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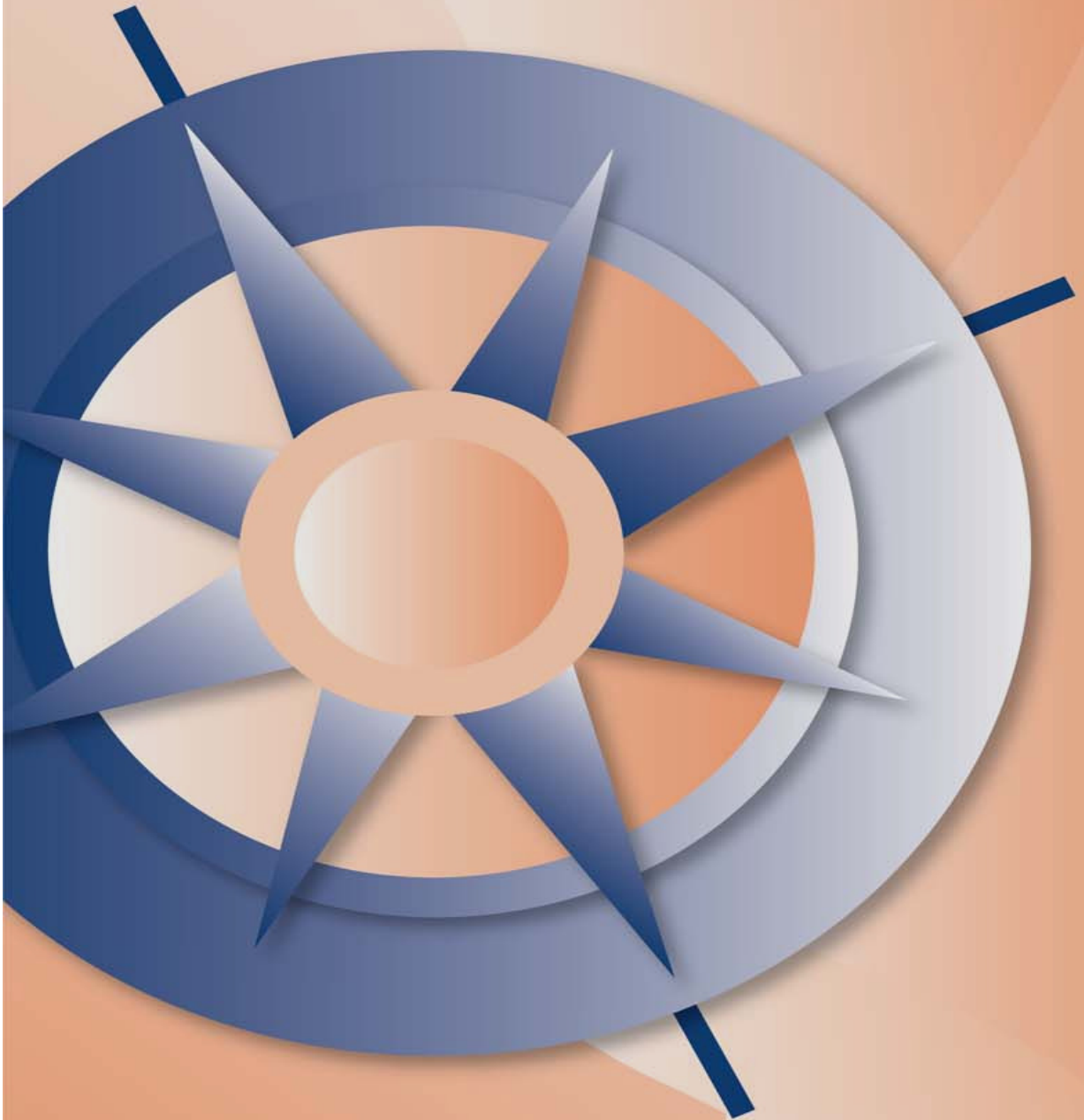
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COLLEGE of EDUCATION and
HEALTH PROFESSIONS



UNIVERSITY of ARKANSAS

Our Cover: A Banner for Explorers

This emblem of the college uses the traditional regalia colors of dark blue for graduate studies, light blue for education, apricot for nursing, and white for teaching. The compass evokes the world, the sense of exploration and discovery fostered by the college, and guidance toward goals. As a banner, it represents a college of forward-looking individuals who encounter the world's challenges with the open minds of explorers and who guide generations of students to embark on their own journeys.

College of Education and Health Professions
University of Arkansas
Annual Report
Fiscal Year 2007
August 15, 2007

Dean
Reed Greenwood

Associate Dean for Academic Affairs
Barbara Hinton

Assistant Dean for Academic Affairs
Stephen J. Langsner

Associate Dean for Administration
John Murry

Department Heads and Directors

Michael Daugherty
Curriculum and Instruction

Jay P. Greene
Education Reform

Sharon Hunt
Health Science, Kinesiology, Recreation and Dance

Tom Kippenbrock
Eleanor Mann School of Nursing

Michael Miller
Rehabilitation, Human Resources and Communication Disorders

**College of Education and Health Professions
University of Arkansas
Annual Report
Fiscal Year 2007**

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A Message from the Dean.....

In the pages that follow you will find a report of the accomplishments of the faculty, staff and students of the College of Education and Health Professions over the past year.

We continue our commitment to the fulfillment of Chancellor John White's vision of transforming the University of Arkansas into a nationally competitive, student-centered research university serving Arkansas and the world.

During this year, our exceptional faculty, staff and students targeted their efforts to realize:

- Excellence in teaching for a student body that numbers almost 3,000 on-campus and at distance education sites around Arkansas.
- Excellence in research, as our faculty secured funding for projects and conducted research that will improve the lives of Arkansans and others throughout the world.
- Excellence in public service to our community, state, nation, and the world.
- Effective dissemination of our research findings through the publication of hundreds of scholarly works and proceedings and presentations, workshops, and professional development programs in many states and several foreign countries.
- State-of-the-art comprehensive intramural and recreational sports programming for the entire campus.

We received continued support from the administration of the University, from our colleagues in other colleges of the University, and from benefactors who generously became or continued as our partners in research, teaching, and service.

We remain committed to our mission of enhancing the quality of the lives of the citizens of Arkansas, the nation and the world through the development of scholar-practitioners in education, health and human services.

And we remind ourselves daily of the trust placed in us as an institution *where we are preparing the professionals who touch peoples' lives every day.*



Reed Greenwood

I. EXECUTIVE SUMMARY

The College of Education and Health Professions experienced a year filled with many accomplishments in regard to the college's strategic goals involving excellence in teaching, research and service, quality, diversity and growth, and public and private external funding. The faculty, staff and students of the college sought to realize a vision to be a "nationally competitive, student-centered research college serving Arkansas and the World." This report provides information about how the college has pursued the goals and increasingly realized this vision.

The communications program of the college improved under the leadership of a new director of communications. The new format and content for the college's primary print publication, the *Colleague*, was revised and targeted toward leaders in education and health, alumni and other stakeholders. In addition, a new electronic communication with email access reached 7,000 recipients with regular college news and a new Webmaster was employed to help facilitate our communications around the globe.

The development efforts of the college continued to result in significant private gift support with receipts in excess of \$3.6 million as well as major commitments for future years. These funds support faculty, students and programs of the college and the college now has an endowment in excess of \$30 million.

Grants for the college for the year totaled over \$6.3 million through 64 grants from 25 sources with 25 faculty and staff serving as principal investigators. These funds were used to support a variety of instructional, research and service programs focused on programs at the state, regional and national levels.

New staff in the Office of Academic Affairs included an associate dean, director of the advising center and advisors. The office provided oversight for three national accrediting reviews and led the college's planning effort for student assessments. In addition, a diversity plan was completed for the college; a faculty development program for new faculty was implemented; a recruitment workshop for graduate students was conducted; summer student orientation was changed substantially; the First Year Experience program was revamped; and the Professional Development Academy was established.

In the Office of the Associate Dean of Administration a number of changes were implemented in relation to personnel administration, financial management, facilities, and technology. A new coordinator for personnel was appointed to improve our oversight of the employment process for new employees and manage the continuing activities associated with all of our employees. Two accountants were added to relieve departments of several responsibilities associated with accounts management and to establish improved management controls over expenditures. Facility improvements were made in buildings occupied by faculty and staff and smart classroom technology was installed in all classrooms, seminar rooms and conference facilities controlled by the college.

A commitment to excellence in teaching was evidenced through continued national accreditations for our academic programs. This year saw the successful completion of reviews of programs in education, nursing and communication disorders. Extensive work was conducted to revise the program leading to the master's in education administration to bring the program in alignment with current issues and practices in the

preparation of principals for the public schools. Student pass rates on national certification and proficiency examinations continue to be high across the many programs in the college.

Active outreach via distance education has marked the efforts of the college over the past years to capitalize on the technologies in interactive compressed video and web-based instruction to reach audiences seeking both undergraduate and graduate education. As examples, the undergraduate degree completion program in human resource development enabled hundreds of students across Arkansas to complete an undergraduate degree, and the new distance education program for the doctorate of education in education administration provides students with opportunities to participate in a blended distance education and on-campus experience.

New assessment strategies were developed for several programs in the college including the use of an electronic portfolio, an internet based program that will provide portfolios for students in education and health programs.

Research and scholarship are central to the mission of the college and faculty extended their development of research programs as well as the presentation and publication of findings through national journals and conferences. Grants for research continued to drive major programs in education reform, deafness rehabilitation, exercise science, educational measurement and evaluation, and other disciplines in the college.

Faculty members serve and conduct outreach at state, regional, national and international levels. They serve on an extensive array of journal editorial boards or as editors. Grants in support of 15 research and outreach offices and centers were secured from state, regional and national sources. In addition, conferences and workshops were conducted in areas as diverse as rehabilitation, literacy, nursing, and education leadership. And, the college continued to serve the University community through its exemplary programs in intramural and recreational sports.

The commitment to quality, diversity and growth is evidenced through the faculty who were appointed or recruited, most of whom are from the fifty-four benchmark institutions or from national universities. Appointments for new endowed professorships and chairs were completed with all positions filled but one. Leadership changes in academic affairs and at the department head level were made to improve the overall leadership in the college. Finally, a proposal to change the structure of the college was developed by a faculty task force and presented to the dean with the subsequent decision by the dean to eliminate one of six departments and incorporate its programs in existing departments.

The quality of students in undergraduate and graduate programs continues to improve as evidenced by the ACT and GPA increases over the past several years. The enrollment in graduate programs in the college was the largest of any college in the University in the fall and spring semesters. Enrollment across the college increased by over five percent while the overall enrollment for the campus was essentially flat. The student body across the college represents one of diversity beyond the percentages for the campus and programs in distance education have added to the diversity totals for the college.

II. ACHIEVEMENTS, CHANGES AND PROGRESS TOWARD STRATEGIC GOALS AND PLANS

This section of the annual report provides significant achievements and changes of the college and programs, including progress related to strategic plans and university priorities such as the initiatives to support teaching and research, results of college or school assessment of student learning, and results of benchmarking and other procedures for assessing effectiveness and productivity as related to that of peers. Separate sections provide reports on the Office of the Dean and departments within the college, including the Intramural and Recreation Sports program.

Following the report on the Office of the Dean, each departmental report addresses the three broad goals of the college: (1) strengthen the academic quality and reputation of the college by developing and enhancing programs of excellence in teaching, research and services, (2) improve the quality and diversity of our students, faculty and staff and increase the size of our student population and (3) generate increased private and public support for the college's research, academic and service initiatives. These goals were incorporated into the college's current strategic plan developed in 2001 and modified annually. They represent the five goals of Chancellor John White collapsed into three broad goals for the college.

Office of the Dean

Communications

Heidi Stambuck, director of communications, produced and distributed a new annual magazine for the college in November. With the assistance of a designer and photographer at University Relations, the new *Colleague* featured full color throughout, a glossy cover and 32 pages of content, upgrading from the two eight-page broadsheet newsletters produced per year previously.

The distribution list of 2,000 narrowed to a targeted list of alumni, state legislators, school superintendents, University officials from Arkansas and across the nation, donors and other policymakers and stakeholders. Additional copies of the magazine were also available to faculty and staff members to take to conferences and distribute upon request to prospective students. The magazine contained news and feature articles about faculty, staff and students of the college, messages from the dean and development director and information about alumni, research and service units and newsletters produced by the college. A searchable pdf version of the *Colleague* was also posted on the college's Web site.

Take Note, an electronic newsletter, was distributed every other month with additional news and feature articles about the college and its people along with a calendar of events. The newsletter was e-mailed to 7,000 alums, college faculty and staff, and University personnel. Numerous news and feature articles were also written and posted to the Web site.

The college employed Dylan Hurd as administrator of Web-based and instructional design services. He devotes his time to maintaining and updating the

college Web site and assisting college employees with Red Dot training, under the supervision of the director of communications. At the end of the fiscal year, the communications department assumed responsibility for programming the nine digital signboards that arrived for placement in the Graduate Education Building, Peabody Hall, and the Health, Physical Education and Recreation Building. Dylan Hurd, Dianne Stout, director of information services, and Matthew Ramsey, systems administrator for IMRS, complete the team that is maintaining the boards. Information for students, faculty and staff will be displayed on the boards with the intention that their presence will help tie those buildings together and identify them as college facilities.

Thirty-five news releases during the fiscal year resulted in local media coverage of 26 topics, some with articles or radio and television reports, and some with photographs only. Several other story pitches to media organizations resulted in local coverage.

Another poster in the series produced by the college and distributed among college buildings and high school guidance counselors in Arkansas was completed in the spring and featured the communication disorders program.

Development

Partly as the result of the extremely successful Campaign for the 21st Century, two assistant directors were employed to expand the development activities of the college with emphasis on extending our outreach to and contributions from alumni and individual contributors. The college has been very successful with support from foundations with more limited success with alumni. Although over 1,300 gifts were received during the year from individuals, this is only a small portion of the potential from alumni and other individuals. Jenelle Dean and Erin Hogue were employed to assist Jamie Banks, the director of development, to increase giving in these areas. Information on the results of development activities is reported in the information in Section I, Goal 3 of this report.

Grants Management

Shannon Davis, director of research for the college, continued to play an important role in facilitating the grants submission and grants management process. She worked with new faculty in developing proposals for new grants and assumed direct responsibility for several grants as principal investigator. Unfortunately, Dr. Davis accepted a position in the College of Engineering and the college will be searching for a replacement this coming year. Details of the results of the grants area are provided in this report under Section I, Goal 3.

Academic Affairs

The Office of Academic Affairs and the Boyer Center for Student Services (BCSS) completed several significant initiatives and made staff changes during the past year. An associate dean for academic affairs and a new director of BCSS were recruited, along with an administrative assistant, secretary, and academic advisor.

