

Fall 2008

Colleague, Fall 2008

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THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

COLLEAGUE

THE UNIVERSITY OF ARKANSAS

FALL 2008



Nursing Students Prepare for Caring Profession
Expanding ESL • Dance Fever • Student Athletes in Focus



Transitions Don't Change Mission, Commitment, Service

By Reed Greenwood, Dean

There's an old saying that, the more things change, the more they stay the same.

You may have heard about changes here at the University of Arkansas, changes in leadership from the offices of chancellor and provost to the highly competitive arena of college athletics. Here, in the College of Education and Health Professions, we also have seen a good number of new faces among faculty and staff in recent years and we don't expect that to slow down. We must respond to continued enrollment growth, and the national trend of baby boomers retiring in large numbers will affect us, too.

I bring up the subject of change to assure you that the foundations underpinning the college, like those of the university, are well-anchored. Our commitment

to providing a high-quality education is embedded in both our formal vision of being a nationally competitive, student-centered research college serving Arkansas and the world and our informal pledge to prepare the professionals who touch people's lives every day.

Even as these changes and others occur, you can count on the college. You can count on us to prepare nurses who will take care of you and your family, speech therapists who will help elderly stroke patients regain speech, teachers who will instruct both children and adults in gaining knowledge and skills to improve their own lives and to contribute to society, rehabilitation counselors who will help people with a chronic injury remain in their jobs and many other professionals whose service makes the world a better place in which to live.

The college will continue to seek funding and opportunities for collaboration on research that, again, will improve the human condition. We will continue to act as responsible stewards of both public funds and private gifts, both of which are essential to our support of students, faculty, research and programs.

We will continue to study new ways of educating children and adults to reach their fullest potential. We will continue efforts such as our Project Teach Them All in which area teachers in all content areas are obtaining endorsement in English as a second language. We saw the challenge local school districts were experiencing to serve a growing population of English-language learners and we stepped in to help.

Through this magazine, we want to give you a glimpse of what's been going on in the college for the past year. We also offer Web addresses so that you can learn more about a topic if you want. And, as always, I invite you to ask questions and share your ideas with me at (479) 575-3208 or mrgreen@uark.edu.

Keep Up With Us

Academy Action

Monthly newsletter of the Arkansas Leadership Academy. Visit www.arkansasleadershipacademy.org to view or call (479) 575-3030 to subscribe

Education Policy News

Quarterly newsletter of the Office for Education Policy. Visit <http://www.uark.edu/ua/oep/> to view or e-mail oep@uark.edu to subscribe

ePlay

Monthly newsletter of the Intramural and Recreational Sports program. Visit <http://imrs.uark.edu/2887.htm> to view or <http://imrs.uark.edu/5086.htm> to subscribe

Take Note

Bimonthly newsletter of the College of Education and Health Professions. Visit <http://coehp.uark.edu/news.html> to view or e-mail stambuck@uark.edu to subscribe

The Professional Education Unit in the College of Education and Health Professions is accredited by the National Council for Accreditation of Teacher Education.

NCATE

The Standard of Excellence
in Teacher Preparation

Scholarship Recipients Honored



Recipients of the Master of Arts in Teaching Endowed Scholarship were honored at a luncheon May 21 at University House. They are, from left, front row, Ashley Elizabeth Cobb and Kylie Moore; middle row, Amber Usdrowski, Janae Neal, Audra Shaw and Ruth Murry; back row, Jennifer Meesey, Amber Stout, Myka Hale and Cara Mendoza.



Recipients of the John H. and Jane W. Donaldson Scholarship were honored at a luncheon May 22 at University House. Members of the Donaldson family of Bentonville descended from the creators of the scholarship are pictured with the dean of the college and the student recipients majoring in education: from left, front row, Jessica Small, Kelly Donaldson, Eileen Donaldson, John Donaldson and Ryan Donaldson; second row, Susan Bailey, Alicia Tuggle, Lonnie Strange and Jamie Thomas; third row, Sheila Nance, Catherine Pendergrass, Kelli Cole, Jodi Blair and Kalisa Erny; back row, Stephanie Edwards, Brandon Lynch, Dean Reed Greenwood, Katy Henry and Elizabeth Findlay. Recipients unable to attend were Lisa Asbury, Tonya Gideon, Sarah Logsdon, Erin Murphy and Sarah Suttle.



Jamie Banks, director of development



Erin Hogue, assistant director of development

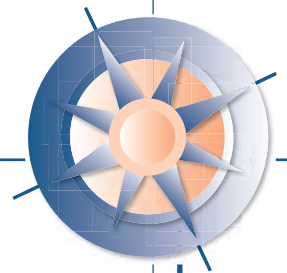
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Arkansas Democrat-Gazette

Maj. Gen. Gale S. Pollock, left, administers the military oath of office Dec. 12, 2007, to Lisa Marie Hammond, a December graduate of the University of Arkansas Eleanor Mann School of Nursing. Hammond, the university's first ROTC cadet to join the Army Nurse Corps, was one of five officers commissioned at a ceremony at the School of Law. Pollock is deputy surgeon general for force management and chief of the Nurse Corps.

FEATURES

8 Childhood education students designed activities for preschoolers and then put them to the test when they visited Head Start centers in Washington County.

10 Counselor education professor Dan Kissinger is leading an effort to study challenges facing college student athletes and how colleges and universities can best serve these students.

12 Researchers visited dozens of schools in a search for best practices that make schools stand out when it comes to academic achievement.

14 The federally funded Project Teach Them All gives Springdale teachers the opportunity to take classes for English as a Second Language certification without leaving their schools.

18 Instructor Susan Mayes makes ballroom dancing popular on campus while earning respect from her peers in a regional association.

20 The Outdoor Connection Center sponsored a training course for Leave No Trace, educating outdoor professionals about seven principles designed to protect natural surroundings while exploring them.

22 Genocide scholar Samuel Totten recorded interviews with 30 survivors of the 1994 "machete genocide" in Rwanda during six months he spent in the country on a Fulbright Fellowship.

DEPARTMENTS

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29 Alumni Notes

31 In Memory

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On the Cover

Students in the Eleanor Mann School of Nursing practice nursing care in a lab at Ozark Hall on the University of Arkansas campus. Throughout the past year, College of Education and Health Professions officials and faculty members took part in discussions with officials of the University of Arkansas for Medical Sciences in Little Rock about a possible collaboration between the nursing school and UAMS at a satellite campus being organized in Fayetteville.

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/2008_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>





New Master's Degree in P.E. Offered Online This Fall

A new, online degree program at the University of Arkansas could serve many of the 1,500 physical education teachers and coaches in Arkansas who do not have an advanced degree.

The College of Education and Health Professions began offering the master's degree in physical education degree this fall.

"Teachers and coaches with the master's degree can earn dramatically more money in some school districts," said Dean Gorman, professor of kinesiology.

Information about enrolling is available at http://globalcampus.uark.edu/Distance_Education/Graduate_Degree_Programs/MEd_Physical_Education/About.html.

Parks Family Recognized for Generosity

The Parks family of Prairie Grove, benefactors of the College of Education and Health Professions as well as many organizations in northwest Arkansas, received the Lifetime Achievement Award from the Northwest Arkansas Chapter of the Association of Fundraising Professionals.



Peggy Parks

Peggy Parks and her husband, the late Donald Parks, endowed two scholarships for the college that each year help students in nursing and teaching complete their education. The family also created the Parks Family Endowed Professorship

in Science and Technology Education in the college. Peggy Parks; her son, David, and his wife, Pam; her sister-in-law, Betty Parks; and two nieces, Susan Parks-Spencer and Karen Parks-Gerwig, accepted the honor in November.

To read more, visit <http://coehp.uark.edu/5692.html>.

Professor Serves on National Math Panel



Sandra Stotsky

Sandra Stotsky, who holds the Twenty-First Century Chair in Teacher Quality, served on the National Mathematics Advisory Panel created by President Bush in 2006.

The panel released its recommendations for improving math education in the United States in March to Margaret Spellings, the U.S. secretary of education.

Stotsky, a former senior associate commissioner at the Massachusetts Department of Education, described the panel's goal this way: "How to strengthen both the elementary and the middle school mathematics curriculum in all our schools in order to democratize access to Algebra I, the gateway course to advanced mathematics and science in our high schools."

To read more, visit <http://coehp.uark.edu/5976.htm>.

CBS Puts Spotlight on Intramural Program

The University of Arkansas' intramural program was selected by Coca-Cola and POWERade as one of five to be featured in video clips produced by CBS College Sports during the NCAA March Madness basketball tournament this year.

The clips, about 3 minutes each, show the students playing in the Health, Physical Education and



Recreation Building on the Fayetteville campus. The university's Intramural/Recreational Sports program, directed by Craig Edmonston and based in the College of Education and Health Professions, hosted the POWERade 3-on-3 basketball tournament in February and March.

To view the clips, visit <http://hkrd.uark.edu/5935.htm>.

Autism, Literacy Focus of Annual Symposia

Special education teachers, school administrators, speech-language pathologists, social workers and parents of children with autism were drawn in March to a symposium that focused on autism spectrum disorders.

The department of curriculum and instruction hosted the symposium with Brenda Smith Myles, a University of Kansas professor and nationally recognized expert on Asperger Syndrome, as keynote speaker. The two-day symposium also featured Taylor Crowe, a young man with autism who recently graduated from the California Institute of the Arts, and his father, both of whom spoke about Taylor's challenges while growing up and as an adult.

The department also continued to host its annual literacy symposium, drawing more than 550 participants from at least five states in June. Ruby Payne, author of *A Framework for Understanding Poverty*, was one of several nationally known speakers to discuss differentiated literacy for diverse learners, the symposium's theme.

Noyce Focuses on STEM in High-Need Schools

The National Science Foundation awarded the University of Arkansas

a three-year, \$749,856 grant to fund scholarships for students preparing to become teachers in mathematics or science.

Scholarships were awarded to 13 students for the 2008-09 academic year. Students who accept the scholarship agree to teach two years in a high-need public school for each year of support received.

Noyce scholars, who receive \$12,500 each, enter the one-year Master of Arts in Teaching program in the College of Education and Health Professions. Scholarships of \$10,000 are available to undergraduates for completion of the final year of a degree in science, technology, engineering or mathematics, after which the recipients enroll in the MAT program to complete the teaching licensure process.

Michael Wavering, professor of secondary education, serves as one of the principal investigators of the Noyce grant. More information is available at <http://www.uark.edu/depts/physinfo/Noyce/> and <http://coehp.uark.edu/5603.htm>.

Newspaper Names Nursing Professor Tops in State

The Arkansas Democrat-Gazette asked readers to submit names of Arkansas' best nurses in honor of National Nurses Week, and in May the newspaper published a special section that included Marianne Neighbors, professor of nursing in the Eleanor Mann School of Nursing.

Neighbors' research interests include school nursing, school health and nursing competencies. For several years, Neighbors has helped organize an annual summer institute for school nurses and health fairs at elementary schools.

Neighbors, a registered nurse, holds a doctor of education degree from the University of Arkansas. She also has a master of science in nursing from the University of Oklahoma, a master of education from the University of Arkansas and a bachelor of science in nursing from Mankato

University.

According to the nomination for Neighbors, "Students and graduates often identify Dr. Neighbors as the person who best exemplifies professional nursing. She accomplishes her inspiration of students and her colleagues through her boundless enthusiasm for the profession."



Marianne Neighbors

Congressman Speaks at Commencement

U.S. Rep. Mike Ross, D-4th District, delivered the commencement address May 10 to graduates of the College of Education and Health Professions.



Mike Ross

Ross, of Prescott, was first elected to Congress in 2000 and is serving his fourth term representing south Arkansas.

Ross serves on the House Committee on Energy and Commerce and the House Committee on Science and Technology. He was also appointed by Speaker Nancy Pelosi to serve on the North Atlantic Treaty Organization's parliamentary assembly, where he represents the United States at meetings of the 26 other NATO nations.

Grant Pays Tuition, Stipend for Rehabilitation Students

The rehabilitation and education research program in the College of Education and Health Professions received a grant of \$150,000 per year for five years from the Rehabilitation Services Administration of the

U.S. Department of Education.

The grant pays full tuition and fees, plus a \$550 per month stipend, to seven University of Arkansas master's students in rehabilitation counseling. It overlaps with another grant awarded in 2004 to Brent Williams, program coordinator for the rehabilitation education and research program. The first grant expires next year.

The grants address both the high unemployment rate of people with disabilities and the shortage of rehabilitation counselors and placement specialists.

To read more, visit <http://coehp.uark.edu/6347.htm>.

Students Give Local Residents Shot in the Arm

Several students in the Eleanor Mann School of Nursing helped the Arkansas Department of Health give flu shots in Washington County on Nov. 9.

The students worked at a drive-through station set up by the Washington County Health Department and the Washington County Department of Emergency Management in a parking lot at Springdale's Randal Tyson Sports Complex. The clinic was part of a mass-dispensing exercise in which 3,124 doses were administered with the help of about 150 volunteers.



Butterfly Garden Living Example of Professional Development Academy's Impact

A butterfly garden planted in a circle of stone in front of Old High Middle School in Bentonville is not just a pretty place for students and teachers to enjoy. It's not just an opportunity for teachers to integrate economics, math, literacy and science, either.

It's also living, growing evidence of the goal of the Professional Development Academy in the College of Education and Health Professions "to bring resources and professional learners together and shake things up," in the words of director Judith Tavano.

