

Fall 2009

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THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

COLLEAGUE

THE UNIVERSITY OF ARKANSAS FALL 2009



Athletic Training Education Students Hit the Field

Expert Advice • Inaugural Ph.D. Class • Nursing Prospects • Research in Action





New School Year Brings New Beginning for Historic Building

By Tom Smith, Interim Dean

Ready or not, the new school year is under way. Whatever happened to those long, lazy summers? It seems that summers get shorter every year, probably because we are busier than ever with professional development, summer school, fix-ups around the house, family visits, as well as the much looked-forward-to vacation. Here at the College of Education and Health Professions, we have begun what is expected to be a very

busy and productive year.

There are several items that are front page on our agenda. Foremost is beginning the restoration of Peabody Hall. The project is more than a simple renovation. It will restore a historic building that has been on this campus for nearly 100 years. During that time, Peabody Hall has served as the home of the curriculum and instruction program that has prepared knowledgeable, caring teachers to go out and teach the children of our state and many other states.

In 1911, the University of Arkansas Board of Trustees accepted a contribution of \$40,000 from the George Peabody Fund for construction, making Peabody Hall the first building on the Fayetteville campus financed through private funds. In 1913, Peabody Hall opened. In addition to housing the teacher-preparation program, Peabody was also the home for more than 50 years of the university's training school, which included University High School and Peabody Elementary School where university students did their student teaching. The late Sen. J. William Fulbright of Arkansas was one of the school's most famous alumni. He started kindergarten at the training school and gradu-

ated from its high school.

Although our faculty members work from offices in six buildings on the Fayetteville campus, we will all take pride in a restored Peabody Hall. It will be a showcase for our entire college.

Faculty with offices in Peabody will move to the Phoenix House, the old Sigma Nu House, at the end of the fall term. While this move to temporary offices will require faculty to be somewhat dislocated for 18 months, the end results will be worth it. Peabody will have all new mechanical, electrical and plumbing systems, additional restrooms and an elevator, and the completed building will be LEED certified, which stands for Leadership in Energy and Environmental Design as set by the U.S. Green Building Council. As one of the project architects says, Peabody will be a "good-for-you building."

We hope you'll plan to come see Peabody Hall when it reopens in the fall of 2011 and have a cup of coffee and a muffin at the coffee shop Peabody Perks.

In addition to the Peabody renovation, the college will be engaged in numerous other activities. We must begin getting ready for our next major NCATE accreditation visit, which will occur in 2012. We will also be dealing with issues of increasing enrollment, which creates the need to increase faculty, to expand our online class delivery and to expand our course offerings to better meet the needs of health professionals and educators.

As the interim dean of the college, I am looking forward to this year. I know with our faculty, staff and students, and with the support of numerous friends of the college, we can be successful in many of these endeavors. If you have any comments or questions, please feel to contact me at 479-575-3208 or tecsmith@uark.edu.

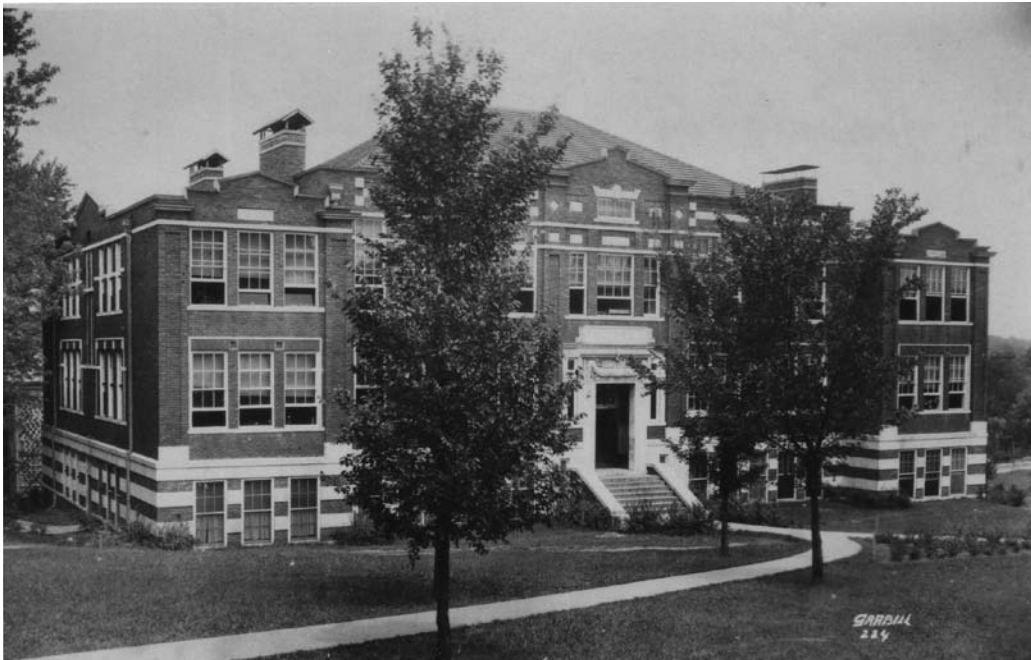
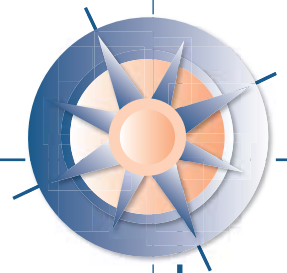
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Special Collections

Historic Peabody Hall on the University of Arkansas campus was built with a \$40,000 contribution by the George Peabody Fund. The building opened in 1913 and has housed the university's teacher-preparation program continuously since then. Restoration of the building began this year and is expected to be complete in the fall of 2011.

FEATURES

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On the Cover

Clint Anglin, left, works with pitcher Dan Cevette of the Northwest Arkansas Naturals this spring at Arvest Ballpark in Springdale. Gretchen Oliver, University of Arkansas assistant professor of kinesiology, and Chris DeLucia, the head athletic trainer for the Naturals, look on. Oliver and DeLucia supervised Anglin, a graduate student in the athletic training education program, during his clinical rotation with the minor league baseball team.

Send alumni news, questions and suggestions to Heidi Stambuck, director of communications, at stambuck@uark.edu or 302 Graduate Education Building, University of Arkansas, Fayetteville, AR 72701.

Learning More Is Only a Click Away

If you want to view the *Colleague* online, you can do that by visiting <http://coe.hp.uark.edu/colleague>. More information about the faculty, staff, students and programs featured in the *Colleague* can be found by visiting the college's Web site at <http://coe.hp.uark.edu>. You will receive a postcard in the mail later this year when we launch a new, interactive Web site for the *Colleague*. This will allow us to update the online version of the magazine with new information and articles throughout the year while continuing to print it each fall.



Scholarship Fund Honors Outgoing Dean



Reed Greenwood

The Dean's Advisory Council created a scholarship fund in honor of Reed Greenwood, who retired July 31 as dean of the College of Education and Health Professions.

The council raised more than \$7,200 for the fund, and the university committed to match the first \$6,000. The first recipient will be selected during the 2010-11 academic year, and each year, one student will receive a \$1,000 award until all funds have been distributed. Selection will be based on grade point average, merit, financial need and leadership qualities.

Greenwood holds three degrees from the University of Arkansas and has spent 35 years on the faculty and in administration. He began a new appointment with the college's department of education reform in August.



Swedish Exchange Agreement in Place

An exchange agreement between the University of Arkansas and the School of Health Sciences at Jönköping University in Jönköping, Sweden, will facilitate the exchange of students and faculty between the two campuses.

The agreement grew from a study abroad program begun in 2007. During the past two summers, students

majoring in nursing, pre-medical, kinesiology and communication disorders went to Sweden for three weeks to study health care there. The program was designed to teach students about the interdisciplinary nature of health care.

Benefactor Honored by Fundraising Group



David Banks

David Banks of Fayetteville was honored as the Outstanding Volunteer Fundraiser at the 7th Annual Northwest Arkansas National Philanthropy Day Luncheon.

When Banks served as the chairman of the College of Education and Health Professions Campaign for the Twenty-First Century committee, the college exceeded its goal of \$15 million and raised more than \$40 million. Banks made two significant gifts that resulted in endowed scholarships for the college, and he reached out to his committee members and professional contacts to ask of them what he had asked of himself.

Graduate Certificate Focuses on Autism

The College of Education and Health Professions now offers a graduate certificate in autism spectrum disorders through a combination of on-campus and online courses. The certificate is designed to help teachers and other educators be better prepared to help students with autism.

"Public schools have seen a significant increase in the number of students identified with autism spectrum disorders," said Barbara Gartin, University professor of special education. "Teachers, therapists and parents report a lack of knowledge on how to teach these students. We at the university are attempting to meet these educational needs by developing a graduate program of study for those

professionals who work with students with ASD and their families. The result was the graduate certificate in ASD."

Professors Offer Advice to President Obama

Three University of Arkansas professors wrote a paper offering advice to President Obama on what education reform measures he should pursue during his administration.

Robert Maranto, who holds the Twenty-First Century Chair in Leadership, Gary Ritter, who holds the Twenty-First Century Chair in Education Policy, and Sandra Stotsky, who holds the Twenty-First Century Chair in Teacher Quality, wrote a paper for the Independence Institute, a Colorado think tank. Their suggestions concerned Obama's appointment of a secretary of education, new compensation models for teachers, support for charter schools, resisting pork barrel spending and the future of the Washington, D.C., voucher program.

Stating that public education must serve a variety of stakeholders, two of the most important being children and public employees, a major premise of the paper is that the goals of these two groups sometimes conflict.

Grant of \$4 Million Funds Rehabilitation Center

The U.S. Rehabilitation Services Administration awarded a grant of \$832,000 per year for five years to the Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Service in Hot Springs.

The federal agency has funded the center before, but it has changed the grant's primary emphasis from continuing education to technical assistance, explained director Jeanne Miller.

Miller has directed the center since 1996. It is based in the College of Education and Health Professions, which also offers academic degrees in rehabilitation counseling.

Study: Teacher Leaders Don't Want to Be Principals

The University of Arkansas' educational leadership program has released a major study titled "The Status of School Leadership in Arkansas" that found the No. 1 reason teacher leaders do not want to become principals is the pressures of testing and accountability.

However, the teacher leaders said they would be interested in becoming principals if the current job could be changed in a positive way that would allow them to become effective instructional leaders. The study was conducted by Paul Hewitt, John Pijanowski, Leslie Carnine and George Denny.

Among the study's findings, the top five reasons that teacher leaders do not want to become principals:

- The pressure of testing and accountability.
- The job is generally too stressful.
- Too much time is required.
- Societal problems making it difficult to be an instructional leader.
- Difficulty satisfying the demands of parents and the community.

Leadership Academy Unveils New Logo

The Arkansas Leadership Academy unveiled a new logo this fall. The academy offers professional development opportunities for the state's educators.

Barry Goodwin and Bryan Carr of Wal-Mart Inc., one of the academy's 44 partners, designed the new logo and presented the academy with it and two large display boards and brochures.

The logo, created with input from



the academy's staff and other partners, features the same shield shape as the former academy logo with multiple meanings. The three rays symbolize the three facets of the former logo: education, community and technology.

The logo is featured on the academy's monthly newsletter, "Academy Action."

Educational Leadership Program Posts Impressive Test Scores



Paul Hewitt

Two years ago, the College of Education and Health Professions reorganized its Master of Education degree in educational administration, changing the name of the program to educational leadership. The program prepares the next generation of educational leaders for Arkansas schools.

Programmatic changes were made based on the needs of students and on recommendations from a study of the program that focused on content and the relationship of theory into practice.

"I believe our work is beginning to pay off," said Paul Hewitt, assistant professor of educational leadership.

Hewitt cited scores on the Educational Testing Service examination required to obtain licensure as a school site administrator in Arkansas, the School Leadership License Assessment. After the first year since the program was reorganized, University of Arkansas students' performance on this critical national examination was encouraging:

- The median national score was 178 with an average performance range of 172-184. University of Arkansas students had a median score of 184 and an average performance range of 179-188. The highest score in the nation was a perfect 200 while

the University of Arkansas' highest was 193.

• On the national level, 10 percent of the candidates scored above 190. There were 25 percent of University of Arkansas students scoring above 190.

• Seventy-five percent of University of Arkansas students scored above the national median score.

"The performance of our current students demonstrates that we have a solid foundation upon which to expand our program to meet the needs of our state," Hewitt said. "It will be through high-quality leadership that Arkansas public schools will improve to meet the economic and social needs of the state in the future. We are truly in a good position to take greater leadership in our state."