Extensive strategic planning took place throughout the year. Initiatives focused on improving program quality and streamlining policies and procedures associated with the delivery of student services. Department heads were asked to develop a two-year rotation of class schedules, and program faculty were asked to develop specific student learning outcomes and to standardize policies and procedures for program modifications. During a strategic planning retreat in spring 2007, Academic Affairs and BCSS staff developed a vision and mission along with action plans for both offices.

To further support academic program quality, Academic Affairs assisted department heads in establishing and clarifying academic policies for undergraduate programs and coordinating with BCSS to improve program quality by streamlining course substitutions, change of grade petitions, administrative and add/drop procedures. A flow chart describing the program approval chain was developed and distributed to assist faculty and department heads in making course and program changes. By streamlining and standardizing academic procedures, consistent and equitable policies are being established for academic programs. Assistance was provided to the nursing faculty regarding revision of departmental policies concerning student admission, attendance, and progression policies.

Three academic programs were re-accredited. The professional education unit, consisting of all teacher licensure programs, had a successful National Council on Accreditation of Teacher Education (NCATE) focused review. The Communication Disorders program was reaccruited by the American Speech and Hearing Association (ASHA), and the Nursing program received Collegiate Council for Nursing Education (CCNE) reaccruited.

A new faculty orientation program was implemented and new faculty attended seven sessions, where guest speakers provided insight and information regarding issues of interest to new faculty.

Barbara Hinton was named Associate Dean for Academic Affairs and Barbara Goodman was named Director of the BCSS in fall 2006. As part of a strategic planning initiative to better serve the college, roles of Academic Affairs staff were clarified in August 2006. Detailed duties and tasks were defined to differentiate the responsibilities of the Offices of Academic Affairs and Administration. BCSS staff is in the process of developing descriptions of the duties/tasks for the director and advisors.

Michael Sturtevant was employed as an academic advisor in BCSS in August 2006, bringing the advising staff to three full-time advisors. Stephanie Gragg was hired as secretary in January, replacing Denise Bignar, and Gloria Flores resigned her position as senior advisor.

A major effort of Academic Affairs during fall 2006 was the development of a plan to restructure the college, which will be implemented starting July 2007. The changes will facilitate the formation of strategic alliances among programs and allow the college to operate under a more effective and efficient structure. For example, most programs leading to teacher/school administrator licensure will be housed in one department. These changes will result in a reduction of the number of departments from six to five. A plan for revision of the college governance system has been submitted to the dean and will be reviewed by the faculty in fall 2007. Representatives from each academic department met weekly throughout the academic year, drafting recommendations, facilitating discussions among faculty, and holding open forums for

faculty input. A Web site was developed to further facilitate faculty input on issues relative to the structure and governance system for the college.

A Diversity Plan for the college was developed and submitted to the Provost. The plan, developed in collaboration with a task force of representatives from other University administrative units, follows an established format and includes four goals from the University Diversity Plan and strategies for recruiting and retaining underrepresented faculty, staff, and students as outlined in the University Minority Recruitment and Retention Plan. It outlines action steps necessary to support underrepresented faculty, student and staff groups. The plan reflects the values, culture and curriculum of the college, which are necessary to support a diverse faculty, staff and student body while providing an inclusive, affirming environment where all can feel welcomed and become involved in campus activities. It has already been useful in communicating the college's diversity efforts to accreditation agencies and will be used to recruit and retain underrepresented students, staff and faculty.

Assistant Dean Langsner developed a university-wide recruitment workshop co-sponsored by the Graduate School and the Office of the Provost. Facilitated by a nationally known consultant, the workshop was attended by faculty and staff from throughout the University.

The Boyer Center for Student Services (BCSS) provided extensive services to students of the college in services for advising, orientation, retention and related programs for undergraduate students. Significant changes were made in new student summer orientation. Based on the recommendations of a consulting team from peer institutions and input from University constituencies involved in orientation, the format was changed for summer 2007. The new format is shorter (approximately two half days), and all sessions are held in either June or August (formerly June, July and August). The number of sessions has been increased in order to lower the group size, necessitated by lack of facilities for large groups, and to increase contacts with each student. The July break allows time for academic units to respond to the need for additional classes and also allows the orientation office a break from orientation in July to focus on Rock Camp, Welcome Week, Academic Convocation, and other initiatives. This also gives the college advising centers time to assist summer school students and other continuing students who may not be seen during the heavy orientation period. The college session has been substantially changed and now focuses on general college and advising information, and students attend meetings led by faculty and staff in each department. Since students are not advised in their departments until they have completed 45 hours, this provides much needed contact with program faculty.

The college's First Year Experience (FYE) course sections were also revised. In the past, the sections were set up to be major specific, but new students often change majors. In addition, some FYE sections for a particular major would become full while others remained open, but a student would not be able to participate in FYE because the open sections were tied to a different major. For these reasons, all FYE sections (with the exception of one section for transfer nursing majors) were opened to all majors. This allows students to select FYE sections based on the courses they choose for their first semester and provides more options and flexibility.

The Professional Development Academy (PDA) was developed and a director, Judith Tavano, was employed in January 2007. During the first six months of her

appointment, she established relationships with teachers and administrators in area public schools as well as several service organizations. The academy has started facilitating professional development activities for area schools, and health and related organizations.

Administration

The Office of the Associate Dean for Administration is responsible for the administrative aspects of the college, including personnel management, financial management, facilities and technology. The personnel management area includes oversight for the employment and ongoing personnel management tasks of the college. With a faculty and staff of 200 and numerous other employees such as part-time students, this is both an important and time consuming operation. The college has secured extensive private support resulting in new endowed chairs, scholarships and program support resulting in the need for increased financial management activities. In addition the college secured over 60 grants from 25 sources that added to the need for increased financial management. As a key part of the strategic plan for the college an effort has been made to upgrade existing facilities and to plan for future needs. In order to move us forward and support instruction through smart classrooms, provide the best technology for faculty and staff use, and embrace technologies for operations such as our Web communications and distance learning, technology has become an integral part of the college. The following four sections highlight some of the initiatives undertaken in each of the areas.

Personnel files for all faculty and staff were centralized. College and department materials were merged into one newly created file for each employee. The college added a Coordinator of Personnel to assist the Associate Dean with all personnel-related activities within the college. The Office provided the oversight on eight successful tenure-track faculty searches and six non-tenure-track faculty searches. The college employed a full-time Director of Web and E-Learning Services to assist with the expanded Web page for the college and all distance education services using computer-assisted instruction and Web programming.

The Office coordinated the closure of the Health Education Projects Office (HEPO), effective December 31, 2006, that required extensive time to manage the termination and closure of the variety of publication activities of the HEPO. The Associate Dean developed and began implementation of a plan to centralize all college accounting activities at the dean's level. Two new accountants were employed and two existing financial affairs staff members were assigned new duties.

The college has operations located in the Graduate Education Building (GRAD), Peabody Hall (PEAH), Ozark Hall (OZAR), Health, Physical Education, and Recreation Building (HPER), Speech and Hearing Clinic (SPCL), West Avenue Annex (WAAX) and leased operations in Little Rock and Hot Springs. These facilities require considerable time and attention, especially Peabody Hall, one of the remaining historic facilities on campus approaching 100 years in age, the Speech and Hearing Clinic, an old residence that is not slated to be retained in the future, and Ozark Hall, which is approaching 75 years. Continued improvements are made in those structures that will remain in use to meet the needs of a rapidly expanding student population. To accommodate the needs of faculty and staff for improved offices, extensive furniture

replacements were secured in the HPER and GRAD buildings. Office furnishings in PEAH, OZAR and SPCL will be replaced in FY 2008.

The college's Honor Wall project in the GRAD auditorium foyer recognizing the donors of scholarships for students and endowed chairs and professors was almost complete. The college remodeled GRAD to add two new classrooms and four graduate student suites were developed that added space for approximately 24 graduate students. The college built a new entrance area into the GRAD building on the Maple Street ground-level to serve as an air lock to prevent air conditioning and heat loss.

The college worked with facilities management to landscape GRAD including the installation of an exterior patio with seating, repair of drainage problems, installation of new trees, removal of dead and decaying shrubs, laying of new sod, and placement of landscaping rocks around the building.

With the assistance of facilities management the college rewired the entire SPCL building to provide faculty and staff with a state-of-the-art computer network. And, the college, in collaboration with computing services, improved the network capacity and speed in both PEAH and HPER with various network upgrades. Two additional faculty offices, a new mailroom, and new graduate student work space were added to PEAH to accommodate additional faculty and students.

Extensive interior remodeling occurred in WAAX including the financing for the remodeling of ten offices used for various research and service units. A new security system was installed to safeguard the state of Arkansas' K-12 student performance data housed in WAAX. New office and class room signs were installed in GRAD and PEAH.

Ten digital electronic message systems were installed in GRAD, PEAH, and HPER to instantly communicate with students, faculty and staff about developments in the college, upcoming events, and important dates for activities such as advising. These message systems are programmed in a central facility to provide both college-wide and departmental messages.

As of the end of the year, every classroom and conference room in the college's facilities has smart technology, and several of the original installations of this equipment were upgraded. This equipment includes a computer with access to the internet, projection equipment for presentations such as PowerPoint's, and many other features that enhance instruction. Seventy-five new Dell computers and 30 new printers were added including dual computer monitors that are available to approximately half of the faculty in the college.

Goal 1: Strengthen the Academic Quality and Reputation of the College by Developing and Enhancing Programs of Excellence in Teaching, Research and Services

Department of Curriculum and Instruction

Faculty in Curriculum and Instruction (CIED) became more productive in books, journal articles, and professional presentations. During the year, faculty wrote three books and seven book chapters; had 18 articles published in refereed journals, and made 75 presentations at state, regional, and national/international meetings. Additionally, faculty served on 12 editorial boards and served as editors of six different professional

journals. Faculty continued to provide extensive service to local public schools, especially partnership schools in the Fayetteville, Springdale, Rogers, and Bentonville districts.

The Northwest Arkansas Writing Project, funded in its 10th year, continued to provide service to local schools in the area of writing and literacy. In conjunction with this program, the department sponsored the Kids Write program for the 6th year. This program focuses on developing writing skills in young students.

Departmental faculty contributed to state, regional and national organizations including the Board of Directors of the Ozark Natural Science Center, Division on Developmental Disabilities of the Council for Exceptional Children, Arkansas Foundation Board of Directors, Delta Kappa Gamma, and Arkansas Department of Education Comprehensive Professional Development Committee.

The department continued to receive private support for two school improvement programs, Great Expectations of Arkansas and the A Plus Arts Education Network. Both resulted in significant improvements to educational services to children in participating schools across Arkansas.

In June 2007, more than 315 teachers and administrators from the Fayetteville public schools and the surrounding area attended the second annual University of Arkansas Literacy Symposium in Fayetteville. The department co-sponsored the two-day conference with the Arkansas Department of Education. Planning for the third annual conference, scheduled for June 2008, is underway.

Examples of specific accomplishments of faculty include: Theresa Cronan, editorial boards, *The Reading Teacher*, *Thinking Classroom* and the *Journal of Adolescent & Adult Literacy*; Mounir Farah, academic consultant for six textbooks in history and civics for the Jordan Ministry of Education; Linda Eilers, Editorial Board, *E-Journal of Teaching and Learning in Diverse Settings*, Board of Directors of the Ozark Natural Science Center, President, Arkansas Literacy Teacher Educators Committee 2004-2005, Advisory Committee for A+ for Arkansas, Board of Directors of Arkansas Reading Association, and Chair Student Membership Committee for Arkansas Reading Association; Sam Totten, Editorial Board, *Journal of Genocide Research*; Mike Wavering, Research Advisory Board for the Appalachian Mathematics and Science Project; Tom Smith, Executive Director, Division on Developmental Disabilities, Council for Exceptional Children and Editorial Board, *Education and Training in Developmental Disabilities* and *Remedial and Special Education*.

One of the most important achievements for the college and the department was the successful NCATE focused accreditation visit in March. The NCATE Board of Examiners team removed all previous areas for improvement and added a single new area related to assessment of advanced programs and recommended full accreditation for the unit. This successful visit was directly related to the development and implementation of an assessment plan that serves as the core assessment system for NCATE accreditation, provides academic programs with data that can be used for program improvement, and contributes to the overall university assessment plan.

The department recruited six faculty members: Chris Goering, English education Freddie Bowles, foreign language education, and four clinical instructors to expand the childhood education program.

Department of Educational Leadership, Counseling and Foundations

Educational Leadership, Counseling, and Foundations (ELCF) continued to pursue its vision of becoming a “nationally competitive, student-centered research department serving Arkansas and the world.” Department faculty worked to best align their individual program interests, needs, and capabilities with others in the college.

Achievements toward developing and enhancing programs of excellence in teaching, research, and service were realized through a variety of activities. These included professional development, curricular refinements, and increased use of technology. Research and scholarship were increased and included implementing research agendas, publishing findings in a variety of outlets, and disseminating research findings to diverse audiences.

Consistent with the university’s initiatives and the college’s strategic plan, the department developed 53 strategic initiatives that related to the goal focusing on excellence in teaching and research. Another 64 initiatives in support of teaching and research were developed under goal two (quality and program growth) and goal three (resource development).

These initiatives related to developing strategies for assessing teaching effectiveness, updating and maintaining a high quality curriculum that meets the needs of today’s students, engaging in faculty development activities to improve teaching and research skills, integrating technology into the classroom, engaging in more interdisciplinary activities, disseminating research findings to diverse audiences utilizing a variety of instruction strategies, and developing proposals for external funding to support teaching and research.

The Counselor Education (CNED) faculty re-committed themselves to the school counseling program, reducing the required number of credit hours for certification and the master’s degree to be consistent with state requirements.

The majority of the Educational Administration (EDAD) program’s work focused on re-conceptualizing the master’s degree program to focus on the school principal. With consultants from Vanderbilt, West Georgia, and the Bank Street College of Education, the program hosted planning meetings around the state and engaged in a constructivist approach to curriculum development. The program currently has the competencies and basic program outline completed and will complete that work during the fall of 2007.

The EDAD program also launched an off-campus, compressed-video version of its doctor of education program. This weekend, cohort based program was offered at sites in Farmington, Helena, and Arkadelphia with a cohort of 24 students.

Program faculty in Educational Foundations (EDFD) continued their primary function of serving other academic units in the college. With Sean Mulvenon spending the year with the U. S. Department of Education, the capacity to offer coursework was somewhat diminished. Through the use of adjunct faculty all on-campus needs were met as the program further considered offering online or off-campus versions of advanced courses.

The department voted to support an online master’s degree program in Education Technology (ETEC). The ETEC program updated the program website to allow for better student information and advising. Two online web courses were taught in summer and several courses were redesigned to meet the changing needs of students, employers,

technology, and accreditation agencies. The undergraduate ETEC 2001 course was taught completely through web delivery beginning in spring 2006.

The HIED MEd program curriculum was compared to Council for the Advancement of Standards Guidelines for Professional Preparation Programs and course content was brought into alignment to continue meeting their criteria. The program conducted an alumni survey of the past five years of MEd graduates, and survey results were brought to the HIED faculty for consideration in changing curriculum and course content.

