

**University of Arkansas
College of Education and
Health Professions**

**Annual
Report**

August 2002

*The College of Education
and Health Professions...*

*a nationally competitive,
student-centered research college
serving Arkansas and the world...*

*pursuing excellence in teaching,
research and service,
increased diversity and growth
in students, faculty and staff
and expanded financial support*

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**College of Education and Health Professions
Annual Report
2001-2002**

SIGNIFICANT ACHIEVEMENTS AND CHANGES

The College of Education and Health Professions realized a number of accomplishments in overall development in the college as well as in teaching, research and service. This annual report provides information highlighting these accomplishments: progress related to strategic plans and university priorities; initiatives to support teaching, research and service; achievements in teaching, research and public service; and achievements of students and alumni. Appended to the plan are a bibliographic listing of scholarly and creative works, a listing of faculty awards, and a listing of student honors and awards.

Progress Related to Strategic Plans and University Priorities

The college has pursued a vigorous effort to develop plans and to place in motion the strategic initiatives to realize the vision that Chancellor White has articulated for the University. This past year has seen a number of significant steps toward that effort focused on three broad goals: excellence in teaching, research and service; growth in enrollment and increased diversity of students, faculty and staff; and increased public and private support. The following highlights represent major accomplishments for the college during the year. More detailed information is provided in subsequent sections of this report.

Highlights of the Year

Establishment of a Vision and Strategic Plan

Following the development of a new vision to become “a nationally competitive, student-centered research college serving Arkansas and the world,” the college initiated a strategic planning process in the Summer 2001 which led to the development of a college-wide strategic plan crafted by the faculty, staff and administration during the academic year.

Organizational Changes

The Office of the Dean was reorganized with the realignment of the roles and functions of the two associate deans in order to develop the systems and personnel infrastructure to position the college to achieve new goals and strategic initiatives.

In order to further the efficiency and effectiveness of the college, the decision to merge the departments of rehabilitation education and research and vocational and adult education was made with the support of faculty at the departmental and college levels. The merger should result in significant synergies to strengthen teaching, research and service.

Excellence in Teaching, Research and Service

To realize the vision of a “nationally competitive, student-centered research college serving Arkansas and the world,” the college must pursue programming and decisions that result in nationally competitive departments which are clearly recognized by the national ranking systems. The college continues to be the home of the rehabilitation counseling graduate programs that rank in the top ten nationally in *U. S. News and World Report* ratings.

The utilization of technology in teaching and research programs has proven extremely valuable to the college. This year has seen the acquisition of additional equipment to create “smart classrooms” and to foster the acquisition of equipment to enable our research programming to move forward.

Reaching a diverse population of students utilizing distance education has continued to be a major initiative of the college. Working closely with the Division of Continuing Education, the college has further expanded distance education programming through interactive compressed video and web-based systems. A financial commitment was made by the college, Continuing Education and two departments to add a third distance education classroom to be in service in Fall 2002.

The programs in nursing and recreation completed accreditation reviews successfully this year leading to continued verification of the effectiveness and quality of these programs.

The college seeks and welcomes interdisciplinary collaboration in all aspects of our operations, and this year a number of such ventures have been executed with other colleges on the campus, within the community, and around the state and nation.

Faculty in the ten doctoral programs in the college completed comprehensive reviews of their programs as a part of a review established by the University. These reviews provide the basis for continued planning to strengthen these programs.

College faculty are engaged at all levels—statewide, nationally and internationally—with other top professionals in education and health: Last year, faculty made over 223 presentations in 29 states, the District of Columbia, and 10 foreign countries.

College faculty published 11 books, 21 book chapters, 45 refereed journal articles, and 31 other scholarly publications in the fields of education and health.

The college is home to five respected scholarly journals edited by faculty members in the college including the *Journal of Interpretation*, *Journal of Educational Finance*, *Adultspan Journal*, *Arkansas Educational Research and Policy Studies Journal*, and *Rehabilitation Education*.

Faculty across all academic departments are engaged in scholarly service through their work on many editorial boards and offices in national, regional and state professional organizations and societies.

Growth in Enrollment and Increased Diversity

Through the leadership of the Boyer Center for Student Services, the college and all departments are engaged in considerable activity to foster improved recruitment and retention of students. This effort is a critical part of the new strategic plan and decisions such as increasing the support for graduate assistantships are important steps in moving the college toward the realization of its recruitment and retention goals.

Diversity goals were developed as a component of the strategic planning process and the college's program was reorganized this past year. Diversity goals at the college, department, and program level are focused on increased diversity of faculty, staff and students. Several departments are realizing increased diversity among student populations through their intentional efforts in recruitment. Also, academic degrees offered through distance education are reaching areas of the state with higher minority populations resulting in increased minority enrollments.

Increased Public and Private Financial Support

The college realized considerable improvement in the level of external public support this year moving from over \$3,899,000 in the prior year to over \$5,209,000 this year.

With the advent of the Capital Campaign and other initiatives, the college has embraced the efforts to secure increased private support and exceeded the initial campaign goal set for the full campaign this year. Private support increased from over \$1,836,000 in the prior year to over \$3,673,000 this year through the strong support provided by the University development staff.

Strategic Plan

The college embarked on a strategic planning process in the Summer 2001 leading to the involvement of faculty and staff across the college beginning in the Fall 2001. This plan was developed following the identification of the vision and strategic issues by the administrative team of the college (dean, associate deans, and department heads). The vision and goals were adapted from the priorities established by Chancellor John White and the leadership team of the university. The eight strategic issues were used by faculty and staff to build their strategic initiatives and action plans.

The first drafts of the plan were completed in the Spring 2002 with the understanding that the five departments were to utilize this plan for calendar year with the expectation that it would be revised through a cooperative process in the Fall 2002. A final summary of the plan is being completed for circulation within the university.

Vision. The administration, faculty and staff of the college embraced a vision—*a nationally competitive, student-centered research college serving Arkansas and the world.*

Goals and Strategic Issues. The following goals and strategic issues were developed to guide the administration, faculty and staff in developing specific plans for the future.

Goal One: Strengthen academic quality and reputation by developing and enhancing programs of excellence in teaching, research and service

Strategic Issue: Model, promote and support excellence in teaching

Strategic Issue: Produce and disseminate high quality research, scholarly works and creative products that contribute to the knowledge base in each discipline

Strategic Issue: Engage in multidisciplinary research and service across department, college and university in four broad thematic areas: teaching, educational policy and leadership, disability and aging, and health promotion and policy

Goal Two: Improve the quality and diversity of our students, faculty, and staff, and increase the size of our student enrollment

Strategic Issue: Attract and retain a diverse student population of high quality

Strategic Issue: Ensure enrollment growth appropriate to department and degree program missions, priorities and functions.

Strategic Issue: Attract and retain a diverse faculty of high quality

Goal Three: Generate increased public and private support

Strategic Issue: Raise the level of public and private financial support for research and service through increased numbers of grants and contract proposals

Strategic Issue: Identify and cultivate potential donors and friends of degree programs and develop increased friendship growth activities at the program and department level.

The strategic planning process resulted in over 480 strategic initiatives with multiple action steps related to these goals and issues. The department heads and associate deans, in cooperation with the dean, will be held accountable for the achievement of the goals and the execution of the action plans.

Organizational Changes

Reorganization of the Office of the Dean. During the summer and fall 2001 a functional analysis was conducted of the dean's office, the offices of the associate deans, and the Boyer Center for Student Services. As a result of this analysis and the strategic planning process, decisions were made to develop the personnel and systems infrastructure to drive the achievement of the goals and strategic initiatives for the college. As a result of this analysis, the Office of the Dean was reorganized.

The associate deans positions were changed to new titles and different responsibilities. The associate dean for research, graduate studies and faculty development was changed to associate dean for administration with primary duties including financial management, personnel, grants management, and facilities. Two additional positions are being added under the associate dean for administration: director of financial management and director of grants management. The first has been filled with a professional with accounting knowledge and skills

and a search is being conducted for the second position. These additional staff members will provide the technical expertise to help move forward with additional grants and contracts from both private and public sources.

The associate dean for undergraduate studies and student services was changed to associate dean for academic affairs with primary duties including all academic programs, the Boyer Center, accreditation and program reviews, class scheduling, external relationships, and professional education licensure. As a part of this new alignment for the Associate Dean, other assignments were changed: Kathy Malstrom from academic mentor to coordinator of teacher education, and Jerri Dwyer from assistant to the dean to director of academics and accreditation.

Also, the assignment of the duties to the Associate Dean for Administration will enable the dean to more vigorously pursue the important functions associated with development from both financial and programmatic perspectives in collaboration with the department heads and office of the provost. The reorganization was completed and in place at the end of June 2001.

Merger of the Departments of Rehabilitation Education and Research and Vocational and Adult Education. At the invitation of the dean, the departments of vocational and adult education and rehabilitation education and research agreed to merge, effective July 1, 2002. The newly merged department will be named the department of rehabilitation, human resources and communication disorders.

Personnel

Office of the Dean

John Murry was appointed as associate dean for administration on July 1.

Curriculum and Instruction

Following an extended search, Tom Smith was selected as department head to begin service on July 1, 2002.

Mary Bauman resigned her position as assistant professor in early childhood education.

Educational Leadership, Counseling and Foundations

Christopher Lucas stepped down as department head and returned to the faculty. John Murry served as interim department head for the full-year. A search for a permanent department head proved unsuccessful and will continue in the Fall 2002.

Associate professor Jim Swartz was selected to serve as interim department head for the 2002-2003 academic year. Dr. Swartz will continue as the department's coordinator of graduate studies.

Arden Gale, assistant professor of counselor education, resigned in December 2001 and Roland Smith, assistant professor of education administration resigned in May 2002.

The department conducted a faculty search for an associate professor in higher education and was successful in securing a highly qualified individual. However, the new associate professor withdrew his acceptance when offered the position of assistant provost at his current institution.

Two new adjunct assistant professors joined the faculty: Silva Ruiz-Balsara in counselor education and Ainsley Carry in higher education.

Eleanor Mann School of Nursing

Glenda Lawson was appointed associate professor beginning in Fall 2001. She was on the faculty at Texas Women's University where she received her doctorate.

Nan Smith-Blair was appointed as assistant professor beginning in Fall 2001, having completed her doctorate at the University of Kansas.

Barbara Conrad, director of the Mann School, submitted her resignation from the university effective June 30, 2002. Professor Marianne Neighbors was appointed Interim Department Head while plans are made for a replacement during the coming year.

Health Science, Kinesiology, Recreation and Dance

Following an extended search for a faculty member with expertise in health care administration, an offer was made to David Williams to join the faculty. However, Dr. Williams, who is the Director of Ozark Guidance Services, had to decline the offer following his initial acceptance. A new search is planned for the coming year.

Rehabilitation Education and Research

Jason Andrew retired from the department on June 30, 2002, after serving as department head and graduate coordinator.

Barbara Shadden completed the year as interim department head.

Brent Williams was selected to join the faculty as an assistant professor in rehabilitation counseling. Dr. Williams is at the University of Illinois at Chicago, where he was Research Assistant Professor and Project Coordinator for the National Center on Physical Activity and Disability. He completed his doctorate at the University of Illinois, Champaign-Urbana.

Phil Stinebuck, an esteemed colleague for more than ten years with the Regional Rehabilitation Continuing Education Center, died suddenly in June of this year. The department dedicated the work of the Olmstead project to Phil who was a tireless advocate for the

improvement of the life of people with disabilities and mentor to everyone who worked with him.

Vocational and Adult Education

Catherine Brooks joined the faculty as an assistant professor of adult education in the Fall 2001, having completed her doctorate at the University of Arkansas.

Fredrick M. Nafukho joined the faculty as an assistant professor of vocational and adult education in the Fall 2001, coming to the University from Kenya. He completed his doctoral studies at Louisiana State University.

Recruitment and Retention

One of the three major goals of the college concerns the development of improved strategies for enrollment growth in keeping with the major initiatives of the university. During the past year, the college worked to position itself to realize enrollment growth in both undergraduate and graduate programs. Comprehensive recruitment and retention plans were developed and are in place for the college. The strategic plan calls for the following:

Goal Two: Improve the quality and diversity of our students, faculty, and staff, and increase the size of our student enrollment

Strategic Issue: Attract and retain a diverse student population of high quality

Strategic Issue: Ensure enrollment growth appropriate to department and degree program missions, priorities and functions.