Goering Directs Northwest Arkansas Writing Project

Christian Goering, assistant professor of secondary English and literacy, became director of the Northwest Arkansas Writing Project, taking over for Samuel Totten, professor of secondary education.

The College of Education and Health Professions has operated the Northwest Arkansas Writing Project, an affiliate of the National Writing Project, since 1997.

Goering's experience with the National Writing Project dates back to 2002 at Kansas State University when he was a participant in the Flint Hills Writing Project. He was teaching high school English and began attending graduate school, ultimately serving Flint Hills as a returning fellow and co-director of youth and community programs between 2005 and 2007.

Eleven Arkansas teachers completed the project's four-week invitational institute this summer.

Student Puts Rehabilitation Counseling Program's Tenets to Work at Local Church

When Lisa Westman left Fayetteville last May, she took with her a master's degree in vocational rehabilitation counseling from the University of Arkansas, but she left behind work that will continue to have an impact on the community for years to come.

"We hired Lisa to coordinate a relatively new ministry called Access Ministries," said Brian Swain, administrator of Central United Methodist Church in Fayetteville. "She helped us reach out to minister to people with disabilities. She also found ways to make our facilities friendlier for people with disabilities."

Swain said some of the changes were simple such as creating additional handicapped parking spaces. Others were more complex like the creation of a free Kids' Night Out at Central to give parents and caregivers of children with disabilities a chance to drop off the children for an evening of fun activities.

"Lisa had a vision," Swain said. "She wanted to reach out to the entire community, not just members of the church. She recruited trained workers and volunteers to give parents a break. It seemed like this wasn't commonly available for people who have children with disabilities."

What may be an even more long-lasting effect of Westman's work was the way she sensitized the staff at Central, explained Swain.

"There's a hidden population that was not being ministered to by the church, and not just our church, but the church in general," he said. "She became a champion for that cause. She raised awareness among us. Many of us on staff weren't aware of the issues involved. Getting educated was a big deal for us."

The rehabilitation counseling education program in the College of Education and Health Professions prepares students for the practice of rehabilitation counseling in

a number of settings. Program graduates work – many in leadership positions – for nonprofit agencies, national organizations, the private sector and state agencies as well as in academic settings. The program's faculty members have won national awards for their research and service.

Westman was finishing up her master's degree when she worked for the church. She already held a master's degree in special education and had passed the Certified Rehabilitation Counselor exam. One of the first things she suggested was changing the wording of the new ministry from "special needs" to "access."

"We want to avoid telling people, 'You're different, your needs can't be addressed with the rest of us,'" she explained. "By emphasizing access, we shift the responsibility. As a church, we need to be accessible to everyone."

Westman started by looking at physical access and recruited her husband to help build a ramp in one area and cut the legs down on tables that were too tall for children in wheelchairs.

She also talked to children in the church.

"I talked to the Sunday school classes about what disabilities are," she said. "I reminded the kids that God doesn't make mistakes. I think teaching the next generation is important, and what better Sunday school lesson than Jesus loves all these kids? It goes back to perception."

Before she left the job, Westman helped establish a council to oversee Access Ministries.

"The council consisted of nine members – parents and professionals – whose job it was to make sure that all needs were met and that any issues were brought to the attention of the coordinator," she said. "The council is a solid group of very dedicated people who are not afraid to advocate for the needs of those they serve."



New Museum Opens With Exhibit on Rocks, Rivers, Roadcuts

Lynne Hehr's stock in trade is providing hands-on learning in science and math. She's done that for 15 years as director of the Center for Math and Science Education at the University of Arkansas. Hehr now also serves as the director of a new science museum, the University of Arkansas Discovery Zone, that will enhance her mission of providing such learning experiences for K-12 students and teachers.

The museum opened in August in Fayetteville in partnership with the Arkansas Discovery Network.

Since 1994, Hehr has directed the Center for Math and Science Education, now based in the College of Education and Health Professions, one of 12 such STEM (science, technology, engineering and math) education centers in the state. Because northwest Arkansas doesn't have a science museum, the center became a player in the Arkansas Discovery Network, a statewide museum collaborative, established in 2006 by a five-year, \$7.3 million grant from the Donald W. Reynolds Foundation.

"Providing quality education outreach to the K-12 education community – educators and students alike – is the first and foremost mission of the center," Hehr said. "Whether through the Northwest Arkansas Regional Science and Engineering Fair, University Days, year-round professional development for teachers, or field, lab and classroom experiences for students, our goal is to inspire lifelong learning for all ages."



Cathy Jones, from left, and Lynne Hehr watch as Chancellor G. David Gearhart and Collis Geren, dean of the Graduate School, cut the ribbon Aug. 24 at the University of Arkansas Discovery Zone.

With 3 1/2 years of exhibitions called Arkansas Museum Road Trip planned by the Arkansas Discovery Network, there was a great need for a permanent place for viewing



on or near the campus. In the past, space was rented from the Walton Arts Center to show exhibits such as Grosology, Good Vibrations and the Mystery of the Mayan Medallion. Hehr discussed this need for having a more permanent exhibition space on the University of Arkansas campus with Chancellor G. David Gearhart.

The university dedicated a commercial building at 1564 Martin Luther King Jr. Blvd., one block west of the edge of campus proper at MLK Boulevard and Razorback Road, as a home for the museum.

"Lynne Hehr and the Center for Math and Science Education have built and maintained strong relationships with Arkansas schools, educators and students, helping them access resources the University of Arkansas can offer," Gearhart said. "The university is privileged to be a player in filling the region's need for a science museum. It fits well into our mission as a land-grant institution serving the state of Arkansas. And, we are doubly excited to be partnering with a program supported so generously by the Donald W. Reynolds Foundation."

Hehr said the museum location will help school groups plan a full day's outing at the university.

"This demonstrates to the Reynolds Foundation, the scientific and museum community, and the rest of the state that the University of Arkansas is committed to providing quality educational opportunities for children, their teachers and the public in general," she said.

John Hehr and Doy Zachry, professors of geosciences, along with Lynne Hehr have created the first exhibit that opened the new museum – Arkansas Road Trip: Arkansas Rocks, Rivers and Roadcuts. The exhibit focuses on major geologic features of Arkansas and the processes that shaped and are still shaping the state's landscape today.

Exhibits from the other museums in the network, Backyard Science, Newton's Corner, Illusion Confusion, Astronomy – It's a Blast, GPS Adventures Arkansas and Exploring the Frontier will be brought, one at a time, to the new museum in Fayetteville with each staying for about six months.

Photo by Arkansas Discovery Network



Athletic Training Education Program Puts Students on FIELD, COURT



Top Left: Clint Anglin tapes infielder Josh Johnson's wrists.
Top Right: Chris DeLucia, from left, head athletic trainer for the Naturals, discusses Anglin's assessment of pitcher Dan Cevette with Anglin and Gretchen Oliver, assistant professor of kinesiology.

Clint Anglin put his weight into his work. He “stretched out” the hamstrings, hip flexors and adductor muscles of Dan Cevette, a lanky left-hander on the Northwest Arkansas Naturals pitching staff. He assessed Cevette’s hand strength, flexibility, wrist alignment and grip.

Later, as players continued to prepare for the game against the Tulsa Drillers, Anglin assisted infielder Josh Johnson. His athletic training kit filled with rolls of tape, gauze and bandages open beside him on the dugout bench, Anglin taped Johnson’s wrists so he would be ready for third-base duty.

Anglin, a University of Arkansas graduate athletic training student from Rogers, worked under the supervision of Chris DeLucia, the head athletic trainer for the Naturals, a Double-A Texas League affiliate of the Kansas City Royals that moved to Springdale from Wichita, Kan., for the 2008 minor league season.

Each year, athletic training students at the University of Arkansas complete four clinical rotations to put what they’re learning in the classroom into practice at athletic venues of several levels.

Clinical Rotations

Gretchen Oliver, assistant professor of kinesiology, was also on the field at Arvest Ballpark on the west

side of Springdale that sunny June day. She and Jeff Bonacci, a clinical assistant professor who directs the program, teach courses in the athletic training education program in the College of Education and Health Professions. Oliver supervises the athletic training students in their clinical rotations.

Oliver explained that “every athletic training student has the opportunity to work with a variety of different populations including both genders, varying levels of risk, protective equipment, and medical experiences.”

Physical therapy and general medical rotations are also part of the program. The clinical supervisors who work with the athletic training students must be certified athletic trainers or credentialed health-care professionals. When she meets with them to make arrangements and describe the program, Oliver also explains that the athletic training students are at the clinical sites to practice and integrate their didactic knowledge into everyday clinical experiences.

“These athletic training students are educated individuals who know the profession of athletic training and sports medicine,” Oliver said. “They are mature students who can do the tasks required of them. In addition to helping the athletic trainers who supervise them at the sites, the athletic training students allow the professional athletic trainer

to stay up to date in their fields. The athletic training students are learning and applying their skills every day. Many of the supervisors enjoy having an athletic training student solely to keep the learning process current.”

Athletic training students are in classrooms on the Fayetteville campus in the mornings from about 7:30 a.m. to noon, and then they head to their clinical site in the early afternoon, staying as late as 6 or 7 p.m. – as long as the team is working.

“They learn the environment of an athletic organization,” Oliver said. “They work with players, taking their medical history and performing injury evaluations. The extent of the athletic training students’ work depends on where they are academically in the program. The athletic training student may suggest to the clinical supervisor what treatment should be administered. Students are encouraged to make suggestions because the supervisor gives feedback, promoting a learning atmosphere at the clinical site.”

At practice and on game days, the athletic training students help the athletes prepare for play. They are responsible for making sure the athletes have stretched properly before playing and stay hydrated throughout the practice or game.

“They are essentially an extension of the sports medicine professional staff,” Oliver said. “Their responsibility may

range from basic hydration and injury prevention to assisting in developing rehabilitation and strength and conditioning protocols.”

“It is my job as the clinical coordinator to keep an open line of communication with all the clinical supervisors,” she continued. “I often drop by practices to observe, but more importantly is the great communication we (the athletic training education program) have with all of our clinical sites.”

Good Reviews

The athletic training program was established in 2002 and was granted national accreditation for an initial full term of five years in 2005 by the Commission on Accreditation of Allied Health Education Programs in 2005. The program will have an accreditation review again this year for a possible 10-year accreditation term.

The program will conduct a self-study and then be evaluated on 200 standards during a 2 ½-day intense, on-campus interview with site visitors this fall.

Bonacci serves as a site visitor for the accreditation commission, making visits to other programs around the country, both undergraduate and graduate. The work helps him keep up to date on standards in the field and what other programs are doing. One idea from his work as a site visitor was a clinical instructional manual that he and Oliver developed for their clinical instructors.

“One hallmark of our program is the level of quality instruc-

tion these clinical instructors provide,” Bonacci said. “We regularly receive feedback from students about the clinical instructors, as well as the evaluations of students we receive from the instructors. We know the students are being well-served by these instructors. The students are there to help with the daily operations of the clinical site at the same time that the instructors are making use of teachable moments.”

Attracting Students

Bonacci handles recruiting for the athletic training education program, which is one of only 19 master’s level programs in the United States. He believes a personal touch helps elevate the Arkansas program in the eye of prospective students. Students in the cohort that started this summer hailed from Washington state to Boston.

“Often, students will send an e-mail to all 19 programs asking for information,” Bonacci said. “I send back a personal e-mail, asking for a phone number so that I can call and tell the student about the program. I spend 30 to 40 percent of my time on the phone when recruiting.”

“We bring most prospective students to campus, too. We don’t require a campus visit but we encourage it. We are also able to put students’ names forward for the Benjamin Lever Fellowship. Six of 15 students in our newest class received the full tuition award, and five of 11 did the year before. Most of them wouldn’t have known about the Lever Fellowship otherwise.”

The faculty go the extra mile as the students near the end of the program, too. They set up mock job interviews for the students, videotaping them for analysis, to prepare the students for the job market.

“We identify early on in the program what sort of jobs the student is interested in, where they hope to land after they graduate,” Bonacci said. “With the help of people who are our clinical instructors both on campus and off campus, and others with connections in athletics, we start making contacts for the students.”

Despite the struggling economy, job prospects are good for the athletic training education students. The top student in the program last year, Robyn Meyers, is now working with the track team at the University of Michigan.

“There are tons of athletic training jobs out there,” Oliver said. “Our students are well-qualified to work in any sport at any level.”