Les Carnine, executive-in-residence, continued to lead the Research and Advocacy Network (RAN) to develop research on educational topics in Arkansas. RAN finished the year with 42 member districts which represented 63 percent of the student population of the state. RAN is a consortium of organizations that produced two finance brochures distributed statewide in January 2007. The organizations that participated in the development and endorsement were Arkansas Association of Educational Administrators, Arkansas Association of School Administrators, Arkansas School Business Officers, Arkansas School Board Association, Arkansas Parent Teacher Association and Arkansas State Chambers of Commerce. RAN conducted a pilot study on working conditions of Arkansas teachers and a report of the study was presented to the Arkansas Commissioner of Education, the Arkansas State Senate Education Committee and will be scheduled for the Arkansas State House Education Committee.

EDFD faculty supported graduate students in submissions to conferences and publications, worked on four large-scale proposals for external funding and collaborated as evaluators on two additional proposals. One new proposal was accepted for approximately \$1.8 million and three proposals remain under consideration. Eighty percent of the EDFD faculty is participating in grant-funded activities, most funded over multiple years.

EDFD faculty made 15 national refereed presentations and two non-refereed posters/presentations. Two books were revised to second editions and three books are under contract with an addition book proposal under review. EDFD faculty had three refereed articles published, five articles in press, with an additional four articles submitted for publication.

Faculty in HIED delivered fifteen national and/or regional presentations at various conferences, including the Council for the Study of Community Colleges, the Lilly Conference on College Teaching, the American Association of Community Colleges, the Eastern Educational Research Association, the Southern Association of Community College Research, and the National Association of Student Personnel Administrators. Chris Lucas served as the editor of the *Journal of Educational Policy* and Mike Miller became the Senior Associate Editor of the *Journal of Research in Education*.

Carl Holt (EDAD) was nominated to serve as a trainer of mentors for beginning building-level school administrators for the Arkansas Department of Education. Holt serves as Treasurer of the Arkansas Professors of Educational Administration, Chair of the College's Faculty Council, Chair-elect of the Membership Committee and member of the Publications Committee for the National Council of Professors of Educational Administration.

Cheryl Murphy served as Co-Director of the Teaching and Faculty Support Center and ETEC faculty attended and presented workshops at teaching camp. Faculty

served on seven editorial review boards including the *Journal of Research on Technology in Education*, *Journal of Educational Research*, *Journal of Technology and Teacher Education*, *American Association for the Advancement of Computers in Education*, *British Journal for Educational Technology*, *Journal of Interactive Online Learning* and the *International Journal of E-Learning*.

CNED students had an excellent pass rate on the National Counselor Examination and 100 percent pass rates on the master's and doctoral level comprehensive examinations. In EDAD the use of student culmination portfolios, tests and student written evaluation comments of courses are used to evaluate the success of significant activity assignments. Under the new Arkansas Department of Education Standards for administration licensure at the building level, EDAD students averaged 180.9 on the SLLA national test while the state requires a score of 158.0. On the SSA national superintendents test, students averaged 169.5 and the state requires a score of 152.0. All EDAD students taking these licensure tests passed. For HIED the job placement of MEd students continued to be close to 100 percent, with a 95 percent placement rate for the May 2006 graduates.

The programs in EDAD, EDFD and ETEC were instrumental to the college's continuing accreditation through NCATE. Community, school, and doctoral programs in CNED continue to meet national accreditation standards by CACREP and the school counseling program continues to meet national accreditation standards. The Educational Leadership Constituent Council (ELCC) Standards are incorporated in all licensure level classes leading to the master's and specialist degrees. These courses are the prerequisites for the Ed.D. Degree, and serve as the foundation for advanced leadership study. The EDAD Program is nationally recognized by the Educational Leadership Constituent Council through the next NCATE.

Roy Farley returned to the faculty in CNED from his position as department head. Sean Mulvenon continued his service to the US Department of Education where he is serving as a statistical expert on the analysis of a number of issues related to the No Child Left Behind national data sets. EDFD sought approval to recruit two to three new faculty members to assist in the offering of approximately 20 new online course sections annually. An additional position is needed for the educational psychology position. Currently the educational psychology courses required for college programs are taught by adjunct faculty members.

Department of Education Reform

The Department of Education Reform (EDRE) is the newest department in the college established on July 1, 2005. The creation of the EDRE was made possible through a \$10,000,000 private gift and an additional \$10,000,000 from the University's Matching Gift Program. With these resources the department has six endowed chairs, ten doctoral fellowships, and funds for research and projects. EDRE has developed an academic program leading to the PhD in education policy studies that is being reviewed within the University system with the anticipation that it will be available for students beginning in the fall 2008.

In keeping with the college's goal to develop and enhance programs of excellence in research, the Office for Education Policy was reauthorized with a grant from the

Walton Family Foundation totaling \$304,397. Also in keeping with this goal, EDRE published numerous qualitative and quantitative studies in fiscal 2007, including *Massachusetts' Hancock Case and the Adequacy Doctrine* by Endowed Chair Robert Costrell, two evaluations of the teacher merit pay program in Little Rock, and the *Evaluation of the DC Opportunity Scholarship Program: Impacts After One Year*.

Media outlets reported on these and other research from the department over 300 times between July 2006 and July 2007. Since July 2006, members of the department have been featured on CBS radio, in the *New York Times*, and in *The Economist*, to name a few, and have presented before such entities as the U.S. House of Representatives Committee on Education and the Labor, the Arkansas Teacher Retirement System Board, the Texas Senate Education Committee, senior staff of the U.S. Senate Committee on Health, Education, Labor, and Pensions, Simon Foundation, Kauffman Foundation, American Legislative Exchange Council (ALEC) Education Task Force, Inter-American Dialogue, Midwest Political Science Association, American Education Finance Association, and the American Enterprise Institute. Department Head Jay P. Greene was recognized for his research achievements by *Education Week*, as this publication rated his work on graduation rates as the 11th most influential study in the past 10 years.

The department continued publishing papers on the *Education Working Paper Archive*, supported by gifts in excess of \$100,000 from the Searle and Hirsh Foundations. The *Education Working Paper Archive* is an online, refereed working paper archive now featuring 21 papers. Individual papers on the EWPA web site have been accessed an average of 6,775 times since their publication. The EWPA home page has been accessed 14,941 times since its launch in April 2006. The web site is completely maintained by the department and offers a search engine, abstracts, and pdf versions of each paper. Second, the department held its annual meeting in October 2006 through a generous gift totaling over \$100,000 from the Kauffman Foundation. Members of the Department's Technical Advisory Board and Community Education Leadership Council attended, along with state legislators and local leaders from the Kansas/Missouri/ Arkansas area. The papers presented at the conference will be published in a special issue of the *Peabody Journal of Education*.

In the past academic year, department faculty produced 4 book chapters, 7 peer-reviewed articles, 11 non-peer-reviewed articles, gave several presentations, and published 16 opeds. In the Social Science Citation Index, Jay P. Greene was cited 44 times in the past year; Robert M. Costrell was cited 7 times; Gary W. Ritter was cited 1 time; and Patrick J. Wolf was cited 8 times.

In October 2006 EDRE launched a lecture series hosted at the University and funded through a gift by the Stephens Foundation. Between October 2006 and May 2007 the department hosted 10 speakers, including U.S. Senator Blanche Lincoln (D-Ark) and former California Secretary of Education Alan Bersin.

Eleanor Mann School of Nursing

The Eleanor Mann School of Nursing achieved significant outcomes during the year. At the beginning of the academic year, there were 517 NURS majors including 236 full-time baccalaureate students in the Bachelor of Science program (BSN) and eight Master of Science in Nursing (MSN) students, and 112 BSN and six MSN students

graduated by June 30, 2007. Faculty engaged in productive research and scholarship with two book chapters published and four presentations given at international, national, regional, or state conferences.

The School and Pi Theta Chapter of Sigma Theta Tau International Honor Society sponsored the 16th Annual Nursing Research Conference in Northwest Arkansas held on April 10. Renee Manworren, Director, Clinical Practice Development, Texas Scottish Rite Hospital for Children, gave the keynote address. Faculty and students presented papers, nursing students presented posters on data-based research findings, and there were round table discussions to network with colleagues on a variety of topics and issues pertinent to nursing practice.

The Summer School Nurse Institute, organized by Kathleen Barta and Marianne Neighbors was conducted, providing an opportunity for school nurses to acquire new skills, share clinical updates on health issues relevant to school nurses, and network with their colleagues. The school is a leading partner in the Northwest Arkansas Nursing Education Consortium (NEC). The mission of the NEC is to provide nursing education to meet the evolving healthcare workforce needs of northwest Arkansas and beyond. A secondary goal is the recruitment and education of underrepresented students. The NEC received funding for the Bilingual Nursing Scholars Initiative. As a result of this funding, five BSN Hispanic nursing students from the School received \$4,000 stipends each during the academic year. Another NEC initiative is to provide culturally competent healthcare education to the nursing faculty, and five faculty members of the School attended workshops focusing on more effective methods to educate Hispanic nursing students.

The Commission on Collegiate Nursing Education granted accreditation of the baccalaureate degree program for a term of 10 years, extending to June 30, 2017, and granted accreditation of the MSN program for a term of five years, extending to June 30, 2012. The School continued to search for an additional tenure-track faculty member with no acceptable candidates recruited to date.

Department of Rehabilitation, Human Resources and Communication Disorders

The Department of Rehabilitation, Human Resources and Communication Disorders (RHRC) made substantial progress in achieving a number of targets outlined in the departmental strategic plan. In April 2007, the department received notice that the *U.S. News and World Report* annual survey of higher education had ranked the Rehabilitation Counseling program 15th among graduate rehabilitation counseling programs in the United States.

Additionally, the department has procured substantial new external research funding during the academic year. For example, the National Institute on Disability and Rehabilitation Research, U.S. Department of Education, awarded a new \$1.3 million grant to the University Research & Training Center for Persons who are Deaf or Hard of Hearing. This programmatic research and demonstration study with six collaborating states is aimed at improving employment outcomes for deaf people who are low-functioning or at-risk.

The Human Resource Development (HRD) undergraduate degree-completion concentration celebrated the 11th anniversary of the program. The program has grown

from an initial two-year cohort enrollment of 35 students to a new cohort of 75 to 80 new students each year. The program serves working adults throughout Arkansas by delivering courses through compressed interactive video and the internet.

The Vocational Education (VOED) teacher education faculty revised the Bachelor of Science in Vocational Education, with concentrations in business education, family and consumer sciences, and technology education. All three concentrations have been approved by the Arkansas Department of Education (licensure) and the Arkansas Department of Higher Education Coordinating Board. Additionally, the name of the program was changed to Career and Technical Education (CATE) to reflect changed content and to align the programs with national trends in the field.

The web-based MEd program in Workforce Development Education (WDED) continued to attract large numbers of students. This reconfigured program offers students a choice of concentrations in adult education, human resource development or vocational education. A doctor of education program in WDED, with concentrations in human resource development, adult education, and vocational education, was approved through University committees and is scheduled to be reviewed by the Arkansas Department of Higher Education Coordinating Board by fall 2007.

During the year, faculty authored ten books and six book chapters, had 24 refereed journal articles and 21 publications in conference proceedings published, and made 41 refereed presentations at state, regional, national and international meetings. RHRC departmental faculty continue to contribute to state, regional and national organizations including service on the Board of Directors of the Council on Technology Teacher Education, Kappa Delta Pi, American Speech and Hearing Association (Program Chair and Editor), and the AHRD International Research Conference. Faculty provide editorial services to the *Human Resource Development Quarterly*, *Advances in Developing Human Resources*, *Journal of Eastern Africa Research and Development*, *Human Resource Development International*, *Human Resource Development Review*, *Academy of Human Resource Development Annual International Conference*, *Journal of the Medical Speech-Language Pathology*, *Topics in Language Disorders*, *Communication Disorders Quarterly*, *Journal of Family Consumer Sciences Education*, *Kappa Delta Pi Record*, *Journal of Industrial Teacher Education*, *The Educational Forum*, and *American Career and Technical Education Research*.

Doug Watson was appointed Chair for the combined boards of the Arkansas State Board of Trustees for the Arkansas School for the Blind and Arkansas School for the Deaf in Little Rock. Watson also co-chaired a highly successful conference in Memphis on the No Child Left Behind legislation and its impact on deaf and hard of hearing adolescents. Brent Williams served as a peer reviewer for the Centers for Disease Control and Prevention on projects to study health promotion programs for minority individuals with disabilities living in urban environments.

The Communication Disorders program underwent American Speech-Language-Hearing Association accreditation in the fall of 2006 and received full continuing accreditation for eight years.

Fredrick Nafukho has established a national and international reputation for his scholarly work and service record. He was the 2007 AHRD International Research Conference Proceedings editor, and with clinical assistant professor Carroll Graham, served as the 2007 AHRD International Research Conference Program Proceedings

managing editor. Nafukho was invited by the World Health Organization to facilitate a transportation safety training workshop in New Delhi, India, in December 2006. This presentation was a result of a previous research project completed by Nafukho and Graham. Unfortunately, Nafukho is leaving the department to assume a leadership position at Texas A&M University in the fall 2007.

Fran Hagstrom, along with Charles Riggs (kinesiology) and Nan Smith-Blair (nursing), developed a course proposal, "Health Teams Abroad," that was selected as one of eight for Honors College funding. During the summer of 2007, Hagstrom escorted students for the first leg of a health-related study abroad experience in Sweden.

Department of Health Science, Kinesiology, Recreation and Dance

The HKRD faculty continued to maintain partnerships with local hospitals, the Pat Walker Health Center, Arkansas Alumni Association, Men's and Women's Athletics, Fayetteville Public Schools, Fayetteville Boys and Girls Club, and Springdale Public Schools, all providing funding for graduate assistantships, faculty teaching and research, and Health, Physical Education and Recreation building maintenance costs.

For the fourth year in a row, faculty were awarded three of the six college awards: outstanding teacher, Co-recipient for outstanding research, and outstanding service. Faculty continue to play a major role in campus leadership with Charles Riggs serving as Chair of the Campus Faculty and five members serving in the Faculty Senate.

Graduate course rotations were developed for all program areas and a web site was developed for the new online M.Ed. physical education degree. Faculty in physical education are assisting the School of Continuing Education and Academic Outreach in marketing and advertising the program.

The kinesiology pedagogy faculty secured approval from the Arkansas Department of Education (licensure) and the Arkansas Higher Education Coordinating Board to offer a new four-year undergraduate licensure program in physical education, wellness and leisure and an online M.Ed. in physical education with both programs beginning in fall 2007. The new undergraduate program will be offered beginning in fall 2007. The five-year MAT degree program will be phased out over the next two years.