The college faces significant challenges in enrollment. The undergraduate enrollment has decreased from 1530 in the Fall 1999 to 1386 in the Fall 2002, a decrease of 148 students. Graduate enrollment has decreased from 2363 in Fall 1999 to 2172 in the Fall 2001, a decrease of 47. The total decrease across both programs is 191. As a result of these loses, the college and departments are working to build and implement recruitment and retention programming to change the trend and increase the enrollment to the levels established for the 2010 goals of the university. The following sections provide information about these initiatives.

College Initiatives

The Office of Minority Education Services was renamed Student Affairs and Diversity Services under the direction of Gigi Secuban. The new position addresses diversity issues, recruitment, scholarships and student services. The college's goal is to recruit top quality students while enhancing the academic success, retention, and graduation rates for all students.

During this year the college participated in scheduled Jamboree programs in Forrest City, Little Rock, Dallas and Houston. The director maintained regular contacts with prospective students using a variety of means, including letters, postcards, telephone, personal contact and email. Recruitment efforts also involve college faculty and students in a variety of personal contacts. Some of the recruitment activities conducted through this office included:

College Step-by-Step: The development of partnerships with admissions, financial aid, housing, the college's academic programs, and current students in an outreach effort to high school seniors in Northwest Arkansas.

College Life 101: An on-campus recruiting event that gave high school seniors and their parents an opportunity to meet with students, faculty and staff of the college.

Campus-Wide Recruitment. The college participated in the Multicultural Leadership Conference, Chancellor's Invitational, Junior and Senior Scholar's Day, Transfer Connections, Senior Explorations, All-Stars Program, local and regional college fairs, and multiple visits to community colleges.

Student Ambassador Program. Revitalized and restructured for the year, this program engaged three college students in a variety of activities associated with recruitment and retention.

Recruitment Database. Specialized software was obtained to handle the large number of inquiries and names received.

Retention continued to receive considerable attention across the college, and particularly through the Boyer Center. The Center continues to focus on providing students with the special attention they need and deserve. The primary goal of this service is to enhance the academic success, retention, and graduation rates of students through a the delivery of a number of services including services to transfer students, new student orientation, the First Year Experience, academic advising, and monitoring degree progress. Specific activities included:

Student List Serves. Multiple list serves were created to maintain and manage contacts with the diverse student groups in the college.

Boyer Center Open House. Students were treated to a renewed open house program to bring them into contact with Center staff.

First Year Experience Program. The program was expanded from 8 to 11 sections including one specifically designed for transfer students.

Boyer Center Advising. The Center completed over 630 advising appointments with over 300 students during the year. A total of over 1300 advisee contacts were completed during the year.

Departmental Initiatives

Additional scholarship support has been critical to the college this year in advancing the goals to grow enrollment and increase the diversity of the student population. Additional private support has been realized in several programs to help meet the goals. Both undergraduate and graduate programs are carefully analyzing the potential for growth and development of increased enrollment and improved retention.

Curriculum and Instruction. The M.A.T. program continues to grow with 122 graduates in three programs (up from 95 the prior year). The addition of the B.S.E. followed by the M.A.T. in middle level education should provide for increased enrollment.

The M.Ed. program has seen a decline in graduates although admissions to this program increased to 47 (up from 37 the prior year). Graduation from the M.Ed. programs is often less

than the number admitted because the students enter the graduate program with the goal of meeting certification/licensure requirements rather than completing the degree.

Few students are enrolled in education specialist programs in the department. In assessing this situation, the faculty decided to re-vamp the program from an emphasis in elementary education or secondary education to an emphasis in curriculum and instruction which will include these two programs plus English as a second language and special education. This would provide a degree program for students seeking an additional certification/licensure area or a degree program beyond the master's. A proposal to implement these changes will be submitted in the Fall 2002.

Extensive publicity is planned for the revised educational specialist program. The use of distance education as a method of course delivery will continue to expand and the use of web courses will be explored. CIED is working with the Boyer Center in developing plans targeting recruitment in specific content areas. Recruitment is one of the challenges the department must face. A potential threat to the graduate programs is the non-traditional licensure offered through the state department of education. The impact of this program needs to be carefully assessed.

This year the department received a two-year grant for ten \$12,000 scholarships for Master of Arts in Teaching interns in Great Expectations of Arkansas from the Windgate Foundation. Paul and Ann Givens endowed a scholarship in teacher education. Donald and Peggy Parks endowed a scholarship for undergraduates pursuing a degree in teaching.

Educational Leadership, Counseling and Foundations. Based on the University Official Census Enrollment Report the department had 205 students admitted into one of ten degree programs and pursuing coursework during the Fall 2001. The enrollment breakdown included the following: 73 in doctoral programs, 10 in educational specialist programs and 122 in master's programs. Women comprise 76% of the enrollment and approximately 11% of the students were identified as African-American, Asian or Native-American; 4% of the students seeking degrees in the department are international students.

Eleanor Mann School of Nursing. The Mann School (EMSN) had 59 students (55 generic and four RN-BSN) enrolled for Fall 2001. EMSN's capacity is 60 generic students and 8-12 RN-BSN students. Therefore, the program could have accommodated approximately five additional generic students and eight additional RN-BSN students with current funding. However, when these students were recruited and admitted, the program's reputation was diminished due to the poor pass rates on licensure examinations and the accreditation warning status of the school. With these problems resolved, EMSN should be able to recruit a full complement of students.

EMSN maintains a capped enrollment due to funding constraints. Once EMSN achieves maximum enrollments, the school will need additional public or private funding to expand. The nursing shortage has had an impact on the area's acute care health care delivery systems. This year, in Arkansas, hospitals reported between 8-12 % nursing position vacancies. Since the shortage will worsen for several more years, EMSN should continue to initiate partnerships with the area's health care providers to increase EMSN program development and expansion. The

large number of pre-nursing majors reflects strong interest in nursing and an opportunity to expand if funding is provided. The RN-BSN track reflects the greatest potential since it has the least enrollment and is much less expensive to expand, because fewer faculty need to be assigned to clinical supervision due to the reduced clinical component of the RN-BSN track.

Health Science, Kinesiology, Recreation and Dance. This department contributes to the goals of the college in recruitment and retention through the academic programs and intramural/recreational sports. The latter is important to both functions since it provides services attractive to new as well as continuing students.

The department had 34 new students in Fall 2001, and 45 new students in Spring 2002, transferring to the department from the Boyer Center for a total of 79 new upper division students. This does not include those students who transferred from other colleges or institutions.

Undergraduate enrollment data in the Fall 2001 indicated that HKRD had 386 majors enrolled in health science (38), kinesiology (283) and recreation (65). These numbers have decreased slightly since Fall 2000 when there were 420 majors (down 34).

Graduate student enrollment for Spring 2002 was 195: 18 in the M.A.T., 52 M.Ed., 81 M.S., 36 Ph.D., and 8 Ed.D. One hundred and one students were admitted into HKRD graduate degree programs: 47 in M.S. programs; 36 in M.Ed.; 8 in the M.A.T; 7 in Ph.D.; and 3 in the Ed.D. Out of the 54 departments on campus, the HKRD graduate program consistently ranks in the top five in student semester credit hours generated during the year.

The intramural/recreational sports program (IMRS) is a major service provider for the campus and experiences high levels of participation by students, faculty and staff. IMRS staff participated in all summer orientation sessions, student and staff health fairs, new faculty orientation, freshmen leadership classes, and made presentations at fraternities, sororities, and resident halls. The HPER Building will serve as the registration site for the new Rock Camp, a component of the First Year Experience Program, planned for the Fall 2002.

The extended operating hours of the HPER building were continued in the fitness center and natatorium. Forty intramural sports were offered to meet the team and individual needs and interests of the students--a 14.3% increase from the prior year. The Fitness/Wellness Program has a long history of cooperative programming. Events were co-sponsored with Residence Life, the National Collegiate Athletic Association, Human Resources, New Student Orientation, Student Health Fair, Employee Health Fair, American Red Cross, the National Intramural-Recreational Sports Association, Department of Public Safety, and the Student Health Center.

Participation in the campus-wide Friday Night Live activities was a highlight of the year. Four of the Friday Night Live events with the highest attendance levels were conducted by the fitness/wellness program. New equipment was purchased for the aerobic program and special event activities to be able to meet the participation demands. The Sport Club Program had 13 active clubs with 341 members. The 47 Outdoor Connections Center trips were filled to capacity and had waiting lists--a 62.1 % increase from the prior school year.

The HPER fee generated additional funding which will cover renovation of the IMRS fields; construction of a climbing wall; development of a SMART classroom in HPER 311; part of the cost of the Donna Axum Whitworth Fitness Center; conversion of the old fitness center into a new classroom; expansion of the Outdoor Connections Center; and air conditioning of the tri-gym area on the third level.

Rehabilitation Education and Research. Graduate programs in rehabilitation counseling continue to be a strength of the department. The master's program in Little Rock receives significant federal traineeship support for students and the doctoral program in Fayetteville has a major federal traineeship grant. This external funding makes it possible for these programs to recruit competitively at the national level.

The B.S.E. program in communication disorders continues to have strong enrollment levels. Graduates have been successful in admissions to master's degree programs around the country, including some of the most prestigious in the field. The M.S. program in speech-language pathology continues to have more qualified applicants than can be admitted. The enrollment target for each graduate cohort is 15, but typically is not met due to lack of funding for assistantships and fellowships.

Vocational and Adult Education. This program has led the way for the college in developing distance education degrees at the undergraduate and graduate levels. These distance education programs have made it possible to increase the enrollment and expand the diversity of the students in the department.

A fifth cohort of 49 and a sixth cohort of 51 undergraduate human resource development (HRD) students completed years one and two of the degree this year. During the year the program originating at the university was delivered at the University of Arkansas at Fort Smith, Pulaski Technical College, University of Arkansas Community College at Batesville, North Arkansas College, University of Arkansas Community College at Hope, and Mississippi County Community College.

The department continued delivery of two master's degrees through distance learning technology. The M.Ed. in adult education and M.Ed. in vocational education were offered at graduate residence centers at Mississippi County Community College in Blytheville, University of Arkansas, Pine Bluff, University of Arkansas at Fort Smith, North Arkansas College in Harrison, University of Arkansas Community College at Hope, and Phillips Community College of the University of Arkansas, Helena campus. Of the 41 master's degrees awarded in adult education or vocational education during the year, 30 were granted to distance education students. Several of these students had completed the undergraduate HRD degree via distance education.

Diversity

The college's strategic plan called for significant increased attention to and activity in support of the university's goals to increase student and staff diversity through two major

strategic issues as a part of goal two. There are initiatives at the college and departmental levels and the strategic plan calls for the following.

Goal Two: Improve the quality and diversity of our students, faculty, and staff, and increase the size of our student enrollment

Strategic Issue: Attract and retain a diverse student population of high quality

Strategic Issue: Attract and retain a diverse faculty of high quality

College Initiatives

The college continued a major emphasis on diversity through efforts at both the college and departmental levels, including intramural/recreational sports programs. Pilot initiatives were developed this year in an effort to contribute to the recruitment and retention of students of color in the college. The Boyer Center delivered *Faces of Diversity*, held in February in celebration of African-American History month and featuring panel discussions showcasing university administrators, faculty, staff and students; assisted with the *Multicultural Graduate Recognition Ceremony*; participated in a reception for *Teach for Arkansas Students* graduating from the Master of Arts in Teaching program delivered through Phillips Community College in Helena and attended by the Dean, Associate Dean for Academic Affairs, college faculty and administrators, as well as faculty and administrators from the community college; delivered *Real World: College Life at the U of A*, an orientation program for incoming freshmen, especially students of color; coordinated the *Holmes Scholar Program*, providing graduate assistantships to doctoral students of color; and administered *Minority Teacher Education Grant*, providing financial assistance to students of color pursuing careers in teaching.

Departmental Initiatives

Curriculum and Instruction. Teach for Arkansas is a major effort to recruit and prepare teachers for the Arkansas Delta. An emphasis of this program is the recruitment of minority students. The program is designed to meet the continuing shortages of teachers in the Delta and students enrolled in this program agree to work in Delta schools for a minimum of one year after graduation. The Teach for Arkansas program provided undergraduate and graduate scholarships and stipends to students enrolled in the program.

The King Fahd Middle East Studies Program recruited an increasing number of Middle Eastern students to the university, many of whom are interested in advanced degrees in education.