The program works closely with the Razorback athletic department, which provides stipends and additional funds for books and travel to the students. The athletic department worked with the college to establish the Dean Weber Endowed Scholarship and the Bill Ferrell Endowed Scholarship. Both men were athletic trainers for the Razorbacks. The awards were given for the first time last fall to the top five students completing the first year of their two-year program in athletic training.

Research Component

Oliver also conducts research on biomechanics, and she received a valuable boost last year when Bob Carver, a good friend of the Razorback athletic program, gave the college a financial gift that enabled Oliver to purchase computer software called The MotionMonitor. The real-time 3-D motion-capture system is being used to prevent injury and enhance athletes’ performance. Carver, who has done spotting for radio broadcasts of University of Arkansas football games since 1970, wanted to help the athletic training program and the athletes.

Oliver involves her athletic training and exercise science students in multiple research projects using The MotionMonitor software. Several of them attended the 2009 Conference of the International Society of Biomechanics in Sports in Limerick, Ireland, this fall to present their results.

In addition, both athletic training students and exercise science students under Oliver’s direction are active in research publications concerning injury prevention and performance enhancement mechanisms addressing all populations from youth to collegiate levels.

“The athletic training education program at the University of Arkansas is providing talented athletic training students and graduating successful athletic training professionals for teams all over the nation,” she said.



Sport Management Students Move from Classroom to *Arvest Ballpark*

Nobody needs a foam finger.

In other words, sport management involves marketing like any other business but it is different. When Stephen W. Dittmore, assistant professor of recreation at the University of Arkansas, was recruited two years ago to join the faculty of the College of Education and Health Professions, it was in part because the faculty knew he had the expertise to build up the sport management concentration within the recreation degree program.

Before teaching at East Stroudsburg University in Pennsylvania, the University of Louisville and Wichita State University, Dittmore spent 10 years working in sport public relations, serving as a staff member for the 2002 Olympic Winter Games and the 1996 Olympic Games.

Before they graduate from the University of Arkansas recreation degree program, students work as interns for various agencies and teams. After the arrival to the area of the Northwest Arkansas Naturals for the 2008 minor league baseball season, Dittmore and Naturals general manager Eric Edelstein put several recreation students to work at Arvest Ballpark in Springdale. The arrangement gives the students practical experience in their field of study and the team a reliable source of motivated, knowledgeable part-time workers.

“Sport management is the business of sports and how sports is run,” Dittmore said. “The marketing is very different than traditional marketing. Nobody needs a foam finger. There’s an emotional attachment, identification with an organization. It

can be difficult as a start-up to build that identity. As a form of entertainment, sport competes with movies and dinners out.”

A struggling economy doesn’t affect sports as much as other business sectors, Dittmore said. Students can find entry-level jobs.

“For our students, the key is to get as much experience as possible,” he said. “Sports is somewhat recession-proof. It’s a viable career path.”

Internships

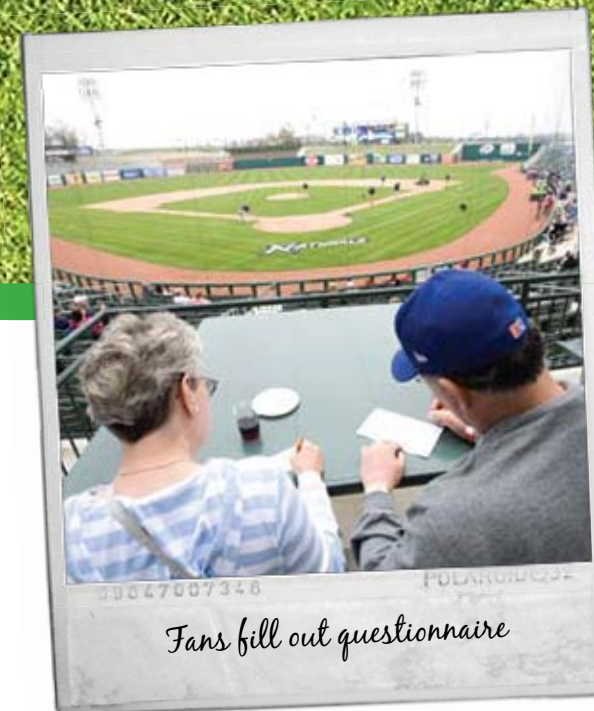
The Naturals worked with Merry Moiseichik, professor of recreation, in their inaugural season.

“We had a good relationship,” Edelstein said. “This year, we had a number of game-day interns who executed the marketing inside the park. They helped with promotions during the games, making sure props were ready, contestants were where they were supposed to be and knew what to do.”

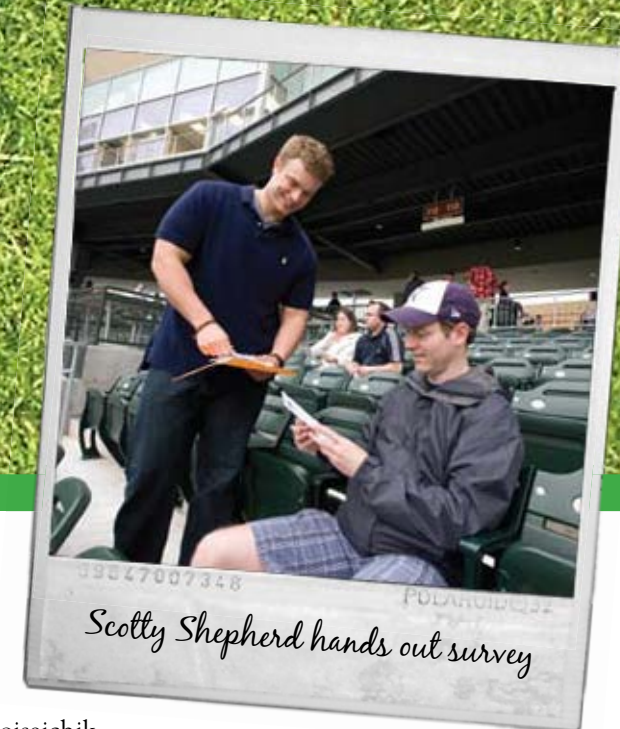
The Naturals provide a family entertainment experience with activities between innings such as tricycle races, bean bag musical chairs and kazoo blowing in an attempt to set a world record. The game-day interns also help with appearances by team mascot Strike, other activities after the game such as kids running the bases, and product giveaways.

In addition to those university students who work on game days, senior Brittany Pair worked full time for the team beginning in January.

“It was office work at first and doing research,” she said. “As the season went on, I have helped more in getting people here and with special event planning and onfield promotions.”



Fans fill out questionnaire



Scotty Shepherd hands out survey

Pair, a graduate of Charleston High School, chose sport management as a major after trying out the business program.

“I have always been interested in sports since playing basketball and running track in high school,” she said. “I enjoy the environment. I started out as a business major, but I didn’t like the fact that it was straight business without the emphasis on sports. I have really enjoyed the work I’m doing.”

Most people probably have unrealistic ideas about what it’s like to work at the ballpark, Pair said.

“In minor league baseball, nobody is too big to do anything – from sales to tarp pulls,” she said. “It’s a good experience because I have seen so many different sides to the business. On a game day, we may get here at 8:30 in the morning and stay until midnight. You work well over 40 hours a week.”

Another misconception is that all the employees have contact with the players.

“Some people want to get into sport management because they think they will be around the players,” Pair said. “That’s usually not the case.”

She planned events such as a first-responders parade by contacting local police and fire departments and planning activities in their honor throughout a game, and lining up corporate sponsors for Strike’s birthday celebration.

“She’s here every day, working the same hours as all of us,” Edelstein said. “There’s a lot of work in a lot of different areas that has to be done to get to the end of the day successfully.”

Fan Survey

Half of Dittmore’s students in his spring course on research and evaluation in recreation conducted a survey of people who had attended games this season. (The other

half assisted Moiseichik

with a project surveying residents of Sebastian County about parks and recreation needs.) Dittmore’s students collected demographic data such as gender, household income and education, and they queried respondents about how they heard about the game and their motivation for attending. The students e-mailed the surveys to 500 people who purchased tickets through the Naturals’ Web site in 2008. They also attended two games to ask fans to fill out the surveys in person. The number of usable e-mailed surveys returned was 107 for a 21 percent response rate, and the students collected 159 usable surveys in person.

The students compiled the data, and three of them made a presentation to Edelstein and Erin O’Donnell, marketing coordinator for the Naturals.

“The survey was a great measure of what we do,” Edelstein said.

“I think what we were looking for was a smoking gun, one thing that was overwhelmingly successful in bringing fans to the park,” he continued. “We didn’t find that. What we found instead reinforced the need for everything we do. It takes print, radio, TV advertising, word on the street, mascot appearances, fireworks shows, kids-eat-free promotions – we have to continue to do all of that.”

Edelstein said the Naturals management appreciated having the recreation students working at the park.

“I’m all about the education process,” Edelstein said. “I’m a sport management major myself. It’s good to have people who understand the marketing and advertising that are a part of sport management. Even though it’s a business like any other, the business of sports is unique. Having that educational background makes the interns a whole lot more successful in the job. They are aware of the lack of glamour, the pay scale, the time that we put in. They know what to expect and that speeds up the training process. Eventually, we think they will provide a pool of talent that we can hire from.

“This has been a great partnership. I’m excited to see the university continue to grow the sport management program. We are fortunate to have a great institution so close to us.”



Advising Brings Honors

*Personal Attention for Students
Top Priority for Instructor*

Tara Diebold, left, a senior from Branson, is one of the students Larry Aslin advises in the communication disorders program.

Advising students is more than checking boxes on a form or signing a class schedule.

Granted, those are vital aspects of advising but paying attention to the whole student and offering assistance on all levels can make a significant impact on a student's college experience.

That's what Larry Aslin believes, and the instructor of communication disorders must be doing a lot right considering he won three awards for academic advising.

Students First

"Mr. Aslin expects nothing but the best from his students and wants to help them achieve this," Jennifer Ricketts, an undergraduate majoring in communication disorders, wrote in a letter of nomination. "He makes sure students are meeting requirements on time and to the best of their ability. Not only is he a great teacher, getting students involved in class, but he makes you feel part of the CDIS family."

A faculty member who advises students may be the person who most effectively conveys the institution's concern about whether a student will be successful in school.

"Advisers put the personal touch on the university," Aslin said. "Advising is so important to a student's success. Advisers extend their hand and offer a welcoming smile to students entering the university environment. That friendly attitude can set the tone for the university experience."

For the 2008-2009 academic year, Aslin won not only the advising awards handed out by the College of Education and Health Professions and the University of Arkansas but also a national award. The National Academic Advising Association bestowed its award for outstanding academic advising by a faculty member on Aslin.

Aslin advises all undergraduates, a total of 142 students in the past academic year, in the communication disorders program. He also directs the university's Speech and Hearing Clinic, in which undergraduate and graduate students receive clinical experience. He serves as the college's representative on the University of Arkansas Advising

Council. He is also the representative to the college undergraduate advising council consisting of representatives from the undergraduate programs in the college and the director of the Boyer Center for Student Services, which is the college's advising center.

College Career

In the early 1970s, with an undergraduate degree in speech and dramatic arts, Aslin, a Missouri native, was considering a career in radio and television production until he spent a summer working as a youth camp counselor.

"I enjoyed being around the kids and seeing them learn new skills," he recalled. "That summer sparked my interest in teaching. When I went back to the University of Missouri at Columbia, I looked for something I could do to use my communication skills while pursuing teaching."

In the first two years after he earned a master's degree in speech pathology-audiology, Aslin worked for the state of Illinois as a speech pathologist, helping people of all ages who had severe and profound handicaps. Then, he moved to northwest Arkansas. He took a job conducting needs assessments for schools in Benton County.

Aslin joined the University of Arkansas faculty in the fall of 1975 and became director of the program's Speech and Hearing Clinic in 1979. Every graduate course in the program includes a clinical component in which students work with clients who attend the university clinic under the supervision of faculty members.

About eight years ago, when a faculty member who did the lion's share of advising left the university, Aslin expressed interest in stepping into the role of primary adviser for the program.

"I wanted to be more involved in the students' academic program," he said. "I was already involved in the clinical program."

"My only experience with advising was as a student myself and that wasn't good," Aslin continued. "A person in an office signed your schedule that you had put together. I think that's the history of advising at a lot of

universities – totally impersonal, totally disconnected."

Aslin started by poring over the catalog of studies. He developed a degree checksheet so that students knew exactly

what they needed to take in order to graduate, and he made having a degree check done mandatory.

"It helps students understand their degree program and gives them closure to their undergraduate accomplishments and confidence when applying to graduate school," he said.