After over five years of operation the Lake Wedington Project was closed in December 2006 ending a formal contract between the University's graduate school and the U. S. Forest Service. The undergraduate leisure behavior course was re-named and accepted as a new core elective for the social studies requirement. In the future the course will be offered in all semesters, and the recreation faculty anticipate that it will enhance recruitment of new undergraduate recreation majors.

Significant salary savings funds realized by Charles Riggs for his position as Chair of the Campus Faculty were allocated to him to support his continued research with undergraduate and graduate students in the Human Performance Laboratory (HPL). Exercise Science faculty members mentored undergraduate students who collectively secured \$8,000 in Honors College Undergraduate Research Fellowships.

Faculty in the HPL developed *Razorfit*, a wellness program for University employees, that generated \$41,000 for a graduate assistant, HPL director salary support and lab supplies. The HPL initiated *Razorsharp*, a collaborative effort with Men's and Women's Athletics and the Razorback Marching Band, that provided \$17,500 for

nutritional counseling and physical performance exercise programming. And, the HPL sponsored *Fitness For Fun* program secured \$7,850 to support faculty and student research.

The Health Education Projects Office (HEPO) closed in December 2006 after operating for more than two decades. Mike Young directed this office and conducted research and evaluation activities, developed health education curricula, provided teacher training, and assisted schools and communities through a variety of projects.

The kinesiology pedagogy faculty hosted a workshop titled “Health and Physical Education Standards for the State of Arkansas” attended by 80 teachers from northwest Arkansas, and three live internet video conferences were hosted by the Athletic Training Program in allowing faculty and students to interact with leading professionals in the field.

Student learning outcomes were developed for every undergraduate and graduate didactic course required in HKRD degree programs as part of a college-wide effort to meet the requirements of the University assessment initiative. The athletic training program (MED in kinesiology) has an 87 percent (26 of 30 students) pass rate on the National Board Certification Exam on the first attempt. The national average of the first time pass rate on the exam was 44.4 percent in 2004, 26 percent in 2005, and 46 percent in 2006. In June, four of the ten physical education MAT students graduating in May had passed Praxis I and Praxis II exams and were recommended for licensure. The remaining students are currently taking the exams.

Intramural and Recreational Sports

The Intramural and Recreational Sports (IMRS) Program provides facilities, equipment and programming that contributes to the quality of campus life for students, faculty, staff, and alumni. Through its extensive programming available to students IMRS plays a major role in helping the University reach its recruitment and retention goals.

The HPER fees collected for all students were utilized to upgrade HPER facilities, expand program offerings and employ 325 student employees. Interest and participation in IMRS programs are at an all time high as evidenced by the following: (1) participation in fitness and wellness programs increased from 16,589 participants to 16,693 participants this year, a 6 percent increase over FY06; (2) IMRS served as a host site for 45 certification workshops; a total of 10,765 people participated in special events, a 4 percent increase over FY06; and the 2006 National Youth Sports Program served 261 disadvantaged children, ages 10-16 from Washington County during the summer 2006.

A portion of the HPER fee is used to finance the 20 year bond approved by the Board of Trustees in 2003 and additional revenues from the fee were used to support facility improvements in the HPER building during the year including installation of a wireless network, installation of three interactive touch screen kiosks, replacement of carpeting in the auditorium balcony and racquetball court foyer, refinishing all of the hardwood floors, and addition of a cable television system in a classroom and the student lounge.

Due to staff and time constraints, the IMRS benchmarking efforts focused on topic specific questions rather than a comprehensive review of program areas. The primary benchmarking partners were the institutions comprising the Southeastern and Big 12 Athletic Conferences. Other institutions were contacted and IMRS participated in benchmarking studies conducted by other institutions including Texas A & M, Indiana University, University Texas-Dallas, University of Central Arkansas, Hendrix College, University of Texas-Austin, Texas Tech University, Baylor University and John Brown University.

Goal 2: Improve the Quality and Diversity of Our Students, Faculty and Staff and Increase the Size of Our Student Population

Department of Curriculum and Instruction

Bill McComas was appointed to fill the Parks Family Professorship in Science and Technology Education and Laura Kent was appointed as an associate professor in Mathematics Education. Chris Goering, assistant professor with specialty in English Education, and Freddie Boles, assistant professor with specialty in foreign language education, were recruited to join the faculty in the summer and fall 2007.

The BSE degree completion program in elementary education, offered in conjunction with Northwest Arkansas Community College, continued to grow. Twenty-two students in cohort one completed their senior year and graduated in May. The second cohort, consisting of 33 students, will begin a full-year internship in the fall 2007. More than 45 students will be entering the junior year of the program in 2007, representing a doubling in enrollment from the first cohort.

The MEd program in special education continued to expand. Since its inception as web-based, the program has quadrupled in size. With special education teacher shortages widespread nationally, the program meets a very unique state and national need.

The secondary education MAT program continued to expand its enrollment. In specific areas of teacher shortages, including foreign language, math, and science, the program increased enrollment significantly. More than 50 students completed the program during this academic year, and another 60 students have been admitted for the coming year.

Department of Educational Leadership, Counseling and Foundations

The program in HIED employed Jennifer Miles as a new assistant professor in higher education to replace retiring associate professor Lyle Gohn. Searches were completed for two new assistant professors in Education Administration with the employment of Paul Hewitt and John Pijanowski who will join the college in fall 2007.

In ETEC accessibility for people with disabilities presents issues addressed as part of three courses and the program continues to attract students to the public school concentration.

Counselor Education has seven funded graduate assistantships from external sources and three endowed graduate fellowships. A marketing and recruitment plan was

continued through the development of new brochures disseminated to other institutions, as well as an updated website, and the use of a list-serve. Several graduate students were recruited as a result of the out-of-state tuition waiver. CNED has continued to offer day and evening class rotations to make the program accessible to non-traditional.

Students enrolled in EDAD during the year included 44 in the master's, 19 in the specialist, and 20 in the doctorate. In addition 50 students are working on Building Level, District Level or Arkansas Curriculum Program Administrator certificate programs of study. The internship in the EDAD licensure program coupled with attendance at state and national meetings resulted in continuous contact with school leaders to recruit future leaders in educational administration.

The goals of the EDFD program are to promote the PhD in educational statistics and research methods, expand enrollments in the MS program, promote graduate certificates in educational research and policy studies, and secure permanent graduate assistant lines for the program. To meet these goals Web pages were developed and linked to the EDFD site. There are six students in the PhD program and the two new students recruited in 2006 were awarded Doctoral Academy Fellowships. There were four students in the MS program and students from many different program areas are in the process of completing coursework for certificates. To date four students from programs in curriculum and instruction, rehabilitation and public policy have completed certificates.

ETEC is currently offering online distance education courses and is working on an online degree. ETEC obtained external funding for a graduate assistant who worked at the School of Continuing Education and Academic Outreach.

The program in HIED admitted 24 new students to the MEd program, of which one-third represented multicultural backgrounds and 70 percent were female. In addition, the program admitted ten new doctoral students, half of whom were female.

Department of Education Reform

In keeping with the college's goal, EDRE filled its endowed chair in teacher quality with an outstanding scholar, Sandra Stotsky, former Senior Associate Commissioner, Massachusetts Department of Education and Visiting Research Scholar, Northeastern University. Stotsky holds the doctorate in education from the Harvard Graduate School of Education and will join the faculty in fall 2007. Interviews were conducted for the endowed chair in leadership with the anticipation that an offer would be made during the summer 2007. The department awarded three doctoral fellowships to students in the University's public policy graduate program.

Eleanor Mann School of Nursing

The number of upper division BSN minority students increased from 20 in fall 2005 to 37 in fall 2006 for an 85% percent increase. Two cohorts of Kansas City African-American and Hispanic eighth-graders participated in the school's program, "What is your BEAT?" Funded by the Ewing Marion Kauffman Foundation in Kansas City. Kauffman Scholars is a comprehensive, multi-year program designed to help promising, yet challenged, low-income urban students in Kansas City prepare for and

complete a college education. The program provides support to students beginning in seventh grade and works with the students until they complete college. During the summer nursing program, students learned about nursing roles, responsibilities, and career options in a simulated hospital environment.

The baccalaureate nursing program continued to see increased enrollment from 517 in fall 2005 to 567 in fall 2006, representing a 10 percent increase. The BSN upper nursing division student enrollment was 236 students in fall 2006 compared to 177 in fall 2005 for a 33 percent increase. BSN graduates increased for a total of 112 compared to 63 in 2006, for a 78 percent increase. Six students graduated with the MSN in May 2007 representing the first graduates of the program.

Department of Rehabilitation, Human Resources and Communication Disorders

Lynn Koch was appointed as associate professor in rehabilitation counseling having served on the faculty at Kent State and receiving her doctorate from the University of Wisconsin, Madison.

With respect to diversity, two programs in RHRC are now among the most diverse at the University. Currently, 32 percent of all students in the undergraduate HRD program are representatives of underserved or under-represented populations. Similarly, 24 percent of all active candidates in the WDED master's program and 28 percent of all doctor of education candidates represent minority groups.

A significant achievement of the department was the continued increased enrollment in several programs. The department's HRD BSE degree completion program completed its eleventh year in July with record enrollments. With sites in every region in Arkansas, the program enrollment is approaching 90 students in cohort 12 which begins in the fall 2007. Meanwhile, the web-based M.Ed. in WDED continued to attract large numbers of students.

Department of Health Science, Kinesiology, Recreation and Dance

Recruitment of quality graduate students continued to be a major emphasis within the department. The recruiting display booth was set up at the National AHPERD Conference and the Arkansas AHPERD Conference. Advertisements for graduate programs and assistantships/fellowships were placed in journals, directories and websites including the SPREENET internet site for Recreation, National Athletic Training Association website, Street and Smith Sports Business Journal, American College of Sports Medicine Directory, AAHPERD Bulletin of Graduate Programs, and American Academy of Health Behavior Convention Booklet.

Six Walton Fellowships were awarded to HKRD for the academic year. Departmental funding for doctoral level graduate assistants within the department was increased to \$11,000 for the calendar year. Twenty-four undergraduate majors in the department participated in the College Honors Program.

After a national search Heidi Kluess was recruited as assistant professor in exercise science. Kluess completed a PhD in kinesiology from Louisiana State University and a Postdoctoral Fellowship at the Medical College of Wisconsin. This past year she served as an instructor in the Department of Anesthesiology at Medical College

of Wisconsin. Gregory Benton was recruited as an assistant professor in recreation. Benton completed his Ph.D. in Leisure Behavior at Indiana University.

Several new minority graduate students received Benjamin Franklin Lever Tuition Fellowships during the year. The department has one of the largest enrollments of minority students and one of the highest percentages of minority students within the University. Fifteen minority graduate students were enrolled in academic programs, representing 11 percent of the total graduate student enrollment in the department. Thirteen international students from eight different countries (Brazil, Cyprus, England, India, Japan, Lebanon, Saudi Arabia, and South Korea) were enrolled in graduate programs. In cooperation with the overall efforts of the college and University, a diversity plan was developed.

Twenty-one graduate assistantships were funded by University sources and external funding was secured for nine additional assistantships. Of the \$297,234 awarded to departmental graduate assistants \$81,905 was generated from external sources. The Model Physical Education Program that provided graduate assistantships for HKRD graduate students to teach elementary-level physical education in the Springdale Public School District came to an end in May 2007 after more than twenty years of operation. This was a result of a new state mandate requiring full-time certified teachers in elementary physical education.

Men's and women's athletics provided a \$1,500 stipend during the year for the 29 graduate students enrolled in the two cohorts of athletic training. In addition, men's athletics provided \$24,000 in books and \$3,000 to cover students' travel expenses to conferences.

Goal 3: Generate Increased Private and Public Support for the College's Research, Academic and Service Initiatives

The college continued to aggressively pursue external funding through grants and contracts from public sources as well as private gifts for current use projects and endowments. During the year over \$10,000,000 was secured from grants and private gifts and an additional \$4.5 million in commitments for private support was obtained. Most of the research and outreach conducted by the array of research and service centers and offices is funded by external public and private funding.

Grants

Funding was provided by 25 different organizations for 64 grants and included 25 faculty and staff serving as principal investigators. Grants were awarded to faculty in departments as indicated below and a listing of grants by sources and topics follows:

Curriculum and Instruction	\$ 105,952
Education Reform	137,710
Educational Leadership, Counseling and Foundations	3,131,917
Health Science, Kinesiology, Recreation and Dance	246,718
Rehabilitation, Human Resources and Communication Disorders	2,431,006
Eleanor Mann School of Nursing	-0-
Dean's Office	314,761
Total	\$6,368,064

Arkansas Biosciences Institute

Study of Salivary Cortisol as a Biomarker of Stress in Caregivers

Arkansas Department of Education

Mathematics

English Language Learners (Educational Renewal Zone)

Science Partnership with Public Schools

Reading First Evaluation

Arkansas Leadership Academy School Support Program, Master Principal Program and General Operations

Arkansas High Schools Best Practices Study

Professional Development and IRI Data Management

Arkansas Department of Higher Education: SURF

Preverbal Abilities in Twins

Effects of Maternal Depression on Child Language Development

Arkansas Governor's Development Disabilities Council

Arkansas People First

Arkansas Rehabilitation Services

Program Evaluation and Research Project

Evaluation Services for the Hot Springs Rehabilitation Center

Supported Employment Services

Neuropsychological Services to Hot Springs Rehabilitation Center

Rehabilitation Training and Outreach Development

Arkansas State Police

Northwest Arkansas Safe Communities Program

Bentonville School District

Preliminary Study of Merit Pay for Teachers

Calhoun School District

School Success Online Reporting Systems

City of Ardmore, Oklahoma

Administrative Review and Needs Assessment in Recreation

City of Fayetteville

Development of an Employees Wellness Program

Cobb-Vantress, Inc.

Analysis of Kinematic Variables in Broilers

Fayetteville Public Education Foundation and Siloam Springs Public Schools

Evaluation of Faculty Development Grants

Fayetteville Public Schools

Wellness Program for Faculty and Staff
Michigan Department of Education
 Pilot Study for NORMES
National Writing Project, University of California, Berkeley
 Writing Workshops for Public School Teachers
Northwest Arkansas Community College
 Evaluation of Paso a Paso Grant
Northwest Arkansas Education Service Cooperative
 Middle Level Mathematics Projects Evaluation
 Evaluation of Arkansas Education Service Cooperatives
Ozark Guidance Center
 School Based Social Services
 School Based Mental Health
PE4Life
 Evaluation of the PE4Life Program in Middle Schools
Rogers Adult Wellness Center
 Exercise Science Internship
Springdale Public Schools
 Evaluation of Education Programs
 Evaluation of Graduate Rate Improvement Program
 Evaluation of Education Data for Westwood and Lee Elementary Schools
U. S. Department of Education
 Faculty Personnel Assignment to the Department
 Training and Technical Assistance for Centers for Independent Living
 Regional Continuing Education Program
 Training for Job Development and Placement Specialists
 Long-Term Training for Rehabilitation Counselors
 Research to Improve Employment Outcomes for Low Functioning Deaf
 Populations
 Independent Living and Research Utilization
 National Conference for State Rehabilitation Coordinators
United States Tennis Association
 Tennis on Campus
Washington Regional Medical Center
 Exercise Science Internship Program
Westat Corporation
 School Choice Research

Private Gifts

The college secured significant support from private sources, including individuals, corporations and foundations. These gifts supported faculty, students and programs in professorships and chairs, scholarships and fellowships, and academic programs in the college. A total of \$3,665,559 was secured in receipts from these sources with additional commitments of \$4,514,548. Of the total receipts \$1,043,903 was contributed toward endowments and \$2,621,656 for current use projects. Almost 1,300

individuals contributed private gifts in support of the college's teaching, research and service mission. The following provides breakdowns for the gifts.