Recruitment of students from diverse backgrounds continues to be a challenge. One possible solution is to increase the amount and number of minority scholarships.

Educational Leadership, Counseling and Foundations. The department in cooperation with the Division of Continuing Education initiated a program to prepare superintendents and other educational administrators in areas of the state with traditionally high minority populations. The program was offered through Phillips Community College in Helena, Community College

of the University of Arkansas in Hope and the University of Arkansas at Pine Bluff. Eleven percent of the graduate students in the department are identified as African-American, Asian or Native-American; and four percent are International students.

Eleanor Mann School of Nursing. EMSN has no minority faculty or staff and there is only one male faculty member. EMSN students reflect more diversity: seven males and nine minorities. Significant funds are dedicated to student scholarships and enhance the program's ability to recruit and support highly qualified students. The goal is to use these funds to improve the students' engagement in the program and, eventually, student outcomes by relieving students of the pressure to work for long hours to pay for their education, and to increase diversity.

Health Science, Kinesiology, Recreation and Dance. Thirty-five (26 African American, five Hispanic, four Native American) minority graduate students were enrolled in degree programs--18% of the total graduate student enrollment in the department. Seventeen international students from 14 countries are graduate students.

Of the 27 faculty in the department, only two are minorities. The departmental staff is more diverse with three of 13 staff being African-American.

The IMRS program is a major employer of students on campus, and an effort has been made to employ minority students—48% of the student employees are females and 27% are minorities.

Rehabilitation Education and Research. This program has attracted a number of students from minority populations and a number of students with disabilities. The availability of federal traineeship funds has made it possible for the programs in Little Rock and Fayetteville to reach out to a more diverse population of students.

Vocational and Adult Education. This program has significantly increased the diversity of its students through the delivery of distance education programming to settings in areas of the state such as Pine Bluff, Blytheville, Helena and Hope. These programs allow cohorts of place-bound students to complete both undergraduate and graduate degree programs.

Initiatives to Support Teaching, Research and Service

The information presented in this section of the report relates primarily to the goals associated with teaching, research and service:

Goal One: Strengthen academic quality and reputation by developing and enhancing programs of excellence in teaching, research and service

Strategic Issue: Model, promote and support excellence in teaching

Strategic Issue: Produce and disseminate high quality research, scholarly works and creative products that contribute to the knowledge base in each discipline

Strategic Issue: Engage in multidisciplinary research and service across department, college and university in four broad thematic areas: teaching, educational policy and leadership, disability and aging, and health promotion and policy

Curriculum and Instruction

Collaboration with University Libraries. The learning resource center (LRC) has a long history with the department. Under the leadership of Catherine Lux, it has gone from a small collection of children's books to a viable children's literature collection. However, the availability of the collection to faculty, students, and researchers has been limited. To improve availability and services, an agreement was executed between the dean of the college and the dean of the library to transfer the collection to the University Libraries by Fall 2003.

Interdisciplinary Collaboration in Teaching. One of the important accomplishments of CIED has been the development or extension of collaborative efforts across disciplines. In the sciences, CIED faculty members worked with science faculty from Fulbright to improve the content knowledge of educators and the teaching strategies used in the university science classrooms.

The department and the Fulbright College were awarded funding for the Physics Teacher Education Coalition (PhysTEC) funded jointly by the National Science Foundation and the Fund for the Improvement of Postsecondary Education that funded programs in only six universities. PhysTEC is designed to produce more and better-prepared physics/physical science teachers for grades K-12. Its emphasis is on helping physics and education faculty work together to provide an excellent education for future teachers with emphasis on a hands-on, inquiry-based approaches to learning science. Professor Caroline Beller is the co-investigator.

In the Fall 2002, a member of the Law School faculty and the CIED faculty will co-present "IDEA in Arkansas" for lawyers needing continuing legal education units. In the Spring 2003, the two will co-teach "Special Education Law" as a joint course for law students and education majors. A second accomplishment of the department was to complete the Pathwise training of faculty and graduate assistants supervising interns in the M.A.T.

Educational Leadership, Counseling and Foundations

Study Abroad Program. Under the leadership of associate professor Lyle Gohn, the higher education leadership program conducted its first study abroad program in May 2002. This program was designed to provide an opportunity for graduate students, professionals, and faculty to learn about higher education in Ireland and England; discover the culture, people and folklore of other countries; learn about the educational systems and current issues as they relate to higher education; and exchange ideas with colleagues and students from other countries. The study abroad program was co-sponsored by the National Association of Student Personnel Administrators and the Association of College Unions International and had a credit-based track for graduate students majoring in higher education and a professional track for members of the two organizations. Over 20 graduate students and professionals participated in the program. Based on the response to the initial program, a Spring 2003 study abroad program is being planned.

Off-Campus Ed.S. Degree Program in Educational Administration. In January 2002, the educational administration program started the department's first off-campus cohort degree program (Ed.S. in education administration). This program is delivered primarily through distance education with some on-site instruction at Helena (Phillips Community College of the University of Arkansas), Hope (University of Arkansas Community College at Hope), and Pine Bluff (University of Arkansas at Pine Bluff). Eighteen students were admitted into the first cohort and will move through as a group, taking six credit hours per semester for two years until they have satisfied residency requirements, all course work, and completed their specialist project.

Master of Science in Educational Foundations: Research and Policy. The university graduate council approved the department's proposed Master of Science in Educational Foundations: Research and Policy in June 2002. The proposed starting date for the M.S. program is Fall 2003 once final university and state approval is received. This new program (the only one of its kind in the state) will combine existing master's level courses from educational research methods, statistics, measurement and policy studies into a 30-hour degree program requiring a master's thesis.

A review of the top 50 colleges of education, as ranked by the *U.S. News and World Report* (April 9, 2001), reveals a consistent trend with all of these institutions offering Master of Science degrees in educational research methodology. As the college seeks to increase external funding for research, a M.S. degree in educational foundations will help establish a solid academic foundation of expertise in educational research methods and policy studies. Each of the initial program faculty have received their degrees or have been tenured faculty members at institutions where the college of education is ranked in the Top 25 by *U.S. News and World Report*.

Executive-in-Residence. Les Carnine is the college's first executive-in-residence. Since joining the college and ELCF, Dr. Carnine has been productive and successful in extending the influence of the education administration program across the State. He has spoken at conferences and served on several panels related to educational reform issues. He has worked with Kellar

Noggle (EDAD) to establish a field services unit within the EDAD program to provide and broker various types of technical assistance to school districts across the state. He met with the 5A superintendents about services the college could provide and he is planning a 5A superintendents meeting in Fayetteville for Fall 2002. Dr. Carnine has met with school leaders in Texarkana, Lewisville, Stamps, Heber Springs, Rogers, Fayetteville, Siloam Springs and Springdale. He has also taught a graduate course in the EDAD program.

Grants and Contracts. During the year departmental faculty members secured 10 grant awards as principal investigator totaling \$847,581. A total of seven faculty members participated either as principal investigator or co-principal investigator on these grant projects.

Sean Mulvenon and Ronna Turner also helped secure grant funding as co-principal investigators with faculty members from other colleges on multidisciplinary projects totaling \$470,980.

In addition to the grant awards, ELCF faculty submitted eight grant proposals either as a principal investigator or co-principal investigator. These proposals were either not funded or are currently pending review.

Eleanor Mann School of Nursing

The Eleanor Mann School of Nursing (EMSN) made significant strides in increased private and public support. EMSN could improve its position for raising private support by establishing a community advisory board. Key community leaders and stakeholders in health care services, as well as a past graduate, should be included. EMSN also needs to maintain a presence at national, state and local levels to keep abreast of future trends and funding opportunities. Also, close work with the University's public relations and media staff should be continued to assure that the community is aware of the unique contributions and potential of the EMSN program, its faculty and its graduates.

Improved Performance on Licensure Examinations. The EMSN achieved a 100% pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for the period from July 1, 2000 to June 30, 2001, the official reporting period for pass rates across the nation. This outcome is a dramatic improvement when compared to EMSN's 1997 and 1998 pass rates of 69%, and represents a consistent trend of continuous improvement that began in 1999. EMSN's results are well above the 2000-2001 average pass rate of 81.4% for all nursing schools in Arkansas.

In 1999, EMSN piloted an extensive program of student testing, feedback and remediation and fully implemented this initiative in 2000. The test results (progression and NCLEX) are also examined for cohort trends. EMSN uses these data during program review and evaluation. The enhanced evaluation of both students and program outcomes using national comparisons has strengthened our quality assurance process and the overall integrity of the program.

The positive program outcomes reflect evaluation based on national standards and criteria. EMSN's ability to demonstrate excellence at this level has had a significant, positive impact on EMSN's reputation within the discipline as well as among our stakeholders at all levels. Graduates leave with much greater confidence in their ability to succeed on the NCLEX exam and to perform well as professional nurses. Employers seek every opportunity to recruit and hire EMSN graduates. Other programs have asked for input and consultation regarding accreditation and program outcomes.

Increasing Private Support. Three presentations were made to private agencies and foundations to discuss possible partnerships with EMSN.

Increasing Research Support. Submissions of two research and six special project proposals reflected an increase this year leading to total awards of \$47,389.

Expanded Faculty. EMSN appointed two additional tenure-track faculty members, one as an assistant professor and the other as an associate professor. The additional tenure-track faculty will enhance EMSN's ability to increase scholarly productivity and develop nationally competitive research and project proposals which will advance EMSN's quality in teaching, scholarship and service.

Health Science, Kinesology, Recreation and Dance

Interdisciplinary Collaboration. The first year of the Lake Wedington Project has been successfully completed as Jean Hughes, managing professor, and her graduate assistants worked under the auspices of the Ph.D. in public policy program to develop management plans and relationships with other academic disciplines on campus in an attempt to better market Lake Wedington and to create interdisciplinary research and grant opportunities.

Jean Hughes and Merry Moiseichik were involved in an Interdisciplinary Graduate Education and Research Training grant in conjunction with the public policy program and environmental dynamics. This is an interdisciplinary grant that involves the sciences in graduate training that will be based at Lake Wedington.

Distance Education. The online MS degree in health science with a concentration in community health and a focus in health care administration began in August 2001.

Networking with Institutions and Organizations. The health science faculty met throughout the year with representatives from the Area Health Education Center, the University of Arkansas for Medical Sciences College of Public Health, and the Arkansas Department of Health to establish relationships to enhance the delivery of graduate programs, potentially recruit new graduate students, and increase opportunities to secure grants and research projects.

The human performance lab and the office for the studies on aging are working in collaboration with Washington Regional Medical Center in the area of women's health to secure funding in areas such as heart disease, stress, osteoporosis, breast disease, eating disorders and self-esteem.

For the first time since 1981 the health education projects office does not have a current grant, though they are currently negotiating an award with Cancer Challenge and should hear in June regarding three pending proposals with the Office of Adolescent Pregnancy Programs and a proposal submitted to the Bureau of Maternal and Child Health.

Undergraduate Student Research. For the first time ever, the department had two undergraduate students get their research published in *Inquiry*, the university undergraduate research journal.

Rehabilitation Education and Research

Literacy Enhancement. Communications disorders (CDIS) faculty were involved in a initiatives related to preschool and school age literacy, and established professional contacts with two public school districts in this region and with the local Headstart. Mary Ann Toner and Mary Frances Edwards also completed a statewide survey of education and training of speech-language pathologists, special educators, and classroom teachers with respect to literacy. These initiatives should move the program into securing external funding that will support students, enhance outreach to the schools, and promote interdisciplinary research.

Interdisciplinary Gerontology Initiatives. CDIS faculty were involved in gerontology initiatives on campus, including the new graduate certificate in gerontology, external funding from the Schmieding Foundation for a research scholar in gerontology, private funding, and most recently, a Community Care Foundation grant to establish exercise programs in senior centers.

Upgrading Academic Programs. The Arkansas Department of Higher Education provided funding for upgrading bachelor's level CDIS practitioners to master's level.

External Funding. During the past year, the Research and Training Center in the Rehabilitation of Deaf and Hearing Impaired Persons developed and submitted three grants that were funded for a total annual funding of \$1,000,000 for the three.

Vocational and Adult Education

External Funding. The Department received \$1,122,936 in funding from various sources during the past year. This enabled faculty to conduct research and provide services throughout the state.

Suspension of Academic Programs. Two industrial technology teacher preparation concentrations are being suspended. The Arkansas Department of Workforce Education has indicated that they will not continue to license students as they are currently being prepared, and the ITED faculty are working to revise the curriculum to meet the needs of the state.

