSE '50, MED '57, EDD '60) Mena, Aug. 20, 2006.

Martha Jane Hall Box (BSE '59) Pea Ridge, Oct. 6, 2001.

Hugh Alva Crouch (MED '55) Sheridan, Sept. 16, 2006.

Polly Ann Lefler Johnson (MED '57) Clinton, June 11, 2006.

Leota M. Keck (BSE '59) Pettigrew, Aug. 1, 2006.

Donald Langford Rapp (BSE '57) Sherwood, June 11, 2006.

Gemmy Cates Savage (BSE '51) Tucson, Ariz., Oct. 15, 2006.

Theophile N. Scott (MS '50) Shreveport, La., June 17, 2007.

Geraldine Smith (BSE '56) Fort Smith, June 18, 2006.

Joyce Brewster Stiedle (BSE '58) Little Rock, Oct. 30, 2006.

1960s

John W. Fryer (DAS '61) Bentonville, Sept. 1, 2006.

Roy Gunter (MED '69) Shawnee, Kan., May 26, 2006.

Dorothy Jeter Robinson (MED '64) Little Rock, Oct. 28, 2006.

May Mills Taylor (MED '64) Clarksville, Nov. 2, 2006.

Mollie Tribble Lyle (BSE '66) Visalia, Calif., Feb. 12, 2003.

1970s

Harry LaFayette Budd (PHD '76)
Slippery Rock, Pa., July 23, 2006.

**Orrin Monroe Corwin III (BSE '75,
MED '76)** Tulsa, Okla., Sept. 4, 2006.

**Katherine Dawn Hunsaker (BSE
'74)** Little Rock, May 18, 2007.

Kay McKenney Hyatt (BSE '71)
Old Town, Maine, Nov. 5, 2006.

William D. Todd (EDD '70) Point
Lookout, Mo., May 3, 2006.

**Gladystine Thompson Watson
(MED '74)** North Little Rock, Sept.
9, 2006.

1980s

**Tommie Annette Grigson (BSE
'85)** Maumelle, Oct. 30, 2006.

**Jerri Dean Hunt-Henderson (BSE
'87)** Fort Worth, Texas, May 15, 2007.

**Lynne Colby George King (MED
'83)** Fayetteville, Aug. 26, 2006.

Raiford, Retired Communication Disorders Professor, Dies in Fire

Carolyn A. Raiford, 70, of Fayetteville, who retired as emeritus associate professor in 1998, died Oct. 21, 2006, in a fire at her home. Raiford began teaching in the communication disorders program in the College of Education and Health Professions in 1974 and served as program coordinator in 1997.

Fayetteville fire officials ruled the fire that destroyed the house was accidental.

Raiford also served as interim director of the University of Arkansas Speech and Hearing Clinic, which offers evaluation and treatment of community disorders for children and adults. Students in the communication disorders program conduct sessions under the direct supervision of licensed and certified audiologists and speech-language pathologists on the program faculty and staff.

Raiford was an audiologist whose clinical specialty was hearing-impaired children, and she was a strong believer in the oral method of training young hearing-impaired children. She also co-wrote a training manual about communication disorders associated with aging.

Raiford was born Aug. 28, 1936, in Nashville, Ark., to Carlton and Lois Anne Johnson Raiford. She earned a bachelor's degree from North Texas State University and a master's degree from the University of Texas. She received her doctorate in audiology from Purdue University.

Raiford completed post-doctoral work in psychoacoustics at Stanford University and taught at North Texas State and Purdue University before joining the faculty at Arkansas.

She was survived by cousins in Louisiana, Georgia, Texas and Arkansas.

Memorials may be made to the University of Arkansas Speech and Hearing Clinic, 410 Arkansas Ave., Fayetteville, AR 72701.



Garrison, First Recipient of Pilkinton Award, Dies at 82

C.B. "Claudie" Garrison, 82, of Fort Smith, the first recipient of the Arkansas School Boards Association's Dr. Daniel L. Pilkinton Award for Outstanding Service to Public Education, died Sept. 18, 2006, in Fort Smith.

Garrison, who received the award in 1993, was widely recognized for his efforts to improve the quality and equity of educational programs and for encouraging continuous staff development for educators. Even in retirement, he continued to contribute to public education as chairman of the

Arkansas Teachers' Salaries Study Commission.

Garrison was born Feb. 14, 1924, in Chambersville in Calhoun County. He was the retired superintendent of Fort Smith Public Schools, a former teacher, principal and superintendent at Pine Bluff, a member of First Baptist Church of Fort Smith, a member of Fort Smith Rotary Club and a Paul Harris Fellow. He earned a bachelor's degree from Henderson State Teachers College (now Henderson State University), a master's degree from

George Peabody College in Nashville, Tenn., a master's degree from the University of Illinois at Urbana and his doctorate in education in 1965 from the University of Arkansas.

He was survived by his wife, Helen; one daughter, Claudia Edwards of Fort Smith; one son, David Garrison of Houston; and six grandchildren.

Memorial contributions may be made to the Fort Smith Public School Foundation, P.O. Box 1932, Fort Smith, AR 72902.



A note from Jamie Banks...

It is with great pleasure that I introduce to our alumni and friends two new staff members to the College of Education and Health Professions development staff, both as assistant directors of development. Jenelle Dean joined our office in August 2006 and is working to oversee our college scholarship program and stewardship activities. Erin Hogue joined our team in December 2006 to focus on individual and alumni solicitation for the college. I know you will join me in welcoming these two individuals to our college's team. Please don't hesitate to contact any of us if we can be of help. Hope to see you all on campus soon.