Receipts by Gift Source

Individuals	\$ 259,305
Corporations	143,257
Foundations	3,010,083
Other	2,350
Planned	250,546
Total	\$3,665,559

Receipts by Departments and Office of the Dean

Curriculum and Instruction	\$1,377,883
Education Reform	1,728,130
Educational Leadership, Counseling and Foundations	1,135
Health Science, Kinesiology, Recreation and Dance	32,620
Rehabilitation, Human Resources and Communication Disorders	14,355
Eleanor Mann School of Nursing	157,630
Office of the Dean	353,806
Total	\$3,665,559

III. ACHIEVEMENTS IN TEACHING, RESEARCH AND SERVICE

This section provides highlights that relate to significant achievements in teaching, research, and public service, especially those of national, regional or statewide significance. Some of these are also covered in more detail in other sections of this report.

Department of Curriculum and Instruction

In June, 2007, the second annual University of Arkansas Literacy Symposium was held in Fayetteville. More than 315 teachers and administrators from Fayetteville public schools attended the two-day conference co-sponsored by the Arkansas Department of Education.

The Northwest Arkansas Writing Project, funded in its ninth year from the National Writing Project based at the University of California, Berkeley, continued to provide extensive service to local schools in the area of writing and literacy.

Significant funding was received from three private foundations in support of Great Expectations of Arkansas and the Arkansas A Plus Arts Network, both statewide programs for school improvement.

One of the most important achievements for the college and department was the successful NCATE focused accreditation visit in March at which the site visit team recommended full accreditation for the unit.

The master of education program in special education delivered primarily via web-based instruction continued to expand and serve a statewide audience to help address the critical shortage of special education teachers.

Mounir Farah served as academic consultant for six textbooks in history and civics for the Ministry of Education in Jordan.

Sam Totten received international recognition for his work on genocide in the Sudan.

Tom Smith served as Executive Director for the Division on Developmental Disabilities of the national Council for Exceptional Children.

Linda Eilers served as president of the Arkansas Literacy Teacher Educators and on the Board of Directors of the Arkansas Reading Association.

Ryan Henry, 2004 graduate, won the 2006 National Teacher of the Year Award from the American Association for Petroleum Geologists.

Department of Educational Leadership, Counseling and Foundations

Jim Hammons served as Past-President of the Council for the Study of Community Colleges.

Mike Miller was elected to Chair the Special Interest Group on Teaching in Higher Education in the Eastern Educational Research Association and was elected Senior Associate Editor of the *Journal of Educational Research*.

The EDAD program launched an off-campus, compressed interactive television delivery of its doctor of education program offered at sites in Farmington, Helena and Arkadelphia.

Sean Mulvenon, professor in education foundations, continued his service to the U. S. Department of Education where he is assigned to specialized research activities with Ray Simon, Deputy Secretary of the department.

The department voted to support an online master's degree program in ETEC via web-based instruction.

Les Carnine, executive in residence with the EDAD program, continued to lead the Research and Advocacy Network serving 42 member school districts across the state.

Department of Education Reform

Department faculty were featured in a variety of national and international media including CBS radio, the *New York Times*, the *Economist*, CNN, C-SPAN, and the *Washington Post*. Presentations were made by faculty to the U. S. House of Representatives Committee on Education and Labor, Arkansas Teacher Retirement System Board, Texas Senate Education Committee, senior staff of the U. S. Senate Committee on Health, Education, Labor and Pensions, and American Legislative Exchange Council.

The department created a privately funded lecture series featuring state and nationally known speakers such as Blanch Lincoln, U. S. Senator, Joyce Elliott, former state representative and chair of the Arkansas House Education Committee, and Alan Bersin, Secretary of the California Education Department. The *Education Working Paper Archive*, an online refereed series now including over 20 papers, was created through a private gift.

Eleanor Mann School of Nursing

The Commission on College Nursing Education granted accreditation of the BSN program for 10 years and accreditation of the MSN program for 5 years.

Nan Smith-Blair's National Institute of Health Academic Research Enhancement Award grant continued to support her research on emphysema.

Bill Buron, instructor, received the John A. Hartford Foundation Predoctoral Scholarship Award for the second year to continue his studies for his doctorate in nursing.

Wendy Sisson received the Nurse Practitioner of the Year Award from the Arkansas Nurses Association Advanced Practice Nursing Division.

Glenda Lawson received the prestigious Jeanne E. Doyle Award, the highest honor given by the national Society for Vascular Nursing.

Department of Rehabilitation, Human Resources and Communication Disorders

The *U. S. News and World Report* annual survey of higher education ranked the Rehabilitation Counseling program 15th among graduate programs across the United States.

The program in deafness rehabilitation received a grant of \$1.3 million for research from the National Institute of Disability and Rehabilitation Research.

The human resource development undergraduate degree completion concentration celebrated the 11th anniversary of the program making it possible for hundreds of graduates to complete their undergraduate degree in over ten locations throughout Arkansas.

The program in communications disorders received full continuing accreditation for eight years for its undergraduate and master's programs from the American Speech-Language-Hearing Association.

Department of Health Science, Kinesiology, Recreation and Dance

Jack Kern was named the Higher Educator of the Year by the Arkansas Association for Health, Physical Education, Recreation and Dance.

Mike Young was recognized by the Research Consortium of the American Alliance of Health, Physical Education, Recreation and Dance for being the top presenter in the nation in the field of health science based on the 31 research presentations he has given at the Research Consortium from 1992 to 2006.

IV. ACHIEVEMENTS OF STUDENTS, ALUMNI AND FORMER STUDENTS

Students and alumni of the college continue to receive recognition for outstanding accomplishments in their chosen professions.

Department of Curriculum and Instruction

Ryan Henry, 2004 graduate, won the 2007 National Teacher of the Year award from the American Association for Petroleum Geologists.

Department of Educational Leadership, Counseling and Foundations

Fitz Hill, EdD, higher education, is the President of Shorter College in North Little Rock.

Naccaman Williams, EdD, education administration, is a member of the Arkansas Board of Education, and he serves as an education projects officer for the Walton Family Foundation.

Greg Murry, EdD, education administration, was recently appointed as Superintendent of the Conway, Arkansas public schools.

Derrick Gragg, EdD, higher education, is serving as Athletic Director for Eastern Michigan University.

Ray Simon, EdS, education administration, is the Deputy Director of the U. S. Department of Education, where he is second only to the Secretary.

Stanley Williams, EdD, education administration, is Director of Financial Affairs for the Arkansas Department of Higher Education.

Steve Floyd, EdD, education administration, was recently appointed Interim Director of the Arkansas Department of Higher Education.

Department of Education Reform

The department has not been in operation long enough to produce any graduates.

Eleanor Mann School of Nursing

David Shew, a BSN student, provided leadership to the Arkansas Nurses Student Associate on the board of directors and as president.

Sheryl Davis and Gina Wilson, MSN students, received the Arkansas Foundation for Medical Care, Hospital Quality Award.

Sheryl Davis and Gina Wilson, MSN students, received the Cerner Corporation Innovation of Health Care Electronic Medical Records Award.

Department of Rehabilitation, Human Resources and Communication Disorders

Lisa Hotsenpiller, business education graduate and teacher in Siloam Springs, is serving on the Arkansas Business Education Association Executive Board.

Sara Albrecht and Sara Kutac, senior students in communication disorders and members of the Honors College won State Undergraduate Research Fellowship (SURF) awards to help fund research into factors that affect language development in children.

Rebecca J. Timmons (EdD, Vocational Education) is serving on the Arkansas Business Education Association Executive Board.

Wallace Gitchel, doctoral student in the Rehabilitation Education and Research, made a presentation at the National Council of Rehabilitation Educators annual conference in February 2007 in San Diego, California.

Carrie (Kobek) Pezzarossi (MS, Rehabilitation Counseling – Deafness) received the Dr. Larry G. Stewart award at the Gallaudet University Graduate Student Hooding Ceremonies on May 11, 2007.

Katie Millard, Sara Albrecht, Sara Kutac, undergraduate students in the communication disorders program, presented at the annual convention of the American Speech-Language-Hearing Association

Amy Hebert (M.S., Rehabilitation Counseling – Deafness) and current Ph.D. candidate in the Rehabilitation Education and Research program was appointed as the Outreach Specialist for the OSEP-funded Postsecondary Education Programs Network (PEPNet).

Ed Franklin, MS, rehabilitation counseling, serves as Executive Director of the Arkansas Association of Community Colleges.

Linda Beene, EdD, adult education, was recently appointed as Dean of the School of Continuing Education and Academic Outreach at the University of Arkansas. Prior to that she was the Director of the Arkansas Department of Higher Education.

Department of Health Science, Kinesiology, Recreation and Dance

Darren McFadden, sophomore in the BSE KINS K-12 Program received the Doak Walker Award as Outstanding Running Back in the Nation and was a runner-up for the Heisman Trophy.

Deb Walter (BSE Kinesiology and MAT Kinesiology) was selected as the National Secondary Physical Education Teacher of the Year.

Don Simpson (Ph.D. Health Science) was named Chair of the Department of Laboratory Sciences in the College of Health Related Professions at UAMS.

Ron Wagner (Ph.D. Kinesiology) was named Interim Dean of the College of Graduate Studies and Research at California University of Pennsylvania.

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Wolf, P. J. (2006). *Academic Improvement through regular assessment*. Annual Conference of the Department of Education Reform, College of Education and Health Professions, University of Arkansas. Kauffman Conference Center, Kansas City, MO.

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Wolf, P.J. & Cornman, S. Q. & Stewart, T. (2007). *New education consumers: Parent and student voices on the second year of the D.C. Opportunity Scholarship Program*. Report of the School Choice Demonstration Project, Georgetown University, SCDP 07-01.

Invited Lectures

Agan, J. & Toner, M.A. (2006). *School-based SLPs' involvement in providing reading-related services*. ArkSHA Annual Convention, Hot Springs, AR.

Banks, C.H. (2006). *Safeguarding the public—responsible business practices, ethical behavior, and fraud prevention*. Midwest Business Administration Association International Conference, Chicago, IL.

Barta, K., Neighbors, M., Shrum, S., Z. Wang. (2006). *The perception of the school nurse's role by school nurses and superintendents: A comparison between Arkansas and Texas*. University of Arkansas and Pi Theta 15th Annual Nursing Excellence in Research and Practice, Springdale, AR.

Battjes, J., Cain, J., Conley, S., Mayes, S., & Thorpe, J. (March 2007). *Careers in sports – a panel presentation on sports-related careers*. University of Arkansas, Fayetteville, AR.

Beck, J. (2006). *What is it like to be a member of a blended-technology HRD program serving undergraduate students in rural communities in arkansas, USA?* 5th International Asia HRD Conference, Malaysia.

Brooks, K. Beck, J., Nafukho, F.M., & Mungania, P. (2007). *Defining the leadership challenges to growth of an international non-governmental organization*. Paper presented during the Academy of Human Resource Development International Research Conference, Indianapolis, IN.

Costrell, R. M. (2007). *Incentives of teacher pension benefits: Arkansas and selected other states*. Arkansas Teacher Retirement System Annual Board Seminar, Heber Springs, AR.

Costrell, R. M. (2007). *Public school finance under U.S. fiscal federalism*. Lincoln Land Institute International Conference on “*Land Policies and Fiscal Decentralization*,” Cambridge, MA.

Costrell, R. M. (2007). *The case for teacher pension reform*. American Legislative Exchange Council Education Task Force, Spring Task Force Summit, Hilton Head, SC.

Costrell, R. M. & Podgursky, M. (2007). *Efficiency and equity in the time pattern of teacher pension benefits: An analysis of four state systems*. American Education Finance Association, Baltimore, MD.

Daugherty, M.K. (2006). *Exploring technology curriculum workshop*. North Dakota Department of Education. Bismarck, ND.

Daugherty, M.K. (2006). *Pre-conference workshop: Developing standards-based curriculum materials*. International Technology Education Association Annual Conference, Baltimore, MD.

Daugherty, M.K. (2006). *Probbase: Problem based engineering curriculum workshop*. North Dakota Department of Education, Bismarck, ND.

Daugherty, M.K. (2006). *Problem based learning for K-12 engineering*. International Conference for Engineering Education, San Juan, Puerto Rico.

Daugherty, M.K. (2006). *Teaching engineering education at the secondary level*. Four States Technology Conference, Pittsburg, KS.

- Daugherty, M.K. (2007). *The foundations of technology*. Oklahoma Department of Career and Technical Education, Tulsa, OK.
- Daugherty, M.K., & Pendergraph, K.A. (2007). *Advanced design applications*. International Technology Education Association Annual Conference. San Antonio, TX.
- De Vore, J. (2006). *Energy savings drying process for lumber*. 8th Conference on Process Integration, Modeling and Optimization for Energy Saving and Pollution Reduction, Giardini Naxos, Italy.
- Dwyer, D. & Thompson, D. (2007). *Adult learner's perceptions of an undergraduate HRD degree completion program*. Hawaii International Conference on Education, Honolulu, HI.
- Elman, R., Shadden, B.B., Cohen-Schneider, R., & Garrett, K. (2006). *Aphasia Groups: One size does not fit all*. Annual Convention of the American Speech-Language Hearing Association, Miami, FL.
- Graham, M. C., & Nafukho, F. M. (2006). *Analysis of a small business enterprise's culture as a dependent variable in predicting organizational learning readiness*. Academy of Human Resource Development International Research Conference, Columbus, OH.
- Graham, C. M. & Nafukho, F. M. (2007). *In Leadership and organizational learning: Accounting for variances in small-size business enterprises*. Academy of Human Resource Development International Research Conference, Indianapolis, IN.
- Graham, C. M., & Nafukho, F. M. (2007). *Perception toward organizational learning culture in small-size business enterprises*. Academy of Human Resource Development International Research Conference, Indianapolis, IN.
- Holt, C. R., DeVore J., Denny G., & Capps, M. (2006). *5th and 6th grade learning preferences in northwest Arkansas*. National Conference of Professors of Educational Administration, Branson, MO.
- Lawson, G. (2006). *Community assessment for screening for peripheral arterial disease: A database for program development*. Presented at the Clinical Nurse Specialist Recognition Day Fall Conference, Tulsa, OK.
- Lirgg, C.D. (2007) "*Visualization*". UA Human Relations Workshop, Fayetteville, AR.
- Mayes, S. (2007). *Foxtrot turns – a master class for elementary students at risk*. Mathais Elementary School, Rogers, AR.
- Mayes, S & Hagstrom, F. (2006). *M & M's: classroom manners & management*. University of Arkansas Wally Cordes Teaching and Faculty Support Center Teaching Retreat, Eureka Springs, AR.
- Moiseichik, M. (2006). *The status of tort immunity in United States*. Annual Sport, Physical Education, Recreation, and Law Conference, Chapel Hill, NC.