Consolidation of Graduate Programs in Vocational and Adult Education. The departmental faculty voted to combine graduate programs in adult education and in vocational education. This will result in one Ed. D., one Ed. S. and one M.Ed., all in adult and vocational

education, in the department. The M.A.T. in vocational education will remain unchanged. A proposal will be sent forward the coming year to make this change official.

Discontinuation of the Bolivian Project. The Bolivian Project, directed by Dr. Ok Park, is being phased out. Dr. Park is continuing to advise students but no new students are being admitted.

ACHIEVEMENTS IN TEACHING, RESEARCH AND PUBLIC SERVICE

Teaching

Curriculum and Instruction

Technology. Two departmental goals in the teaching were to increase the use of the computer learning lab and to increase the number of courses using web support technology. Since no data existed from the previous years this year provided the baseline for the future. This year 14 faculty used the lab for class instruction a total of 105 teaching days. The total hours scheduled and used were 371 hours. At the start of the fall semester only three courses had WebCT support. At the conclusion of the semester 11 courses were supported including the three pre-education core courses.

Additionally, a literacy web site was developed for use in literacy training at Marvell School District and a dinosaur website with lessons, activities, and links to other sites was developed for teachers in coordination with the Dino Days at the University Museum. One of the developing literacy sections placed the books that were developed by undergraduates on the web so that others could share the books. One WebCT course was offered to the Teach for Arkansas students in the Delta. This was the first course offered to TFA students using this technology. The professor used on-site services to train the students in the technology and then made two additional visits to increase student proficiency in its use.

Teach for Arkansas. A collaborative effort between the college and Phillips Community College of the University of Arkansas in Helena, Teach for Arkansas delivers the Bachelor of Science in Education and Master of Arts in Teaching degrees to community college students through distance education technology and on-site instruction in Helena. Funded by a combination of tuition dollars and private support from Southwestern Bell Corporation Foundation and the Walton Family Foundation, the program's success is two-fold. First, it enables students, who would not otherwise have a chance to seek a baccalaureate and graduate degree to pursue a teaching license. Second, it provides a much needed supply of well-trained teachers for Delta schools. This project has had a major impact on the elementary schools in the Delta. The third cohort is in its senior year and a fourth cohort is under development. Barbara Gartin is the project director.

National Writing Project. For the sixth year the department has received a grant from the National Writing Project to host the Northwest Arkansas Writing Project Invitational Summer Institute as part of a national program based at the University of California at Berkeley. The project is designed to assist teachers in developing personal competency in writing, which can then be transferred to the public school classroom. In addition to the Invitational and the Open Summer Program, this year the Writing Project sponsored its fifth Kidswrite and its first Open Summer Program off-campus in Harrison. During the academic year, the project also offers mini-conferences and workshops for teachers. Samuel Totten is the project director.

Model Arab League. Monir Farah organized the second annual University Model Arab League, sponsored by the King Fahd Middle East Studies Program. University and college students with faculty advisors from Arkansas, Oklahoma and Missouri participated as representatives of Arab League Countries.

Educational Leadership, Counseling and Foundations

Ed.D. in Higher Education Cohort Program. Approximately 15 doctoral students from four states (Arkansas, Oklahoma, Missouri and Kansas) continue to pursue their degrees in higher education in the department's first weekend cohort program designed for full-time professionals in four and two year colleges and universities. The program was aimed primarily at attracting doctoral students from out of state. However, the increase in tuition and inability of the college and university to reach a mutually satisfactory agreement to provide out-of-state tuition fellowships places the future of the program in jeopardy.

Technology. A number of improvements were made in the classroom technology available to students. Thirty Dell computers with Windows XP were purchased. These computers replace the existing computers in the research and statistics laboratory (11 machines) and one of the two educational technology computer classrooms (19 machines). A new Epson flatbed scanner was also added to the research and statistics laboratory. Additionally, the other educational technology computer classroom had all its existing computers upgraded to Windows XP.

The department would like to upgrade all of its classrooms to smart classrooms but funding is not available. This year, however, it did purchase two portable "smart carts" for instructional use. The smart carts contain a Dell laptop computer, high intensity projection unit, VCR, and Internet-ready connection. In addition, the department purchased four new overhead projectors for classroom use.

Donald Rye Counseling Laboratory. Plans are underway to create the Donald Rye Counseling Laboratory. Once completed this instructional space will contain a new conference table, 12 swivel-roll chairs, bookcase and credenza. The laboratory, which will be furnished and dedicated by September 2002, will serve as a graduate student seminar room for the counselor education program.

Public Policy in Education. The dean of the graduate school appointed Gary Ritter (EDFD) associate director of the Ph.D. interdisciplinary public policy program. The department has developed a concentration in education policy and has five faculty actively involved in the program.

Community College Teaching Program. This collaborative program between the Fulbright College and the higher education leadership program was discontinued in Fall 2001 because of the Fulbright College's inability to continue as an active participant. The program, which had the endorsement of the graduate school, helped prepare graduate students in arts and sciences for faculty positions in community colleges.

Eleanor Mann School of Nursing

Accreditations. EMSN significantly improved its stature and reputation at local, state, regional and national levels. Since 1999 the School has been on warning by the National League for Nursing Accrediting Commission (NLNAC). During this past year, the school has resolved that issue. The school has also continued the trend of improved NCLEX-RN pass rates for the third year in a row. EMSN has significantly increased its national presence through faculty publications, presentations, and service at the national level.

EMSN hosted a site visit in the Fall 2001 and was accredited by the National League for Nursing Accrediting Commission for the maximum accreditation period of eight years as of March 2002. Not only did the program receive full accreditation, it also received two special commendations for the administrative support and quality of the program and for curriculum integrity. NLNAC cited no patterns of concern.

EMSN hosted a site visit in the Fall 2001 and was accredited by the Commission on Collegiate Nursing Education (CCNE) as an initial applicant as of April 2002. CCNE granted accreditation for five years, the maximum allowable period as an initial applicant. EMSN is the only school in Arkansas that is *fully accredited* by both NLNAC and CCNE.

Curriculum Revisions. EMSN launched a newly revised curriculum in July 2001. The extensive curriculum review conducted during the past eighteen months and the revisions implemented this year contributed to the positive NLNAC evaluation. The accreditation agency's commendation for curriculum integrity affirms that EMSN has created an exemplary curriculum when compared to others across the nation.

Health, Kinesiology, Recreation and Dance

Accreditations. The accreditation of the undergraduate program in recreation was renewed, and candidacy status for the new entry-level graduate degree program in athletic training was secured.

Completion of Major Program Reviews. In addition to the development of the HKRD strategic plan, the following major program reviews were completed this year: Doctoral reviews for the Ph.D. in health science, the Ph.D. in kinesiology, and the Ed.D. in recreation; COPE report for the M.Ed. and Ed.D. programs in recreation.

HKRD Contributions to Teaching. Dean Gorman and Ro DiBrezza are members of the University Teaching Academy. Joyce Graening completed her term of service as the Director of the college honors program.

Technology. A decision was made to use funding generated by the new HPER fee to convert HPER 311 to a SMART classroom for HKRD classes and IMRS officials' clinics and in-house staff training.

Rehabilitation Education and Research

Recruitment and Graduation Rates. The M.S. and Ph.D. programs in rehabilitation continue to attract a diverse group of students, several of whom are disabled. Six doctoral students graduated and four of the six are employed in academic settings.

The Little Rock M.S. program continues to receive two federal grants for master's student training, and the Ph.D. program continues receiving federal support for doctoral traineeships

The graduate programs in rehabilitation continue to be ranked in the Top 10 on the *U.S. News and World Report* annual rankings.

CDIS was involved with a major trial initiative this past year working on a literacy and learning project with the academic support unit of the athletic departments. This initiative will be continued next year in a revised format under the direction of a graduate assistant from the program.

Vocational and Adult Education

Distance Education and Enhanced Recruitment. A fifth cohort of 49 and a sixth cohort of 51 undergraduate human resource development (HRD) students completed years one and two of the degree completion 2001-2002. The department continued delivery of two master's degrees through distance learning technology. Of the 41 master's degrees awarded in Adult Education or Vocational Education during 2001-2002, 30 were granted to distance learning students. Several of those students had also completed the undergraduate HRD degree via distance learning.

Research

Curriculum and Instruction

Faculty Productivity. Samuel Totten's article "Diminishing the complexity and horror of the Holocaust: Using simulations in an attempt to convey the historical experiences" published in the April 2000 issue of *Social Education* was honored as "one of the four best learned articles to appear in an educational periodical for adults in the year 2000.

Monir Farah's revision of his best-selling world history book was published along with a 20-volume set of ancillaries to accompany the text. Nearly one million copies of *World History: The Human Experience* were sold in the United States and abroad.

Journal and Conference Review Boards. Members of the faculty are active in editing journals, serving on conference peer-review panels and other professional review activities.

Shirley Lefever-Davis continued as a member of the editorial board of *The Reading Teacher*. Dr. Lefever-Davis was recently appointed to edit a new column for *The Reading Teacher* entitled: "Trends in Teacher Certification and Literacy." She is also a reviewer for *IRA in Arkansas* as well as *Action in Teacher Education* and serves on the editorial board for the *Southeast Regional ATE Journal* and *Journal of Educational Research*.

Marcia Imbeau is a member of the editorial board for *Gifted Child Today*, serves as a field reviewer for *Exceptional Children*, and as a guest reviewer for *Gifted Child Quarterly*.

Caroline Beller is a reviewer for the *Journal of Geoscience Education*.

Marta Collier continued as a member of the editorial board of *The Reading Teacher*.

Charlene Johnson is a reviewer for both the *Middle Level Journal* and *Research in Middle Level Education Quarterly*.

Christy McGee is an editorial reviewer for *Teacher Education and Practice* and *Teaching Education*.

Felicia Lincoln is a reviewer for *Language Policy*.

Susan Riggs served as a member of the review board for *The Reader: IRA in Arkansas* and *The Reading Teacher*.

Grants and Contracts from Public Sources. Funding from grants increased this year. Last year the departmental total was \$152,131. Although the number and amount of grants have increased, the challenge is to implement the strategic initiatives in the department's strategic plan

calling for significant increases in grant submissions. Project awards and proposals are listed below.

Imbeau, M. B. (2001, December). *National Board for Professional Teaching Standards Saturday Seminars*. Grant from Arkansas Department of Education. \$5,000.

Sullivan, E., & Gartin, B. (2002, March). *Enhancing literacy skills to ALL middle level learners*. ADE/Arkansas Governor's Developmental Disability Council/Subgrant Dean's Symposium. \$6,386.

Totten, S. (2001-2002). *Northwest Arkansas Writing Project*. National Writing Project. \$25,000.

Faculty also served as members of grant teams for several projects.

Boss, S., & Beller, C. (2001-2002). *Development of an earth system science course for middle level education majors and earth science majors*. NASA/NOVA. \$17,000.

Graening, J. (2001-2002). Co-PI, *Geometry: The investigated approach*. ADHE. \$15,400.

Graening, J. (2001-2002). Co-PI, *Developing mathematics potential*. ADHE, \$20,200.

Hobson, A., Salamo, G., Beller, C., et al. (2001-2003). *Improving content and methodology for middle level education science teachers*. National Science Foundation. \$500,000 per year for the next 6 years.

Stewart, G., & Beller, C. (2001, Summer). *Preparing physics teachers to teach middle level*. Arkansas Teacher Quality Enhancement. \$15,000.

Stewart, G., & Beller, C. (2001-2005). *PhysTEC: A program to produce more and better prepared physics/physic science teachers for grades K-12*. National Science Foundation. \$5,600,000.

In addition to the awards above, faculty submitted additional grants that were not funded.

Johnson, C., & Lefever-Davis, S. (2001, October). *Professional development through teacher study groups*. ADHE/Dwight D. Eisenhower Professional Development. \$58,598.

Morrow, L., & Kirkpatrick, L. (2001, November). *Early literacy development: The vital role parents play*. Community Care Foundation \$29,836.

Thompson, D., Thompson, C., Orr, B., & Morrow, L. (2001, Fall). *How work works*. Northwest Arkansas Economic Development District, Inc. \$43,136.

Grants and Gifts from Private Sources. The department is committed to increasing private support from individuals, corporations and foundations. The following awards reflect on the potential to realize strategic goals in this area.