Aslin relied on the expertise of the Boyer Center for Student Services. Then, one day, he got a call from a former director of the center.

"She asked me several questions – did I know about this, what was I going to do about that? I had no idea and she actually laughed at me. So, I decided, 'I better know this stuff.' I started to see what the Boyer Center and the university had to offer for adviser training. I took workshops and attended a meeting of the National Academic Advising Association.

"Diana McGruder and Barbara Goodman are my sidekicks," he continued, referring to an academic adviser and director of the Boyer Center, respectively. "They are more than willing to help a faculty member who is interested in learning the system in order to improve the advising process."

Start to Finish

Aslin meets high school students interested in the communication disorders program when they visit campus. He carefully goes over the program requirements with them and their parents. He teaches a First-Year Experience class, which has students interested in all majors in the college.

"I strongly encourage all students to take an active role in their academic program, whatever it is," Aslin said. "I tell them to make contact with their faculty members and advisers, make themselves known, don't rely on someone else to keep track of their progress."

Students apply to the communication disorders program in the second semester of their sophomore year. Aslin meets with them then, and, if they are admitted, each semester after that.

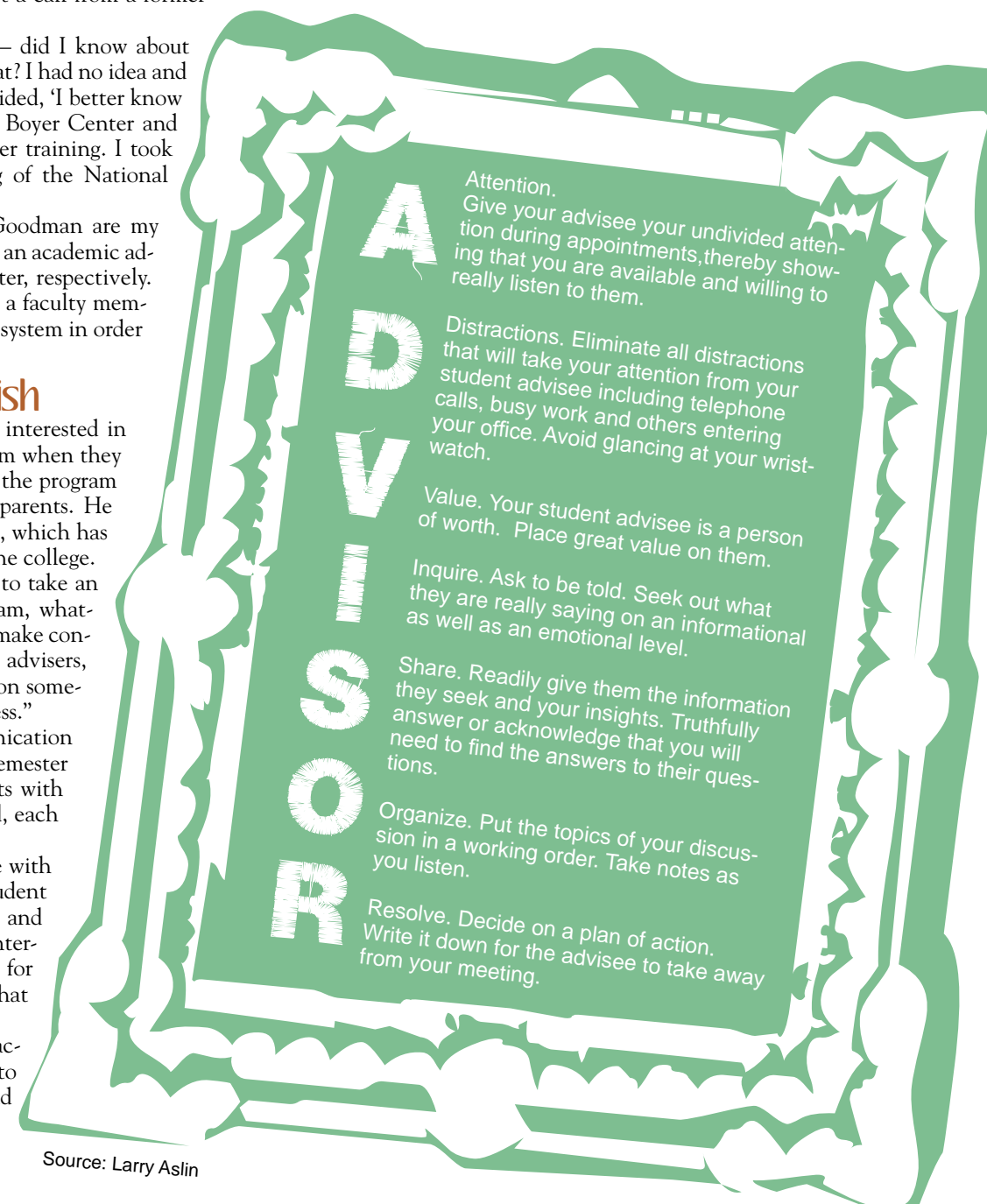
"They're comfortable coming here with a lot of issues," he said. "One student came to me for advice on when she and her husband should have a child to interfere least with her classes and plans for graduate school. So, we calculated what time would be best.

"Students also come to me with faculty problems. I encourage them go to the faculty member first to discuss and

hopefully resolve the issue. Students also talk to me about personal and financial problems. It can be tough trying to juggle the stress of school and work. I usually have a full box of Kleenex on my desk."

The plaques and awards aren't the end goal for Aslin.

"I get postcards from all over the world, and students call and e-mail, too," he said. "They say they feel so prepared, way ahead of students from other colleges, when they get to grad school. Some will relate how their training qualified them for exceptional job placements. That's what is important. That's putting students first."



Source: Larry Aslin

RESEARCH in ACTION

First-Grade Teachers Implement Project to Boost Students' Writing Skills



Each year, University of Arkansas students working on the Master of Arts in Teaching degree must complete what is called an action-research project. It's the teacher-preparation program's equivalent to a thesis in other master's degrees.

Brooke Parker (BSE '06, MAT '07) decided to study the use of a technique called writing workshop with kindergartners at Holcomb Elementary School in Fayetteville. After graduation, Parker began her first teaching job – first grade at Holcomb. Two years later, Parker modified the lessons to use with first-grade students and was leading the other four first-grade teachers at Holcomb in using the writing workshop in their classrooms.

"Writing workshop is ideal for this age because of its emphasis on differentiated instruction," Parker explained. "The students concentrate on the areas they need to improve, and from the very first day of school they're writing. They start out just getting the words on paper – writing about a subject of their own choice – and progress through the stages of writing. Soon, they learn how to use spacing and punctuation correctly and even to include quotations."

Other methods of writing instruction designed for a whole group are both more restrictive for the students because they can't write about individual topics and less effective at helping them learn because they have to go at the pace of other students, she said.

University-School Partnership

Susan Riggs, an instructor in the childhood education program in the university's College of Education and Health Professions, teaches some of her senior methods classes at Holcomb.

"People may not realize how involved our college and the childhood education program are in the local schools," Riggs said. "The seniors I have in class are here at Holcomb every week working with children, our interns are teaching the entire school year in area schools, and Brooke's action-research project is having an impact on the vital early years of learning at Holcomb."

While doing an internship in Fayetteville and Springdale elementary schools, the childhood education students spend nine weeks at one grade level, 18 weeks at another level and the final nine weeks at a third level. Riggs works closely with Denise Mounts, the university's liaison with Holcomb. Mounts, a clinical assistant professor of childhood education, also works with the interns on their action-research projects.

"The action-research project is just like a thesis – the stu-

dents present their research to their peers and a master's committee," Riggs said. "They know ahead of time who their classroom teacher will be for the 18-week placement, and they talk with the teacher about his or her needs."

"The MAT students learn how to do research in their summer courses before their MAT year in which they do their internship," she continued. "They complete the action-research project in their middle placement because it's the longest at 18 weeks."

Writing Fundamentals Essential

Parker recalled discussing with her mentor teacher the area on which to focus for her project.

"We decided jointly on the idea of the writing workshop," she said. "Coming from kindergarten, reading and writing are the two biggest areas for these students. My literature review showed me how to do the writing workshop. I conducted a pre-assessment, taught lessons for nine weeks, then conducted a post-assessment. Then and now, we use the school district's rubric that is printed right on the students' report cards."

The fact that the children come up with ideas for writing about things that are meaningful to them is an important premise of writing workshop, according to Riggs.

The teacher supports the students with mini-lessons they need for better writing, she said. The lessons cover grammar and techniques such as using detail. The students spend a lot of class time writing, and although students may be at different levels academically, they are all writing, editing, revising and publishing.

The method includes a weekly checklist for each student that shows what specific areas to work on the following week.

"The writing scale on the students' report card guides the instruction," Parker said. "It helps us see how to modify instruction for each student. We complete one phase before moving on to the next. That's the basis of differentiated instruction."

The students keep a topic list in their journals and choose any topic.

"We don't dictate what they write except for the quarterly assessment," Parker said.

The students start the school year writing on unlined white paper and progress to lined composition books. They often draw illustrations below their writing. The teachers' participation in writing workshop also helps build relationships with the students.

"Most of the stuff I write is about my life," Parker said.

"That also helps them understand this is an individual process. They don't do the same things I do so they have to write different stories. They learn that writing is a way of expressing themselves and telling others what they want to share."

The first-grade teachers take part in weekly planning meetings to discuss the lessons for writing workshop. However, differentiated instruction is built into the structure here, too.

"If my students are struggling with the use of adjectives, I can spend more time on that," Parker said. "All the teachers don't have to be doing the same lessons."

At the end of the school year, she said the first-grade teachers were considering incorporating some of the writing workshop techniques into their reading groups for the upcoming year.

Benefits for All

Over the course of the school year, Riggs' fourth-year students spent time each week with Holcomb students in all grades. Part of the time, they worked with the first-graders during writing workshop. Sitting shoulder-to-shoulder at tables or heads bowed together over the small desks, each teacher-in-training focused solely on one pupil.

"It's wonderful for the Holcomb children to have one-on-one help, and my students gain experience in literacy assessment," Riggs said. "They have to think to themselves, 'What can I do to help this child?'"

Parker knows she provided a valuable teaching moment for Riggs.

"Mrs. Riggs loved that the fourth-year students were able to see that the action-research project makes a difference, that there's a valid reason to do it," Parker said. "It wasn't hard to convince the other first-grade teachers to try this when I had the research to back it up, and it's great to see a year's worth of work implemented in the classroom."

During one of the visits by the seniors, Parker talked to them about the MAT program. The Bachelor of Science in Education and the Master of Arts in Teaching combine to constitute the University of Arkansas' initial teacher licensure program in childhood education.

"I strongly recommend the MAT," Parker told the seniors. "I feel like I would have drowned that first year of teaching if I hadn't done the MAT."

She also discussed her experience with the action-research project.

"For the literature review of my project, I read hundreds of articles and that wasn't easy, but I love teaching, and the research informed that," she said. "The bottom line is children love to share their stories regardless of the level they're on. That helps them gain confidence."



First-grade teacher Brooke Parker, left, watches as one of her pupils works with a University of Arkansas student



Susan Riggs, center, talks with one of her students during writing workshop at Holcomb Elementary School.





Lynn Woodworth, from left, Dan Bowen, James Shuls, Mike McShane, Stuart Buck and Trae Holzman began their studies this fall in the new education policy doctoral degree program in the College of Education and Health Professions.

Doctoral Class Enrolled Fall 2009

Grade-point average and Graduate Record Exam scores

- Median undergraduate cumulative GPA 3.735
- Median graduate cumulative GPA 3.96
- Median GRE verbal score 645 compared to the national average for education graduate students of 449
- Median GRE quantitative score 675 compared to the national average for education graduate students of 530
- Median GRE analytical score 5.5 compared to the national average for education graduate students of 4.2

Much Expected of Education Reform's Inaugural Class

When the department of education reform at the University of Arkansas announced in 2008 that it had received approval for a new doctoral program, some of the nation's leading educational researchers predicted great things.

Now, with the inaugural class of students on campus, the faculty members of the department within the College of Education and Health Professions feel even more confident.

"We are remarkably proud of the first class," said Jay P. Greene, head of the department, while the six students ate pizza on their first day getting to know their professors and the department's staff. "You have very impressive qualifications. You're clearly committed to education reform and have the intellectual curiosity about education policy to drive your work."

In July 2008, the Arkansas Higher Education Coordinating Board unanimously approved the department's proposal for a doctoral degree in education policy. Students will study K-12 education policy, based on empirical and theoretical research in the social sciences and other academic disciplines.