Last year, Tavano took her dog with her on a visit to the Botanical Garden of the Ozarks in Fayetteville. After learning she couldn't take the dog into the garden, Tavano ended up spending time talking with Cindi Cope and Gail Pianalto, the garden's education co-chairs. The three formed a partnership and designed a series of workshops for teachers to earn professional development hours and the general public to learn about both natural and historical features of the region.

On a whim, Tina Hoisington attended one of those workshops last spring, one on butterfly metamorphosis. The literacy specialist at Old High signed up when she saw a familiar name among the presenters, Rita Littrell, director of the Bessie Moore Center for Economic Education at the University of Arkansas.

"Between Rita and the staff at the botanical garden, we have been blessed with resources way beyond our expectations," Hoisington said of the butterfly garden that resulted. "When we are unsure of plant placement or have any question related to our project progress, these ladies have been 'just an e-mail away.' They have answered promptly and been so kind to help guide us."

Imogene Dickey, a math teacher at Old High, attended the butterfly metamorphosis workshop with Hoisington, and they later brought science teacher Denise Longinotti onto their team. Other teachers contributed plants and are expected to involve their classes in the project this fall.

Although they got started just two weeks before school ended in the spring, the teachers and students put in the butterfly garden with the help of a parent with a landscaping business. A butterfly garden contains plants specifically chosen to provide elements essential to different stages of butterflies' lives.

"I went by this week and everything was blooming and beautiful," Hoisington said in mid-July. "We will have some major weeding to do when school resumes, but the task will be lighter with so many of us to share the load."

Hoisington plans to have her students write



Tina Hoisington checks on a plant in the butterfly garden at Old High Middle School in Bentonville.



Students enjoyed getting their hands dirty as they worked to prepare soil for the garden.

about the decision making that went into the butterfly garden such as whether to go for monarch butterflies or black swallowtails. The students will write position papers on the pros and cons of each species.

"We want everybody involved," Hoisington said. "This is a much bigger project than we ever thought at the beginning, and the kids are totally pumped up."

The Professional Development Academy in the College of Education and Health Professions supports in-service teachers, school administrators, health care professionals and workforce trainers throughout the state of Arkansas. Contact Tavano at jtavano@uark.edu for more information.

Mulvenon Returns to Campus Following Service to Federal Education Department

When Sean Mulvenon, University of Arkansas professor of educational statistics and research methods, was "loaned" to the U.S. Department of Education in 2005, he expected to be gone for about a year. His appointment stretched to nearly three times that, but Mulvenon is back with invaluable experience from his time working on the federal level.

In Washington, Mulvenon's assignment as senior adviser to Ray Simon, deputy secretary of the U.S. Department of Education, was to review data collection, complete statistical models and provide analysis associated with the No Child Left Behind law and reauthorization efforts in the department. No Child Left Behind requires accountability of the nation's schools.



Sean Mulvenon

Assignment: Serve as senior adviser to deputy secretary of U.S. Department of Education

Simon described Mulvenon's tenure as a member of his advisory team as memorable and significant in two ways: what Mulvenon accomplished while he was there and the foundation he laid for those accomplishments to continue after his departure.

"His role as scientist/statistician provided a valuable interface between the offices that collect the vast amounts of instructional and school support data and those charged with using that data for monitoring and technical assistance," Simon said. "As a direct result of Sean's work, we have a much clearer understanding of how we can better use data to inform department policies, especially those that impact the reauthorization of No Child Left Behind."

An expert in statistical modeling, Mulvenon reviewed numerous proposals from state education departments to various aspects of the law, including the growth model and differentiated accountability pilot programs. States were given opportunities to propose various assessment methods using these models, and it was Mulvenon's responsibility to study, model and analyze the impact of various proposals to assist the department in identifying those that would be most effective.

The department will be able to use those models to better understand and react to states as they continue to refine and enhance their accountability plans required under the law, Simon said.

"NCLB is a series of tests that, to me, is like going to the doctor," Mulvenon said. "The system helps schools find out how to help themselves. More specifically, due to the tremendous amount of information generated from NCLB initiatives, we have a much better understanding of effective educational programs and school systems."

"People have many great ideas, but reality may be different," he continued. "You have to know, 'What will happen if we do this?' So, we model. When a

state wants to change an assessment procedure, we can use modeling to see how the results would change. The ultimate goal is to ensure that all students have access to a quality education."

Mulvenon took part in many policy discussions at the department. The team understood that data can help drive policy decisions, he said, but a balance between policy, practice and implications must also be considered. A policy that has data backing it up but that practitioners can't implement doesn't help schools educate children.

"Additionally, a policy with no empirical evidence or supporting models to analyze the impact of a new program may seem reasonable but may have a tremendous negative impact," he said. "It is important we don't just propose 'change' but study the proposed change."

Mulvenon, who holds the George M. and Boyce W. Billingsley Chair in Educational Research and Policy Studies, established the National Office for Research on Measurement and Evaluation Systems with a \$500 grant in 1996 and has guided its development into an organization with funding in excess of \$1 million annually. The nationally award-winning NORMES Web site provides educational statistics data for Arkansas public schools at <http://normes.uark.edu>.

In Washington, Mulvenon gained a more global understanding of the education system, he said.

"It's important to know answers to many questions before making a policy change. I've seen policy put into operation in wonderful ways."

Researcher Takes New Route to Study Women's Risk of High Blood Pressure

Heidi Kluess wants to study why women's risk of developing high blood pressure goes up more than men's as they age, and she thinks she has found a new way to do it.

She may be a new kid on the block, but Kluess is already breaking new ground with her research that could help women better manage their blood pressure and remain active as they age.

Kluess, who earned her doctorate from Louisiana State University, joined the kinesiology faculty at the University of Arkansas a little over a year ago. In July, she was awarded \$59,931 from the Arkansas Biosciences Institute to further her study, and she'll learn this fall whether a proposal to the National Institutes of Health that received good reviews will be funded.

The grant money will pay graduate students to help conduct experiments with the potential to impact the management of age-related decline in blood flow in women. Ultimately, this information could improve older women's exercise tolerance and blood pressure management.

Kluess focuses on the role of the sympathetic nervous system in the control of blood flow, and she's taking a new direction in the field: examination of the role played by a compound called adenosine triphosphate, or ATP, that transports energy within cells for metabolism.

"This will be the first time that a novel ATP biosensor technology will be applied to vascular tissue," according to Kluess.

Also, little previous research focuses on the differences between physiology of men and women in this regard, she explained. Both genders experience age-related changes, but women experience a greater magnitude increase in sympathetic nerve activity and blood pressure.

"The sympathetic nervous system controls an enormous quantity of functions in the body," Kluess said. "It controls blood vessel constriction, and the smaller the vessel, the less blood can flow. We see an increase in sympathetic activity with aging, strokes and cardiovascular disease that may contribute to low blood flow with these conditions. There are drugs available to control hypertension, but they have been tested primarily on men.

"Women are severely understudied," she continued. "The mechanism for constricting the blood vessels in women may be very different than that for men. As women get older, they experience much more serious problems with blood flow, especially while exercising, and that's a problem when trying to remain active."

Kluess was formerly an instructor in the department of anesthesiology at the Medical College of Wisconsin. She completed one year of post-doctoral training in cardiac physiology at the University of Illinois in Chicago and three years of post-doctoral training in vascular physiology at the Medical College of Wisconsin in Milwaukee. Her bachelor's and master's degrees are from the University of Florida.



Heidi Kluess will use funding from the Arkansas Biosciences Institute for her research.

In a section of laboratory in the Health, Physical Education and Recreation building on the Fayetteville campus, Kluess and her students study tension in blood vessels harvested from euthanized rats. In more intricate experiments on the other side of a long table, they use heat and chemicals to change a pressurized environment surrounding the vessels and then measure their diameter. A computer program graphs the constriction results on a monitor overhead.

"We use large arteries, the garden hoses, in one part of the lab, but in another section we can use very small vessels in an environment that is more like inside the body," Kluess said. "Diameter of the vessel is the most important thing controlling blood flow."

Having the Arkansas Biosciences Institute grant to pay graduate students will have a big impact on her research, Kluess said.

"Until now, it has been difficult for the students I have working for me to devote large blocks of time to the research," Kluess explained. "Receiving the Arkansas Biosciences Institute grant allows me to fund a doctoral student and a master's student specifically for this project. Having their assistance will help me be nationally competitive in securing funds in the future."

The assistant professor said she's been impressed by the number of students interested in the work.

"In exercise science, students usually want to work with people," she explained. "Basic science can be a hard sell. I worked with people throughout my Ph.D. program, but I wanted to ask tougher questions. You can only go so far with human experiments. It has been great to find students who feel the same excitement about this work that I do." 🌍

Education Reform Department Fills Final Endowed Chair

The education reform department at the University of Arkansas filled its complement of endowed chair holders with the appointment in August of Robert Maranto, formerly associate professor of political science at Villanova University.

Maranto holds the Twenty-First Century Chair in Leadership for the department, which was established in the College of Education and Health Professions in 2005 with a \$10 million private gift and an additional \$10 million from the university's matching gift program.

This gift is one of the largest ever received by a college of education in the country. With these resources, the department has six endowed professorships, 10 doctoral fellowships and funds for research and projects.

Maranto joins Jay P. Greene, who holds an endowed chair and serves as department head; Robert Costrell, Twenty-First Century Chair in Education Accountability; Gary Ritter, Twenty-First Century Chair in Education Policy; Sandra Stotsky, Twenty-First Century Chair in Teacher Quality; and Patrick Wolf, Twenty-First Century Chair in School Choice. The department conducts research and demonstration projects focused on the five

Endowed Chairs

- Education Reform, Department Head
- Accountability
- Education Policy
- Teacher Quality
- School Choice
- Leadership

primary areas of reform represented by the endowed chairs.

Maranto holds a doctoral degree from the University of Minnesota. He has written and edited books about U.S. government, politics and education. "We are very excited about the addition of Bob Maranto," Greene said. "Bob is extremely prolific and applied in his research, working with school administrators, parents and policymakers to better understand and improve our educational system."

Other recent highlights:

- In July, the Arkansas Higher Education Coordinating Board unanimously approved a new doctoral program in education policy that the department will begin offering in the fall of 2009. The program began accepting applications this fall. Several new courses such as Economics of Education and Politics of Education are being created for the degree program. Other new courses will correspond with some of the study areas of the endowed chairs.
- The Office for Education Policy, directed by Ritter, hosted a daylong conference in Little Rock in April assessing the state of education in Arkansas in the wake of the

Lake View lawsuit against the state. The centerpiece of the research presented that day was a study that found reforms of the state's school funding system enacted by the Arkansas General Assembly following the Lake View decision dramatically enhanced the adequacy of resources for schools and the equity by which they were distributed. Sen. Jim Argue, D-Little Rock and architect of much of the legislation, gave the keynote address.

- Several of the nation's top education researchers, including Caroline Hoxby of Stanford and Paul Peterson of Harvard, visited campus to speak as part of the department's lecture series. This year's lecture series includes speakers from Vanderbilt, Notre Dame, Stanford, Brown and UCLA. For the complete schedule, visit http://www.uark.edu/ua/der/lecture_series_08_09.html.
- The department began the fall semester with a conference on the topic of the education of boys with speakers Sara Mead of the New American Foundation and Jelani Mandara of Northwestern University. The department collaborated with the Education Renewal Zone, also based in the college, to present the researchers in a second, evening event for parents and educators.
- Papers about education reform submitted at the department's 2006 conference in Kansas City made up the winter 2008 issue of the *Peabody Journal of Education* published by Vanderbilt University. The issue contained papers from some of the nation's leading education researchers on topics such as merit pay for educators; free, high-quality preschool; expanded testing and improved data systems; and governance and structure of school systems.
- The department also hosted a daylong conference for legislators and educators to discuss the use of distance education to help rural schools in Arkansas satisfy academic requirements. 🌍

Robert Maranto



Robert Maranto

getting a HEAD START

Childhood Education Students Design Activities for Preschoolers



Childhood education students display their 'shoebox learning' projects here and on next page.

Learning about the animal kingdom by matching pictures of baby animals with their mothers and fathers, identifying colors and shapes by sorting objects, building fine motor skills by threading a shoestring through holes in a colorful laminated picture – these were just a few of the ideas childhood education students developed in a class last spring. The University of Arkansas undergraduates were laying the foundation for literacy in 3- and 4-year-old children by giving them fun, visual and hands-on ways of learning about letters, numbers, colors and shapes.

These students didn't just research their ideas, decorate shoeboxes with eye-catching designs, make a shopping trip to a hobby store for pieces to fill them and then explain their project to classmates. Their teacher, Marta Collier, associate professor of curriculum and instruction, required them to spend 20 hours in a classroom with preschoolers during the semester.

With assistance from Shakira Scott, family and community services area manager for Head Start, and Kathleen Hale, education services area manager for Head Start, Collier arranged for her students to visit the program's

learning centers in Washington County to fulfill the requirement, taking their shoebox projects with them.

Collier wanted the students to experience the preschool classroom not only to put the childhood development theory and pedagogical techniques they were learning into practice but also to understand the service aspect of teaching and the potential impact they could have on children's lives. Head Start is a federally funded program that promotes school readiness by enhancing social and cognitive development of children through educational, health, nutritional, social and other services. Families must meet income guidelines to be eligible for Head Start.