Windgate Charitable Foundation established 20 scholarships at \$12,000 each over the next two years for students in Curriculum and Instruction who intern in schools participating in Great Expectations. \$240,000 over two years.

Donald and Peggy Parks established an endowed scholarship to benefit undergraduate students pursuing a career in teaching. \$50, 000 in trust over three years.

Dr. Paul E. Givens and Anne Givens established a scholarship fund for the benefit of the Department of Engineering and Elementary Education. \$50, 000 in trust.

Southwestern Bell Corporation Foundation provided 20 scholarships at \$1500 each for TFA Cohort III members to address the educational needs of Delta. \$70,763.88.

Walton Family Foundation provided 16 minority scholarships at \$8000 each for TFA Cohort II members to complete the graduate degree and meet the requirements for teacher certification in Elementary Education. \$122,202.

Projects funded through private sources included:

Gartin, B. C. (2002, June). *All Children Excel in School (ACES)*. Community Care Foundation. \$29,500

Imbeau, M. B. (2002, January). *Great Expectations of Arkansas Program Evaluation Plan*. Walton Family Foundation. \$57,082.

Educational Leadership, Counseling and Foundations

Faculty Productivity. The faculty in ELCF was actively engaged in scholarly endeavors. Sixteen books, book chapters and refereed articles were published, however, only nine of the 19 (47%) tenured or tenure-track faculty were involved in publication. The faculty also produced 11 proceedings or non-refereed articles. Departmental faculty members were active in giving invited and/or refereed presentations at state, regional, national and international conferences and meetings with a total of 43. Fifteen of the 19 (79%) tenured or tenure-track faculty members in the department were engaged in this effort.

Student-Faculty Collaboration. Students working with departmental faculty were involved in the publication of three refereed articles, one refereed proceeding and seven refereed conference paper presentations. Each of the constituent programs in the department is committed to engaging more graduate students in collaborative faculty research projects during the 2002-2003 academic year as evidenced by their strategic plans.

Departmental Support for Student Travel to Conferences. The department provided supplemental funding to 10 graduate students to support their attendance at professional conferences and meetings to present research papers. In addition the college provided supplemental financial support for eight of the 10 students.

Interdisciplinary Research Efforts. Departmental faculty were involved in interdisciplinary research projects with faculty in other disciplines both within the college and outside the college. Examples of interdisciplinary research include:

George Denny (EDFD) worked with Mike Young in Health Sciences on sex and health education research.

Ronna Turner (EDFD) teamed with Greg Salamo (physics) and Ken Vickers (microelectronics-photonics) to study graduate physics education and to submit a grant proposal. Professor Turner also collaborated with graduate students in counselor education and rehabilitation on various research projects.

Sean Mulvenon (EDFD) collaborated with students and faculty in counselor education, curriculum and instruction, higher education, kinesiology and physics to produce numerous publications and research papers.

Gary Ritter (EDFD) worked with John Murry (HIED) on several publications and grants related to discrimination in the coaching profession and school accountability as well as partnering with graduate students in recreation, higher education and counseling. Professor Ritter also collaborated on interdisciplinary articles and/or research papers with Mary Hughes (EDAD) on school finance and Will Miller (political science) concerning educational policy issues in Arkansas.

Carl Holt (EDAD) and Roland Smith (EDAD) joined with Kathleen Barta (NURS) and Marianne Neighbors (NURS) to conduct research on the role of school nurses in public schools.

Educational Research and Policy Studies Journal and Conference. Sean Mulvenon (EDFD) and Gary Ritter (EDFD) established the *Arkansas Educational Research and Policy Studies Journal* with initial funding from the Arkansas Department of Education. The first edition of the journal was published in 2001 and is designed as a regional refereed journal dedicated to providing an outlet for research directed at improving K-12 and postsecondary education in Arkansas. Beginning in 2002, the journal began publishing editions twice a year in May and November. In addition, Mulvenon and Ritter created the first Arkansas Education Research and Policy Conference in Little Rock on March 6, 2002.

Journal and Newsletter Editorships. Members of the ELCF faculty are active in editing journals. Mary Hughes (EDAD) serves as the executive editor of the *Journal of Education Finance*, sponsored by the American Education Finance Association.

Catherine Roland (CNED) edits the *ADULTSPAN Journal*, a publication of the Association for Adult Development and Aging.

Sean Mulvenon (EDFD) serves as co-editor of the *Arkansas Educational Research and Policy Studies Journal*. Professor Mulvenon also serves as the newsletter editor for the National Statisticians Special Interest Group of the American Educational Research Association.

Gary Ritter (EDFD) is the co-editor of the *Arkansas Education Research and Policy Studies Journal*.

Rebecca Newgent (CNED) is the assistant editor of the Association for the Advancement of Educational Research and the National Academy for Educational Research.

Journal and Conference Review Boards. Several departmental faculty members devote extensive time to serving on editorial and conference review boards:

Gary Ritter (EDFD) is a reviewer for the *Greater Philadelphia Regional Review* and serves on the editorial board *Arkansas Educational Research and Policy Studies Journal*. Professor Ritter also served as a grant proposal reviewer for the Smith Richardson Foundation in Fall 2001.

Cheryl Murphy (ETEC) is a member of the review board of the *Journal on Technology in Education* and the *Journal of Research in Education*.

Catherine Roland (CNED) was a member of the editorial review board for the *Journal for Specialists in Group Work*. She also served as a textbook reviewer for Merrill/Prentice Hall.

James Hammons (HIED) serves on the editorial board of the *Academic Leader*.

William Brescia (ETEC) was a field reader for the Juvenile Justice Resource Center in Rockville, MD for a study entitled “Longitudinal Study of Tribal Youth.”

Grants and Contracts from Public Sources. ELCF faculty members secured 10 grant awards (as principal investigator) totaling \$847,581. A total of seven faculty members participated either as principal investigator or co-principal investigator on these grant projects.

Carelton Holt – \$10,000 – “Program Development of the Administrator Licensure Preparation Programs for AY2002.” Arkansas Department of Education.

Sean Mulvenon and Ronna Turner – \$196,874 – “Development and Maintenance of Arkansas Educational Database – Year Two.” Arkansas Department of Education.

Sean Mulvenon – \$285,151 – “Development and Maintenance of Arkansas Educational Database – Year Three.” Arkansas Department of Education.

Sean Mulvenon – \$50,000 – “Development and Maintenance of Arkansas Educational Database – Year Three. Arkansas Department of Education.

Faculty were also involved as team members with others in grant awards.

Art Hobson (Physics), Caroline Beller (CIED), Lynne Hehr (ARSC), Greg Salamo (Physics), Gay Stewart (Physics), and Ronna Turner (EDFD) - \$458,980 – “GK-12: Inquiry and Innovative Thinking by Design.” National Science Foundation.

Alan Mantooh, Simon Ang, Fred Barlow, and Sean Mulvenon – \$12,000 – “CRCD: Recent Development into the Mixed-Signal Telecommunicator.” National Science Foundation.

Grants and Gifts from Private Sources. This year saw increases in the awards from foundations for specialized research and service.

Sean Mulvenon – \$44,660 – “Evaluation of All Children Excel in School” (ACES). Community Care Foundation.

Lyle Gohn – \$14,139 – “Leadership Development.” Alpha Phi Omega.

Gary Ritter, John Murry, and Sean Mulvenon – \$81,762 – “Implementing Accountability in Public Education.” Smith Richardson Foundation.

Sean Mulvenon – \$30,000 – “Gravette and Decatur School District Evaluation Project.” Community Care Foundation.

Sean Mulvenon – \$35,000 – “Springdale School District Evaluation Project.” Community Care Foundation.

Gary Ritter, Jim Swartz, and John Murry – \$99,995 – “Northwest Arkansas Annual Education Benchmarks: A ‘Report Card’ on our Districts and Schools.” Walton Family Foundation.

Eleanor Mann School of Nursing

Increased scholarship improves the overall stature of the program, demonstrates faculty members’ expertise in nursing and the discipline’s recognition of their work. EMSN faculty members also made significant contributions to scholarship. These contributions included co-editorship of a text, authorship of peer-reviewed articles, authorship of book chapters, local, regional and national presentations and development of research and special projects.

Faculty Productivity. Marianne Neighbors, served as a co-editor for a major textbook EMSN faculty members authored two peer reviewed manuscripts and eight book chapters, and presented two papers at a local conference and one paper at a national conference.

Journal and Conference Review Boards. Members of the faculty are active in editing journals, serving on conference peer-review panels and other professional review activities.

M. Neighbors – Editorial Board - Home Health Care Patient Education Manual

N. Smith-Blair - Reviewer for Porth's pathophysiology concepts of altered health states published by Lippincott, Williams and Wilkins.

Grants and Contracts from Public Sources. The school is committed to increasing grant submissions in support of research and service projects as evidenced by the following.

Leigh Ann Breckendridge -- Child Care Health Consultant Training Curriculum – Arkansas Dept. of Health – two years - \$34,389 Total

Grants, Contracts and Gifts from Private Sources. In addition to support from public sources, the school seeks support from private sources and realized the following awards this past year.

Nan Smith-Blair -- Research Project: Effect of Dobutamine on Contractility, Oxidative Stress, and Lipid Peroxidation.- Southern Nursing Research Society - \$1,000.

Marianne Neighbors and Kathleen Barta (\$12,000 Total) Funded by four sources as matching grants: Northwest Medical Center Auxillary - \$6,000; Washington Regional Medical Foundation -\$3,000; Mercy Health Systems - \$1,000; and Bates Hospital - \$2,000

Northwest Arkansas for Nurses donated \$11,400 to EMSN for the Stars for Nursing Scholarship program. Fifty percent of the funds are used immediately to provide scholarships to students and fifty percent is deposited into the Stars for Nursing account to establish an endowed fund within the next 5 years.

EMSN received \$480,000 in new endowments: The Nelda Wolf Richter Scholarship Endowment - \$430,000 and the Donald and Peggy Parks Scholarship Endowment - \$50,000

Research Start-up Funds. \$45,000 in lab start-up funds was provided to Nan Smith-Blair to support her research. This was accomplished through a matching agreement between EMSN, the college and the graduate school. This was an exceptional award for a new assistant professor in the college and represents a significant commitment to the advancement of scholarship at EMSN. These funds provide Dr. Smith-Blair the opportunity to conduct pilot work that will position her well for external, nationally competitive grants.

Health Science, Kinesiology, Recreation and Dance

Advisory Council. A Sports Medicine Academic Advisory Council with membership that includes a number of orthopedic surgeons, physical therapists, and athletic trainers in northwest Arkansas continues to provide assistance to the department. They provided professional guidance as well as much needed equipment for the new graduate program in athletic training.

Interdisciplinary Science Proposal. The recreation faculty are working with Steve Boss (environmental dynamics) and Caroline Beller (CIED) in preparing a National Science

Foundation grant that will provide an informal science program for underserved groups. A discovery day camp for Latino children at Lake Wedington will be proposed.

Grants and Contracts from Public Sources. The following grants and contracts were received in the department.

Chester Jones – Safe Communities - \$24,000

Merry Moiseichik and Jean Hughes – Farmington, AR - \$37,000

Sharon Hunt – Springdale School District - \$127,112

The Health Education Projects Office has generated significant funding for research and service projects over a number of years. This is one of the first years that no major awards were received by this office. However, a number of grant proposals were submitted, but not funded. Also, below are listed the proposals that are still pending.

Bureau of Maternal and Child Health - A proposal to implement abstinence education in high priority counties in Arkansas. \$1,068,504.

Bureau of Maternal and Child Health - A proposal to implement abstinence education in Oklahoma schools with a high proportion of American Indian students. \$370,304.

Arkansas Department of Health - A proposal to conduct abstinence education programs in Sebastian and Benton Counties. \$119,358

Center for Disease Control - This proposal was a joint effort with Sue Hart of Highest Vision. \$7,000.

Robert Wood Johnson Foundation - This proposal was for drug policy research, to study the efforts to legalize medical marijuana and the implications of such a change in public policy. \$253,000.

Health projects office grant proposals pending included the following.

Bureau of Maternal and Child Health - This proposal was developed for the UAMS-DAHEC to submit. If funded we will receive a subcontract for \$714,619.

Office of Adolescent Pregnancy Programs - A parent-child, take-home program in abstinence education. \$227,804.

Office of Adolescent Pregnancy Programs - The Delta project. \$257,856.