James Guthrie, chair of Vanderbilt's Peabody College department of leadership, policy and organizations, described

an "absolutely terrific" program that would eventually be rated in the nation's top 10. Eric A. Hanushek, the Paul and Jean Hanna Senior Fellow at the Hoover Institution, said other producers of education researchers – Stanford, Harvard, Michigan – would immediately see that they have competition.

Robert M. Costrell, holder of the department's chair in education accountability, shepherded the new doctoral program through the lengthy approval process.

"There is a growing demand for high-quality, innovative education policy research, both nationally and in Arkansas, and this department was created with the mission of filling that demand," Costrell said. "Our new Ph.D. program will stand out in the field by the exceptional rigor of the empirical training and the reform themes that will be researched and debated in our policy courses."

The students and their educational background:

- Dan Bowen of Pensacola, Fla., bachelor's degree in political science and master's degree in education, both from Notre Dame University.

Bowen taught upper-level social studies in inner-city public schools in Montgomery, Ala., for two years of his master's program, plus an

additional year. He learned about the Ph.D. program at Arkansas from his professors at Notre Dame.

"They said a program was being started here and that it would be a great opportunity for me," Bowen recalled.

He is interested in research about school choice.

- Stuart Buck of Springdale, Ark., bachelor's degree in music from the University of Georgia and a law degree from Harvard University.

Buck heard about the department after practicing law for a few years, telecommuting from Arkansas for a Washington, D.C.-based firm, and was hired as a research associate. Because of his strong interest in education, he decided to apply for the graduate program. He has not narrowed down a topic for his research but is interested in the effect of technology on student achievement.

- Trae Holzman of Fort Smith, bachelor's degree in philosophy from the University of Arkansas at Little Rock.

Employed by Teach For America, Holzman taught high school math at Marianna for two years. A professor at UALR who was a mentor to him had worked with Gary Ritter, holder of the department's endowed chair in education policy, and recommended the graduate program to Holzman.

"I was looking for a way to have an impact on the educational system," he said of his decision to apply.

- Mike McShane of Kansas City, Mo., bachelor's degree in literature and creative writing from Saint Louis University and a master's degree in curriculum and instruction from Notre Dame.

McShane heard about the Arkansas program from

his roommate – Dan Bowen – when he was also teaching in Montgomery. McShane taught ninth- and 10th-grade English. He is interested in issues pertaining to education in urban areas.

- James Shuls of Pacific, Mo., bachelor's degree from Missouri Southern State University in Joplin and master's degree from Missouri State University in Springfield, both in elementary education.

Shuls, who has two children, Tryston, 4, and Taryn, 3, with his wife, Crissy, taught first grade for three years and fifth grade for one year in Republic, Mo. He had read Greene's book, *Education Myths*, written with Greg Forster and Marcus A. Winters and published in 2005 by Rowman and Littlefield.

"I was looking at Ph.D. programs and saw that Dr. Greene was the head of the department and that the emphasis of the program was education reform," Shuls said. "I'm interested in school choice as well as other areas of education policy."

- Lynn Woodworth of Harrison, bachelor's degree in music education and master's degree in educational leadership, both from Arkansas Tech University.

Woodworth taught band in Mansfield, Ark., for 11 years. After considering whether to pursue an administrative position, he decided he wanted to go further. He is interested in high school curriculum development. "I think it will be interesting to be in the inaugural class of this program," Woodworth said. "It's a unique opportunity."

Nursing School

Engages Young Prospects



Lepaine Sharp-McHenry teaches students in the CHAMPS program sponsored by the Area Health Education Center-Northwest how to take blood pressure.

Students as young as 13 listen carefully as a nursing instructor describes how to measure a patient's vital signs and what the readings mean. They take turns pumping a sphygmomanometer to take a classmate's blood pressure and place their stethoscopes on a mannequin to hear the simulated breathing of a person with asthma, then one with clear lungs.

They practice cardiopulmonary resuscitation on

another set of mannequins and check each other's pupils with a penlight.

They also learn jobs are plentiful in many different areas of health care and many different business sectors should they decide to become a nurse.

Faculty members of the Eleanor Mann School of Nursing at the University of Arkansas jump at the opportunity to interest young people like these in the field of nursing. According to the American Association of Colleges of Nursing, the United States is experiencing a nursing shortage that will intensify as baby boomers age.

The nursing school based in the College of Education and Health Professions graduates about 50 students from its baccalaureate nursing program each fall and spring semesters. The nursing school also offers an online master's degree that has enabled working nurses in the region to become clinical nurse specialists.

In addition to offering these academic programs, for several years the nursing school has regularly taken part in enrichment programs for junior high and high school



Kathleen Barta uses a lifelike mannequin to show students in the Kauffman Scholars program how to check a patient's pupil response with a penlight.

students in the summer with the hope that some of these students will become nurses eventually.

Kathleen Barta, associate professor of nursing, spent several hours in July 2008 with rising eighth-graders from the Kansas City area who were taking part in the Kauffman Scholars program. Funded by the Ewing Marion Kauffman Foundation, Kauffman Scholars is a comprehensive, multi-year program designed to help promising low-income urban students in Kansas City prepare for and complete a college education. Pre-College Programs coordinates the Kauffman visit on the University of Arkansas campus.

Barta taught the students about nursing duties, responsibilities and career options in a simulated hospital room surrounded by hospital equipment in Ozark Hall. She taught them how to assess vital signs such as temperature, pulse, respiration and blood pressure.

This past summer, Barta again taught the fundamentals of patient care to a group of children. She explained the nurse's role as a patient advocate as she worked with students enrolled in iCAMP, another academic enrichment opportunity for seventh- and eighth-graders offered by the university's Gifted and Talented Scholars office within Pre-College Programs.

Leslie Yingling directs the Gifted and Talented Scholars program, which identifies sixth- through 12th-grade students who possess exceptional academic ability and motivation and offers various ways for the students and their parents to build their academic interests as well as a relationship with the University of Arkansas.

"We look for subject areas in which we can offer hands-on activities, and the sciences are especially popular," Yingling said. "This kind of interactive instruction holds the students' interest and keeps them engaged. Nursing has provided our camps with really dynamic academic sessions, and the instructors talk about good health practices and give nutritional information that is important for kids growing up today. They also send stethoscopes and hand sanitizer home with the students, and the kids enjoy that."

Barta and Lepaine Sharp-McHenry, a clinical instructor, conducted Kauffman Scholars sessions again this summer, and Sharp-McHenry also taught students in a summer program funded by the Area Health Education Center-Northwest in Fayetteville, an outreach program of the University of Arkansas for Medical Sciences. CHAMPS, or Community Health Applied in Medical Public Service, brings together Springdale junior high school students with an aptitude for science and math and an interest in medical professions. They visit several medical facilities and institutions of higher education in the region during an intensive week of activities.

An R.N. with a master's degree and special training as a psychiatric mental health clinical nurse, Sharp-McHenry mapped her 28-year career in nursing so far to illustrate the myriad opportunities available. She told the students about working on a medical floor of a hospital, for an oncologist, in long-term care for elderly and as a legal nurse consultant traveling all over the country to testify as an expert witness in lawsuits. 🌐

RECREATION CLASS TAKES ON REAL-WORLD ROLE OF CONSULTANTS TO *County Government*

"This is real."

With that brief opening, Merry Moiseichik summed up to her students the purpose of a course she teaches each spring at the University of Arkansas called School and Community Recreation.

"We believe that our students learn best when they are working with other professionals, experiencing what it would be like to work in the field of recreation," explained Moiseichik later. "They provide a service, learn what the community wants and build partnerships with public schools and other agencies."

Each of the past 19 years, the professor of recreation has arranged for her graduate students to work with a county or municipal government to gain experience for the students and to provide a professional product to further the entity's recreational program.

All of the recreation faculty members use experiential learning as the base of their curriculum. Last year, students in Stephen Dittmore's research class conducted market research for the Northwest Arkansas Naturals minor league baseball team, and Gregory Benton's programming class provided events for a number of area agencies. Both men are assistant professors of recreation.

"Our department offers students many opportunities to make an impact on their communities while learning their profession," Moiseichik said.

Getting Started

"You are going to create a strategic plan for the Sebastian County Parks and Recreation Department," began Moiseichik in early January, at the first class of the semester. "You are going to develop a mission and a vision statement. You are going to conduct a SWOT analysis (strengths, weaknesses, opportunities and threats), and you are going to develop priorities and objectives in an action plan."

In a semester's time, her nine students – at a cost of \$9,000 to Sebastian County – would prepare a strategic plan and needs assessment that could have cost the county as much as \$130,000 if contracting with a private company. The class met each Monday night, but students put in many additional hours surveying county residents, conducting public meetings, assessing park facilities and working on their final project – a binder and accompanying CD with 400 pages' worth of information.

That very first night, the students met with their "colleagues" on the project: David Hudson, Sebastian County judge; Joseph Gaa, Sebastian County parks administrator; Mike Alsup, Fort Smith parks and recreation director; Doug Kinslow, Greenwood parks and recreation director; and Dwight Easley, a representative of CEI Engineering. Moiseichik described what the students would do between that first night and the day at the end of the semester when they would present their findings to the Sebastian County Quorum Court members, other county and city employees, the public and the media at two meetings – one at the county courthouse and one at the Fort Smith School District administrative offices.

"You will run focus groups and town meetings," she said. "You will face some 'political' situations. People feel strongly about the recreational activities they are involved in, and the officials will let you know their resources are limited."

Moiseichik also emphasized the team effort that would be required to make the project a success.

"Every one of you will be responsible to everyone else," she said. "Because you are graduate students who have worked together in a cohort, you know each other. You have been together enough to know your strengths and weaknesses, especially under stress. Each student will be in charge of – the leader of – some section of the project. A lot of things will be going on and they will be folding into each other."

When the park officials arrived, Hudson and Gaa told the students their work was important to the county, echoing Moiseichik's opening line to the class.



Above: Merry Moiseichik and her students pause for a picture before making their presentation at the Sebastian County Courthouse. From left, front row, Tina Aldrich, Tiffany Gaulke, Moiseichik; middle row, Detrick Smart, Drew Hamblin, James Nutt, Kari McReynolds; back row, Heather Arnold, Samantha Gregory, Derrick Brown.

Top right: Nutt and Gaulke inspect the golf course at Ben Geren Regional Park.
Bottom right: Gaulke records information on a checklist.

"This is a golden opportunity for you to be involved in something that will make a difference," Hudson said. "We are looking at implementing this plan as quickly as possible."

Gaa said that, when he was hired to administer the county's recreational program, he was told development of a strategic plan should be a top priority.

"A lot of stuff you do in school is not real," he said. "This plan will affect real people, real jobs, a real community. This is real. This is really, really real."

A Day in the Park

During the blustery cold of February, Moiseichik and her students made one of many trips to Sebastian County. On this particular Sunday, they spent the day in Fort Smith surveying the facilities at 1,300-acre Ben Geren Regional Park, the centerpiece of the Sebastian County park system. Teams of two split up to inspect, measure, photograph and document the equipment and structures of Ben Geren's 27-hole golf course and clubhouse, miniature golf course, disc golf course, playgrounds, tennis courts, baseball and softball fields, soccer fields, volleyball courts, concession stands, picnic pavilions, fitness trails, bathrooms and parking lots.

"One reason to use teams of two when conducting the assessment is that, while one person is concentrating on a checklist, the other person gets the big picture by looking at the overall facility," Moiseichik said. "With this assessment, the students tell the park officials what the standard is as set by the national organizations and whether they

meet it. The students don't make recommendations on how to fix a problem because that could create liability issues."

A simple playground inspection conducted by someone certified by the National Recreation and Park Association can cost between \$500 and \$1,000, Moiseichik said.

"A park department has an ethical and moral responsibility to maintain park facilities in a safe condition," she said. "There's also the public relations aspect of being sure that the park is inviting and safe for the community."

She is certified to make such inspections and has authored a book, with the third edition now in the works, written specifically to guide park agencies in earning accreditation by the National Recreation and Park Association. Published by the association, the book, called *Management of Park and Recreation Agencies*, was co-edited by Vern Hartenberg and the late Betty van der Smissen and is used as a text in recreation programs at universities throughout the nation.

Samantha Gregory and Kari McReynolds started their work at a playground. They took many measurements including the distances between swings and the ground and the depth of material put down to cushion a child's fall. They used plastic shapes to gauge whether the rungs of a ladder on a jungle gym or railings around a play area were properly spaced to keep a child from becoming trapped.