Collier described teaching as a calling similar to the ministry.

"Education is all about serving others," she told the students.

Collier also invited guests from Head Start to discuss with her students the program's emphasis on parent involvement.

Wanda Boyd first became involved with Head Start as a parent. She later became a Head Start teacher before



Marta Collier, above, left, talks with childhood education students about classroom models.



being named director of the Willow Heights center in Fayetteville.

"The program was good at helping me see I'm more than a mother to my children," she said. "I'm a teacher, too. Head Start gave me the tools so that whatever my children were working on at school we could continue working on at home.

"It's not just playing," Boyd continued. "That's our way of making sure the children learn. We put the alphabet into games and songs. I taught my children our address by singing it. I can't sing, really, but it had a beat and rhythm."

Randy Coleman, a former Head Start parent who continues to be involved with the program through his work with the M&N Augustine Foundation, described how Head Start relies on parent involvement for its success in a way that empowers parents.

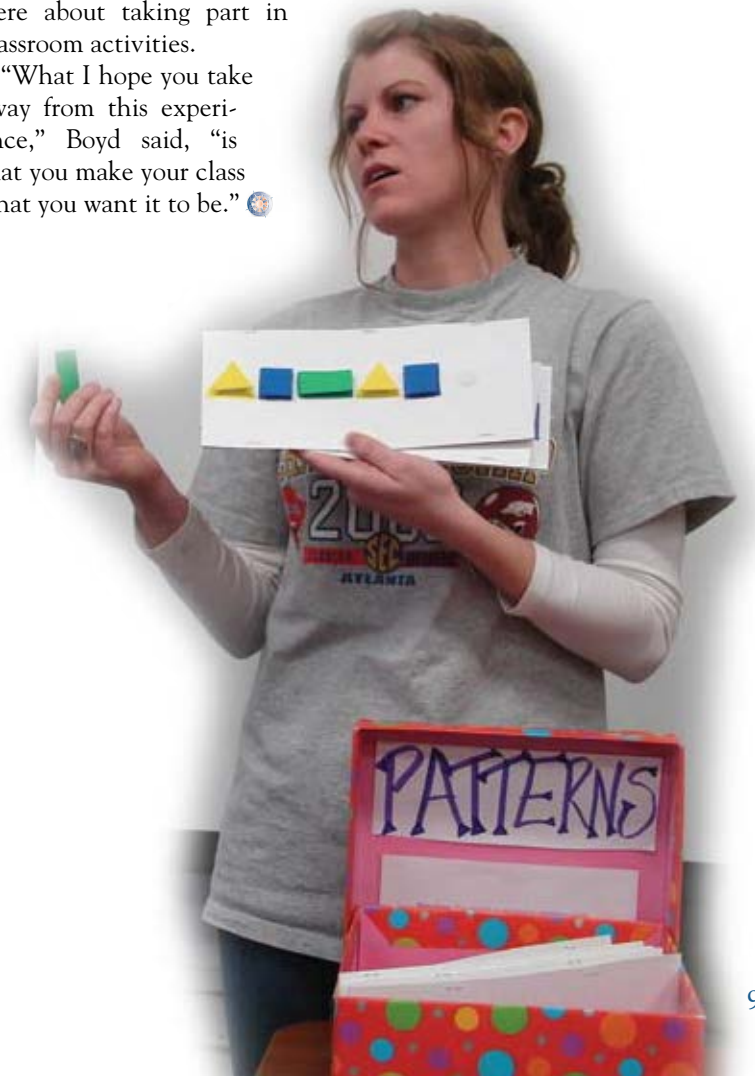
"Head Start allows parents to have a voice in their children's education and in the community," he said. "Without Head Start, I wouldn't have understood how to respond to my children's needs. One of the unique things Head Start brings out in people is compassion for others and for the community."

During that class period, the students shared experiences they had when assisting in the Head Start classrooms.

The university students related how they formed bonds quickly with students in the Head Start classrooms, telling how students touched their hearts. They were impressed

with how smoothly the teachers managed their classrooms, how well the children got along and how enthusiastic they were about taking part in classroom activities.

"What I hope you take away from this experience," Boyd said, "is that you make your class what you want it to be." 🌍



Initiatives Tackle Issues Facing Student-Athletes

The multimillion-dollar sports contracts of today's pro athletes, such as the \$60 million deal signed by University of Arkansas running back Darren McFadden, overshadow the realities of college student-athlete career and earning trajectories. While some college student-athletes at all levels aspire to be professional athletes, the reality is that only 1 percent reach those ranks, making the fact that McFadden's backfield teammates, Peyton Hillis and Felix Jones, secured NFL contracts all the more remarkable.

Today, student-athletes are considered a unique sub-population of the college environment. To many outside the athletic realm, however, student-athletes, especially those competing at institutions with big-time sports programs, are stereotyped as both privileged and, in many cases, lacking the motivation to succeed in higher education.

Some research dispels these myths, particularly those related to the academic inequalities between student-athletes and non-athletes. Data from the NCAA highlights the fact that student-athletes graduate at rates that parallel, and in many cases exceed, the graduation rates of non-athletes. In many cases, however, reservations about the academic credentials of student-athletes evaporate in the face of exemplary athletic performances that present

the institution in a positive light. Despite the often intense focus on the athletic endeavors of the institution's student-athletes, little mention is given to the realities of life as a college student-athlete in high-profile programs.

Increasing understanding of the student-athlete experience is the foundation of new research initiatives in the College of Education and Health Professions.

"In reality, these students are monitored in almost every aspect of their lives on campus – when they eat, what time they get to class and even how much time they spend studying in supervised settings," said Dan Kissinger, assistant professor of counselor education.

Additionally, while student-athletes will encounter the same developmental challenges as their non-athlete peers, Kissinger explained, they often live in environments where their choices are restricted by their athletic responsibilities.

For example:

- These student-athletes may live in a fishbowl in which any transgression or failure is front-page news about them but not for the non-athlete on campus.
- Many feel enormous pressure to perform in what equals a full-time job in addition to maintaining grades in the classroom.

- Their choices of academic majors are limited because of the time commitments associated with their athletic schedules, including training, travel and competitions.

- They face challenges in balancing intense athletic and academic schedules and responsibilities.

Kissinger's research on the student-athlete to date has focused on understanding the experiences of student-athletes. As an example, Kissinger and his colleague Joshua Watson, a counselor educator at Mississippi State University-Meridian, found that student-athletes report lower levels of overall wellness than their non-athlete peers. Other studies have shown the importance of considering athletic identity when addressing the academic, athletic, personal and career issues of student-athletes.

The information generated from these studies interested George Johnson, founder and publisher of Information Age Publishing, who offered Kissinger a contract for a book-length manuscript on the contemporary student-athlete. Co-edited by Michael T. Miller, professor of higher education and department head, the manuscript takes an interdisciplinary approach to understanding the issues and challenges facing the contemporary student-athlete. The editors called upon a number of faculty and administrators to help in the book writing, including several at the University of Arkansas.

"We need to look at the success and failure of these students and the expectations we place upon them," Kissinger said. "We plan to look at these issues through many different lenses, and that's why we are calling upon experts in

health, higher education, counseling, psychology, and athletics to provide direction to our work. Student-athletes are such visible images and faces of college today that we need to be concerned about their welfare and their future."

Miller is also writing for the book.

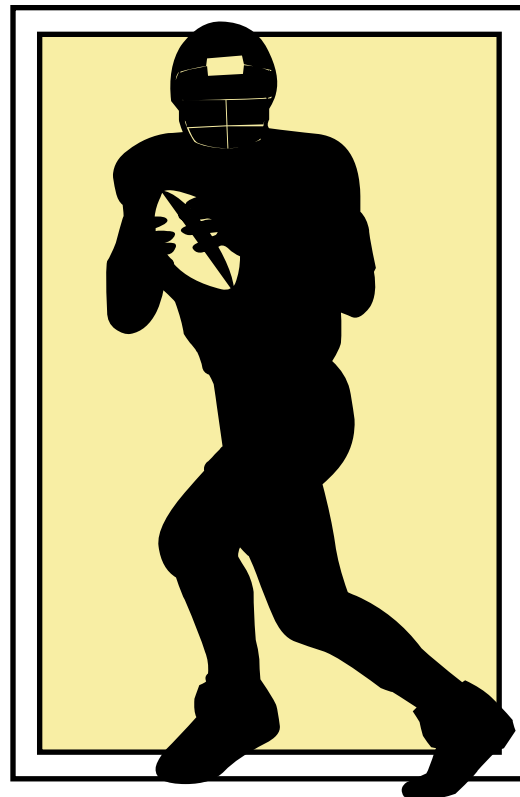
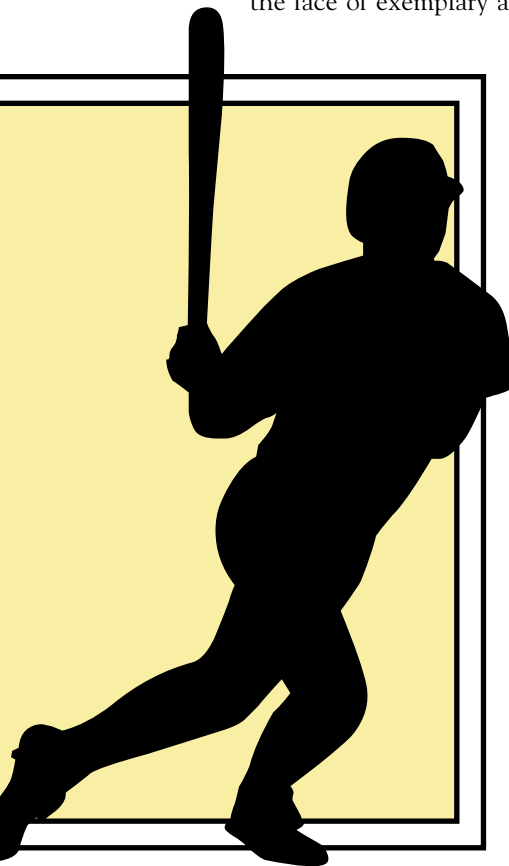
"My chapter deals with institutional expectations of student-athletes and the policy conflicts that can rise among athletics and academics," he said.

Additionally, Richard E. Newman, professor of physical education at Presbyterian College in South Carolina and former college football coach, is contributing a chapter on substance use and abuse among student-athletes. This chapter will be the basis for Newman's visiting lecture on the Fayetteville campus this fall.

In April, Kissinger and Jennifer Miles, assistant professor in higher education, convened a roundtable discussion on the student-athlete at Carnall Hall on the University of Arkansas campus. Academic and athletic leaders from a range of higher education and secondary school institutions from several states attended. The discussion provided direction for a research agenda to be pursued by the faculty.



Dan Kissinger



Discussion during the research roundtable

- Top challenges facing student-athletes: making academic, social, psychological and physical transitions; managing time; developing a peer support group outside of athletics; managing money; and handling media pressure and both real and perceived privileges.
- Effective ways for an institution to respond to the challenges: Institutions must develop committed leaders from coaches to academic counselors; educate the campus community about the life of a student-athlete; provide programs to immerse student athletes in campus life; and facilitate interaction between faculty members and athletes. All of these efforts contribute to helping the student-athlete develop a more well-rounded identity.
- Primary focus for a research agenda on college student-athletes: isolating responses from student-athletes in a study of student engagement on college campuses; determining self-care tactics of successful student-athletes and how they learned them; documenting and monitoring initiation, also called bonding, of new athletes to their teams; describing formal and informal adjustment processes for athletes; gauging parental involvement and support for both sports and academics; and studying the culture of athletic departments and how it affects the athletes' lives.

Arkansas Best Practices Study Identifies Ingredients for Success

What factors relate to schools doing a better job educating their students? How can schools not performing as well learn from those efforts?

University of Arkansas researchers studied these and similar questions with visits to nearly 40 elementary, middle level and high schools in the state over a span of three years. The researchers were looking for practices and procedures that relate to improving student achievement. The Arkansas Best Practices Study is part of a nationwide study designed by the National Center for Educational Accountability and Just for the Kids, both nonprofit educational research organizations. In the first year, Arkansas was one six states participating; now there are 22 states.

The educational research organizations developed a common protocol to be used across the states that included interviewing district and school administrators as well as teachers. All interviews related to five general best practice themes. NCEA also identified schools as high performing or average performing based on three years of standardized test scores in math and literacy while also considering factors such as student ethnicity, percentage of enrollment participating in the free and reduced lunch program and percentage of English language learners.

Charles Stegman, professor of educational statistics and research methods, and Calli Holaway-Johnson, research associate, led a team that conducted the study with a grant from the Arkansas Department of Education to the National Office for Research on Measurement and Evaluation Systems. NORMES is based in the College of Education and Health Professions.

The researchers interviewed district and school

level administrators and teachers using the NCEA protocol and the five themes as a starting place. All interviews were recorded and coded by two people. A case study for each school was also written.

The five general best practice themes:

- Curriculum and academic goals
- Staff selection, leadership and capacity building
- Instructional programs, practices and arrangements
- Monitoring, compilation, analysis and use of data
- Recognition, intervention and adjustments

At each education level, the team found multiple practices that influenced student achievement. According to Stegman, there is not a magic set of best practices that relates to every high-performing school: "A high-performing school does well because it's doing the right things in the right way, within a certain context. Across all levels, high-performing schools have aspects in common. They have administrators and teachers who are instructional leaders, high expectations are set for student achievement, curriculum development involves both administrators and teachers, testing data is used effectively, and professional development is supported at the school and district levels."