- Nafukho, F. M. (2006). *Public policy for transportation safety*. World Health Organization, New Delhi, India.
- Nafukho, F. M. (2007). *Financing higher education in Kenya: The Critical Role of Africans in Diaspora*. International Conference on The Role of the Kenyan Diaspora in Kenya's Development. Institute of Global Initiative, Kennesaw State University.
- Nafukho, F. M., & Park, O. (2006). *Design and successful delivery of online courses: A revisit*. Hawaii 4th Educational International Conference, Honolulu, HI.
- Nafukho, F. M., Khayesi, M. & Alke, E. (2006). *What are we measuring in road safety education impact research? 8th World Conference on Injury Prevention & Safety Promotion*, Durban, South Africa.
- Nafukho, F. M., Hinton, E. B., Graham, M. C., & Yang, G. H. (2006). *A study of work conditions, selected demographic variables and employee job performance*. Academy of Human Resource Development International Research Conference, Columbus, OH.
- Nafukho, F. M., Mungania, P., Brooks, K., Beck, J., & Fike, G. (2006). *Leadership development program for a non-profit International NGO*, Kiev, Ukraine.
- Nafukho, F. M., Mungania, P., Brooks, K., Beck, J., & Fike, G. (2006). *Leadership development program for a non-profit international NGO*, Accra, Ghana.
- Neighbors, M. (2006). *Levels of advocacy and developing action plans*. Presented at the School Nurse Summer Institute, Fayetteville, AR.
- Oliver, G.D. (2007). *Biomechanics of throwing*. RAZOR Fitness Sports Medicine Symposium, Fayetteville, AR.
- Oliver, G.D. (2006). *Surface anatomy of the upper extremity*. Southwest Athletic Trainers' Association Annual Meeting, Little Rock, AR.
- Powers, M., Shadden, B.B., & Gray, M. (2006). *The impact of three modes of exercise on perceived health status*. Posters Session, 57th Annual Scientific Meeting of the Gerontological Society of America, Dallas, TX.
- Powers, M., DiBrezza, R., Shaden, B.B., & Gray, M. (2006). *Comparison of the effects of land and water-based exercise on memory among mature women*. Poster Session, 57th Annual Scientific Meeting of the Gerontological Society of America, Dallas, TX.
- Ritter, G. W. (2007). *An evaluation of the Little Rock Achievement Challenge Pilot Project*. Florida Senate Education Committee.
- Ritter, G. W. (2007). *An evaluation of the Little Rock Achievement Challenge Pilot Project*. Little Rock School Board, Little Rock, AR.
- Ritter, G. W. (2007). *An evaluation of the Little Rock Achievement Challenge Pilot Project*. Press Conference, State Capitol, Little Rock, AR.

Ritter, G. W. (2007). *ESEA reauthorization: Boosting quality in the teaching professions*. Testimony to U.S. House of Representatives Committee on Education and Labor hearing, Washington, DC.

Ritter, G. W. (2007). *Office for Education Policy Presentation*. Arkansas General Assembly Joint Education Committee.

Ritter, G. W., & Barnett, J. H. (2007). *State of Arkansas school funding analysis: Comparing 2003-04 and 2004-05 revenue and expenditure in Arkansas schools*. Arkansas Senate, Little Rock, AR.

Ritter, G. W., Riffel, B. & Murphy, C. (2007). *Snapshots of success: Technology integration in Arkansas schools*.

Roessler, R. (2006). *Career development needs of postsecondary students with learning disabilities and attention deficit disorder/attention deficit hyperactivity disorder*. Poster Session, Hawaii International Conference on Education, Honolulu, Hawaii.

Roessler, R. (2007). *Strategies for improving career services for post secondary students with disabilities*. California Association for Post-Secondary Education and Disability Association, South Lake Tahoe, CA.

Roessler, R. (2006). *Workshop on postsecondary education of students with disabilities. Taking the next step: College to career*. Kent State University, Center for the Study of Disability.

Sassin, J., Pack, T. & Williams, B. (2006). *Arkansas employment initiative: Building community stakeholders, positive partnerships: Rehabilitation in the 21st Century*. NRA Annual Training Conference, Orlando, FL.

Shadden, Barbara (2006). *Come together: Identification of barriers, creating solutions, and effecting change*. Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders, Palm Springs, CA.

Shadden, B. (2006). *Critical issues in aging*. University of Central Arkansas, Conway, AR.

Shadden, B. (2006). *The quantitative/qualitative conundrum: Can word counts illuminate living with aphasia*. Poster, Annual Convention of the American Speech-Language Hearing Association, Miami, FL.

Shadden, B. (2006). *Using e-mail content to analyze family adaptation to aphasia over time*. Poster 36th Annual Clinical Aphasiology Conference, Ghent, Belgium.

Smith, K., Webb, J., Miller, N. & Williams, B. (2006). *Arkansas health & housing survey: Summary report*. Arkansas Universal Design Project Fall Strategic Planning Meeting, Little Rock, AR.

Smith-Blair, N. (2006). *Diaphragm contractility and oxidant stress in the emphysema induced hamster diaphragm*. Poster, National Congress on the State of the Science in Nursing Research. Improving Life: Development and Dissemination of Nursing Innovation, Washington, D.C.

Thompson, C., Thompson, D., & Owens, T. (2006). *Encouraging effective teaching behaviors with preservice teachers*. Hawaii 5th International Conference on Education, Honolulu, HI.

Thompson, C., Thompson, D., & Owens, T. (2006). *Encouraging teachers to evaluate their teaching strategies*. Arkansas Association of Family and Consumer Sciences Annual Meeting, Fayetteville, AR.

Thompson, D., Owens, T., Thompson, C., & Grover, K. (2006). *Students' perceptions of undergraduate human resource development course delivery method*. Hawaii International Conference on Education, Honolulu, HI.

Thompson, C., Owens, T. & Thompson, D. (2007). *Undergraduate students' perceptions of web classes*. Arkansas Association of Family and Consumer Sciences Annual Meeting, Fayetteville, AR.

Thompson, C., Thompson, D., & Owens, T. (2007). *Helping novice teachers evaluate teaching strategies*. Hawaii 5th International Conference on Education, Honolulu, Hawaii.

Toner, M.A. (2006). *Monkey and floating head: Controlling recurrence of muscle tension dysphonia*. ASHA National Convention, Miami, FL.

Toner, M.A. & Helmer, D. (2006). *Helping "normal" children who can't read: Modifying instructional language*. Annual Conference for Speech-Language Pathologists in the Schools, Phoenix, AR.

Toner, M.A. & Helmer, D. (2006). *Helping "normal" children who can't read: modifying instructional language*. ArkSHA Annual Convention, Hot Springs, AR.

Toner, M.A. & Helmer D. (2006). *When language is normal but reading isn't: Possible solutions*. ASHA National Convention, Miami, FL.

Wawire, N. W., & Nafukho, F. M. (2006). *Investment in human capital through institutions of higher education for the revival of Kenya's economy*. Academy of Human Resource Development International Research Conference, Columbus, OH.

Williams, B. (2006). *Substance abuse and disability: Incidence and implications for service marching forward... changing the future*. Arkansas Rehabilitation Association Spring Training Conference, Hot Springs, AR.

Williams, B. & Sassin, J. (2006). *Training rehabilitation professionals on disclosure of disability from stake-holder's perspective*. NRA Annual Training Conference, Orlando, FL.

Wolf, P. J. (2006). *New education consumers*. Second Year Report on Parent and Student Voices on the Opportunity Scholarship Program, Georgetown University, Washington, DC.

Wolf, P. J. (2006). *Successful school choice programs nationwide*. Testimony, Texas Senate Education Committee. University of Houston Hilton, Houston, TX.

Wolf, P. J. (2006). *The opportunity scholarship program evaluation: An update*. Briefing to the Senior Staff, U.S. Senate Committee on Health, Education, Labor, and Pensions, Washington, DC.

Wolf, P. J. (2006). *The opportunity scholarship program: First year impacts*. Briefing to the Senior Staff, Institute for Education Sciences, U.S. Department of Education, Washington, DC.

Wolf, P. J. (2007). *The U.S. experience with education accountability*. Keynote address Conference of Accountability: An Opportunity for Educational Improvement, Program for the Reform of Education in Latin America. The Inter-American Dialogue, Mexico City, Mexico.

Wolf, P. J. (2006). *The U.S. experience with education reform*. Discussion with the Right Honorable Alan Johnson, Secretary of State for Education and Skills, United Kingdom, hosted by Sir David Manning, Ambassador to the United States, British Embassy, Washington, DC.

Van Der Smissen, B., Sharp, L., & Moiseichik, M. (2006). *Human error in risk management*. Annual Sport, Physical Education, Recreation, and Law Conference, Chapel Hill, NC.

Other Lectures, Papers, and Presentations

Akins, C., Malcolm, K.T., Cavell, T.A., & Newgent, R.A. (2007). *Beyond provocation: Should we assess children's social cognitions in other developmentally relevant situations?* Presentation at the Society For Research in Child Development [SRCD], Boston, MA.

Banks, C.H. (2006). *Marnie's case study: How do we reduce time constraint and maneuver through the crossroads*. Pre-conference Session Academy of Human Resource Development Annual Research Conference in Columbus, OH.

Banks, C.H. (2006). *Stephen's case study: Hiring an HRD scholar practitioner for time constraint reasons*. A pre-conference session Academy of Human Resource Development Annual Research Conference in Columbus, OH.

Brescia, W., & Murhpy, C. (2006). *The role of educational technology professionals as perceived by building administrators*. Annual Society for Information Technology in Education Conference, Orlando, FL.

Calleja, P., Kern, J., and Hunt, S. B. (2006). *Blending theory with practice in physical education*. Arkansas Association of Health, Physical Education, Recreation and Dance, Hot Springs, AR.

Calleja, P. C., Kern, J. C., & Hunt, S. B. (2006, November). *The development of an online masters degree at the University of Arkansas*. Poster, National Association for Sport and Physical Education Conference, Long Beach, CA.

Capps, M. A., & Holt, C. R. (2006). *Followership in the public schools*. National Conference of Professors of Educational Administration, Lexington, KY.

Chambers, R., Young, M. and Donnelly, J. (2006, October). *Victims and perpetrators: Correlates of bullying behavior*. American School Health Association, St. Louis, MO.

Daugherty, M.K., & Daugherty, J. (2007). *Thinking in time: Affecting technological literacy through oral history research*. 18th Pupils Attitudes Toward Technology International Conference. Glasgow, Scotland, UK.

Denny, G., & Young, M. (2007). *For which students is Sex Can Wait most effective?* Abstinence Education Evaluation Conference, Baltimore, MD.

Denny, G. and Young, M. (2007, March). *For whom was the intervention most effective: Results from the Sex Can Wait evaluation study*. National Abstinence Education Evaluation Conference, Baltimore, MD.

DiBrezzo, R., Murphy, C., & Powers, M. (2006, January). *Experiences for exercise scientists: From a classroom to a senior center*. Hawaii International Conference, Honolulu, HI.

DiBrezzo, R., Fort, I.L., & Oliver, G.D. (2007, March). *Coming full circle: Athletics playing with academia*. American Alliance for Health, Physical Education, Recreation and Dance National Convention and Exposition, Baltimore, MD.

- Farland, D. and McComas, W.F. (2006). *Deconstructing the DAST (Draw-a-scientist-test): Considering the validity and reliability of E-DAST (enhanced DAST)*. School Science and Mathematics Association, Missoula, MT.
- Gartin, B. G., Murdick, N. L., & Rhomberg, T. (2006). *Differentiation of instruction in secondary classrooms*. Council for Exceptional Children Annual Conference and Expo. Salt Lake City, UT., (Poster).
- Gartin, B. G., Murdick, N. L., & Rhomberg, T. (2006). *Differentiation of instruction in secondary classrooms*. University of Arkansas Literacy Symposium, Fayetteville, AR.
- Gartin, B. C., Terrell, E., & Martindale, R., (2006). *Anchored instruction in online courses*. ArATE Fall Conference, Conway, AR.
- Getch, Y. Q., & Gartin, B. C., (2006). *Knowledge is power: Advocating for children with chronic illness in schools*. Young Adults Institute International Conference, New York City, NY.
- Hartzell, R., Penhollow, T., Young, M., & Denny, G., (2006). *Hot or not: An examination of partner preferences as a function of relationship context*. Society for the Scientific Study of Sexuality, Las Vegas, NV.
- Holt, C. R., Capps, M., Carnine, L., Jones, M., (2006). *No child left behind: Implications as viewed by Arkansas superintendents and patrons*. National Conference of Professors of Educational Administration, Lexington, KY.
- Gorman, D. (2007, February). *Engaging students through stimulating teaching activities*, Arkansas Gifted and Talented Conference. Little Rock, AR.
- Gorman, D. and Kern, J. (2007, July). *Exercise, nutrition, and dietary tips for faculty illustrating different teaching strategies*. University of Arkansas Teaching Camp, Eureka Springs, AR.
- Greene, J. P. (2006). *Fixing special education. Annual Conference of the Department of Education Reform, College of Education and Health Professions, University of Arkansas*. Kauffman Conference Center, Kansas City, MO.
- Greene, J. P. (2006). *You can't choose if you don't know: The failure to properly inform parents of educational options under NCLB*. *Fixing Failing Schools: the NCLB Toolkit Working? American Enterprise Institute*, Washington, DC.
- Hartzell, R., Penhollow, T., Young, M. and Denny, G. (2006, November). *Hot or not: An examination of partner preferences as a function of relationship context*. Society for the Scientific Study of Sexuality, Las Vegas, NV.

Hass, M. Turner, L., and Hunt, S. (2007). *Perfectionism and disordered eating among athletes*. American Alliance of Health, Physical Education, Recreation and Dance, Baltimore, MD.

Hill, L., Hunt, S., Turner, L., and Perko, M. (2007). *Managing diabetes: Use of the transtheoretical model*. Fifth Annual Hawaii International Conference on Education, Honolulu, HI.

Imbeau, M.B., (2006). *A look inside a differentiated classroom: K-5*. Best Practices Institute, University of Virginia, Charlottesville, VA.

Imbeau, M.B., (2006). *Connecting content and kids: Using Understanding by Design to write curriculum to meet academically diverse learners*. Franklin Special School District, Franklin, TN.