Tiffany Gaulke and James Nutt drove golf carts to each hole of the 27-hole course, evaluating such features as the disability access to the tee boxes and checking for hazards to players' safety – not the built-in kind of hazard intended to challenge the golfer.

Derrick Brown worked with Moiseichik to assess the



Samantha Gregory and Kari McReynolds measure openings on playground equipment at Ben Geren Regional Park.

mini golf course, taking careful note of condition of the props at each of the holes on the animal-themed course as well as checking the utilities and playing surfaces.

Collecting Public Input

Although they lost a week's time early in the semester because of an ice storm that crippled northwest Arkansas, the students conducted 10 town meetings for the public in Sebastian County. Their role was to listen.

"Some people who came were affiliated with specific groups such as softball and soccer," explained Gaulke. "Others didn't know what to expect. We stood in the front of the room and wrote down their suggestions. We tried not to prompt them on what to say. Some of them had pie-in-the-sky ideas such as an indoor facility with tennis courts."

Nutt said the county residents were glad for the opportunity.

"A lot of the townspeople seemed to consider us professionals from the very beginning," he said. "It took longer for the other professionals (the park and recreation employees) to look at us that way."

The project added to her confidence, said Tina Aldrich, a doctoral student in recreation.

"I feel more prepared to take a leadership role," she said. "I also appreciate and respect the work that consultants put in on a job. I see why they get paid a lot of money."

The class required a huge amount of effort, the students agreed.

"When the final book is put together, some classes do it spread out over two weeks, some pull two all-nighters," Moiseichik said. "This year, the book was 400 pages long."

Covering all the Bases

In addition to their work at Ben Geren, the students also included the county's other parks – Midland and East Sebastian County – in their report. They provided information on several key issues:

- Improvements and additions
- Partnerships for activities and operations
- Funding sources, including a friends of the park non-profit organization
- Park board structure
- Acquisition of more parks and land

The final report included an inventory of park facilities, demographic information and responses from questionnaires sent to 1,500 registered voters. The questionnaire was returned by 400 respondents, or 27 percent of the total. Also, as part of their research, the students studied similar recreational and park facilities in the United States to establish benchmarks for comparison. The plan included an in-depth look at installing a recreational vehicle park as a means of raising revenue.

The students recommended that the county redesign and update its Web site and that it develop a logo for marketing.

Prepping for Final Piece

The students practiced their public presentation in their classroom in the Health, Physical Education and Recreation building on the Fayetteville campus with the Sebastian County officials again in attendance. The rehearsal gave them a chance to fine-tune the presentation and be sure that they provided the information the officials wanted to convey. The practice presentation took nearly two hours so they knew they would have to tighten it up for the next week's debut, but that was partly because the officials asked questions and gave feedback as they went along.

"The students may change the vocabulary or the approach, but they won't doctor the data," Moiseichik said. "The practice presentation gives officials the chance to let us know if our report sounds like it's coming from an ivory tower instead of giving information that can be used in the real world."

Hudson told the students he already judged the project a success, regardless of the reaction it would receive the following week.

"I'm happy with what was done, with the collaboration and feedback," the county judge said. "Through the process, we have met with people from the University of Arkansas at Fort Smith, the Fort Smith school system and others. A lot of doors have been opened up."

Hudson suggested the use of more photographs in the

presentation, and Gaa asked the students to stress potential funding sources and partnerships with community groups and sports organizations.

The following week, after the students completed their public presentations in Sebastian County, Hudson addressed the Quorum Court.

"We think we can make some immediate improvements following the presentation of this report to keep the momentum going," Hudson said. "We'll look at the low-hanging fruit, improvements that are not high expense."

Quorum Court members also were pleased with the students' work.

"You all really opened our eyes," said one.

Epilogue

The students may have been happy to take the good grades they earned and move on to other classes, jobs and opportunities where they could use what they learned, but the Sebastian County officials were just getting started. They have a solid start on implementing the strategic plan, Gaa reported a couple of months later.

A former student of Moiseichik's, Gaa said he has been involved in her class strategic plan for the past four years – as a student, a graduate assistant and this year as the client.

"I wanted a project that we could use as much as possible," he explained. "For me, if Sebastian County used any less than 90 percent of this project, it would be a waste. It would be a failure. I can tell you now that it was very, very successful."

Gaa detailed actions the county has taken so far.

"First thing, we presented, and the Quorum Court approved, a contract for us to work with a consultant on a master plan," he said. "In June, during our mid-year budget review – the only time of year other than December when we can ask for additional funding – we requested money to address several areas the students identified."

"We are rebuilding the fences at East Sebastian County Park and adding a playground," Gaa continued. "At Midland, we have money to purchase an additional mower so we're reassigning some mowers there. We are also increasing the level of maintenance, building a bathroom and paving the walking trail. The first we had heard about people wanting the walking trail paved was through the students' survey."

The students' report identified an aquatic center as a need of the county park system, and Gaa plans to visit aquatic centers to gather benchmark information.

"We're planning now for the 2010 budget," he said. "We will request some capital funds. The parks are high priority now."

The students' project prompted groups within the county and the cities to talk together about how to deal with issues that affect them all.

"I think we have a chance now to promote a regional recreation initiative," Gaa said. "Before this, most people didn't believe that would happen." 🌍



Derrick Brown inspects a structure at the miniature golf course with Merry Moiseichik.



James Nutt checks a marker at the golf course.

Faculty Awards



Advising,
Larry Aslin
communication disorders



Research,
Robert Costrell
education accountability



Service,
Inza Fort
kinesiology



Career,
Barbara Gartin
special education



Teaching,
Paul Hewitt
educational leadership



Rising STAR,
John Pijanowski
educational leadership



STAR,
Gary Ritter
education policy

Service Awards

10 Years of Service

David Coffey
Carleton Holt
Kathy Malstrom
Dianne Stout
Kim Worlow
Marilyn McGehee

20 Years of Service

Barbara Gartin
Stephen Langsner
Merry Moiseichik
Betsy Orr
Paula Pottenger
Susan Slaughter
Angie Smith-Nix

30 Years of Service

Bobbie Biggs
Theresa Cronan
Dean Gorman
Barbara Shadden

Faculty Notes

Timothy Baghurst, visiting assistant professor of kinesiology, published research on muscle dysmorphia in *Body Image* and the *International Journal of Men's Health*.

Gregory Benton, assistant professor of recreation, presented research on the effectiveness of a boat tour as an interpretive program about Lake Fort Smith at the international conference of the National Association for Interpretation in Athens, Greece.

Bill Buron, assistant professor of nursing, received the Outstanding Future Nurse Leader Award from the College of Nursing at the University of Arkansas for Medical Sciences in Little Rock.

Vinson Carter, visiting instructor of technology education, won the Donald Malley Spirit of Excellence Outstanding Graduate Citation award from the International Technology Education Association. Carter also was named Teacher of the Year during the 2009 Arkansas Career and Technical Education conference.

Robert Costrell, holder of the Twenty-

First Century Chair in Education Accountability, published research showing employer contributions for teacher pensions are higher than those in the private sector in *Education Next*. Costrell was also appointed to the National Technical Advisory Council by then-U.S. Secretary of Education Margaret Spellings.

Michael Daugherty, professor of technology education, was inducted into the International Technology Education Association Academy of Fellows.

George Denny, professor of educational statistics and research methods, and Nick Tschepikow, director of the Northwest Arkansas Education Renewal Zone, will assist the College of Engineering with a \$488,000 grant from the U.S. Department of Education to fund a two-week summer program designed to increase 40 middle school science teachers' knowledge in physical science.

Stephen Dittmore, assistant professor of recreation, presented research about how sports organizations handle blogging at the annual conference of the North American Society of Sport Management.

Karee Dunn, clinical assistant professor of educational statistics and research methods, and **Sean Mulvenon**, professor of educational statistics and research methods, published a paper in *Practical Assessment, Research and Evaluation* that reviewed research on formative assessments.

Mounir Farah, professor of curriculum and instruction, was an invited speaker and panelist at the National Academy of Sciences in Washington, where he spoke at the "Iraqi Academic Conference to Help Improve and Sustain Higher Education in Iraq." He was also interviewed by Channel 2 in Saudi Arabia concerning curriculum

development in Saudi Arabia and options for students at various levels of performance and abilities.

Roy Farley, professor of counselor education, received the Rosenthal Award for the Most Outstanding Counselor Educator and Supervisor of the Year from the Arkansas Counseling Association.

Staff Awards



Service to students,
Shannan Freeman
nursing



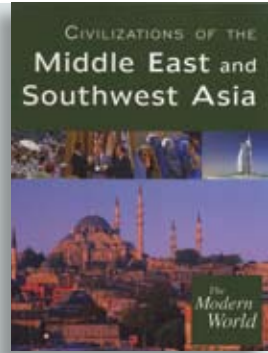
Dean's Choice,
Stephanie Gragg
Boyer Center for Student Services



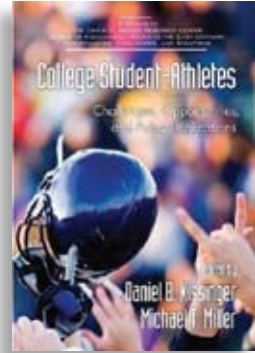
Best new employee,
Whitney Lee
curriculum and instruction



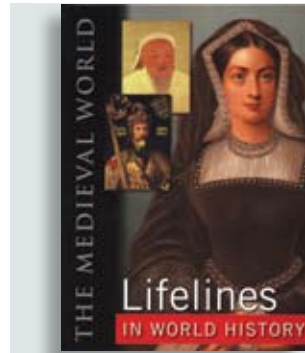
Service to faculty,
Josh Raney
rehabilitation, human resources and communication disorders



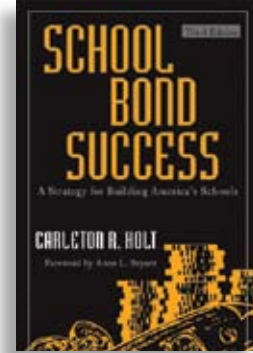
Civilizations of the Middle East and Southwest Asia
Mounir Farah, professor of curriculum and instruction (ed.)
M.E. Sharpe



College Student Athletes: Challenges, Opportunities and Policy Implications
Michael T. Miller, professor of higher education, and Dan Kissinger, assistant professor of counselor education (eds.)
Information Age Publishing



Lifelines in World History
Mounir Farah, professor of curriculum and instruction (ed.)
M.E. Sharpe



School Bond Success: A Strategy for Building America's Schools
Carleton R. Holt, associate professor of educational leadership
Rowman and Littlefield

Janet Forbes, instructor in the department of health science, kinesiology, recreation and dance, was inducted into the University of Arkansas Teaching Academy.

Barbara Gartin, University Professor of special education, received the Burton Blatt Humanitarian Award from the Council for Exceptional Children's Division on Developmental Disabilities.

Christian Goering, assistant professor of secondary English and literacy education, contributed a chapter on musical intertextuality in *The Essential Criticism of John Steinbeck's Of Mice and Men*, edited by Michael J. Meyer.

Jay P. Greene, holder of an endowed chair and head of the department of education reform, published in *Economics of Education Review* results of research that found evidence of discrimination in how schools grant exemptions from Florida's test-based promotion policy.

Barbara Hinton retired in June as associate dean for academic affairs, a position she held since 2006. She was previously a professor and head of the department of rehabilitation, human resources and communication disorders.

Clairetha Hughes, assistant professor of workforce development education, won the Outstanding Assistant Professor Award from the University Council for Workforce and Human Resource Education.

Laura Kent, associate professor of mathematics education, is partnering with other University of Arkansas faculty and six public school districts on a grant to improve teachers' mathematics content knowledge.

LaVonne Kirkpatrick, assistant professor of elementary education, was elected president of the Arkansas chapter of the Delta Kappa Gamma Society.

Heidi Kluess, assistant professor of kinesiology, was the University of Arkansas nominee for the Pew Scholars

Program in the Biomedical Sciences. She also received a grant of \$82,000 from the National Institute on Aging to study how the sympathetic nervous system controls blood flow and blood pressure in women as they age.

Steve Langsner resigned his position as assistant dean for academic affairs and returned to the faculty of the recreation program.

William F. McComas, Parks Family Professor of Science and Technology Education, delivered a keynote address at a Hofstra University conference examining the impact of Charles Darwin and Darwinian evolution on science and society in celebration of the 200th anniversary of his birth and the sesquicentennial of the publication of his *On the Origin of Species* (1859).

Ketevan "Kate" Mamiseishvili, assistant professor of higher education leadership, presented research comparing the productivity of international and citizen women faculty members at the annual conference of the American Educational Research Association.