"There's continuity among classroom, school and district as to academic goals," Johnson said of high performing schools. "The school board, teachers and administrators all understand and agree about academic goals."

At each level, the team found some of these practices. (see box)

At the elementary level :

- Teachers recognized student success while intervening and adjusting for individual student needs.
- Teachers met on a regular basis, some as frequently as every week and within and across grade levels, to ensure horizontal and vertical curriculum alignment for the school and district.
- Staff selection and professional development focused on creating strong instructional leaders.

At the middle school level :

- Student intervention plans were flexible, allowing for continual review, adjustment and point-in-time remediation.
- Teachers met formally on a regular basis and worked through agendas established based on student, school and district needs.
- Districts supported schools and teachers by providing them with training that allowed them to utilize student test data.

At the high school level :

- Teachers pushed a rigorous, college preparatory curriculum and held high expectations for all students.
- Schools provided struggling students a variety of ways to earn high school credit, provided the necessary support for their success and tracked all students' progress toward high school graduation.
- Schools strongly encouraged students to pursue a college preparatory diploma program and many offered concurrent credit through local colleges.

Stegman said: "Taking part in a study that covers many states with a standard protocol provides a great opportunity for administrators and teachers to look across multiple states for information that will help schools improve student achievement."

In addition to writing case studies for each school, the researchers collected documents that support the implementation of best practices. For example, docu-

ments showed how flexible scheduling was implemented in a district and how a new curriculum was selected and implemented.

The case studies and additional information about the identified schools are available at <http://normessasweb.uark.edu/BestPractices>. Presentations given by the researchers can also be found at the site.

"Educators and parents can review the information and decide what practices they might try in their schools," Stegman said. "Schools can make site visits to see how other schools are improving student achievement. The Web site gives them places to go for information."

At the conclusion of the middle-level and high school studies, educators from each school were invited to a luncheon at the state Capitol where they were recognized by Gov. Mike Beebe, Education Commissioner Ken James and other state officials.

"It's important to accentuate the positive," Stegman said. "The recognition reinforces the example of schools that are developing ways to improve student achievement." 🌐



College's Federal Grant Helps Springdale Schools

'Teach Them All'

The students in Scarlet Morris' choir class grabbed the red slips of paper from their music stands and held them high for Morris to see. They were signaling "stop" because they didn't understand.

"I rephrased the instruction and they said, 'Oh,' and it was fine," Morris recalled. "I might have noticed otherwise but they made me take note immediately."

Morris has every sixth-grader at J.O. Kelly Middle School in Springdale in her choir classes. When she started teaching at the school 14 years ago, about 11 percent of the students in her classes were learning English as a second language.

"Now, the minority is the majority," she said.

Morris is one of 32 teachers in the Springdale School District who are enrolled in Project Teach Them All, a program funded by a U.S. Department of Education grant of \$1.3 million over five years to the University of Arkansas.

One of Morris' favorite techniques she learned was the one in which students used three colors of paper to demonstrate their level of understanding of a concept or direction. The activity encourages immediate feedback from the students in a way that's more fun and possibly less intimidating than raising their hand to ask for help.

She explained: "When they're playing the recorder, they clip a piece of paper to their music stand: 'Yes, I understand' is green, 'I'm having a problem' is yellow, and red is 'Stop!'"

Program Beginnings

Project Teach Them All pays for tuition and materials for the teachers, who, after taking four courses spread out over two years, will be eligible for English as a second

language endorsement from the Arkansas Department of Education. Classes are conducted at the teachers' home schools: Springdale High School, Har-Ber High School, George Junior High, Central Junior High, Southwest Junior High, J.O. Kelly Middle School, Helen Tyson Middle School and Hellstern Middle School, which are all of the district's secondary schools.

According to the project proposal, the grant focuses on secondary schools because of the belief that a school needs teachers certified in English as a second language who teach in all content areas and at all grade levels.

From 1999 through 2006, the state of Arkansas experienced a 121 percent increase in the number of identified English language learning (ELL) students, according to the Arkansas Department of Education. The Springdale district had the highest ELL student population for 2005-06 in the state at 6,150 students, with many of its schools at more than 50 percent ELL population.

Extensive experience in both professional development for teachers and the challenges faced by English language learners characterizes the College of Education and Health Professions team that developed the funding proposal:

- Janet Penner-Williams, assistant professor of curriculum and instruction, specializes in teacher professional development and assessment issues. She has conducted research on perceptions of teachers and administrators with regard to decisions to participate in professional development. She formerly served as assistant superintendent for instruction of the Pearland Independent School District, a suburban Houston district with a large population of students who were English language learners.

- Diana Gonzales Worthen, who was hired as project director after the grant was awarded, previously worked for five years for Springdale public schools as an assistant

curriculum supervisor specializing in English for speakers of other languages. Her doctoral dissertation presented in 2004 at the University of Arkansas focused on emerging diversity and its effect on education and communities. Worthen served as president of the Hispanic Women's Organization of Arkansas, and she developed and co-sponsored the Bilingual Community Service and Leadership Program at Springdale High School. She was a finalist for the National Science Foundation Presidential Award for Excellence in Mathematics and Science Teaching.

- Judy Hobson retired last year after 12 years as ESL/migrant program supervisor for Springdale schools. She now works as co-director of the Education Renewal Zone in the College of Education and Health Professions, focusing on the needs of English language learners in member schools. She teaches classes for ESL certification at the Arkansas Department of Education's summer ESL academies and at Arkansas Tech University.

- Shannon Davis was director of research for the College of Education and Health Professions until July 2007, when she became assistant dean for research in the College of Engineering. She coordinated the grant application.

Worthen, the project director, grew up in Texas, hearing stories about her parents' struggles. Her father spoke Spanish and her mother was a migrant farm worker. Her father began learning English when he started public school, and her mother attended 20 different schools, moving with her family as they followed agricultural harvests around the country.

Penner-Williams' father spoke only German prior to attending elementary school in rural Kansas.

"I didn't realize that my grandparents only spoke English when we visited until I was an adult," Penner-Williams reported.

Through their emphasis on education, both sets of parents saw to it that their children did not face the challenge of starting school not knowing English.

"They said, 'you girls won't have to worry about that,'" recalled Worthen about her parents' assurances to her and her four sisters. She taught in Texas before coming to Arkansas. Her move coincided with a time of tremendous growth of language minority students in northwest Arkansas.

"It wasn't until I moved to Arkansas that I saw people struggling. I saw children not doing well in school because of the language barrier. I was seeing my father entering my classroom and my mother's struggle of moving to a new place again. I thought, 'I'm not going to let this happen to my students.'"

Worthen has a black belt in Wado Shinzen-Kai Karate, and she lives by the philosophy she learned from the sensei.

"Your students are a direct reflection of you," she said. "If my students can excel, I've done my job."

Professional Learning Communities

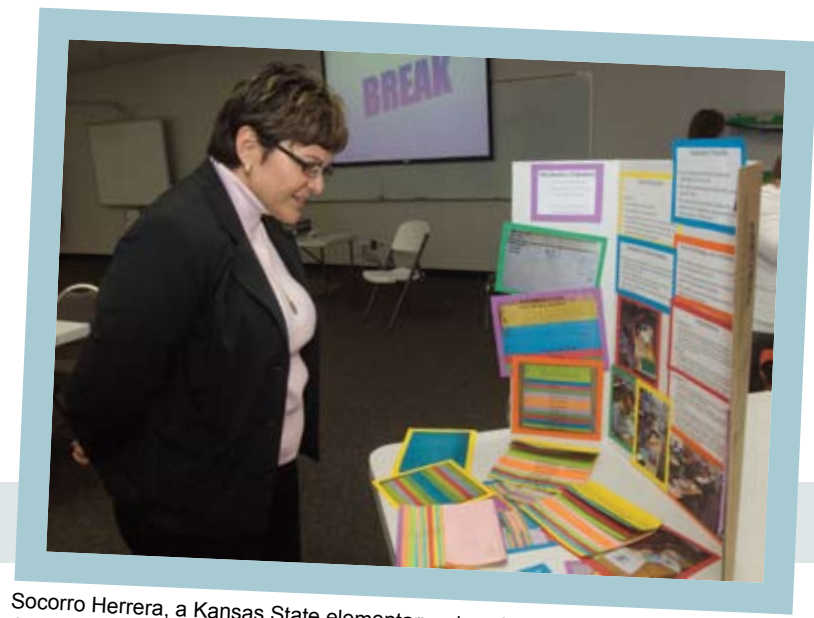
The Arkansas Department of Education sponsors a two-week ESL Academy each summer but there's a waiting list to take the courses. Several teachers said the structure of Project Teach Them All appealed more to them for various reasons. The College of Education and Health Professions offers an ESL concentration in its Master of Arts in Teaching degree program in childhood education, but that doesn't address the needs of teachers already in the work force.

Joye Ryan-Jones, who teaches math at Har-Ber High School, has worked in the Springdale district for 23 years. She didn't want to attend the annual ESL Academy because it would pull her away from her family during the summer.

"Then this came up," she said. "With the team approach, working with people in my building, it seemed like a good way to do this. The teaching of geometry is much the same among teachers so strategizing together has been helpful. One teacher will talk about something that has worked in class, and we show each other what we're doing."

Morris said having the curriculum spread out over one class per semester allowed her to "dig deeper" than she would have during a summertime experience.

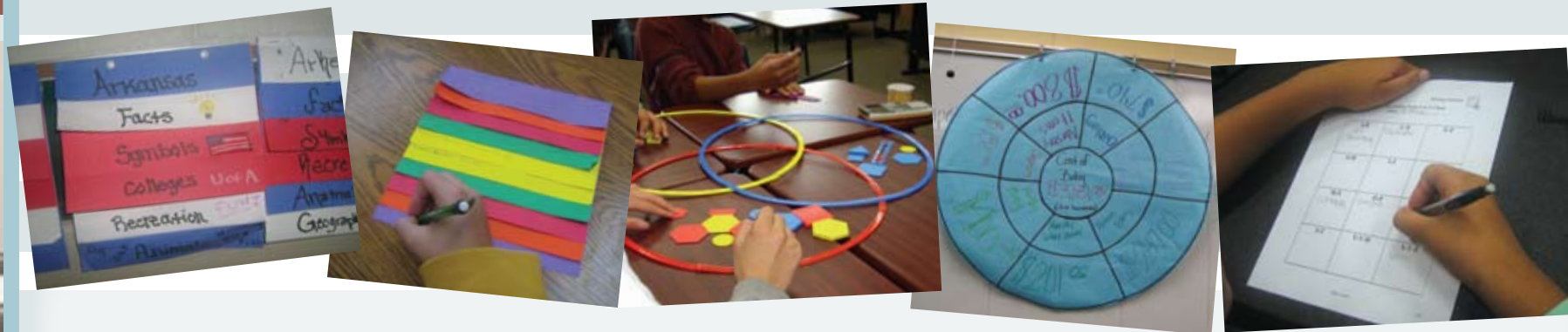
Ryan-Jones found that many of the strategies such as foldables and other memory devices help all her students, not just those learning English, to better understand concepts.



Socorro Herrera, a Kansas State elementary education professor, developed the model being used in Springdale. She looks at displays of the teachers' work. Photo by Beth Hall.



Diana Gonzales Worthen conducts a class last fall. Photo by Beth Hall.



Students in a Project Teach Them All classroom in Springdale show their work.



A student takes part in a peer assessment exercise.

“Geometry contains many definitions, and as with any subject for English language learners, slang really throws them for a loop,” she said. “Even kids who have always spoken English find the vocabulary difficult to learn. Simple techniques such as the vocabulary quilts, wheel charts and word walls have made a big difference for my students.”

Many of the ESL strategies focus on active learning, Worthen explained, a teaching technique found to improve student achievement across the board.

Ryan-Jones’ team consists of three math teachers, one English teacher and one family and consumer sciences teacher.

“When the theories were presented in the classes, I realized that good teachers do a lot of what they were talking about, but we don’t label them, and the class gave us a chance to hone those methods.”

Being part of the professional learning community set up in the program was also beneficial to Morris.

“It was nice to meet with people you teach with in that way,” she said. “Teachers in the group describe how they use what they’ve learned.”

Worthen said some teachers in the program have led group meetings with faculty not in the program in order to share what they’ve learned. The principal of one junior high enrolled in the program, even though he doesn’t teach regularly, she said.

“Although he is not in the classroom, he evaluates teachers’ performance,” she said. “By having the background knowledge of what to look for, he provides a stronger support system for his teachers. During Benchmark preparation, he taught a class and used one of the strategies he learned. It was a major eye-opener for him.”

Good Marks

Socorro Herrera, professor of elementary education at Kansas State University, and Kevin Murry, associate professor of secondary education at Kansas State, developed the CLASSIC model on which Project Teach Them All is based. Herrera directs Kansas State’s Center for Intercultural and Multilingual Advocacy, and Murry is its director of research and development.

Herrera visited Springdale last November and listened to teachers in the program respond as Worthen conducted the closing session for that first semester. Worthen divided the teachers into groups, and each group proposed a question that other groups answered, based on what they were learning in the program, combined with their experiences at their schools. The teachers discussed ways to teach all students while at the same time keeping the content rigorous, and they emphasized the importance of building rapport with students that deepens throughout the year.