Imbeau, M.B., (2006). *Connecting content and kids: Using Understanding by Design to write curriculum to meet academically diverse learners*. Ft. Worth Independent School District's Gifted Renewal Conference, Ft. Worth, TX.

Imbeau, M.B., (2006). *Developing teacher leaders for differentiation and Understanding by Design*. ASCD Differentiating Instruction and Understanding by Design Conference, Denver, CO.

Imbeau, M.B., (2006). *DI for struggling learners K-12 (ELL, Special Ed, students with reading problems, etc.)*. Best Practices Institute, University of Virginia, Charlottesville, VA.

Imbeau, M. B., & Gartin, B. C., (2006). *Differentiated instruction for gifted and talented students and students with special needs*. ASCD Summer Institute, New York City, NY.

Imbeau, M.B., & Gartin, B. C., (2006). *Differentiated instruction for gifted and talented students and students with special needs in the secondary classroom*. Corpus Christi School District, TX.

Imbeau, M.B., (2006). *Differentiated instruction for students with special needs*. Summer Institute for Academic Diversity, the University of Virginia, Charlottesville, VA.

Imbeau, M.B., Gartin, B.C. (2006). *Differentiating instruction for gifted and talented students and students with special needs*. Region #2 Service Center, Corpus Christi, TX.

Imbeau, M.B. (2006). *Differentiating instruction in academically diverse classrooms: Why, What, and How?* Kentucky Education Association to the Student Education Fall Conference, Louisville, KY.

Imbeau, M.B. (2006). *Differentiation: Connecting with kids and connecting kids with content*. Roseville City Schools Roseville, CA.

Imbeau, M.B. (2006). *Differentiation: Connecting with kids and connecting kids with content*. Charter School Partners, Pinckney, MI.

Imbeau, M.B., (2006). *Differentiation for gifted learners*. Presentation to CESA #1, Brookfield, WI.

Imbeau, M.B. (2006). *Getting started with differentiation*. Summer Institute for Academic Diversity, University of Virginia, Charlottesville, VA.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Edufest: Idaho's Gifted Education Conference, Boise State University, Boise, ID.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Flint Community Schools, Flint, MI.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Logan County Schools, Logan, WV.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Mingo County Board of Education, Williamson, WV.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Monroe Township Public Schools, Monroe, NJ.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Northwest Arkansas Education Service Cooperative, Farmington, AR.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation* . Region #1 Schools, Falls Village, CT.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Roseville City Schools, Roseville, CA.

Imbeau, M.B. (2006). *Instructional strategies for academically diverse learners: A look at differentiation*. Wilbur D. Mills Education Service Cooperative, Searcy, AR.

Imbeau, M.B. (2006). *Leadership and differentiation: Ideas and issues to consider*. Flint Community Schools, Flint, MI.

Imbeau, M.B. (2006). *Leadership and differentiation: Ideas and issues to consider*. Monroe Township Public Schools, Monroe, NJ.

- Imbeau, M.B. (2006). *Leadership for differentiated instruction for gifted students*. Association of the Educators for the Gifted, Talented and Creative Children of British Columbia, Vancouver, British Columbia, Canada.
- Imbeau, M.B. (2006). *Managing a differentiated classroom: Issues and ideas to consider*. Summer Institute for Academic Diversity, University of Virginia, Charlottesville, VA.
- Imbeau, M.B. (2006). *Managing a differentiated classroom K-5*. Best Practices Institute, University of Virginia, Charlottesville, VA.
- Imbeau, M.B. (2006). *Meeting the needs of academically diverse learners: Instructional strategies that support differentiation*. Des Moines Public Schools, Des Moines, IA.
- Imbeau, M.B. (2006). *Meeting the needs of academically diverse learners: Instructional strategies that support differentiation*. Farmington R-7 School District, Farmington, MO.
- Imbeau, M.B. (2006). *Meeting the needs of academically diverse learners: Instructional strategies that support differentiation*. Ft. Worth Independent School District, Ft. Worth, TX.
- Imbeau, M.B. (2006). *Meeting the needs of academically diverse learners: Instructional strategies that support differentiation*. Ft. Worth Independent School District, Ft. Worth, TX.
- Imbeau, M.B. (2006). *Reading instruction for talented readers: Recommendations for differentiation*. Arkansas Reading Association Conference, Little Rock, AR.
- Imbeau, M.B. (2006). *Reading instruction for talented readers: Recommendations for differentiation*. University of Arkansas Literacy Symposium, Fayetteville, AR.
- Imbeau, M.B. (2006). *Strategy session for K-5: Learning centers*. Best Practices Institute, University of Virginia, Charlottesville, VA.
- Imbeau, M.B. (2006). *Strategy session for K-5: Low prep strategies and contracts*. Best Practices Institute, University of Virginia, Charlottesville, VA.
- Imbeau, M.B. (2006). *Strategy session for K-5: Tiered assignments*. Best Practices Institute, University of Virginia, Charlottesville, VA.
- Imbeau, M.B. (2006). *Using effective pre-assessment strategies to identify student needs*. ASCD Differentiating Instruction and Understanding by Design Conference. Denver, CO.
- Imbeau, M.B. (2006). *Working with special needs students in differentiated classroom*. Eastern Pennsylvania Special Education Administrators Conference, Hershey, PA.

Johnson, C., Morrow, L. & Smith V.C. (2007). *The Evolution of middle level licensure in one mid-south state*. Association of Teacher Educators Middle Level SIG, San Diego, CA.

Kelly, J., Newgent, R., & Graham, D. (2006). *An academic enhancement program to increase college student retention*. American Society of Agronomy International Meeting [ASA], Indianapolis, IN.

Kern, J.C. & Calleja, P. (2007). *Mentoring students to be effective leaders*. National Association for Kinesiology and Physical Education in Higher Education Conference, Clearwater, FL.

Kern, J.C., Calleja, P., & Hunt, S.B. (2006). *Mentoring pre-service teachers*. National Physical Education Teacher Education Conference, Long Beach, CA.

Kissinger, D.B. (2006). *A wellness approach toward counseling college student athletes*. Western Association of Counselor Education and Supervision Conference in Las Vegas, NV.

Kissinger, D.B. (2006). *Negative events in supervision: Catastrophe or opportunity?* Presented at the American Mental Health Counselors Association Conference, St. Louis, MO.

Kissinger, D.B., & Daily, S. (2006). *Focused substance abuse genograms: Implications for counselors and clients*. American Mental Health Counselors Association Conference, St. Louis, MO.

Kissinger, D.B., & Newgent, R.A. (2006). *Experiences of site supervisors: Implications for counselor education*. Southern Association for Counselor Education and Supervision conference, Orlando, FL.

Kissinger, D.B., & Robertson, J. (2006). DSM-IV-TR diagnosis and disability status: Exploring a critical link. Southern Association for Counselor Education and Supervision Conference, Orlando, FL.

Kissinger, D.B., & Yu, K. (2006). Counselor wellness: Assessing, monitoring, and preventing counselor burnout. Western Association of Counselor Education and Supervision Conference, Las Vegas, NV.

Lincoln, F. & Shiga, K. (2006). *Becoming successful international teaching assistants*. Southeast Regional TESOL, Little Rock, AR.

Lincoln, F. Bowles, F. & Shiga, K. (2006). *Multiple perspectives on teaching accuracy through fluency*. Southeast Regional TESOL, Little Rock, AR.

Lincoln, F., Kirkpatrick, L., & Morrow, L.R. (2007). *Novice teachers in equitable, successful classrooms: Stories of hope and heart*. Association of Teacher Educators Annual Meeting, San Diego, CA.

Lincoln, F., Bowles, F., Gretencord, A., McGarrah, E., Houston, D., Mathis, J., Penhallegon, A. (2006). *Using language/cultural focus groups to inform curriculum development*. Southeast Regional TESOL, Little Rock, AR.

Lu, M., Miller, M., & Ling, C. (2006). *Meeting the needs of older adult learners: Effective instructional strategies to hybrid courses*. California Conference on Excellence in Teaching and Learning, Fresno, CA.

Lu, M., Miller, M., & Ling, C. (2007). *In search of an effective blended learning model for diverse adult learners: Feedback from students*. Second Annual Conference on Community-Based Teaching and Research, San Jose, CA.

Lu, M., Miller, M., & Ling, C. (2007). *When the “digital native” meets the “digital immigrant:” How baby boomer faculty engage technologically savvy college students*. California Conference on Teaching and Learning, Fresno, CA.

Lucas, C. (2006). *Faculty development: Issues and challenges*. Panel presentation at the Annual Meeting of the Association for the Study of Higher Education, Anaheim, CA.

McComas, W.F. (2006). *Exploring the nature of science: A missing element in science instruction*. Keynote Address, International Science Education Conference, Singapore.

McComas, W. F. (2006). *The state of science education research in the United States*. Japan Science Teachers Association. Nara, Japan.

McComas, W.F. (2007). *Reconsidering what we think we know about how science works*. Keynote Address, The Scientific Ways of Knowing Conference. University of Akron, OH.

McComas, W.F. (2007). *Teaching the nature of science through historical examples*. International History, Philosophy and Science Teaching Conference. University of Calgary, Canada.

McComas, W. F. (2007). *The Galapagos Islands: Human resource, protection and biodiversity*. Keynote Address, Montana Environmental Education Association, Bozeman, MT.

McComas, W.F. and Farland, D. (2007). *The Enhanced DAST: Technical aspects of a new measure of assessing students' views of scientists*. National Association for Research in Science Teaching, New Orleans, LA.

- McCurley, L., Claney, H., Michaelides, M., Smith-Blair, N., and Riggs, C. (2007). *The effects of endurance exercise training on cardiac function in VLCAD -/- and LCAD - mice*. American College of Sports Medicine Annual Meeting, New Orleans, LA., (Poster).
- Miller, M. T. (2006). *Collaborative decision making with staff: Results of a national study of staff governance programs*. National Symposium on Shared Governance, Chicago, IL.
- Miller, M. T. (2006). *Conducting successful performance appraisal reviews*. National Instruction, Staff, and Organization Development Conference, Austin, TX
- Miller, M. T. (2006). *Redesigning collegiate governance from the top down: Addressing holistic governance from the campus perspective*. National Symposium on Shared Governance, Chicago, IL.
- Miller, M., & Miles, J. (2007). *Communication apprehension among student governance leaders*. Eastern Educational Research Association Annual Conference, Clearwater Beach, FL.
- Miller, M., & Miles, J. (2007). *Student governance: A study of characteristics and effectiveness*. Eastern Educational Research Association Annual Conference, Clearwater Beach, FL.
- Miller, M. T., Miles, J., & Newman, R. (2006). *Critical examination of campus based governance: Where faculty and student interests intersect*. National Symposium on Shared Governance, Chicago, IL.
- Moiseichik, M., Gaa, J., & Helms, K. (2007). *Relighting the spark: Teaching through simulation activities*. Presentation at the Society of Park and Recreation Educators Teaching Institute, Clemson, SC.
- Morrow, L. (2006). *Literacy for all learners through literature study groups*. University of Arkansas Literacy Symposium, Fayetteville, AR.
- Morrow, L., Orrick, D. & Ray, D. (2006). *Constructing meaning and community through literature circles*. Arkansas Reading Association Annual Conference, Little Rock, AR.
- Mulvenon, S., & Miller, M. (2007). *Grade inflation in higher education: Does an "A" grade still mean excellent?* American Educational Research Association (Division J-Section 3), Chicago, IL.
- Mulvenon, S. Stegman, C., McKensie, S. Airola, D. (2006). *From complex data to simple solutions for students*. 19th Annual MIS Conference, National Center for Education Statistics, Orlando, FL.

Mulvenon, S., Stegman, C., Roeber, E. & Airola, D. (2006). *Issues and solutions in the scale up of an educator developed, data driven improvement system*. National Center for Education Statistics Forum and Summer Data Conference (STATS-DC Data Partnerships in Action) Washington, DC.

Mulvenon, S., Wang, W., & Stegman, C., McKensie, S., Airola, D., & Anderson, T. (2006). *PHP generated interactive statistical graphics in web-based applications for analyzing learning equity research trends of Arkansas public school systems*. Fourth International Conference on Education and Information Systems, Technologies and Applications (EISTA), Orlando, FL.

Newgent, R.A., & Davis, Jr., H. (2006). *Individual, triadic and group supervision: Perceptions of supervisors-in-training*. Southern Association for Counselor Education and Supervision, Orlando, FL.

Oliver, G.D., & Adams-Blair, H.R. (2007, March). *The importance of sports participation in the lives of young females*. Girls & Women Rock: Celebrating 35 Years of Sport & Title IX Symposium, Cleveland, OH.

Penhollow, T. M. and Young, M. (2007). *Impact of physical fitness on older adult sexual desirability and sexual performance*. American Alliance for Health, Physical Education, Recreation, and Dance, March, Baltimore, MD.

Penhollow, T. M. and Young, M. (2007). *Quality of life among residents of an active retirement community*. American Alliance for Health, Physical Education, Recreation, and Dance, March, Baltimore, MD.

Paladino, D.A., Newgent, R.A., & Davis, Jr., H. (2007). *The multiracial college student: Exploring perceptions of college adjustment, alienation, and cultural fit*. American Counseling Association 2007 World Conference, Detroit, MI.

Penhollow, T., Hartzell, R., Young, M., & Denny, G. (2006). *Adolescent ATOD use and other socially desirable/undesirable characteristics*. American School Health Association, St. Louis, MO.

Riggs, S. (2006). *Vocabulary development for content area literacy*. University of Arkansas Literacy Symposium, Fayetteville, AR.

Riggs, S. & Kirkpatrick, L. (2006). *Where the fluent wild things are*. Arkansas Reading Association, Little Rock, AR.

Seay, A.D., Malcolm, K.T., Elledge, C., Ogle, N., Cavell, T.A., & Newgent, R.A. (2006). *Predicting peer victimization from children's report of strategies*. Presentation at the Association for Behavioral and Cognitive Therapies 40th Annual Convention, [ABCT], Chicago, IL.

Smith-Blair, N., Riggs, C., Meyers, A., and McShadden, R. (2006, October). *Diaphragm contractility and oxidant stress in the emphysema induced hamster diaphragm*. National Congress on the State of the Science in Nursing Research, Washington, D.C.

Smith-Blair, N., Riggs, C., Meyers, A., and McShadden, R. (2006). *Diaphragm contraction and oxidant stress following exercise in the emphysema hamster diaphragm*. Southern Nurses Research Society's Annual Meeting, Memphis, TN.

Stegman, C., & Mulvenon, S. (2006, July). *Ethical Principles in Experimental Design*. Presented at the International Conference on the Teaching of Statistics, Salvador, Brazil.

Stegman, C., Mulvenon, S., Airola, D. & McKenzie, S. (2006, June). *Analyzing learning equity trends (ALERT) and utilizing data to inform instruction decision making*. National Conference Embrace the Challenge: Closing the Achievement Gaps Through Partnerships and Leadership, Milwaukee, WI.