Office of Adolescent Pregnancy Programs - This proposal was developed for Bacone College to submit. If funded, we will receive a subcontract for \$103,156.

Cancer Challenge - This invited proposal is to help the foundation establish a funding agenda. \$21,227.

Grants, Contracts and Gifts from Private Sources. The department had a productive year securing support from individuals and foundations, including the following awards.

Ro DiBrezza – Community Care Foundation - \$32,211

Ro DiBrezza – Northwest Medical Center - \$12,339

Ro DiBrezza – Washington Regional Medical Center - \$11,439

Dean Gorman – Jones Center (Special Olympics) - \$16,850

Donna and Bryan Whitworth gave \$250,000 to the construction of the new Donna Axum Whitworth Fitness Center.

Mr. and Mrs. Bob Garnett gave \$1,000 to the Office for Studies on Aging.

External Support for Graduate Assistants. During the year 19 graduate assistantships were funded by college or university resources. Outside funding to support 29 additional graduate assistantships was generated by departmental faculty. Of the \$339,070 awarded to HKRD graduate assistants during the year, \$190,094 was generated from outside sources.

Other Sources of Funding. Both individual and family memberships through the Alumni HPER Membership program generate funding dedicated primarily to the cost of refinishing all the hardwood floors in HPER, replacing funding formerly provided through the physical plant. Funds for the natatorium are provided the women's athletic department to help cover the expenses related to the upkeep of the HPER pool and for utilization of locker space for the women's swim team. Michael Young and the health education projects office staff generated funds through the sale of publications for drug education materials. These funds have helped to provide support for the office when grant funds are not secured.

The fitness for fun program generated funding through the sale of memberships and testing services provided by the human performance lab. Men's athletics provided funding to assist in the support of two lecturers in athletic training. A commitment has been secured from women's athletics to provide support for this program in the coming year.

Interdisciplinary Research and Services. Ro DiBrezza and Barbara Shadden (CDIS) are in the second year of funding through the college and graduate school to support the new office for studies on aging. The graduate school provided support for a graduate assistant and an endowment from the Schmieding Foundation provides supplemental support for a fellowship for the office.

Rehabilitation Education and Research

Grants and Contracts from Public Sources. In keeping with a twenty-year record of significant grant awards, the department secured three major grant awards this year.

The first was a five-year grant application submitted to the National Institute for Disability and Rehabilitation Research (NIDRR) for a Research and Training Center on the Vocational Rehabilitation of Persons who are Deaf or Hard of Hearing. The grant award totals \$3 million for five-years (2001-2006 at \$600,000 per year).

The second grant application was a field-initiated research project to conduct a national survey of the employment and community living needs of persons who are hard of hearing. The grant award from NIDRR totals \$450,000 for three years (2001-2004 at \$150,000 per year).

A third grant application was a collaborative effort with Arkansas Children's Hospital and the University of Arkansas for Medical Sciences. The grant application was developed to address the need for multi-media information and training resources for infants with hearing loss and their families participating in early infant screening programs. Funded through the National Institute on Deafness and Communicative Disorders (NIDCD), the grant totals \$750,000 for three years (2001-2004 at \$250,000 per year).

Journal and Newsletter Editorships. Faculty in the department realized national visibility for their efforts in editing professional publications, including the following.

John Schroedel serves as editor of the *Journal of Interpretation*.

Dan Cook serves on the editorial board, *Journal of Disability Policy Studies*, editorial board, *Rehabilitation Counseling Bulletin*, and as co-editor of *Rehabilitation Education*.

Brian Bolton serves as Co-Editor of *Rehabilitation Education*.

Glenn Anderson serves as editor of the following statewide consumer-oriented publication: *The Deaf Arkansan*.

Barbara Shadden serves as associate editor for book reviews for *Topics in Language Disorders*.

Journal and Conference Review Boards. Faculty members John Schroedel, Glenn Anderson, Doug Watson, and Steve Boone participate on the editorial review boards for *American Annals of the Deaf*, *Rehabilitation Education*, *Journal of the American Deafness and Rehabilitation Association*.

Barbara Shadden served as reviewer for *Communication Disorders Quarterly*, *American Journal of Speech-Language Pathology*, *The Review for the Study of College Teaching* and as grants reviewer for the American Federation on Aging and the Alzheimer's Association

Vocational and Adult Education

International Presentations and Projects. Catherine Brooks and Barbara Hinton presented a paper, *Phases of Professional Development of Minority Women*, at the Women and Development International Conference, University of Fes, Morocco. They also served as consultant to Al Akhawyn University, Ifrane, Morocco, conducting a needs assessment for the Azrou Center for Community Services. These presentations were sponsored by the King Faud Middle East Studies program.

Fredrick M. Nafukho was selected to serve on a panel at a conference entitled, *African Universities in the 21st Century*, sponsored by the US Department of Education, Carnegie Foundation, University of Illinois, and the Council for the Development of Universities in Africa. The conference was at the University of Illinois at Urbana-Champaign. His paper was entitled " The Market Model of Financing State Universities in Africa: Some Innovative Lessons from Kenya."

Catherine Brooks and Dale Thompson presented papers at the International Academy of Human Resource Development Conference in Honolulu, Hawaii, March 2002.

Jack De Vore presented papers in Greece and Russia.

Barbara Hinton presented a paper to the Training and Development Association at Edith Cowan University, Perth, Australia.

Grants and Contracts from Public Sources. Faculty from the department continue to be highly productive in securing grants for research and service projects, including the following.

Bobbie Biggs, in collaboration with Sue Martin from family and consumer sciences, Bumpers College of Agricultural, Food, and Life Sciences, received funding from the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education, for projects entitled Early Childhood Professional Development Training: A Systems Approach, (\$376,918), Child Care Orientation Training Project (CCOT) (\$241,879) and Pre-K ELLA (\$168,875).

The Arkansas Workforce Education Curriculum Center, directed by Bobbie Biggs, closed during the year. Bobbie Biggs received \$94,256 from the Department of Workforce Education for the Arkansas Workforce Education Curriculum Center.

Arkansas Student Competency Testing (\$207,528 - FY2002) has provided testing services for secondary vocational students in state for the past 16 years. This service will cease as of August 2002. During FY2002, project coordinator, Don Coget, facilitated a move of the state vocational assessment system to web-based testing, which will be administered by the Arkansas Department of Workforce Education. The project will be funded through August 2002.

The Performance Based Teacher Education project (\$43,480) was conducted by Fred

Wills who provided field-based teacher education opportunities to technical institute faculty. Funding is coordinated by the Department of Workforce Education and is supported through professional services contacts with the eleven technical institutes.

Catherine Brooks, Barbara Hinton, and Fred Wills received funding for the Delta Five Project through the Walton Family Foundation and the Rural School and Community Trust to serve as an external evaluation team for the project. The Delta Five Project is a consortium of five school districts in the Mississippi Delta with a vision of “Building Community Through Collaboration.” The goals of the consortium are to establish learning resource centers, develop learning communities, provide professional development, and conduct research.

Journal and Conference Review Boards. Members of the faculty are active in editing journals, serving on conference peer-review panels and other professional review activities.

Bobbie Biggs served on the Editorial Board for the *Journal of the American Technical Education Association*.

Cecelia Thompson served as Editorial Board Member and Reviewer for the *Journal of Family and Consumer Sciences Education*, a publication of the National Association of Teacher Educators for Family and Consumer Sciences.

Dale Thompson served as reviewer for the *Journal of Industrial Teacher Education*, a publication of the National Association of Industrial Technical Teacher Education.

Fredrick M. Nafukho served on the Editorial Board of the *Human Resource Development International Journal*.

Ok Park served as Editorial Board Member for Delta Pi Epsilon Publications Committee.

Catherine Brooks, Barbara Hinton, Fredrick Nafukho and Dale Thompson served as manuscript reviewers for the 2002 Annual AHRD Research Conference.

Public Service

Office of the Dean

Dean Reed Greenwood was appointed as one of 25 members across the state of the Blue Ribbon Commission on Public Education. This commission was appointed by the legislature and Governor Huckabee to make recommendations for the improvement of P-12 education in the state in response to the findings of the Lake View lawsuit. The rulings reported by the judge in this case found that the state was not providing either an equitable or an adequate system of public education to meet the needs of the children and youth throughout the state. The commission met on a twice per month basis and Dean Greenwood chaired a committee on teacher salaries and professional development, one of four working subcommittees. The final report and recommendations of the commission were submitted to the Joint Education Committees in July, 2002.

Curriculum and Instruction

National

Caroline Beller was chair of the National Elections Committee of the Association for the Education of Teachers in Science. She is also a board member and was a member of the local arrangements committee for the national 2002 Annual Conference. She was in charge of the pre-conference workshops and on-site registration.

Barbara Gartin served the first year of a two-year term as President of the Education Division of the American Association on Mental Retardation and was elected Vice President of the Council of Exceptional Children-Division on mental Retardation and Development Disabilities. She will serve as Vice President, President-elect, President, and Past President over the next four years. Dr. Gartin also served as the Arkansas representative to the Council for Exceptional Children National Representative Assembly at the Annual Conference.

Barbara Gartin served the first year of a two-year term as President of the Education Division of the American Association on Mental Retardation.

Barbara Gartin was elected Vice President of the Council of Exceptional Children-Division on Mental Retardation and Developmental Disabilities. She will serve as Vice President, President-elect, President, and Past President over the next four years.

Barbara Gartin is a CEC/NCATE reviewer for the Council for Exceptional Children in special education.

Jay Graening is a member of the National Council of Teachers of Mathematics 2002 National Program Committee meeting. He is a member of the Arkansas Council of Teachers of Mathematics board of directors and president of the Northwest Arkansas Council of Teachers of Mathematics.

Jay Graening is a member of the National Council of Teachers of Mathematics 2002 National Program Committee meeting.

Marcia Imbeau continued as board member-at-large on the Board of Directors of the Association of Gifted Children. She is on the Executive Committee and serves as the Division secretary. She is a member of the Differentiated Instruction Cadre for the Association for Supervision and Curriculum Development.

Christy McGee serves on the Curriculum Committee for the National Association for Gifted Children.

Linda Morrow served as a proposal reviewer for Division K: Section 6a: Teaching and Learning in Collaborative Partnership for the AERA 2002 Conference.

Arkansas

Jay Graening is a member of the Arkansas Council of Teachers of Mathematics board of directors.

LaVonne Kirkpatrick serves as vice chairperson as the Area 1 State Director for Delta Kappa Gamma and the Kappa State Education Foundation. Christy McGee serves on the Curriculum Committee for the National Association for Gifted Children (NAGC).

Linda Morrow served as Vice President and board member for the Arkansas Association of Teacher Educators and as board member of the Arkansas Association for Middle Level Education. Susan Riggs served as secretary/treasurer for the Arkansas Literacy Teacher Educators.

Susan Riggs served as secretary/treasurer for the Arkansas Literacy Teacher Educators.

Caroline Beller is a board member of the Arkansas Association for Middle Level Educators.

Barbara Gartin served as the Arkansas representative to the Council for Exceptional Children National Representative Assembly at the Annual Conference.

Marcia Imbeau serves as President-elect for the Arkansans for Gifted and Talented education and chair of the Graduate Scholarship Award.

LaVonne Kirkpatrick is the Area 1 State Director for Delta Kappa Gamma and the Kappa State Education Foundation, Vice Chairperson.

Educational Leadership, Counseling and Foundations

National

Mary Hughes (EDAD) serves on the National Advisory Board for the Appalachian Collaborative Center for learning Assessment and Instruction in Mathematics funded by the

National Science Foundation. Professor Hughes also serves on the board of directors of the American Educational Finance Association.

Chris Lucas (HIED/EDFD) is a member-at-large, ex-officio of the Executive Committee of the Council of Learned Societies in Education.

Roland Smith (EDAD) was a Plenary Delegate to the University Council of Educational Administrators.

Joannie Connors (EDFD) is co-chair of the International Ventures Committee, Division of Peace, Conflict and Violence of the American Psychological Association.

Cheryl Murphy (ETEC) was co-program chair of the Group Media, Curriculum and Culture SIG for the American Educational Research Association.

Catherine Roland (CNED) was past-president for the Association for Adult Development and Aging a division of the American Counseling Association.

Regional

Gary Ritter (EDFD) served as a statistical consultant on school funding litigation in New Jersey and Pennsylvania.