“I can see you making a difference for these kids,” Herrera said, after watching for a while. “What you’re doing in your first semester, we see a lot of people doing in their third semester. What you’re doing is just fabulous.”

The teachers also talked about improving communication among schools so that as students move up, their teachers have access to more detailed information about their academic and language levels.

Research to Result

The College of Education and Health Professions is looking at several research opportunities in the project, including comparing achievement of students in classes with teachers who were enrolled to the achievement of students with teachers who were not. Because the project is based on the Kansas State model that is also being replicated in other states, the team can compare Arkansas’ results to results in those other states.

The Arkansas model is different, too.

“Our model is the only one that added coaching,” explained Penner-Williams. “The coaching element is important in helping the teachers see how to use a strategy in their particular content area.”

According to Worthen, teachers, like students, are at different levels of readiness.

“Some look at a strategy and immediately think of how they can use it,” she said. “They’re eager to try to adapt it. Others struggle with how to begin. With the use of coaches, we can talk about that. Some teachers know their content area well but not how to adapt a strategy to it. Coaches walk them through the process.”

“It’s more comfortable to do something the way you have always done,” Penner-Williams agreed. “Thinking about these new strategies can be awkward but eventually they will become automatic. Coaches help them work through that process.”

In an area of emerging diversity and rapid growth such as northwest Arkansas, Worthen said, teachers have not had coursework while earning their teaching degree or day-to-day experiences needed to understand well the ethnic, cultural and language backgrounds of new students.

“We have to be advocates for all children to succeed and reach their potential,” she said. “As an educator, that’s what we strive for on a daily basis, and we know that professional development of teachers has an impact on how students fare in school.”

The project is helping teachers become better teachers, Penner-Williams said.


“The project helps teachers better meet needs of students, needs that didn’t exist in the past,” she said.

Visit <http://cied.uark.edu/1872.htm> for more information.

Top 10 Reasons to Enroll in Project Teach Them All

1. You will earn 12 graduate hours in four courses over a two-year period that lead to an ESL endorsement on your teaching license. Fifteen hours per course can be applied toward the state’s required 60 hours of professional development per year.
2. You will receive a tuition and textbook scholarship each semester.
3. You will receive class notes and view DVD presentations containing actual classroom examples.
4. When you have 15 graduate hours above your bachelor’s degree, 12 of which are earned in Project Teach Them All, you will receive an annual salary increase.
5. You will spend only \$40 out of pocket, which pays for the Graduate School application fee.
6. You will meet with a team of three to five teachers who will be your support system, and you will select a team leader who will turn in your group’s assignments.
7. Your team meets approximately three hours per week and will decide where and what days of the week to meet.
8. You will only meet as a whole class at the beginning and at the end of each semester. You will be fed!
9. You will be guided by a caring and knowledgeable instructor who will coach you as you implement what you are learning.
10. You will learn a multitude of new, “ready to use” strategies and become more effective teaching students from different cultural and language backgrounds.

Source: Diana Gonzales Worthen



the energizer:
dancing
with the **students**

Susan Mayes made ballroom dancing popular on the University of Arkansas campus years before it became a hit of reality TV and celebrity competitions.

The elective that Mayes teaches each spring is one of the most popular. She cuts off enrollment at about 75 students, and it's not unusual for up to another 25 former students to come by whenever they have free time during the semester to take a twirl around the dance floor.

Mayes demonstrates moves to strains of music from Sinatra to the "Stray Cat Strut" in a studio in the Health, Physical Education and Recreation Building. Her student assistants work the music and lights as well as traveling around the room to help novices with technique.

In a quick survey of students last spring, all said they were there because friends had raved about the class.

"I had some friends who took it in the past and they loved it," said Afton Deaton, a junior majoring in social work. "When we get together, they put on music and dance, and I would sit on the sidelines kind of sad."

Others said the class makes them feel comfortable getting out on the floor during formal occasions such as weddings or military functions.

"I've always wanted to do ballroom dancing," said Luke Penick, a freshman majoring in recreation. "I've been to a lot of weddings and not been able to do it. Now, hey, I can dance."

Mayes, an instructor in the College of Education and Health Professions, has taught students from nearly every major on campus.

"You talk with a person when you're dancing," Deaton said. "I usually ask what their major is and I've heard everything."

Students also say the class energizes them.

"Sometimes I come to class tired and I don't want to dance," said Samantha Biddick, a sophomore majoring in interior design. "But then I get started and it feels great. You're always glad you went – it's one of those classes."

Penick agreed, saying he got up at 11 a.m. that day before going to the 11:30 class.

"I was really tired, but now I'm good to go for the rest of the day."

Mayes teaches the fox-trot, waltz, cha cha and swing. Her advanced class includes more extensive step sequences and more Latin dances, including the tango, rumba, salsa and samba. It isn't unusual for students to ask Mayes to teach them a step they have seen on television. She accommodates them when she can as long as the dances don't pose an injury risk.

Her student assistants teach Mayes new steps, too, she said.

"Once we get started, this is definitely a learner-initiated class," she said.

Some students register for the class as couples, but Mayes requires all students to change dance partners every other dance. This arrangement combats a dancer's tendency to compensate for the idiosyncrasies of a particular partner, especially one to whom they're emotionally attached, she explained. Changing partners frequently also better prepares students for social dancing situations in which they might dance with unfamiliar partners.

In addition to basic steps, students first learn body mechanics including how to hold their heads and bodies, where to put their hands and how to hold their partners while maintaining personal space for each person. They

learn how to proceed onto the floor and flow smoothly into a dance. Mayes also teaches them etiquette, such as how to graciously accept an invitation to dance and to thank a dance partner.

"In my class, you never say no to a dance invitation," she said.

Knowing the formalities and structure of dancing provides a comfort zone for the students, Mayes explained.

"It's the most fun class in the world to teach," she said. "There are students from all walks of life. Some are gregarious, some are shy, but everyone is on the same playing field."

She also emphasized that the class is open to everyone, regardless of ability.

"Even the most coordinated kinesiology major doesn't necessarily have an advantage over kids who say they have two left feet. I say, 'If you can get around campus, you can dance.'"

Along with teaching the elective with the highest enrollment on campus, Mayes has earned the respect of her peers in the field of dance education, who most recently elected her to the vice presidency of the dance division of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. The position represents a three-year commitment: She'll serve as vice president-elect this year, as vice president in 2009 and as past vice president in 2010, helping to organize programming for the annual convention that draws about 5,000 professionals in all fields under the umbrella organization. The Southern District comprises 13 states, and Mayes previously chaired its Dance Education Council.

The organizers of this year's annual convention in Fort

Worth also gave Mayes special recognition for making Dance on the Spot "the best it's ever been." Mayes recruited dancers of all ages and styles from all over the United States to perform 15-minute spots in the convention halls.

"It's an informal way of bringing awareness of dance education," she explained.

Mayes also has taken top honors at the organization's state level, being named Dance Educator of the Year last year and also in 1996.

A Fayetteville resident since she was an infant, Mayes earned a bachelor's degree in 1972 and a master's degree in 1977, both in physical education, from the University of Arkansas and has taught at her alma mater for 25 years. Her father, Nolan Williams, chaired the university's department of accounting for many years.

Before coming to teach at the university, Mayes taught and coached for 10 years at Woodland Junior High School in Fayetteville. Now, she teaches a number of pedagogical courses in addition to the dance classes, and she supervises physical education interns. She also serves as undergraduate coordinator for the department of health science, kinesiology, recreation and dance and has won college and departmental awards for teaching, advising and service.

She's always been a dancer, starting with ballet at the age of 5.

"I have always been fascinated with dance," Mayes said. "It gives me great pleasure."

Her students must feel the same way. After putting their shoes back on and gathering backpacks, they all left the class with smiles on their faces. 🌟

Leave No Trace

College's Outdoor Connection Center Fosters Education on Caring for Surroundings While Exploring, Enjoying Nature

By Charlie Alison

BUFFALO NATIONAL RIVER – Amy Allison and Dusty Allison, traveling trainers for the Leave No Trace Center for Outdoor Ethics, split their trainees into two groups and send one around the corner. They instruct the people in that group to pretend to be a wild animal of any sort.

Unbeknownst to the people in the first group, the second group is told to invade the space of the “wild animals” and act like obnoxious tourists. They do. They go running around the corner, taking close-up pictures of the “wildlife,” trying to pet the “elk,” throwing a lasso around the “bison,” trying to ride on the “turtle.”

After everyone returns to normal human beings, they talk about what it felt like to be the wild animal. “Invaded,” “intimidated,” “confused” and “agitated” were some of the words used to describe the confrontation.

The lesson was one of several offered to 10 participants in a Leave No Trace course conducted over five days in May in the Buffalo National River area. Jennifer Hazelrigs, director of the Outdoor Connection Center based in the College of Education and Health Professions, serves as the state advocate for Leave No Trace, an educational, nonprofit organization based in Boulder, Colo., and dedicated to the responsible enjoyment and active stewardship of the outdoors. She organized the course that began with a day of classroom instruction on the University of Arkansas campus.

While in the backcountry, each participant presented a lesson on one of the seven principles of the Leave No Trace philosophy.

Lloyd Caulfield, who worked at Rocky Mountain National Park in Colorado this summer, covered how to minimize interaction with wildlife. He handed out photos he had taken in the wilderness and a list of guidelines for minimizing contact with wildlife, things like staying on established trails, observing animals from a distance, avoiding the feeding of animals, avoiding wildlife at seasonally sensitive times and disposing of trash properly. Then he asked the trainees to match the photos with the guidelines. Some were easy: The picture of the mother bear and cub illustrated when a hiker should observe wildlife from a distance; the nesting peregrines could fit the guide to avoid wildlife at sensitive times. Other pictures, however, were more ambiguous and led the trainees into discussion: Does the picture of the rock climber fit into the seasonally sensitive guideline, the need to stay on the trail or some other factor?

After each trainee's presentation, the others critiqued it, pointing out strengths and offering suggestions for improve-

ment. The group included several University of Arkansas students majoring in recreation. Daniel Brinkman, a junior, talked about leaving what you find, which led from discussion about wildflowers to historic sites and archaeological artifacts. Instead of picking a wildflower or pocketing an arrowhead, take a picture or write about the event in a journal. Preserve what exists for the next generation.

The Allisons built on that lesson with another exercise, again splitting the trainees into two groups for a competition. The pieces of two identical puzzles were scattered on the ground at a nearby picnic table. Each team competed to see who could put the puzzle together most quickly. Both teams frantically find their pieces and begin assembling the puzzle. One team ultimately wins, but the other team struggles to finish its puzzle. Why? Two of the puzzle pieces are missing. The team members look to see if they dropped a piece, but the pieces simply aren't there.

Dusty explains the lesson: If you're a visitor to a historic site, but artifacts have been taken away by an earlier visitor, you never get a complete picture.

The Petrified Forest National Park, for instance, is testimony to the notion that removing just one piece won't hurt anything. After thousands of visitors “removed just one piece” of the fossilized trees from the park, visitors today don't have any sense of the magnitude of what once existed.

During the afternoon hike, the group got to see the Parker-Hickman homestead, a farmstead preserved as it existed when the park service took over control of the Buffalo National River in 1972. The log cabin on the site is among the oldest known structures along the Buffalo River, built probably in the early 1840s. Visitors can walk through the cabin and most of the other structures.

While at the homestead, Mike Hoover, a master's degree candidate in recreation, gave the final lesson for the day about ways to respect other visitors. In his exercise he put the participants in three teams, one representing a hunter, one representing an eighth-grader and one representing a backpacker. He asked each group to list the reasons they, from the view of their representative persona, would be motivated to go outdoors and then list what concerns or impediments might keep that person from going outdoors. Each persona — the hunter, the eighth-grader and the backpacker — had significantly different motivations and desires, some of which might conflict with the others.

“Everyone has their own agenda when they're going outside,” Hoover said. “We all get out for our own reasons.”



- Plan and Prepare Ahead
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly
- Leave What You Find
- Minimize Campfire Impacts
- Respect Wildlife
- Be Considerate of Other Visitors

Amy Allison, a trainer, Ginger McKinney and Tina Aldrich, University of Arkansas students, look upstream on the Buffalo National River, where turtles swim near the surface.

Professor Puts on Paper Survivors' Memories of 'MACHETE GENOCIDE'

These are memories that will never fade.

That's true for those who suffered through the events of 1994 in Rwanda, but Samuel Totten is making sure other people know the stories of these genocide survivors.

Totten, a professor of secondary education at the University of Arkansas and an internationally known genocide scholar, worked the first half of this year on an oral history project in Rwanda. Totten and Rafiki Ubaldo, a freelance journalist and researcher who is himself a survivor of the genocide, tramped along dusty paths in Rwandan villages, seeking people willing to talk about what happened to them and their families 14 years ago. They ended up with 30 interviews during which the Rwandans recounted their terrifying and tragic experiences.

The nation of Rwanda in east-central Africa has a long history of conflict between two ethnic groups, the Hutus and the Tutsis. Over the course of 100 days in 1994, extremist Hutu sanctioned by the ruling Hutu government killed nearly 1 million people, both Tutsis and moderate Hutus. Unlike many other genocides that involved the use of modern weapons, the Hutus used rudimentary farm tools – machetes, hoes, lances – to do their killing. For that reason, the 1994 Rwandan genocide is often referred to as “the machete genocide.”