Stegman, C., Airola, D., Mulvenon, S., & Roeber, E. (2006, August). *Issues and solutions in the scale up of an educator developed, data driven improvement system: New strategies and tools*. Council of Chief State School Officers, Using Data to Improve Instruction Conference, Boulder, CO.

Stegman, C., Hollaway-Johnson, C., Mulvenon, S., McKensie, S. Turner, R., & Morton, K. (2006, August). *Data Sets for Teaching Statistics and Design*. American Statistical Association, Seattle, WA.

Tavano, J. (2007). *Marketing continuing education to a multi-generational audience*, Society of Human Resource Management Learning System National Conference, Las Vegas, NV.

Tomlinson, C.A., & Imbeau, M.B. (2006). *Differentiated curriculum: Framework and strategies*. Nanyang Girls' High School, Singapore, Malaysia.

Tomlinson, C.A., & Imbeau, M.B. (2006). *Differentiating instruction in academically diverse classrooms: Why, what, and how?* Ohio Association for Supervision and Curriculum Development, Dublin, OH.

Tomlinson, C.A., Imbeau, M.B., & Rex, J. (2007). *Differentiating instruction: Continuing the journey*. Association for Curriculum Development Pre-Conference Institute, Anaheim, CA.

Tomlinson, C.A., Kaplan, S., Leppien, J., Purcell, J., Burns, D., Imbeau, M.B., & Hendrick, K. (2006). *Understanding and using the parallel curriculum model*. NAGC Board of Directors Institute, Pre-conference Session, National Association of Gifted Children, Charlotte, NC.

- Tull, A. (2007). *Finding and developing mentor relationships*. Next Generation/NUFP Pre-Conference Program at the Annual NASPA/ACPA Joint National Conference, Orlando, FL.
- Tull, A. (2007). *Reframing student affairs leadership: Use of an organizational frames of reference approach*. NASPA/ACPA Joint National Conference, Orlando, FL.
- Tull, A., & Medrano, C. (2007, April). *Values congruence in student affairs: An examination of person-organization fit*. NASPA/ACPA Joint National Conference, Orlando, FL.
- Turner, R. C. (2007). *Impact of inquiry training and scientist / K-12 teacher partnerships on classroom practices and teacher attitudes*. American Educational Research Association, Chicago, IL.
- Vardiman, J.P., Riggs, C., DiBrezzo, R., Fort, I., Shadden, B., Turner, R., Touchberry, C., Gallagher, P.M. (2007). *Acute and chronic effects of high-intensity short-duration sport training on salivary Immunoglobulin-A in female collegiate athletes*. Poster, Mid-America Athletic Trainers Association Annual Meeting, Topeka, KS.
- Wainscott, L., & Murphy, C. (2006). *Designing online courses to encourage community with the seven principles of good practice*. Society for Information Technology in Education, Orlando, FL.
- Wang, W., Stegman, C., Mulvenon, S., & Xia, Y. (2006). *DA case study: Using Kriging and interactive graphics in web-based application for spatial-temporal trend analysis of ozone and weather systems in Central America*. American Statistical Association, Seattle, WA.
- Wanslow, E., Young, M., and Darst, M. (2007, January). *Relationships between race, gender and health risk behaviors of Oklahoma adolescents*. Hawaii International Conference on Education, Honolulu, HI.
- White, A. N., Lirgg, C. D., Denny, G. S., Smith-Nix, A., & Turner, L. W. (2007, March). *Supplemental rhythmic activities for elementary age children and the effects on levels of rhythmic self-efficacy*. AAHPERD, Baltimore, MD.
- White, A. N., Lirgg, C. D., Denny, G. S., Smith-Nix, A., & Turner, L. W., (2007). *Supplemental rhythmic activities for elementary age children and the effects on levels of rhythmic self-efficacy*. American Alliance for Health, Physical Education, Recreation and Dance, Baltimore, MD.
- Wolf, P. J. (2007). Paper discussant for Networking: Implications for agency behavior. *Annual Meetings of the Midwest Political Association*, Chicago, IL.
- Wolf, P. J. (2007). Paper discussant for The Civil Service: Careers, Motivations, and Reform. *Annual Meetings of the Midwest Political Association*, Chicago, IL.

Wolf, P. J. & Kisida, B. (2007). School governance and information: Does choice lead to informed parents? *Annual Meetings of the Midwest Political Association*, Chicago, IL.

Young, M., & Denny, G. (2007). An evaluation of an abstinence-only education curriculum: An 18-month follow-up. Abstinence Education Evaluation Conference, Baltimore, MD.

Young, M., & Denny, G. (2007, March). *An evaluation of an abstinence only education curriculum: An 18-month follow-up*. National Abstinence Education Evaluation Conference, Baltimore, MD.

Young, M., & Penhollow, T. (2007, March). *Predicting sexual satisfaction among college students*. American Academy of Health Behavior (AAHB), Savannah, GA.

Young, M., Penhollow, T. and Bailey, W. (2007, January). *A-H is not enough, now its 13 themes: Federal involvement in abstinence education*. Hawaii International Conference on Education, Honolulu, HI.

Young, M., Penhollow, T., Hartzell, R., Denny, G. (2006, October). *Adolescent ATOD use and other socially desirable/undesirable characteristics*. American School Health Association, St. Louis, MO.

Young, M., Penhollow, T., Donnelly, J. and Jacowski, K. (2006, November). *Religious variables and sexual behavior among a sample of southern adolescents*. Society for the Scientific Study of Sexuality, Las Vegas, NV.

Young, M., Penhollow, T.M., Chambers, R.L., and Donnelly, J. (2007). *Area specific self-esteem and adolescent substance use*. American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.

Other Creative Endeavors

Greene, J. P. & Winters, M. A. (2006, July 27). 'Losing ground' in education reform. *National Review Online*.

Greene, J. P. & Winters, M. A. (2006, July 31). Testing takes teachers to task. *CBS News*.

Greene, J. P. (2006, August 27). Separate fact from fiction in education. *The Free Lance-Star*.

Greene, J. P. (2006, September 14). *The Tampa Tribune*.

Greene, J. P. & Winters, Marcus A. (2006, September 14). Advancement: Promoting the end of social promotion. *National Review Online*.

Greene, J. P. & Winters, M. A. (2006, September 14). School officials shouldn't go wobbly on social promotion. *The Baltimore Examiner*.

Greene, J. P. & Winters, M. A. (2006, September 17). Promoting the end of social promotion: Students should be held back if they can't pass the test, says a new study. *Chicago Sun-Times*.

Greene, J. P. & Winters, M. A. (2006, September 30). Reason to rethink social promotion. *Atlanta Journal-Constitution*.

Greene, J. P. & Forster, G. (2006, December 25). San Antonio's proven that school vouchers work well. *The Houston Chronicle*.

Greene, J. P. & Forster, G. (2007, January 5). San Antonio demonstrates the power of school vouchers. *Amarillo Globe News*.

Greene, J. P. & Riffel, B. (2007, January 25). Let Griffen speak. *Arkansas Democrat-Gazette*.

Greene, J. P. & Winters, M. A. (2007, February 2). Is \$36.06 per hour 'Underpaid?' *The Wall Street Journal*.

Greene, J. P. & Winters, M. A. (2007, February 7). The myth of the underpaid teacher. *The Philadelphia Daily News*.

Greene, J. P. & Winters, M. A. (2007, February 9). Teachers are better paid than you think. with Marcus A. Winters, *Providence Journal*.

Greene, J. P. (2007, February 21). Steve Jobs has guts. *The New York Sun*.

Toner, M. A. (2006). Review of Guitar, Barry (2006). *Stuttering: An Integrated Approach to Its Nature and Treatment (3rd Ed.)*. Analysis of instructional value and market for Lippincott, Williams, and Wilkins.

Toner, M. A. (2006). Review of Kent, R & Read, C. (2002). *The Acoustic Analysis of Speech (2nd Ed.)*. Recommendations for revisions in future edition for Thomson Delmar Learning.

Wolf, P. J. (2007, April 1). Peering through the fog of charter school debate. *Arkansas Democrat-Gazette*.

Appendix 1: College and School Faculty Awards

College Awards

- Advising- Carleton Holt, Educational Leadership, Counseling, and Foundations
- Research- George Denny, Educational Leadership, Counseling, and Foundations and Michael Young, Health Science, Kinesiology, Recreation and Dance
- Service- Charles Riggs, Health Science, Kinesiology, Recreation and Dance
- Teaching- Janet Forbess, Health Science, Kinesiology, Recreation and Dance
- All Around Faculty- Barbara Gartin, Curriculum and Instruction

Department Awards

Curriculum and Instruction

- Advising- Mike Wavering
- Research- Sam Totten
- Service- LaVonne Kirkpatrick
- Teaching- Felicia Lincoln
- All Around Faculty- Barbara Gartin

Educational Leadership, Counseling, and Foundations

- Advising- Carleton Holt
- Research- Charles Stegman
- Service- Roy Farley
- Teaching- Michael Miller
- All Around Faculty - Sean Mulvenon

Eleanor Mann School of Nursing

- Advising- Kathleen Barta
- Research- Nan Smith-Blair
- Service- Kathleen Barta
- Teaching- Marianne Neighbors

Health Science, Kinesiology, Recreation and Dance

- Research- Michael Young
- Service- Charles Riggs
- Teaching- Janet Forbess

Rehabilitation, Human Resources & Communication Disorders

- Advising- Betsy Orr
- Research- Frederick Nafukho
- Service- Kit Brooks
- Teaching- Cecelia Thompson

Appendix 2: Student Honors and Awards

University Awards and Recognition

Graduated With Honors

- Sara Albrecht- Communication Disorders
- Anna Bjorkman- Childhood Education
- Jessica Harvell- Nursing
- Staci Hurst- Nursing
- Jean Kelley- Middle Level Math Education
- Sara Kutac- Communication Disorders
- Kimberly Loyd- Middle Level Education
- Kathleen Millerd- Communication Disorders

Henry G. & Stella Hotz Award

- Scotty Shepherd- Outstanding Junior
- Hunter Ochsner- Outstanding Sophomore

Presidential Scholar

- Christy N. Cameron- Communication Disorders

Senior Scholars

- Sara Kathryn Albrecht- Communication Disorders
- Emily Jane Fleeman- Communication Disorders
- Lindsey Marie Nuhfer- Childhood Education
- Rebecca Pendleton Rorie- Nursing
- Carla Elizabeth Sawatski- Communication Disorders
- Syleisa Victoria Thornton- Childhood Education

Honors Convocation Recognition- Departmental Awards

Curriculum and Instruction

- Freddie Bowles- Outstanding Doctoral Student
- Christina Eilskov- Outstanding Childhood Education Master's Student
- Julie Layman- Outstanding Childhood Education Undergraduate
- Christie Hampson- Outstanding Elementary Education Undergraduate
- Barbara James- Outstanding Childhood Education MAT Student
- Abigail Schoeppe- Outstanding Middle Level Education MAT Student
- Katharine Cornwell- Outstanding Secondary Education MAT Student
- Alicia Tuggle- Outstanding Middle Level Education Undergraduate

- Alison Schaffer- Outstanding Secondary Education Master's Student

Educational Leadership, Counseling, and Foundations

- Carolyn S. Harris- Outstanding CNED Doctoral Student
- Melissa S. Hogan- Outstanding CNED Master's Student
- Alonna K. Still- Outstanding Chi Sigma Iota Student
- Kathy L. Morledge- Outstanding EDAD Doctoral Student
- Martha Walker- Outstanding EDAD Specialist Student
- Reba Holmes- Outstanding EDAD Master's Student
- Karen Morton- Outstanding EDFN Doctoral Student
- Denise Airola- Outstanding EDFN Master's Student
- Sean Michael Bateman- Outstanding ETEC Master's Student
- James Stewart- Outstanding Higher Education Master's Student

Health Science, Kinesiology, Recreation, and Dance

- Becky Chambers- Outstanding Health Science Doctoral Student
- Lindsey Dixon- Outstanding Health Science Master's Student
- Mitchell Jenkins- Outstanding Health Science Undergraduate
- Melissa Powers- Outstanding Kinesiology Doctoral Student
- Tiffany L. Akins- Outstanding Kinesiology Master's Student
- Sarah Evans- Outstanding Kinesiology Undergraduate
- Will Walker- Outstanding Kinesiology-Pedagogy Doctoral Student
- Mark Hindsley- Outstanding Kinesiology-Pedagogy Master's Student
- John Rose- Outstanding Kinesiology-Pedagogy Undergraduate
- Katie Helms- Outstanding Recreation Doctoral Student
- Deanna Werner- Outstanding Recreation Master's Student
- Ashley Patterson- Outstanding Recreation Undergraduate

Eleanor Mann School of Nursing

- David Shew- District 9 Arkansas Nurses Association Outstanding Student of the Year
- Meredith Clayton- Betty Battenfield Outstanding Student Award
- Stacy Mardis- Outstanding Nurse Caregiver Award
- Katiutchka Reyes- Outstanding Nurse Manager Award
- Meagan Hubbard- Outstanding Nurse Teacher Award
- Donna Mills- Phi Theta Chapter of Sigma Theta Tau International Honor Society of Nursing Outstanding Student Award

Rehabilitation, Human Resources, and Communication Disorders

- Chad Bishop- Outstanding Adult Education Doctoral Student
- Clara J. Paquette- Outstanding Adult Education Master's Student
- Lora Murphy- Outstanding Communication Disorders Master's Student

- Kathleen Millerd- Outstanding Communication Disorders Undergraduate
- Jeff Owen- Outstanding Human Resource Development Undergraduate
- Joseph Agan- Outstanding Rehabilitation Doctoral Student
- Arlis Young- Outstanding Rehabilitation Master's Student
- Katherine Huens- Outstanding Vocational Education Doctoral Student
- Elizabeth Sammarco- Outstanding Vocational Education MAT Student
- Wanika Smith- Outstanding Vocational Education Master's Student
- Mabel Huntsinger- Outstanding Vocational Education Undergraduat

Appendix 3: Chairs, Professorships, Distinguished Professorships and Lectureships

- Stewart T. Springfield Professorship in Education Administration
Associate Professor Beverly Elliott
- George and Boyce Billingsley Endowed Chair in Education Research and Policy Studies
Professor Sean Mulvenon
- Parks Family Endowed Professorship in Science and Technology Education
Professor William McComas
- 21st Century Endowed Chair in Education Reform
Professor Jay Greene
- 21st Century Endowed Chair in Teacher Quality
Professor Sandra Stotsky (appointment begins August 2007)
- 21st Century Endowed Chair in Policy
Associate Professor Gary Ritter
- 21st Century Endowed Chair in Accountability
Professor Robert Costrell
- 21st Century Endowed Chair in School Choice
Professor Patrick Wolf
- 21st Century Endowed Chair in Leadership
Search continuing