Cheryl Murphy, associate professor of educational technology, won an Exemplary Course Award from Blackboard Inc. with Liz Stover, an instructional designer with the Global Campus.

Marianne Neighbors, professor of nursing, accepted a three-year appointment as co-director of the Wally Cordes Teaching and Faculty Support Center at the University of Arkansas.

Rebecca Newgent, associate professor of counselor education, was invited to serve on the editorial board of *Counseling Outcome Research and Evaluation Journal*, a new publication of the Association for Assessment in Counseling and Education. Newgent also received the Outstanding Individual Achievement Award for Tenured Counselor Educators from the Southern Association for Counselor Education and Supervision. Newgent also received the Roger D. Herring Researcher of the Year Award from the Arkansas Counseling Association.

Sung Choon Park, assistant professor of social studies, presented research about how teachers understand and teach about social justice at the annual meeting of the American Educational Research Association.

Charles Riggs, professor of kinesiology, was awarded a 2009 Faculty Gold Medal from the University of Arkansas for his work mentoring students.

Gary Ritter, holder of the Twenty-First Century Chair in Education Policy, presented research with Nathan Gray and Joshua Barnett that the school funding system in Arkansas aggressively targets additional resources to districts that serve disadvantaged student populations. Ritter and his team presented their paper at the annual meetings of the American

Education Finance Association and the American Educational Research Association.

Barbara Shadden, professor of communication disorders, received an Outstanding Alumnus Award from Southern Connecticut State University.

Lepaine Sharp-McHenry, clinical instructor of nursing, was selected to participate in the Leadership for Academic Nursing Program sponsored by the American Association of Colleges of Nursing.

Angie Smith-Nix, clinical assistant professor and coordinator of physical education activity courses, received the Honor Award from the Arkansas Association of Health, Physical Education, Recreation and Dance.

Sandra Stotsky, holder of the Twenty-First Century Chair in Teacher Quality, was asked to provide information about education standards and teacher training to the Ohio Senate Education Committee and the New Jersey State Advisory Committee to the U.S. Commission on Civil Rights. Stotsky published a paper in the *Journal of Learning Disabilities* concerning licensure tests for special education teachers.

Samuel Totten, professor of secondary education, taught the first course in genocide studies at the National University of Rwanda. Totten also was invited to address the Congressional Caucus on Armenian Issues, to take part in a symposium concerning a report by Madeleine Albright and William S. Cohen on how to prevent genocide and mass atrocities, and to speak at a conference hosted by the Polish Institute of International Affairs. Totten is teaching this year at Richard Stockton College of New Jersey as the Ida King

Distinguished Visiting Scholar of Holocaust and Genocide Studies.

Michael Wavering, associate professor of secondary education, was inducted into the University of Arkansas Teaching Academy.

Patrick Wolf, holder of the Twenty-First Century Chair in School Choice, presented results of the second year of an evaluation of the Milwaukee Parental Choice Program that found the voucher program benefits some students and saves the state money. Wolf was also nominated by former President Bush to serve on the National Board for Education Sciences, a federal advisory board to the U.S. Department of Education. He testified before Congress at the invitation of Sen. Joe Lieberman, Ind.-Conn., about his evaluation of the D.C. Opportunity Scholarship Program.

Staff Notes

Jamie Banks, director of development, was named to the *Arkansas Business Journal's* 40 Under 40 list of high-achieving people.

Amy Koster and Alexis Hurdle, advisers in the Boyer Center for Student Services, won the Best of Region 7 Award from the National Academic Advising Association for their presentation about using wikis.

Janet Walker, accountant for intramural and recreational sports, was named University of Arkansas Employee of the Quarter and Employee of the Year.

Student Notes

To see a complete list of the college's scholarship and award winners, visit <http://coehp.uark.edu/7129.htm>

Waleed B. Al-Abiky, doctoral student in curriculum and instruction, won the award for best graduate paper at the national conference of the Society for Cross-Cultural Research.

Emily Coombs, a master's student in nursing, won a \$500 scholarship at the National Association of Clinical Nurse Specialists in St. Louis for her poster about a study of universal screening for the MRSA bacteria.

Abel Gutierrez and Zohara Moralli, nursing majors, won scholarships from the Bilingual Nursing Scholarship Initiative.

Danette Heckathorn, a doctoral student in counselor education, was chosen president-elect of the Arkansas Counseling Association and will serve as president in 2011.

Monica Holland, doctoral student in counselor education, received the 2008 NASP-IV West Outstanding New Professional Award.

Carole Lee, a doctoral student in curriculum and instruction, was named the Outstanding New Member of the Year by the University of Arkansas International Culture Team.

Alumni Notes

1950s

Betty Houchin Winfield BSE '59, Columbia, Mo., published the book *Journalism – 1908: Birth of a Profession*.

1960s

Virginia Anne Allen BSE '62, MED '67, ESD '83, Little Rock, is the gubernatorial appointee for the



Photo by April L. Brown

Takao Konda of Kumamoto, Japan, from left, Austin Kerkhover of Chester, Ill., Robyn Meyers of Porterfield, Wisc., Sheena White of Jackson, Miss., and Anna McCain of Paris, Texas, all graduate students in the athletic training education program at the University of Arkansas, received the Bill Ferrell Scholarship on Nov. 1, 2008, at University House. Meyers also received the Dean Weber Scholarship. The scholarships were created to honor two former Razorback athletic trainers.

Arkansas Division of Volunteerism, Governor's Advisory Council.

Tommy Brasher BSE '65, Newtown Square, Pa., was inducted into the University of Arkansas' Hall of Honor.

Lawrence Davis MED '60, Pine Bluff, is on the board of the Arkansas Research Alliance.

Vicki S. White Miltun BSE '69, Seattle, Wash., was named the 2008 National High School Music Teacher of the Year by the National Federation of High Schools.

1970s

Joyce Bradley Babin BSE '76, Little Rock, received the Golden Gavel Award from the Arkansas Bar Association.

John L. Colbert BSE '76, MED '81 of Fayetteville was named to the Arkansas Alumni Association Board of Directors.

Judy A. Dees BSE '71, Branson, Mo., wrote the book *Verses From Above: Praise the Lord – On Man and Nature – Garden of Abuse*.

Jane Dickey BSE '71, Little Rock, has been included in the 2008 *Super Lawyers, Mid-South Edition*.

Delmar D. Ferrell MED '70, West Fork, joined The Bank of Fayetteville's Washington County Advisory Board.

Rick McWhorter BSE '76, MED '77, Fayetteville, is director of parks and recreation for the city of Springdale.

Bobby New EDS '79, MED '81, retired superintendent of the Fayetteville School District, was honored at the annual Celebration of Excellence banquet hosted by the Fayetteville Public Education Foundation Inc.

Jim Rollins MED '76, EDS, '79, EDD '85, Springdale, was honored at the 2009 Humanitarian Awards and Cultural Celebration hosted by HumanEQ.

Keith Vire, BSE'76, PHD'06, chief executive officer of Arkansas Support Network, was appointed to the State Rehabilitation Council.

1980s

Sherrie Bayles BSE '81, MED '82, principal of Young Elementary School in Springdale, was honored as a National Distinguished Principal by the National Association of Elementary School Principals and the U.S. Department of Education.

Helen Eaton, BSE '86, MED '98, a teacher at Holcomb Elementary School in Fayetteville, was named Arkansas English Elementary Teacher of the Year by the Arkansas Council of Teachers of English and Language Arts.

Bob Echols BSE '88, MED '06, Fayetteville, is assistant high school principal for Farmington High School.

Glen Fenter MED'86, EDD'90, West Memphis, is one of more than 25 education leaders named to the first Education Council.

Sharon Gunter BSE'89, Hot Springs, was elected to the Mercy Health Foundation Board.

Sean Rochelle MED'89, EDD'99 was named associate director of the Razorback Foundation at the University of Arkansas.

Judy Simmons Henry MED '81, Conway, was inducted into the Litigation Counsel of America.

1990s

Fred Bonner EDD '97 was named associate dean of faculties in the College of Education and Human Development at Texas A&M University. He also received the Citation of Distinguished Alumni from the Black Alumni Society at the University of Arkansas.

Diana Julian EDD '93 is serving as interim commissioner of the Arkansas Department of Education.

Bill R. Path EDD '95, Norfolk, Neb., has written *Moments of Forever: Discovering The True Power and Importance of Your Life*.

Diana Peer MED '90, Rudy, has been appointed to lead the Master Principal Institute of the Arkansas Leadership Academy.

Matt Saferite MED '98, principal at Ramay Junior High School in Fayetteville, was named Arkansas Secondary Principal of the Year by the Arkansas Association of Secondary School Principals.

Victor C.X. Wang MED'01 EDD'02, assistant professor at California State University, edited *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training published by IGI Global*. **Bobbie Biggs**, professor of workforce development, and **Jules Beck**, clinical assistant professor of workforce development, contributed to the book.

2000s

Amanda Arnold BSE'02, Fayetteville, was promoted to marketing director of The Bank of Fayetteville.

Maribell Childress EDS '00, principal of Monitor Elementary School in Springdale, was named Principal of the Year by the Arkansas Association of Elementary School Principals.

Debbie Davis EDD '05 was named director of the Arkansas Leadership Academy based in the College of Education and Health Professions at the University of Arkansas.

Doug Hayter EDD '01, Walnut Shade, Mo., superintendent of the Branson R-IV School District, was selected by the Missouri Association of School Administrators to receive the Robert L. Pearce Award for 2009.

Shay Hopper MAT '03, Fayetteville, received the Marion Chapter for Daughters of the American Revolution's award for History Teacher of the Year.

Daniel Kinney EDD '09 is president of Iowa Central Community College in Fort Dodge.

Lisa Mathis PHD '09 is director of adult services at the Elizabeth Richardson Center in Fayetteville.

Chelsie Shaw BSE '05 MAT '06 was named teacher of the year at Austin Middle School in Douglasville, Ga.

Ashley Striegler BSE '06, Fayetteville, received her doctor of physical therapy degree from the University of Central Arkansas.

1930s

Wanda M. McDonald BSE '36, North Little Rock, March 16, 2009.

1940s

William Earl Baskins BSE '48 MS '49, Little Rock, April 27, 2009.

Esther M. Ware Coker BSE '42, Little Rock, July 7, 2008.

Katie E. Grant BSE '46, Little Rock, April 21, 2009.

Betty Jean Powell Hayes BSE' 49, Beebe, July 6, 2008.

Clifford Lee Horton BSE '49, MS '55, Hot Springs, Nov. 26, 2008.

Bobby Rhodes BSE '40, Scottsdale, Ariz., Nov. 24, 2008.

Dr. James Shuffield MED '48, Beaumont, June 29.

Arlen Stafford BSE '48 MED '54, Garfield, Feb. 3, 2009.

Woodrow Williams BSE '48, North Little Rock, Feb. 3, 2009.

Wanda Gibson Wimberley BSE '46 MA '48, Little Rock, May 20, 2009.

1950s

Gerald David Bowers MED '56, EDS'73, Mulberry, Nov. 23, 2008.

John Burton Bowers MED '56, Cave Springs, Feb. 14, 2009.

Gus Hollis Bryant MED '57, Rogers, April 14, 2009.

Edward C. Buchner MED '56, Eagle Rock, Mo., Sept. 2, 2008.

Joyce Marie Callich BSE '54, Springdale, Nov. 12, 2008.

Claude Raymond Cassidy BSE '50, St. Louis, Mo., Nov. 6, 2008.

Fredrick Chambers MED '59, Kent, Ohio, Sept. 6, 2008.

Helen Eydmann Mulkey Crossett MED '55, Fayetteville, April 1, 2009.

Clarence Vol Faulkner BSE '52, MSE '54, Vinita, Okla., Nov. 18, 2008.

Frances Poe Fulton BSE '54 MED '62, White Hall, May 1, 2009.

Charles Erle Hammans Jr. BSE '52, Stuttgart, Nov. 2, 2008.

Princess Jackson MED '55, Rogers, May 29, 2009.

O. Ray King MED '53, EDD '58, Morrilton, May 24, 2008.

William McQueen MS '51 EDD '59, Tulsa, Okla., Oct. 7, 2008.

Nola Nelms BSE '57, Salem, July 1, 2009.

Jacqueline Shied Raney BSE '54, Salesville, March 8, 2009.

Ralph J. Ross BSE '51, Magnolia, March 12, 2009.

Alfred Riggle MED '57, Mena, Jan. 24, 2009.