Arkansas

Carl Holt (EDAD) planned and coordinated a reception hosted by the Educational Administration program during the Arkansas Association of School Administrators Summer Conference. A second reception is planned during the Summer 2002 AAEA Conference in Little Rock.

Sean Mulvenon (EDFD) developed the theoretical and computing algorithms (the scoring system) associated with the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) for the Arkansas Department of Education.

Sean Mulvenon (EDFD) conducted a study and produced a comprehensive report for the Joint Educational Oversight Committee of the Arkansas General Assembly on grade inflation in the state.

Sean Mulvenon (EDFD) developed and maintains for the Arkansas Department of Education the Educational Data Distribution System (EDDS). This is a web-based program for providing aggregated, summative analyses and individual student data on all elements of Arkansas public education.

Sean Mulvenon was appointed by the Governor to serve on the Arkansas School Readiness Initiative Committee.

Eleanor Mann School of Nursing

EMSN faculty members were also very engaged in service at all levels. Their participation in national, state, regional and local boards and committees improve EMSN's presence and reputation and provide an opportunity to stay informed about national agenda, trends, and program development initiatives. EMSN faculty members served on six national boards or committees, and three national grant review programs. Two faculty members served on a local advisory boards and several faculty members served on local professional organization committees. In addition to these efforts, the faculty remained invested in service to the University, college, and EMSN as demonstrated by their participation on numerous committees.

National

Barbara Conrad – Society of Pediatric Nurses: Board Member; Research Committee Chair, Program Committee – Member; and Awards Committee – Member

Barbara Conrad –American Association of Colleges of Nursing – Board Member; Governmental Affairs Committee – Member

Barbara Conrad – Sigma Theta Tau International Honor Society for Nurses Small Grants Program Review Committee

Barbara Conrad - American Association of Colleges of Nursing and the Hartford Foundation for Gerontology – Gerontology Curriculum Grants Review Committee

Barbara Conrad - StarBright Foundation Grants Program Review Committee

Arkansas

Joyce McConaughy – Arkansas Nurses Association: Secretary/Treasurer

Joyce McConaughy – Arkansas Nurses Association District 9: Delegate

Health Science, Kinesiology, Recreation and Dance

National

In the areas of program implementation and program evaluation the health education projects office, directed by Mike Young, has worked with the University of Arkansas Medical School's Delta Health Education Center, Bacone College, Northeastern Oklahoma State University, Southeastern Illinois University, Bowling Green State University, Northwest Arkansas Tobacco Coalition, Home Town Health, Center for Substance Abuse Prevention, and Cross Roads (the international HIV/AIDS project), and the Cancer Challenge.

The intramural recreational sports program has conducted the National Youth Sports Program (NYSP) for the past 19 years and is recognized as one of the premier NYSP projects in

the United States having won six “Special Recognition” awards as well as the Silvio O. Conte Award that recognizes the outstanding NYSP project in the United States.

Arkansas

The faculty in recreation worked with undergraduate and graduate majors to provide administrative reviews, needs assessments and feasibility studies for the cities of Ft. Smith, Mountain Home, Jonesboro, Fayetteville, Eureka Springs, Rogers, Newton County, Hot Springs, and Russellville.

Rehabilitation Education and Research

National

The RRCEP received a supplement to conduct the 28th Institute on Rehabilitation Issues (IRI) on the topic, “Investing in the Transition of Youth with Disabilities to Productive Careers.”

The 27th IRI, “Effective Strategies for Improving Employment Outcomes of People with Chronic Kidney Disease” is currently being printed and will be distributed nationally within the next month. The 26th IRI, “The Role of the Family in Achieving Successful Employment Outcomes” has been on “back order,” reprinted and posted to the PACER Center website.

Glenn Anderson serves as Chair of the Board of Trustees at Gallaudet University (Washington, DC)

Glenn Anderson, Doug Watson, Steve Boone and John Schroedel National Association of the Deaf Committee on Vocational Rehabilitation Services, and the Program Committee for the 2002 national conference of the Association of Late Deafened Adults.

Barbara Shadden serves on the Educational Testing Services National Examination Subcommittee responsible for development and revision of the national certification examination in speech-language pathology.

Barbara Shadden serves as Archivist to the Council of Academic Programs in Communication Sciences and Disorders.

Regional

The RRCEC completed the fourth year of a five-year contractual agreement with the Rehabilitation Services Administration (RSA) to conduct a Regional Rehabilitation Continuing Education Program (RRCEP) for state VR agencies and other constituents identified in the Rehabilitation Act.

The Region VI RCEP was selected to coordinate two national conferences this year. The most recent was “Partners Building Bridges to Meet Employment Challenges for Individuals Who are Deaf, Deaf-Blind, Hard of Hearing and Late Deafened,” at the Kellogg Conference

Center of Gallaudet University in Washington, DC. This unique conference, held June 10-12, 2002, was the culmination of a year of work with a national planning committee. Planning is ongoing for a second national conference on “Cutting Edge Practices... Expectations, Empowerment, Employment: National Conference for Residential Training Centers for the Blind.”

The RRCEP is actively involved in initiatives focusing on the recruitment of qualified rehabilitation personnel to the field and to state agencies. Region VI was originally selected as a pilot site for collaborative work between state agencies and institutions of higher education. The RRCEP is working with the National Recruitment Center at Oklahoma State University and the MWG in the development of a regional marketing and recruitment plan to increase the number of qualified vocational rehabilitation professionals to serve the growing number of people with disabilities.

As part of an Olmstead Implementation, working with a National Advisory Committee and the CRP RCEP at San Diego State University (SDSU), RRCEC staff have developed an action research project that will lead to ongoing technical assistance on implementation of the Olmstead decision to those entities funded by the RSA. Resources and information compiled through this project will be available through a public web site this summer.

The Community Leadership Institute for Change Knowledge (CLICK), introduced in fall of 2000, will complete the first cohort in September. A second cohort started the developmental program in fall of 2001 and the third cohort is scheduled to commence in October 2002. A total of 54 individuals from state VR agencies, Centers for Independent Living and Community Rehabilitation Programs have participated in 8 seminars. The final session of the Institute for Rehabilitation Manager has been completed. This program has graduated four cohorts of rehabilitation managers over the years.

The Information and Resource Center located at “rcep6.org” is used to supplement training programs offered in face-to-face and distance formats. In addition to the RRCEP website, the RRCEC has received contracts with RehabAction and CSAVR to design and support their websites and to maintain RehabNet.

“BridgeWorks,” continues to be a practical strategy for distance education. Utilizing a telephone bridge line, sessions are conducted by phone with supplemental reading material available by mail or on the Internet. Training series offerings include Ethical Case Management and vocational implications of specific disabilities.

RRCEC faculty members (Dr. Skip Cochran and Leon Oehlers) have been working cooperatively with other universities offering web-based masters degrees for rehabilitation counselors. We have assisted with course development, instruction and teaching assistance for UALR and San Diego State University.

The RRCEP was involved in the development of Customer Service curriculum with OK DORS and has provided this one-week training in partnership with the OK DORS Human Resources Development staff twice this year.

Other grants managed by the RRCEC include a 5-year grant from RSA for Continuing Education in Independent Living.

Arkansas

Glenn Anderson, Doug Watson, Steve Boone and John Schroedel serve in a variety of leadership roles as members of Arkansas Rehabilitation Council, Arkansas Association of the Deaf, and Consumer Advisory Council for Arkansas Relay Services.

Vocational and Adult Education

National

Bobbie Biggs is a member of the ATEA Board of Trustees.

Cecelia Thompson completed a term as President of the National Association of Teacher Educators in Family and Consumer Sciences.

Barbara Hinton was elected to the Board of Directors for The Academy of Human Resource Development.

Barbara Hinton was named to the editorial board of Perseus Publishing, Cambridge, Massachusetts.

Regional

Catherine Brooks and Fred Wills served as external evaluators for the Delta 5 Project, a consortium of five Mississippi Delta school districts. Funding was provided by the Walton Family Foundation.

Arkansas

Bobbie Biggs, in collaboration with Dr. Sue Martin from the School of Human Environmental Sciences, provided the following services to child care providers in Arkansas:

Child Care Orientation Training Project (CCOT). Project personnel provided training and completion certificates for trainers and day-care workers, developed policies and procedures, served as liaison with the Headstart Collaboration Task Force, supervised curriculum revision, determined training needs, and provided training. Bobbie Biggs, co-PI. (Arkansas Department of Human Services, Division of Child Care and Early Childhood).

Early Childhood Professional Development/Training: A Systems Approach (ECPD). Statewide systems approach to professional development and training for child care professionals in AR. Consists of a Caregiver Certificate training program of 90 hours and a

Child Care Curriculum Endorsement training program of 135 hours. Bobbie Biggs, co-PI. (Arkansas Department of Human Services, Division of Child Care and Early Childhood).

Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA). Statewide training program of 30 hours for caregivers in Pre-K literacy and evaluation of child care professionals in centers and family homes. Trained 110 persons to become trainers of Pre-K ELLA. Develop a statewide evaluation program. Sponsored training in selected geographical areas of the state that have no training offered by the 13 other grants. Bobbie Biggs, co-PI. (Arkansas Department of Human Services, Division of Child Care and Early Childhood).

Faculty Awards

National, Regional and State

Catherine Roland (CNED) was presented with the Distinguished Service Award from the Association for Adult Development and Aging at the American Counseling Association National Conference in March 2002.

Barbara Hinton received the Meritorious Service Award from the University Council for Workforce and Human Resource Development.

Glenn Anderson was presented an outstanding service award from the Ohio Rehabilitation Commission during the Annual Conference of the National Association of Multicultural Rehabilitation Concerns held in Hot Springs, AR, July 19-21, 2001.

Angie Smith-Nix was named Dance Educator of the Year by the Arkansas Association for Health, Physical Education, Recreation and Dance.

University

Merry Moiseichik was selected by the Arkansas Alumni Association for Distinguished Achievement in Service to be awarded in the Fall 2002.

College of Education and Health Professions

Lori Turner -- Outstanding Researcher Award
Cecelia Thompson -- Outstanding Teaching Award
Jack Kern -- Outstanding Advisor Award
Ro DiBrezza -- Outstanding Service Award

Curriculum and Instruction

LaVonne Kirkpartick – Outstanding Teaching award

Educational Leadership, Counseling and Foundations

Roland Smith (EDAD) – Teacher of the Year Award
George Denny (EDFD) -- Advisor of the Year Award
Sean Mulvenon (EDFD) – Researcher of the Year Award
Sean Mulvenon (EDFD) -- Outstanding Service Award

Health Science, Kinesiology Recreation and Dance

Inza Fort – Outstanding Teaching Award
Ro DiBrezza – Outstanding Service Award
Lori Turner – Outstanding Research Award
Jack Kern – Outstanding Service Award

Eleanor Mann School of Nursing

Marianne Neighbors – Outstanding Teaching Award
Nan Smith-Blair – Outstanding Research Award
Leigh Ann Breckenridge – Outstanding Service Award
Joyce McConaughy – Outstanding Advising Award

Vocational and Adult Education

Cecilia Thompson – Outstanding Teaching Award
Buel Lyle – Outstanding Service Award
Dale Thompson – Outstanding Advising Award

ACHIEVEMENTS OF STUDENTS AND ALUMNI

Curriculum and Instruction

Five middle level undergraduates presented at the state and national conference with their advisor, Charlene Johnson.

Two M.A.T. graduates co-presented with LaVonne Kirkpatrick at the Annual Conference of the International Reading Association.

One doctoral student co-presented with Barbara Gartin at the Annual Conference of the Council of Exceptional Children and at the Annual Conference of the American Association on Mental Retardation.

Nine ESOL students presented papers and presented demonstrations at the Annual Arkansas TESOL Conference.

Seven graduate students in special education presented at the Annual Conference of the Arkansas Council for Exceptional Children. Shaila Rao, a doctoral students, was a runner-up for the Baum Graduate Assistant Teaching Award.

Rehabilitation Education and Research

In the Ph.D. program in Rehabilitation, six doctoral students successfully completed all requirements for the doctorate in the last calendar year. This is notable given a sparse graduation rate in the preceding two years.

Amanda Melton, undergraduate student in the CDIS Program, received a SILO Undergraduate Research Fellowship to work with Barbara Shadden on research project examining "Patronizing Speech Toward the Elderly." Pilot research from that project has already been accepted as a refereed presentation for the November 2002 convention of the American Speech-Language-Hearing Association.