The author and editor of several books and journals about



Samuel Totten interviewed people in the countryside of Butare in southern Rwanda.

genocide, Totten and a colleague co-authored *The Dictionary of Genocide*, the first such book of its kind, published earlier this year by Greenwood Publishers.

In 2004, Totten served as an investigator with a U.S. State Department team that investigated atrocities committed in the Darfur region of Sudan in northern Africa. The team's report led to then-Secretary of State Colin Powell's testimony before the U.S. Senate Foreign Relations Committee that genocide had been committed in Darfur. In July and August 2007, Totten also spent time interviewing Darfurians living in refugee camps along the Chad/Sudan border.

Totten was awarded a prestigious Fulbright Fellowship to spend January through July of this year in Rwanda, conducting research while developing a genocide studies program at that country's flagship institution, the National University of Rwanda.

Reading the accounts people told the pair is not easy or pleasant. Often, the two men spent as long as 15 hours over two or three days asking questions and recording information.

“People were very generous with their time,” Totten said. “After four or five hours, we were all emotionally spent. There were more times than I can count when I literally had to bite my lip and turn away in order to not break out crying, and I am not one who cries. What the

individuals had gone through was that sad, that horrific, that monstrous. One woman told about being raped by five different men during the genocide, in front of her two small children. A young boy told of seeing a man who had been his protector have his head chopped off with a machete.

“I forced myself to listen and to record the stories,” he continued. “I figured it was the least I could do. After all, they lived through it and live with the images each and every day of their lives.”

Totten began transcribing the interviews while in Rwanda and continued upon his return to Arkansas in the summer. He plans to have them ready for publication this fall.

“The images in my mind are images I will never, ever forget,” he continued. “These interviews are more detailed than anything I've ever read about the Rwandan genocide. Our goal was two-pronged: complete a research project on the plight and fate of survivors in the post-genocide period and have the interviews published in paperback so that they are accessible to the general public. Some of the information in the interviews is revelatory and will be valuable for researchers but also enlightening for the general public.”

One person described what happened when drinking water was piped into her home. When the faucet was turned on, the water that flowed was tinged with red, the blood of attack victims.

Also while in Rwanda, Totten and Ubaldo promoted a scholarship fund they had previously established for genocide survivors. The Post Genocide Education Fund announced its first scholarship award in Kigali in February, and five have been awarded so far with seven more about to be awarded.

While conducting interviews for the oral history, Totten and Ubaldo met bright and articulate young people who impressed them with their powerful insights. Education was another casualty of the conflict that left so many destitute.

Totten described some of the problems faced by young survivors:

- They are orphaned and left to their own devices to make every single decision of their lives, including how to manage to get enough to eat, clothe themselves and go to school.
- They face trauma from the memories of the genocide but do not have access to counseling services.
- If not orphaned, they are the breadwinners of their families, caring for mothers with AIDS contracted as a result of being raped during genocide and acting as surrogate parents to younger brothers and sisters.

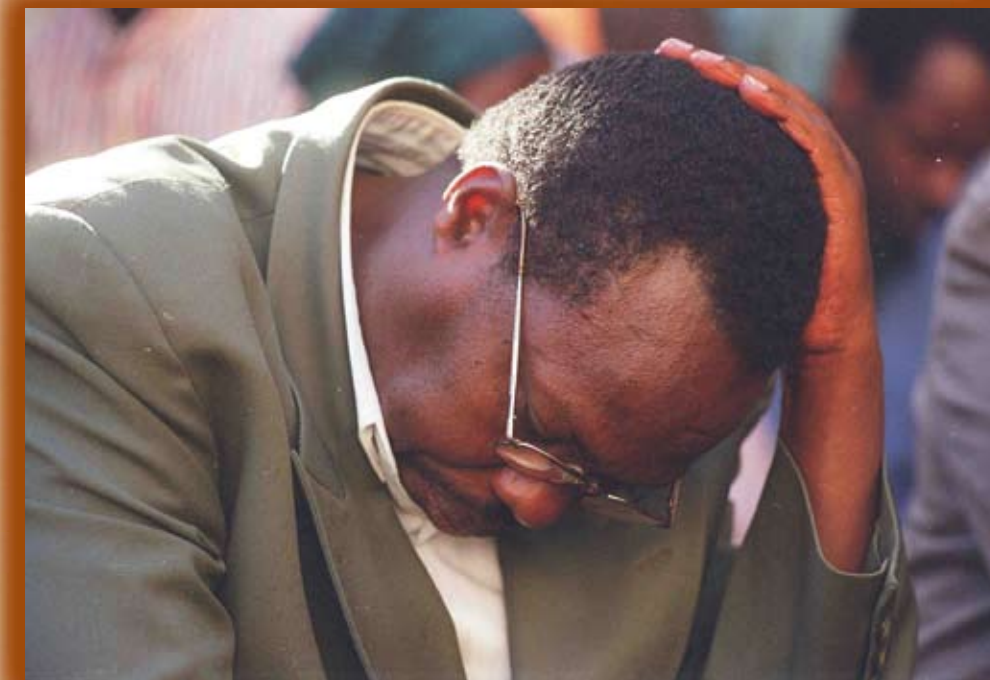
“They are bereft in every way imaginable: family support, love, money, housing and adequate food,” Totten said.

The scholarship fund has applications from the former Yugoslavia and Cambodia, too. Most of the money awarded for the initial scholarships came from Totten's fees for speaking about Rwanda and Darfur, but he and Ubaldo plan to spend time this fall raising funds. The scholarship fund, which was granted tax-exempt status as a charitable organization by the Internal Revenue Service, can be found online at www.postgen.org.

About \$1,500 a year will cover the cost of registration, tuition, books and room and board for a survivor to attend a major university in Rwanda, and costs are similar in other countries, according to the Web site.

At times in Rwanda, Totten needed to escape the stories and images of the genocide. With spotty Internet service, no television and few people to talk with other than professional acquaintances, Totten found distraction by picking up a project he's wanted to finish for a long time – a novel based in Laguna Beach, Calif., the town where he grew up. He started writing the book when he was an undergraduate and hopes to find a publisher next year.

“That was my saving grace,” Totten said. “It was the only thing I had with me that wasn't genocide-related. It put me in a totally different place.”



This man survived an attack at a Catholic church.



Emmanuel Mugenzira lost his wife and five children in a massacre at Murambi in southern Rwanda. Mugenzira survived because he was shot in the head and left for dead. He now works at the Murambi Genocide Memorial Center, near where his family is buried.

Elliott Leaves Legacy of Emphasis on Systems, People Working Together



Beverly Elliott

Beverly Elliott was one day away from retirement. Her office was bright and uncluttered, making a frame, although just a few inches tall, prominent on her desk. The plain white card in the frame displayed three words: “Yes, WE did!”

She had received the card as a retirement gift a few days earlier, but it referred to an incident nearly 15 years old. When Elliott explained the significance of the words,

she expressed her philosophy and the legacy she leaves as the first director of the Arkansas Leadership Academy. The academy is based within the College of Education and Health Professions at the University of Arkansas.

Several years ago, a colleague lamented to Elliott that “we,” meaning her school, had not won a grant for a drug education program. Elliot countered, “Yes, ‘we’ did,” explaining that, even if her friend’s school district wasn’t getting the money, the school that was selected to receive the grant would help children in Arkansas and other educators could learn from their experience. Elliott believes a systems approach, all parts of the education system working and changing together, is essential for improving academic achievement in the state.

Since its inception in 1991, the Arkansas Leadership Academy has provided leadership training to more than 10,000 educators. With a total of 44 partners that include universities, professional associations, educational cooperatives, state agencies, businesses and private foundations, the academy focuses on developing learning communities in public schools. Academy offerings include institutes for superintendents, principals, teachers and teams and a school support program. At least seven other states are using or considering using the academy as a model for profes-

sional development.

“One of our beliefs is that it doesn’t matter who gets credit for an accomplishment,” Elliott said. “The world sets us up to compete, such as when district test scores are published. People look to see whether their school performed better than others, but these are all our students.

“At the academy, we put emphasis on the systems in place and how their components must work together to help children achieve.”

A Fayetteville native, Elliott began her career in education as a math teacher at Ramay Junior High School. Later, she moved to the Siloam Springs School District, where she worked as a math teacher, counselor, assistant superintendent and interim superintendent.

After about 15 years in Siloam Springs, Elliott took a position with the Arkansas Department of Education. She worked as assistant to the director until interviewing for a position at the university. She was especially excited about the chance to develop a proposal for the academy, the structure of which had been approved by the Arkansas Legislature not long before.

“We talked to people all over the nation about best practices in leadership development,” Elliott recalled. “Then, when our proposal was the one accepted, we invited the others who submitted a proposal to be partners in the academy.

“I’ve always said my big strength is hanging out with really good people,” she continued with a laugh. “I ask and ask and come up with names of people who are top quality. Then, sometimes they fall in your lap. If you give people the space and the tools and the information they need, most people are really amazing. The leadership capacity is there, you just have to figure out how to let them use it.

“What I want people to understand is that the success of the Arkansas Leadership Academy in helping schools educate children is due to the work of the partners and educators in this state. They built it. That dedication and spirit of cooperation and collaboration is what has made this thing happen and it’s the only thing that made it happen.”

Faculty Notes:

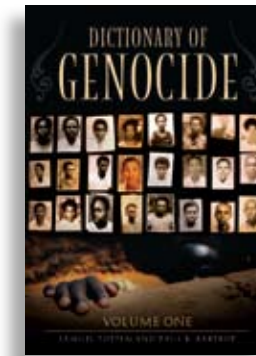
Gregory Benton, assistant professor of recreation, presented research at the national conference of the National Association for Interpretation about his findings that National Park Service staff and volunteers remain true to their roots as nature guides, even as the field of heritage interpretation matures into a certified discipline with for-

mal training. More information: <http://dailyheadlines.uark.edu/11845.htm>

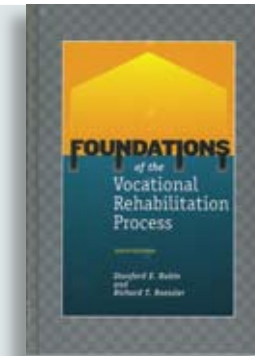
Freddie Bowles, assistant professor of foreign language education, is working with the Choctaw Nation to preserve and revitalize its indigenous heritage language. She presented initial results of her teacher-training program to the 2008 international conference of the National



An Arkansas History for Young People
Shay Hopper, MAT '03
University of Arkansas Press



Dictionary of Genocide
Samuel Totten, professor of secondary education
Greenwood Press



Foundations of the Vocational Rehabilitation Process
Richard T. Roessler, University Professor of rehabilitation education and research, with Stanford E. Rubin
Pro-Ed



International Students in American Colleges and Universities: A History
Teresa Brawner Bevis, MED '94, EDD '01, and Christopher J. Lucas, professor of higher education
Palgrave Macmillan

Council of Less Commonly Taught Languages. More information: <http://dailyheadlines.uark.edu/12848.htm>.

College awards were given to **Chris Lucas**, professor of higher education and educational statistics and research methods, for teaching; **Jay Greene**, professor of education reform, for research; **Cheryl Murphy**, associate professor of educational technology, for service; **Susan Riggs**, instructor of curriculum and instruction, for advising; **Michael Wavering**, associate professor of secondary education, for all-around performance; and **Charles Riggs**, professor of kinesiology, for career achievement.

Marta Collier, associate professor of curriculum and instruction, was awarded a second Women’s Giving Circle grant for her and two colleagues to continue a Marshalllese home-based literacy learning project. The grant will fund a reading room at a Springdale church with materials available for mothers to check out and use with their families at home. More information: <http://coehp.uark.edu/6047.htm>.

Robert Costrell, Twenty-First Century Chair in Accountability, published findings in *Education Next*

of a study with Michael Podgursky of the University of Missouri-Columbia that found teacher pension plans are worsening the nation’s teacher shortage. The structure of many teacher pension plans is driving experienced teachers to retire early even though they are in high demand because of teacher shortages and requirements of the No Child Left Behind Act, the study released by the Hoover Institution found. More information: <http://dailyheadlines.uark.edu/11815.htm>.

Debbie Davis, acting director of the Arkansas Leadership Academy, was named a National Distinguished Principal by the National Association of Elementary School Principals for her work at Bayyari Elementary in Springdale. More information: <http://coehp.uark.edu/5612.htm>.

Roy Farley, professor of counselor education, was elected chair of the Arkansas Board of Examiners in Counseling. His term on the board expires Dec. 1, 2009. More information: <http://coehp.uark.edu/5839.htm>.

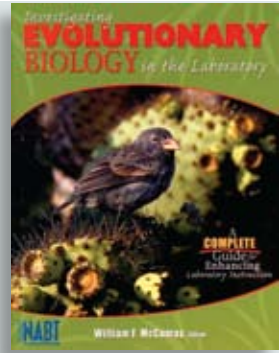
Christian Goering, assistant professor of secondary English/literacy education, presented a paper at the annual convention of the Na-

tional Council of Teachers of English about using music lyrics to deepen understanding of literature. Discussing song lyrics in the classroom can help students connect in multiple, complex levels with traditional literature, according to Goering. More information: <http://dailyheadlines.uark.edu/11894.htm>.

Jay P. Greene, holder of an endowed chair and head of the department of education reform, published a study in *Education Finance and Policy* with Marcus Winters of the Manhattan Institute finding that Florida’s policy of test-based promotion in the third grade substantially improved the academic proficiency of the lowest-performing students in the state. More information: <http://dailyheadlines.uark.edu/11588.htm>.