Jamie B. Banks,
Director of Development



Jenelle Dean



Erin Hogue



Gina Dalton, front row, from left, and Sara Scott, Margo Acuff, back row, from left, Carman Swart, Lindsey Nuhfer, Julie Layman and Kaci White received the Master of Arts in Teaching Endowed Scholarship for the 2007-2008 academic year.

Beth Hall

College of Education and Health Professions

Administration

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 John Murry, associate dean for administration, (479) 575-3082, jmurry@uark.edu
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 Education Reform, Jay Greene, (479) 575-3162, jpg@uark.edu
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 Health Science, Kinesiology, Recreation and Dance, Sharon Hunt, (479) 575-2857, sbhunt@uark.edu
 Rehabilitation, Human Resources and Communication Disorders, Michael Miller, (479) 575-3582, mtrille@uark.edu



Brian Anderson, front row, from left, Kelsey Armstrong, Sarah de Verges, Tairaca Talley, Megan Murry and Adam Bumsted, Melanie Morris, back row, from left, Leah Padilla, Ashley Parette, Jean Kelley, Meghan Kincaid, Melissa Lynn, Naeri Yoon, Dawn Gathercole and Holly Shaffer received the John H. and Jane W. Donaldson Endowed Scholarship for the 2007-2008 academic year.

Beth Hall

We prepare the professionals who touch people's lives every day.

Access Arkansas to Open Doors for Deserving Students

By Jenelle Dean and Erin Hogue,
assistant directors of development



The University of Arkansas recently launched Access Arkansas, a need-based scholarship fund-raising effort designed to improve access to the university and retention among low- and middle-income students. The College of Education and Health Professions will play an important role in helping the university reach its \$15 million goal for Access Arkansas, to be raised between July 2007 and June 2010.

The initiative comes at a time when the cost of higher education is skyrocketing and need-based aid from the government is on the decline. On average, the base tuition and fees for an in-state University of Arkansas student are around \$2,995 per semester. As the gap between college costs and available financial aid widens, students are forced toward other options such as working long hours while attending college or securing loans. As a consequence, more than half the graduating class of 2005 left campus with significant personal debt – \$19,862 on average.

In order to be eligible for an Access Arkansas endowed scholarship, a student's expected family contribution, as determined through the Free Application for Federal Student Aid, may be no greater than \$6,000 for the school year. Students with an expected family contribution of less than \$4,110 will be given priority.

Entering freshmen will be eligible upon acceptance to the university. Sophomores, juniors and seniors must maintain a 2.25 GPA and complete 24 credit hours per year. Access Arkansas scholarships will be renewable with the requirement that students must complete the Free Application for Federal Student Aid every year to demonstrate their finan-

cial need. The university will also assign an academic adviser/mentor to each recipient to ensure the students get the personal attention they need and deserve throughout their academic career.

During the University of Arkansas Campaign for the Twenty-First Century, the university focused its efforts on establishing merit-based scholarships to attract high-achieving students. With the increasing number of financial challenges students face today, the time has come for our college and the university as a whole to focus on need-based scholarships to ease the financial strains of other deserving students and increase student diversity. We believe Access Arkansas will do what its name implies. With the necessary support, it will make a college education at the University of Arkansas accessible to capable students who might otherwise miss this opportunity.

We count on the support of our alumni and friends to make a difference in the lives of our deserving students. An Access Arkansas endowed scholarship in the College of Education and Health Professions will provide a permanent need-based scholarship fund to support future students. You may designate your scholarship gift to the department or area of your choice, wherever you feel the need is greatest.

Please do not hesitate to contact our development staff at (479) 575-3208 or by e-mail at coehpdev@uark.edu for more information on the scholarship program or with questions on how to establish a scholarship fund that will enable future students to achieve their dreams. 🌍

College of Education and Health Professions Welcomes New Faculty Members Since 2006



from left: **Kim Baker**, Assistant Professor of Communication Disorders; **Karmen Bell**, Clinical Instructor of Curriculum and Instruction; **Gregory Benton**, Assistant Professor of Recreation; **Freddie Bowles**, Assistant Professor of Foreign Language Education; **Robert Costrell**, Twenty-First Century Chair in Accountability



from left: **Christian Goering**, Assistant Professor of Secondary English/Literacy Education; **Carroll Graham**, Visiting Assistant Professor of Workforce Development Education; **Roseanne Harris**, Visiting Instructor of Nursing; **Paul Hewitt**, Assistant Professor of Educational Administration; **Kristin Higgins**, Visiting Assistant Professor of Counselor Education



from left: **Laura Kent**, Associate Professor of Math Education; **Grace Kerr**, Visiting Instructor of Childhood Education; **Heather Kindall**, Clinical Instructor of Childhood Education; **Heidi Kluess**, Assistant Professor of Kinesiology; **Lynn Koch**, Associate Professor of Rehabilitation Education and Research



from left: **Jennifer Miles**, Assistant Professor of Higher Education; **William McComas**, Parks Family Professor of Science and Technology Education; **Ellen Odell**, Visiting Instructor of Nursing; **Gretchen Oliver**, Clinical Assistant Professor of Athletic Training Education; **John Pijanowski**, Assistant Professor of Educational Administration



from left: **Charles Rossetti**, Visiting Instructor of Curriculum and Instruction; **Allison Scott**, Visiting Instructor of Nursing; **Wendy Sisson**, Visiting Instructor of Nursing; **Debi Smith**, Clinical Instructor of Curriculum and Instruction; **Patrick Wolf**, Twenty-First Century Chair in School Choice

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