Callie Margaret Russell BSE '51, MED '57, Neosho, Mo., Aug. 28, 2008.

Rosa Tayborn Scribner MED '56, Little Rock, June 6, 2009.

Norma Wilson Smith BSE '55, Washington, N.C., Aug. 8, 2008.

Bentley Franklin Stracener MED '55, Heber Springs, Feb. 8, 2009.

Patsy Joyce Webb BSE '59 MED '72, Van Buren, March 23, 2009.

Kay Kitchen Wilcox BSE '58, Greens Ferry, Dec. 6, 2008.

Virginia Clark Wylie BSE '57, Farmington, Dec. 17, 2009.

1960s

Elizabeth Ann Beutelschies BSE '63, Cordova, Tenn., May 30, 2009.

Frances Bing MED '67, North Little Rock, May 3, 2009.

Raymond Biondo MS '63 MED '67, Sherwood, Dec. 7, 2008.

Georgine Rakes Cawood BSE '64, Bentonville, July 4, 2009.

Elise Anne Daniel BSE '64, Dallas, Aug. 25, 2008.

Thomas Wright Dalton BSE '69, Fayetteville, March 31, 2009.

Charles Sherman Elder BSE '68, Havre, Mont., Jan. 6, 2009.

Jefferson Davis Farris EDD '64, Hot Springs, Jan. 16, 2009.

Carol Lynn Fidler BSE '65 MED '70, Prairie Grove, July 2, 2009.

Mary Dow Smith Gartside MED '61, Rogers, Feb. 25, 2009.

Nannie R. Hanks BSE '63, Rogers, Jan. 8, 2009.

Walter Duke Harris MD '68, Fayetteville, April 11, 2009.

Wilnita Holland BSE '60, Fayetteville, May 22, 2009.

Bill Horne MED '66, Charleston, Feb. 5, 2009.

Donna G. Lorch BSE '62, Springdale, May 27, 2009.

Connie Maloch MED '64, Emerson, Feb. 1, 2009.

Jerry Morris BSE '60 Med '64 EDD '71, Cotter, Dec. 8, 2008.

Mickey O'Quinn MED '65 EDD '68, Arkadelphia, July 6, 2008.

Susan Robins Purifoy BSE '68, Little Rock, Feb. 12, 2009.

Robert Edward Turner MED '61, Pine Bluff, June 7, 2009.

Alonzo Simmons BSE '66, Lonoke, April 24, 2009.

H. O. "Sonny" Splawn MED '63, Warren, Feb. 19, 2009.

Barbara Williams MED '68, West Fork, May 29, 2009.

Clarence Russell Williams EDD '67, Ozark, March 17, 2009.

Robert Paul Witherspoon EDD '61, Womble, Feb. 13, 2009.

1970s

Judy Hillard Davis BSE '70, Springdale, Aug. 4, 2008.

Carolyn Decocq BSE '74 MS '85, Bella Vista, April 1, 2009.

Martha Disney BSE '76, Elkins, Dec. 14, 2009.

Tony Drymon BSE '78, Anderson, Mo., Feb. 16, 2009.

Terri Lynn Langham BSE '76, Fort Smith, March 6, 2009.

Penelope A. Lowman MED '74, Cedar Falls, Iowa, Feb. 24, 2009.

First Woman to Earn Doctorate Dies at 91

MARYVILLE, Mo. – Wanda Walker Smith, the first woman to receive a doctoral degree from the University of Arkansas, died July 8, 2009, in Maryville, Mo. She was 91.

Smith earned three degrees from the university, a bachelor of arts in 1938, a master of science in education in 1950 and a doctorate of education in 1953. She worked as a professor of education and psychology at Northwest Missouri State University from 1955 until 1985. She was the lone woman in a class of eight students who earned the first doctoral degrees from the university in 1953. Seven were in educational administration and one in chemistry.

Smith was the author of numerous professional articles and educational materials, including a book on the testing of young children. She was active in professional organizations including Delta Kappa Gamma and the American Association of University Women. She served these organizations in leadership positions and



was nationally recognized for her role as sponsor of the Student National Education Association of Northwest Missouri State University.

She was born March 29, 1918, in Oakland, Ark., and graduated from Flippin High School. She was preceded in death by her husbands, E.C. Walker Jr. and Elton C. Smith, and one daughter, Clouette Emery.

Survivors include one son, E.C. Walker III, and his wife, Anne, of Austin, Texas; one daughter, Bettye Strade Hubbard, and her husband, Cliff, of Kansas City; five grandchildren; and five great-grandchildren.

Expressions of sympathy made be made to the Alzheimer Association, ASCERA Hospice Care of St. Joseph, First United Methodist Church of Maryville or a charity of the donor's choice. Online condolences can be left at www.pricefuneralhomemaryville.com.

Darrell McCoy MED '73, Searcy, June 21, 2009.

Roy Carl Mohnkern MED '78, Fort Smith, Nov. 12, 2008.

Andrew Calvin Power MED '70, Desoto, Texas, July 30, 2008.

Linda C. Shelby Stevens MED '76, Little Rock, May 6, 2009.

1980s

Mary Kathleen McNew Campbell MED '89, Little Rock, Aug. 15, 2008.

Homer Stephen Lee Cobb BSE '81, Cleveland, Tenn., Oct. 20, 2008.

Doris Culver MED '89, Fayetteville, June 18, 2009.

Kathleen Dougan MED '85, Bella Vista, Dec. 20, 2008.

Anne Nefflen Dunn MED '85, Fayetteville, Feb. 2, 2009.

Victoria Heitt Earll MED '88, Marblehead, Mass., May 2, 2009.

Virginia Anne Johnson MED '83 EDD '91, Little Rock, Dec. 13, 2008.

Robert L. Lancaster MED '80, Camden, Jan. 2, 2009.

Philip E. Lee MED '80, Little Rock, Oct. 16, 2008.

Jimmy Leon Maxwell MED '80, Sherwood, Feb. 12, 2009.

Mary Lou Medders MED '81, Crossett, Nov. 17, 2008.

Kenneth Wayne Musteen MED '82, Benton, June 30, 2009.

Betty Frances Owen MED '88, El Dorado, Jan. 6, 2009.

Randall Thrash MED '87, Farmington, Dec. 31, 2008.

Ruth White Tucker MED '80, Little Rock, Feb. 16, 2009.

Andy H. Winn BSE '84, Greenland, June 15, 2009.

Bobby Jean Ehrlich Yandell BSE '81 MED '88, Fayetteville, May 29, 2009.

1990s

Connie Jo Meroney BSE '90, Fayetteville, Dec. 31, 2009.

Heidi Christine Meyer MAT'99, Fayetteville, Aug. 15, 2008.

2000s

Thomas Allen Culp MAT '04, Fayetteville, Jan. 5, 2009.

Retired College History Teacher Makes Higher Education Possible for Many

John Morris' scholarship giving reflects his life. His gifts to the University of Arkansas are helping students who share his interests or who are pursuing subjects he chose as a way to honor his family.

Morris was born in Corpus Christi, Texas, in 1937 and moved to Arkansas when he was 8. He graduated from Farmington High School and the University of Arkansas, leaving Fayetteville for military service in 1960 and returning in 2000, following his retirement from the military and a 25-year teaching career at Wharton Community College in Wharton, Texas, 50 miles southwest of Houston.

Morris' retirement didn't stick for long – since returning to Arkansas, he taught history part time for eight years at NorthWest Arkansas Community College in Bentonville and now volunteers for Community Emergency Outreach, a program funded by area churches to help people in the region with rental assistance, food, gasoline, job counseling and referrals to other agencies.

Single with no children, Morris found another way to have an impact on young people, topping decades of teaching history in Tennessee, Texas and Arkansas. He has contributed to two Chancellor's Scholarships and funded five Access Arkansas Scholarships, which include two in the College of Education and Health Professions.

"The Access Arkansas program appealed to me," Morris said. "As teachers, we all like to have the top student, the self-motivated student who has good academic skills, but sometimes those students and others who qualify to attend the university face real financial challenges. Those students need support, too."

The Access Arkansas Scholarships are designated for students in five academic programs:

- **History.** Morris earned a Bachelor of Arts degree in history from the University of Arkansas in 1959 and – having participated in advanced ROTC throughout his college years – he was commissioned as a second lieutenant following graduation. After teaching school in Farmington for one year, he was posted to the Army Intelligence Corps in Baltimore, an assignment he attributes to his history degree. He then spent three years on active duty in Germany, followed by a tour of duty in Vietnam.

An elderly aunt he took care of after returning to Fayetteville also possessed a keen interest in history – local,



family history. A room at the Shiloh Museum of Ozark History in Springdale is furnished with items she donated from the Reed and McGarrah families, Morris' ancestors.

- **Education.** Morris' paternal grandfather was a teacher and, although he died before Morris was born, people in Washington County frequently approached him to say they had known "Professor Morris."

- **Music.** A pianist who began playing classical music as a young boy, Morris auditioned for a music scholarship at the university and received one, but then gave it up when he decided to major in education because the music curriculum didn't allow him to take as many courses in social sciences and humanities as he wished. He later transferred to the university's college of arts and sciences. He enjoyed attending symphonic performances for years while living near Houston and recently took an elder hostel seminar in music at the Peabody Conservatory at Johns Hopkins University in Baltimore.

- **Nursing.** This scholarship honors his mother, who was a nurse.

- **Business.** This scholarship honors a former student and friend who majored in business.

Although he designated the Access Arkansas scholarships for several disciplines, it's clear that Morris' priority is students and education.

"I have a great love for the University of Arkansas," said Morris, who also holds a master's degree in history from the university and another one in library and information science from George Peabody College for Teachers. He completed coursework at the University of Kansas for a doctorate but was not able to finish his dissertation based on research in South America because of a visa problem. "I learned academic discipline here at the University of Arkansas. I had wonderful teachers – people such as Ann Vizzier, Robert Reeser and Paige Mulhollan – who could inspire students to devote themselves to their studies, to study beyond the classroom. Teachers here created that academic desire in me to go beyond the textbook.

"I tried to use what I learned of their teaching styles in my classroom," Morris continued. "There's nothing like seeing a student come into your class and take root. It's wonderful to see a student blossom." 🌱



Jamie Banks, director of development



Erin Hogue, assistant director of development

Scholarship Recipients Honored



Recipients of the 2009 Master of Arts in Teaching Endowed Scholarship were honored at a luncheon May 12 at University House. Pictured with Reed Greenwood, back, left, dean of the college; John Brown, back, fourth from left, chairman of the Windgate Charitable Foundation, and Chancellor G. David Gearhart, back, right, are, front row, Rachel Harrell and Hayley Bolen, back row, Lindsey Jo Sarratt, Kristen Bachman, Natalie Stearman, Anita Harp, Jarin Brown and Nathan Kosydar.

Access Arkansas, launched in 2007 at the University of Arkansas, is a program committed to raising money for need-based scholarship support. Lower- and middle-income Arkansans are finding it harder and harder to pay for a college education. Many face a significant funding gap, which is the difference between the cost to attend the university and the money a student can secure from all sources, including family, scholarships, grants and loans. At the same time, having a college degree is becoming more essential than ever for individuals to be competitive within the current job market. Recent Census Bureau data show the average salary for a person with a bachelor's degree is \$23,000 more than the average salary of a non-degreed individual. A minimum gift of \$50,000 is required to establish a named Access Arkansas endowment and can be pledged over a five-year period.

Contact Us

If you are interested in learning more about ways to support the students, faculty and programs in the College of Education and Health Professions, please do not hesitate to contact our development staff at 479-575-3208 or by e-mail at coehpdev@uark.edu.



Recipients of the John H. and Jane W. Donaldson Scholarship were honored at a luncheon May 13 at University House. They are, from left, front row, Shawna Houchins, Julie Cao, Angel Whitsell and Heather Green; second row, Stephanie Pipkin, Hannah Holt, Marianne Melson and Christena Hooten; third row, Chris Engledowl, Tammy Stone, Trista Hough and Stephen Morton; fourth row, Michelle Granrud, Claire Martin, Rebekah Davis and Dean Huffstetler.

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An Amiga at School: Toni Thorn, right, talks with Monica Gonzalez, from left, and Channel Peralta at Heritage High School in Rogers. Thorn has worked as the Rogers School District's only bilingual counselor since 2002, the year she completed her doctorate in counselor education in the College of Education and Health Professions. Thorn's work assisting students who speak many different dialects of Spanish has garnered attention from several groups, including the American School Counselor Association, which named her National Multilevel Counselor of the Year in 2007.



Photo by Beth Hall