James Hammons, professor of higher education, was appointed a campus coach for the national community college improvement project, Achieving the Dream.

Marcia Imbeau, associate professor of special education, received the 2008 AGATE Award of Excellence in February during the annual conference of Arkansans for Gifted



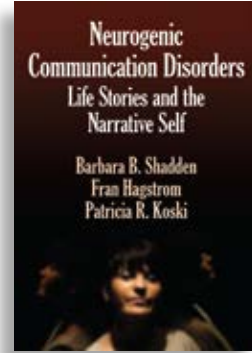
Investigating Evolutionary Biology in the Laboratory
William F. McComas (ed.),
Parks Family Professor of
Science and Technology
Education
Kendall/Hunt Publishing Co.

and Talented Education. More information: <http://coehp.uark.edu/5914.htm>.

Charlene Johnson, associate professor of middle level education, sat on a panel discussion of education policy in Old Main on the University of Arkansas campus during “The State of Black and Brown Arkansas” conference sponsored by the Diane D. Blair Center for Southern Politics and Society, the African American Studies Program and the Latin American Studies Program. The conference was subtitled “The Challenges of Racial Diversity for the 21st Century.”

Susan Mayes, instructor in the department of health science, kinesiology, recreation and dance, was named 2007 Dance Education Teacher of the Year and elected to the vice presidency of the dance division of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. More information: <http://coehp.uark.edu/5641.htm>.

William F. McComas, Parks Family Professor of Science and

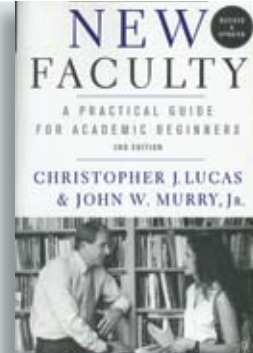


Neurogenic Communication Disorders
Barbara B. Shadden, professor
of communication disorders, Fran
Hagstrom, associate professor of
communication disorders, and Patricia
R. Koski, associate dean of the
Graduate School
Plural Publishing

Technology Education, was the 2007 recipient of the Evolution Education Award from the National Association of Biology Teachers. More information: <http://coehp.uark.edu/5492.htm>. McComas also wrote an article for *The Science Teacher* proposing the division of basic content of biology into two blocks so that students don't learn the same biology curriculum in middle school, high school and college. He also served as guest editor of the publication several times. More information: <http://coehp.uark.edu/5610.htm>.

Jennifer M. Miles, assistant professor of higher education, was elected secretary of the national Council for the Advancement of Higher Education Programs. More information: <http://coehp.uark.edu/5683.htm>.

Michael T. Miller, professor of higher education and head of the department of rehabilitation, human resources and communication disorders, was named the editor of the *Journal of Research in Education*, the official publication of the Eastern Educational Research Association, an affiliate of the



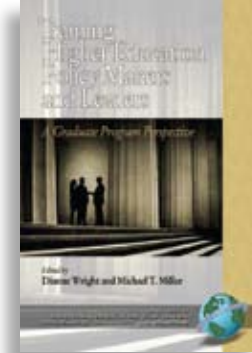
New Faculty: A Practical Guide for Academic Beginners
Christopher J. Lucas, professor
of higher education, and John
W. Murry Jr., associate professor
of higher education
Palgrave Macmillan

American Educational Research Association. More information: <http://coehp.uark.edu/5826.htm>.

Rebecca A. Newgent, associate professor of counselor education, and colleagues published results of a study in *Professional School Counselor* showing that students with a best friend of a different race had significantly higher math and reading test scores than those with best friends of the same race. More information: <http://dailyheadlines.uark.edu/12617.htm>. Newgent was also named the Arkansas Counseling Association's Researcher of the Year for 2008.

Gary Ritter, Twenty-First Century Chair in Teacher Quality, released the findings of the second-year study of a teacher pay-for-performance program in Little Rock. Researchers in the department of education reform found that the Achievement Challenge Pilot Program produced significant gains in student performance on standardized tests. More information: <http://coehp.uark.edu/4799.htm>.

Nan Smith-Blair, associate professor of nursing, began serving as



Training Higher Education Policy Makers and Leaders
Michael T. Miller, professor of
higher education and
Diane Wright (eds.)
Information Age Publishing

interim director of the Eleanor Mann School of Nursing in July. More information: <http://coehp.uark.edu/6358.htm>.

Sandra Stotsky, Twenty-First Century Chair in Teacher Quality, reviewed new high school journalism standards for the Indiana Department of Education, and she served as a content expert in reading for the Education Resources Information Center. ERIC is an educational database that provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials. More information: <http://coehp.uark.edu/5611.htm>. Stotsky was also elected to the Council of the Association of Literary Scholars and Critics.

Samuel Totten, professor of secondary education, received one of four Peace and Justice Heroes Awards for 2007 from the OMNI Center for Peace, Justice and Ecology. Totten was also named English Teacher of the Year for the university level by the Arkansas Council of Teachers of English and Language Arts. More information: <http://coehp.uark.edu/5623.htm>.

The Student Alumni Board honored four faculty members at a banquet hosted by the board and Associated Student Government. For the recognition, students nominated **Janet Forbess**, instructor in the department of health science, kinesiology, recreation and dance; **Aleza Greene**, visiting assistant professor of curriculum and instruction; **Carleton Holt**, associate professor of educational leadership; and **Susan Mayes**, instructor in the department of health science, kinesiology, recreation and dance. More information: <http://coehp.uark.edu/5892.htm>.

Patrick Wolf, Twenty-First Century Chair in School Choice, led a

team of researchers that released the first in a series of reports on the Milwaukee Parental Choice Program, a school voucher program that was the first of its kind when it started in 1990. The longitudinal research is expected to answer many questions about whether a school voucher program can improve student outcomes. Wolf led another team of researchers that reported mixed results from its evaluation of the second year of a school voucher program in Washington, D.C., the first federally funded private school voucher program in the United States. More information: <http://www.uark.edu/ua/der/SCDP.html>.

Staff Notes:

Kening Wang, research associate in the National Office for Research on Measurement and Evaluation Systems, was elected a member of Sigma Xi, The Scientific Research Society.

Staff awards were presented to **Shari Witherspoon**, administrative assistant in the Human Performance Lab, for best all-around employee; **Denise Bignar**, administrative assistant in the Office of Academic Affairs, for best crisis management; **Shannan Freeman**, secretary in the Eleanor Mann School of Nursing, for leadership; and **Natalie Edmonson**, accountant in the Office of the Associate Dean for Administration, for best new employee.

Service awards were also presented. For 10 years, **Priscilla Brogdon**, former accountant in the Regional Rehabilitation Continuing Education Center in Hot Springs; **Barbara Goodman**, director of the Boyer Center for Student Services; **Janet Johnson-Mertz**, administrative assistant in curriculum and instruction; **Tom Smith**, professor of special education; **Janet Walker**, accountant in Intramural

/Recreational Sports; and **Necol Wilson**, training adviser for Early Care and Education Projects. For 20 years, **Bill Mock**, associate director of Intramural/Recreational Sports, and **Cathy Weaver**, secretary in curriculum and instruction. For 30 years, **Craig Edmonston**, director of Intramural/Recreational Sports, and **Janet Forbess**, instructor of physical education pedagogy.

Student Notes:

First-ranked senior scholars were **Margaret Adair**, **Christy Cameron**, **Katelin Hornaday** and **Jennifer Walker**. Senior scholars were **Tracy Hager**, **Anna Kate Morgan**, **Amber Stout** and **Natalie Wagner**.

Seniors in the Honors Program are **Margaret Adair**, **Lisa Asbury**, **Alisa Beachy**, **Brandyn Buss**, **Rachel Cashion**, **Jillian Martin**, **Molly Muck**, **Julie Nelson**, **Kala Price**, **Jennifer Walker** and **Myranda Weese**.

Jacquelynn Booker of Goshen, a kinesiology major, received the Presidential Scholar Award.

Renee Cook, a doctoral student in higher education, published “The Home Advantage: Performance Effects in Female Collegiate Division I Gymnastics” with Timothy Baghurst and Inza Fort in the *Journal of Coaching Education*.

Jessica Fay, a recent graduate of the Master of Arts in Teaching program, received the 2008 Senior Honor Citation from the Arkansas Alumni Association.

Hotz Scholarships were awarded to **Jennifer Fall** of Mahomet, Ill., a health science major, as outstanding sophomore and to **Lindsey Sar-**

Former University Staffer Takes Arkansas Overseas

Children in Cambodia may have done their homework last spring with a pencil emblazoned with the University of Arkansas name on it.

Joshua Barnett was studying in New Zealand on a Rotary Ambassadorial Research Scholarship last year when he and his wife, Janell Leach, visited Southeast Asia. As a requirement of receiving the scholarship, Barnett made numerous presentations to Rotary clubs and elementary schools in New Zealand about education and life in the United States.

"Questions from both groups were all over the place," Barnett recalled. "They wanted to know about discipline in American classrooms, homework, what the kids eat for lunch. I set up an e-penpal program with a classroom there."

Barnett gave away pencils, folders and stickers he'd collected from the Arkansas Alumni Association before leaving for New Zealand, and he had some items left.

"My wife and I took a trip to Southeast Asia," he said. "It was a vacation and we went to some high tourism areas but we also visited Cambodia, which has high poverty rates. We visited an elementary school where the children were learning English. The children were genuinely appreciative. I wish we'd had more to give them. Each child gave us a formal thank you. It was a great experience."

Barnett explained that his wife helped several of the



Joshua Barnett hands out pencils in Razorback red and white to schoolchildren in Cambodia.

children put the Arkansas stickers on their school uniforms.

"Some kids go out after school to sell water and other things," he said. "We walked to a temple at sundown and a gaggle of kids ran up to us. They had moved the stickers from their uniforms to the after-school clothes they put on. We couldn't communicate well but we certainly understood they were showing us the stickers."

During his 10 months in New Zealand, Barnett studied the country's education system and

policies while based at Massey University. He focused on teacher quality issues, completing a paper on merit pay and putting together a professional development plan for teachers called "te kotahitanga." The indigenous Maori word means "communal involvement," and the program aims to culturally reorient European teachers to better teach Maori students.

Barnett, a distinguished doctoral fellow at the university, had completed a doctorate in public policy before leaving for New Zealand. Upon his return to Arkansas, he resumed a position as senior research associate with the Office for Education Policy in the College of Education and Health Professions before he was hired at Arizona State University. Leach, who holds a master's degree in higher education, worked as an academic counselor in Pre-College Programs at the university. 🌐

ratt of Goodman, Mo., a childhood education major, as outstanding junior.

Andrew Klenke, a doctoral student in workforce development education, and **Katy Pendergraft**, a doctoral student in curriculum and instruction, both in the technology teacher education concentration, were selected as 21st Century Leader Associates by the Council on Technology Teacher Education. Each year, the council chooses five doctoral students or young professionals from across the United States for the honor. They par-

ticipate in a number of events through the year, including a trip to Washington to meet with representatives of the National Science Foundation, the National Academy of Engineering, the International Technology Education Association and with U.S. senators from their home state. Klenke is on the faculty at Pittsburg (Kan.) State University, and Pendergraft is a Doctoral Academy Fellow.

Adam Morris, a doctoral student in higher education, was hired as an instructor of business at Crowder College in Missouri. He also won

the University of Arkansas Graduate School Career Network Training and Research Award in the College of Education and Health Professions division.

Callie Smith of Hardy and **Elizabeth Williams** of Farmington, both nursing majors, and **Amber Usdrowski** of Percy, an education major, received the Brandon Burlsworth Memorial Scholarship.

Shehan Welihindha, a master's student in education, received the Rising Star Award from the Na-

tional Association of Student Personnel Administrators IV-West in the graduate student division.

Doctoral Academy Fellows are **Timothy Baghurst, Elizabeth Betebenner, Freddie Bowles, Erica M. Boughfman, Janet Cater, Kirk Evanson, Nathan Gray, Marc Holley, Jennifer Killian, Carole Lee, Cassandra Linde, Kim McComas, Josh McGee, Elisabeth Ann Nesbit, Anthony Parish, Katherine Pendergraft, Kimberly Pijanowski, Sophia Sweeney** and **Jeffrey Wisdom**.

Doctoral Distinguished Fellows are **Joseph Agan, Matthew Carr, Dent Gitchee, Allison Applegate Glave** and **Rebecca Pearson**.

Alumni Notes:

1950s

Jack Ballard (BSE '50) wrote *War Bird Ace: The Great War Exploits of Capt. Field E. Kindley* published by Texas A&M University Press.

1960s

John D. Barkman (BSE '63) retired as executive vice president of Blinn College in Brenham, Texas.

Wendell Oren Jones (BSE '62) retired from the U.S. military and joined the University of Southern Nevada as professor of management.

1970s

Judy Anderson (BSE '71) bought Mr. B's Ice Cream and Deli in Branson, Mo.

Cassandra Barnett (BSE '77, MED '85), Fayetteville High School librarian, was selected president-elect of the American Association of School Librarians, a division of the American Library Association.

Nancy Bittle (BSE '72) was selected 2007 Volunteer of the Year for Washington Regional's Faith in Action.

John L. Colbert (BSE '76, MED '81) received the 2008 College Brothers' Advocate Award from Alpha Phi Alpha Fraternity Inc.

Jeanie Fox (BSE '78) joined the University of Arkansas' office of university development as manager of records and data services.

Linda J. Watts (MED '75, EDD '87), associate director of the Center for Educational Access, retired after 22 years at the University of Arkansas.

1980s

Andrea Collins (BSE '88, MED '91), a teacher at Ledbetter Elementary School in Farmington, received National Board Certification through the National Board for Professional Teaching Standards.

Sherry Duling (MED '86), a teacher at St. Paul Elementary School, received National Board Certification through the National Board for Professional Teaching Standards.

Jane Guyton (MED '84, EDD '87) was named executive vice president of the Ozark Guidance Foundation.

Margaret Lockhart (BSE '89), a literacy coach at Lingle Middle School in Rogers, received a \$25,000 Milken Educator Award from the Milken Family Foundation.

Mary McKinney (BSE '81, MED '83) became chief executive officer of Circle of Life Hospice.

Dave Van Horn (BSE '89), University of Arkansas head base-

ball coach, was named to the College Baseball Foundation's Week 4 National All-Star Lineup.

1990s

Teresa Brawner Bevis (MED '94, EDD '01) co-authored-



Photo by Jenna Kujawski, Texas A&M University

Team Awarded \$1 Million NSF Grant Studies Gifted African Americans

Fred Bonner (EDD '97), associate professor of higher education administration at Texas A&M University, is working with colleagues at A&M and at Prairie View A&M University on a study of factors that contribute to the success of academically gifted African American students in STEM fields. The team was awarded a \$1 million, three-year grant last year by the National Science Foundation to identify and evaluate the factors affecting students in science, technology, engineering and mathematics disciplines who are enrolled at historically black colleges and universities. The project is based on Bonner's prior research on gifted African American males. The research team hopes to determine the collegiate experiences needed to increase both the quantity and quality of academically gifted African American students graduating with a STEM degree as well as factors necessary to influence the retention and success of these students in STEM fields after college. 🌐

International Students in American Colleges and Universities: A History with education professor Christopher J. Lucas.

Teresa Cornett (MED '99), a teacher at Vandergriff Elementary School in Fayetteville, received National Board Certification through the National Board for Professional Teaching Standards.

Laura Etchison (BSE '96), a teacher at George Elementary School in Springdale, received National Board Certification through the National Board for Professional Teaching Standards.

Pat Kelly (BSE '94, MED '99) was named public address announcer at Baum Stadium for Razorback baseball games.

2000s

Shay Hopper (MAT '03), a history teacher at Woodland Junior High School in Fayetteville, revised the Arkansas history textbook published by the University of Arkansas Press and adopted by the state of Arkansas as an official textbook for Arkansas history classes in grades 7-12.

Rick Jakeman (EDD '07) was named assistant professor of higher education at George Washington University.

Susan Neyman (EDD '03) was appointed director of marketing and development for the Elizabeth Richardson Center.

Billy Satterfield (MED '04, EDD '07) is the associate director

of financial aid at the University of Houston-Clear Lake.

Phillip Vardiman (PhD '06) was appointed to an assistant professor's position and named clinical coordinator of the Athletic Training Education Program at the University of Kansas.

Sandra Vasquez (MED '06) was awarded the National Association of Student Personnel Administrators IV-West Outstanding New Professional award.

Angie Waliski (PHD '01) received the American Counseling Association's Robert Rencken Emerging Professional Leader Award.

Bryan Winzer (MED'08) was

Writing Contest Puts Focus on Aging Well

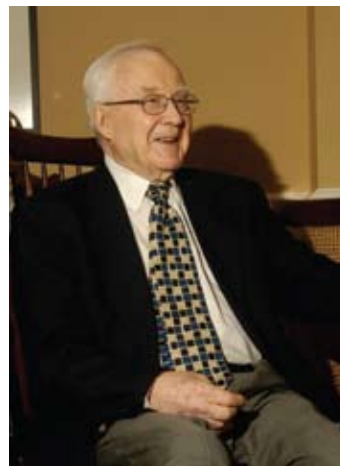
Bob Garnett has accomplished many goals in his lifetime, including helping to bring attention to the issues people face as they age.

For the past 18 years, Garnett has lived with Louise, his wife of 66 years, at Butterfield Trail Village, a retirement community in Fayetteville. Through collaboration with the Office for Studies on Aging in the College of Education and Health Professions, the Garnetts provide funds for an annual writing contest.

The writers have taken the opportunity to describe their concept of aging well in poetry, essays and short fiction.

Butterfield Trail Village brings a group of residents to hear the winners read their work at a reception held in conjunction with the contest, which is open to University of Arkansas students, faculty and staff. The winners receive cash prizes.

"We feel that people aging have not received the attention that they should," Garnett said about the couple's motivation in a video made for last year's reception. "People are so wound up in the youth-oriented society we



Bob Garnett enjoys listening to works written for the annual Aging Well writing contest held on the University of Arkansas campus. Photo by Beth Hall.

have today that old people kind of get put on the shelf. Politically, we've done very well, we've received many benefits. But somehow, through our own fault as much as society's fault, we have not had our place in society. Old age, it seems to me, is something that should be studied deeply."

The Office for Studies on Aging was formed in 1999 by co-directors Ro DiBrezza, University Professor of kinesiology, and Barbara Shadden, professor of communication disorders, and since then has addressed several of the topics that Garnett discussed. Through research projects and community programs, the office has given people information about financial planning, keeping the mind active, continuing to enjoy good

health and living a productive life.

The office was created with the assistance of the university's Graduate School in response to the "graying" of America.

To read the winning contest entries, visit <http://coehp.uark.edu/5670.htm>.

awarded a Fulbright scholarship to Hong Kong to teach English as a foreign language.

In Memory:

1920s

Mary Frances Newbern BSE '27, MED '28 Fayetteville, Jan. 12, 2008.

1930s

H.L. Poole Jr. BSE '39 McAllen, Texas.

1940s

Mary Louise Sanders Cain BSE '40 Fayetteville, Dec. 26, 2007.

Lt. Col. Byron L. Magness BSE '49 Little Rock, June 18, 2008.

Robert Joseph Wimberly BSE '46 Little Rock, Dec. 22, 2007.

1950s

Robert Hoyt Barron BSE '50 Fayetteville, Jan. 5, 2008.

Lena "Belle" Elizabeth Bequette BSE '54 Farmington, March 24, 2008.

Joe Thomas Clark MED '56, EDD '60 Arkadelphia, June 2, 2008.

Maggie Clark Bussey MED '58 Little Rock, Jan. 4, 2008.

Billy C. Clary BSE '58 Crossett, March 17, 2008.

Curtis S. Crouch Jr. BSE '55 Fayetteville, Feb. 2, 2008.

James Clark Dorsey BSE '59, MED'63 Parkville, Mo., Nov. 1, 2007.

Alfred Ercolano BSE '52 Mount Pleasant, S.C.

Melton Warren Fulcher MED '55 Benton, Jan. 29, 2008.

Nell Little Morris BSE '53 Smackover, March 15, 2008.

Winnie B. Morton BSE '53 Clinton, March 17, 2008.

Gilbert Morgan Smith MED '58 Sheridan, May 6, 2008.

Robert Lawrence Stolzer BSE '58 Little Rock, Dec. 22, 2007.

Aubrey Taylor MED '56 Little Rock, June 15, 2008.

John Frederick Torbett MED '59 Little Rock, March 12, 2008.

Marjorie Zeglin Towers BSE '54 Oak Brook, Ill., June 25, 2008.

Versie Taylor Towns MED '57 Little Rock, March 1, 2008.

Wilbur J. Tucker MED '59 Camden, Feb. 3, 2008.

1960s

Lee L. Cargile MED '66, EDD '71 Los Alamos, N.M., Feb. 5, 2006.

Emma S. Davis MED '68 Marianna, March 29, 2008.

Rex Gentry MED '63 Berryville, May 24, 2008.

Richard "Dick" K. Haynes BSE '60 Hot Springs Village, April 19, 2008.

Noel Jan Perkins BSE '64 Lakewood, Wash., Jan. 27, 2008.

Virginia Malone Ray MED '65 Bossier City, La., April 30, 2008.

H. Fletcher Sullards MED '60 Searcy, Jan. 19, 2008

Sybil Simmons Sullards MED '63 Searcy, March 8, 2008.

Joseph "J.P." Sweat Jr. EDD '63 Jonesboro, Jan. 23, 2008.

James Earl Turner EDD '69 Shreveport, La., April 10, 2008.

Dorthuelia Woods MED '63 Conway, May 10, 2008.

1970s

Robert L. Cox EDD '70 Cape Girardeau, Mo., Sept. 28, 2007.

Earl Dean Crosswhite MED '70 Sheridan, April 5, 2008.

Rosie Lee Davis MED'78 Little Rock, March 13, 2008.

Earl Dewayne Dove BSE '74 Springfield, Mo., Feb. 23,

2008.

Jane Rose HoffmanMcHale BSE '71, MED '74 Jacksonville, N.C., May 27, 2008.

James Douglas Newkirk MED '78 Sherwood, June 10, 2008.

Eunice David Pettigrew MED '77 Pine Bluff, Feb. 8, 2008.

Wilbur H. Sullivan EDD '79 Malvern, May 16, 2008.

Albert "Bert" Palmer Watson EDS '75 Maumelle, March 30, 2008.

Kathryn Nelson Williams MED '73, EDS '76 Jacksonville, April 22, 2008.

Silverine Laverne Williams MED '71 Pine Bluff, Dec. 2, 2007.

Charles Wendell Wilson BSE '76, MED '85 Gentry, March 31, 2008.

1980s

Sylvia Lynn Fowler Carter MED '85 Benton, Feb. 29, 2008.

Sonia Diane Guillory BSE '88, MED '93, EDS '94 Bentonville, Feb. 2, 2008.

Trena G. Kremers EDD '87 Paris, Aug. 5, 2007.

Marla Raines LeBlanc BSE '82 Sugarland, Texas, April 8, 2008.

Preston D. Robinson Jr. EDD '83 Little Rock, Feb. 20, 2008.

Mollie Nell Sampson MED '82 Pine Bluff, April 27, 2008.

James Thomas Young Sr. EDD '82 Bella Vista, March 16, 2008.

1990s

Chanin Deel Brown-Moore BSE '94 Fayetteville, April 10, 2008.

Submit information about College of Education and Health Professions alumni to Heidi Stambuck at stambuck@uark.edu or (479) 575-3138, or contact the Arkansas Alumni Association at records@razorbackroad.com or P.O. Box 1070, Fayetteville, AR 72702.

Carver's Love of Athletics Spurs Gift to Further Research on Movement

Sometimes, the way an institution of higher education gains the means to strengthen its academic programs and service to the public can only be described as serendipitous. Consider the story of a recent gift from Bob Carver to the College of Education and Health Professions.

After graduating from the University of Arkansas in 1960, Carver taught and coached sports for three years in his hometown of Mena, where he still lives today. He spent the next three years working in his father's propane company, before settling on a career in automotive sales. He has owned Bob Carver's Cars and Trucks for 38 years, selling GMC, Chevrolet, Cadillac, Buick, Pontiac, Chrysler, Dodge and Jeep vehicles.

Since 1970, Carver has also been doing something that he takes great pride in – spotting for the radio broadcasts of University of Arkansas football games. Over the years, he has formed close relationships with the Razorback players, coaches and athletic trainers. These relationships led to his desire to support the college's graduate athletic training education program by purchasing the MotionMonitor, a real-time 3-D motion capture system.

"I was meeting with some of my friends in the athletic training education program," Carver said, "and they mentioned they could really benefit from having this type of equipment. I was fortunate enough to have the means to help, and so I did."

Gretchen Oliver, the clinical coordinator of the athletic training education program, studies the mechanics of the body's movement through motion analysis. Oliver's research focuses on injury prevention as well as performance enhancement, in addition to noncontact ACL injuries. The MotionMonitor will assist in analyzing all types of movements including throwing, kicking and running.

"We'll be able to give coaches and athletes information that will be beneficial to them and their performance," Oliver said. "At the same time, having elite athletes as subjects is beneficial to my research."

The gift will not only enhance the athletic trainers' ability to better serve all Razorback athletes. The equipment also will be used to look at movement in non-athletes ranging from development in children to gait patterns in the elderly.

Specifically, the college's Human Performance Laboratory will directly benefit from Carver's generosity, allowing the lab to provide more effective rehabilitation services and injury prevention for people of all ages. In addition to the lab, the college supports nearly two dozen research programs and outreach units that focus on diverse areas of education and health care. These research and service units offer individuals many ways to become involved in the work of the college. Thanks to the generosity of alumni and friends such as Bob Carver, the college is able to serve Arkansas and the world. If you are interested in learning more about ways to support the students, faculty and programs in the College of Education and Health Profession, please do not hesitate to contact our development staff at (479) 575-3208 or by e-mail at coehpdev@uark.edu.



Bob Carver, center, watches the Razorbacks play South Carolina flanked by commentators, the late Paul Eels, left, and Keith Jackson.



Lacinda Files, center, at right, a teacher of gifted and talented education at J.O. Kelly Middle School in Springdale, works with children in the annual Kidswrite summer writing camp based in the College of Education and Health Professions. The college holds two multi-day camps for different age groups each summer in which the children write plays, short stories and poetry. The camps are just one example of many ways the college interacts with schools and offers outreach and services to children and teachers.



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