Wayland Roberts, Erin Martz, Michele Capella, Gerry White, Eddie Bell, Nick Schmittroth, Stephanie Lusk-Head, all doctoral students in the Rehabilitation Ph.D. Program, gave refereed presentations at five regional or national conferences.

Virginia Graham and Vicki Wilson, two master's students in the Communication Disorders Program, gave refereed presentations at the annual convention of the American Speech-Language-Hearing Association.

Of the 17 graduates who completed M.S. degree requirements in rehabilitation during the past year, the majority are employed full-time in the field of rehabilitation, across five states.

Of the 13 graduates of the M.S. degree program in Communication Disorders in May of 2002, all have already secured employment as speech-language pathologists in a variety of work settings.

Vocational and Adult Education

Dr. Becky Timmons, Westark Community College, was named Postsecondary Teacher of the Year by the Arkansas Business Education Association.

Suella Bratton, Ozark High School, was named Secondary Teacher of the Year by the Arkansas Business Education Association.

Student Honors and Awards

Honors Convocation

Jennifer David, Senior Scholar, Elementary Education
Nancy Elizabeth Garner, Senior Scholar, Elementary Education
Sherese Dion Grigg, Senior Scholar, Elementary Education
Emily Nichols, Senior Scholar, Communication Disorders
Sarah Desiree Ross, Senior Scholar, Communication Disorders
Crystal McFee, Senior Scholar, Elementary Education
Aaron Bell, Eleanor Mann School of Nursing Outstanding Student Nurse Award
Staci Prier, Betty Battenfield Nursing Excellence Award
Deven Dickey, Outstanding Student Award in Health Science
Casandra Nunez, Outstanding Student Award in Health Science
Jeanne Bleeker – HLSC – Outstanding Doctoral Health Science Student
Amy Gray – HLSC – Outstanding Health Education Undergraduate Major of the Year
*Numerous scholarships award recipients were also recognized at the convocation.

Health Science, Kinesiology, Recreation and Dance Southeast Conference Academic Awards

Amy Yoder Begley – KINS – Track and Field Academic Honor Roll
Jennifer Bottoms – KINS – Softball Academic Honor Roll
Dee Dee Brown – KINS – Track and Field Academic Honor Roll
Michelle Coens – KINS – Volleyball Academic Honor Roll
Holly Collins – KINS – Soccer Academic Honor Roll
Nicole Deeter – KINS – Softball Academic Honor Roll
Jennifer DeJongh – KINS – Swimming and Diving Academic Honor Roll
Josh Foliart – Football Academic Honor Team
Jonathan Henry – KINS – Football Academic Honor Team
Katerina Kourdioukova – RECR- Swimming and Diving Academic Honor Roll
Thomas Latoof – KINS – Football Academic Honor Team
Marie LeJour – KINS – Track and Field Academic Honor Roll
Kelly McCarter – KINS – Volleyball Academic Honor Roll
Wes McCrotty – KINS – Baseball Academic Honor Team
Allison Medlin – KINS – Track and Field Academic Honor Roll
Josh Melton – KINS – Football Academic Honor Team
Brennan O’Donohoe – RECR – Football Academic Honor Team
Michal-Lynn O’Kelly – KINS – Soccer Academic Honor Roll
Jenny Rangelova – KINS – Volleyball Academic Honor Roll
Tracy Robertson – KINS – Track and Field Academic Honor Roll
Tim Schuler – KINS – Tennis Academic Honor Team
April Steiner – KINS – Track and Field Academic Honor Roll
Crystal Test – KINS – Soccer Academic Honor Roll
Brenda Vlasek – KINS – Swimming and Diving Academic Honor Roll

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II. Book Chapters

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IV. Unrefereed Publications and Proceedings

Anderson, G.B. (October/November 2001). Diversity revolution in deaf education. *NADmag* 1(5). 4-5.

Anderson, G.B. (Fall, 2001). *The Deaf Arkansan*. Arkansas Association of the Deaf.

Anderson, G.B. (Winter, 2002). *The Deaf Arkansan*. Arkansas Association of the Deaf.

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Battle, D., & Shadden, B. B. (2001) *Improving performance on the PRAXIS Examinations in Speech-Language Pathology and Audiology*. Full text published in the Proceedings of the Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders -- available in print and on the web.

Boone, S.E. & Lefebure, H. (2001). Overcoming stress. In L. Piper & D. Watson (Eds.), *Selected proceedings of the 12th national conference of the Association of Late-Deafened Adults*. [On-line]. Available: <http://www.alda.org/2000proceedings/OvercomingStess.pdf>.

Boone, S.E., Lefebure, H., & Watson, D. (2001). Learning to obtain workplace accommodations. In L. Piper & D. Watson (Eds.), *Selected proceedings of the 12th national conference of the Association of Late-Deafened Adults*. [On-line]. Available: <http://www.alda.org/2000proceedings/WorkplacAcComm.pfd>.

Brown, B. (2001, December). Managing Fibromyalgia through Exercise. Proceedings of The Fibromyalgia Management Workshop for Healthcare Professionals, University of Arkansas, AR.

Brown, B. (2001, December). Diagnosis and Management of Fibromyalgia. Proceedings of The Fibromyalgia Exercise Management Workshop for Healthcare Professionals. University of Arkansas, AR.

Bynum, A., Irwin, C., & Denny, G. (2001). Perceptions of program satisfaction among participants in a consumer health education program, using interactive compressed video methods in rural Arkansas. *Annals of the World Congress of High Tech Medicine*. Hanover, Germany.

DiBrezzo, R. (2001, February). 9 tips for actively aging. Health Scene: Journal of Wellness and Good Health Care, p. 11.

DiBrezzo, R. (2001 February). Don't just sit there, you can start exercising at any age (Interview). Prevention Magazine.

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Gartin, B. C., & Murdick, N. (2001). Teaching reading in the content area: Development of content specific vocabulary. *Online: The Newsletter of Education in Arkansas*, 14(3), 5-6.

Miller, K.R. (June 2002). Communicating safely with police officers. *Silent News*, 34 (6), 11-12.

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- Miller, K. R. (May 2002). Legal interpreting in prison: Getting what you need to get the job done. *Views*, 19 (5), 10-11.
- Miller, K.R. (May 2002). Culture vs. disability: A new face on an old debate. *Silent News*, 34 (5), 10.
- Miller, K.R. (Winter, 2002). It takes a village: Working together to stop sexual abuse. *The Deaf Arkansan*, 4-5.
- Miller, K.R. (2001). Protect your case: The use of sign language interpreters during investigations involving deaf individuals. *Little Rock Police Bulletin*, 4 (48).
- Mulvenon, S. (2001, July 7). The myths of standardized testing and accountability systems. *The Arkansas Democrat Gazette*.
- Mulvenon, S. (2001, December). Accountability programs: The role of educational statisticians. *Educational Statisticians SIG Newsletter*.
- Mulvenon, S., Thomas, S., & Turner, R. (2001). Detection of cheating in standardized testing using SAS. Proceedings of the *Twenty-Sixth Annual SAS Users Group International Conference*, 1134-1138.
- Newgent, R. (2001). An investigation of the reliability and validity of the Riso-Hudson Enneagram Type Indicator. *Proceedings of the Joint Meeting of the Association for the Advancement of Educational Research and the National Academy for Educational Research*.
- Piper, L. & Watson, D. (Eds.). (2001). *Selected proceedings of the 12th national conference of the Association of Late-Deafened Adults*. [On-line]. Available: <http://www.alda.orgn/2000proceedings.pdf>.
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- Smith, R.M., & Holt, C. (2001). Translating heightened societal expectations into improved training for school leaders. *Proceedings of the Learning Conference 2001*, Melbourne, Australia.
- Turner, R.C., Mulvenon, S.W., Thomas, S.P., & Balkin, R. (2002, April). Indices of item-objective congruence for test validity assessments. *Proceedings of the Twenty-Seventh Annual SAS Users Group International Conference*, Orlando, FL.
- Turner, L. W., Ford, M. A., Hoyt, G. L., Hunt, S. B. (2001). Effects of lifestyle factors on bone mineral density among college-aged women. *Research Quarterly for Exercise and Sport*, 72,(A) pp. 35-36.
- Turner, L. W., Bass, M. A., Ting, L., Bleeker, J. (2001). Risk factors for low bone mineral density among older women: Results from a national survey, *Research Quarterly for Exercise and Sport*, 36(A).
- University of Arkansas Rehabilitation Research and Training Center for Persons who are Deaf or Hard of Hearing (2001). Working effectively with persons who are deaf or hard of hearing. *Implementing the Americans with Disabilities Act*. [On-line]. Available: <http://uark.edu/deafrtc.pdf>
- Vicker, K., Salamo, G., & Turner, R. (2002, June). Graduate student practice of technology management: The cohort approach to structuring graduate programs. *Proceedings of the*

American Society for Engineering Education Annual Conference & Exposition, Montreal, Canada.

V. Invited Lectures

Anderson, G.B. (2002, May). Black deaf history facts: Who are our black deaf achievers? Presentation as part of “A Black Deaf History Program” held at Arkansas School for the Deaf, Little Rock, AR. (Estimated 120 participants).

Anderson, G.B. (2001, October). Win with ability: Enhancing employment opportunities for persons who are deaf or hard of hearing. Invited presentation in celebration of National Disability Month, VA Hospital, North Little Rock, AR. (Estimated 170 participants).

Anderson, G.B., Wheeler-Scruggs, K., & Boone, S.E. (2001, July). Resources for enhancing the employability of deaf and hard of hearing persons from multicultural backgrounds. Poster session presented at the Annual Conference of the Association of Multicultural Rehabilitation Concerns, Hot Springs, AR.

Anderson, G.B., Boone, S.E., & Watson, D. (2002, June). Prioritizing issues and technical assistance needs for the rehabilitation of persons who are deaf or hard of hearing: The national picture from state vr programs. Invited presentation at the 2002 National Training Conference for State Coordinators of the Deaf, Deaf-Blind, Hard of Hearing, and Late Deafened, Gallaudet University, Washington, D.C. (Estimated 60 participants).

Anderson, G.B. (2002, April). Impact of sign language research on the black deaf community. Invited presentation at Lamar University, Beaumont, TX. (Estimated 75 participants).

Anderson, G.B. (2002, March). Vocational rehabilitation services: Then and now. Invited presentation, Arkansas Rehabilitation Services, New Employee Orientation Program, Hot Springs, AR. (Estimated 25 participants).

Anderson, G.B. (2001, October). Strategies for building successful transition and school to work programs. Invited pre-conference presentation at 31st Annual Southeast Regional Institute on Deafness, Biloxi, MS. (Estimated 60 participants).

Battle, D., Shadden, B.B., et. al. (November, 2001). Role of faculty in improving performance on the Praxis examinations. Poster session co-presented (national committee product) at the Annual ASHA Convention, New Orleans, LA.

Baumann, M. (2002). G. Stanley Hall, energy, and female adolescent. Paper presented at the annual conference of the American Educational Research Association (AERA), New Orleans, LA.

Beller, C. (2001). Fostering collaborative coursework between colleges of arts and science and education. Presented at the International Geoscience Remote Sensing Symposium, Sydney, Australia.

Boone, S.E., Watson, D., & Wheeler-Scruggs, K. (2002, April). AcCOMModate: Educational multimedia for identifying and requesting accommodations at work. Invited presentation at 2002 National Conference of Postsecondary Education Programs Network, Kansas City, MO. (Estimated 25 participants).

Boone, S.E. (2001, November). Becoming an assertive ALDAN. Invited presentation at the 13th Annual Conference of the Association of Late Deafened Adults, Newport, RI. (Estimated 30 participants).

Boone, S.E. & Isenberg, G. (2001, November). Overcoming stress. Invited presentation at the 13th Annual Conference of the Association of Late Deafened Adults, Newport, RI. (Estimated 75 participants).

Boone, S.E. (2001, October). AcCOMModate: Innovative multimedia to enhance communication accommodations at work. Invited presentation at 31st Annual Southeast Regional Institute on Deafness, Biloxi, MS. (Estimated 30 participants).

Boone, S.E. (2001, October). Expanding access to employment and services for persons with hearing loss. Invited presentation at Annual Convention of the Arkansas Speech-Language-Hearing Association, Hot Springs, AR. (Estimated 20 participants).

Brescia, W. (2001, November). Student perceptions of learning in a web-based tutorial. A paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Brescia, W. (2001, December). Student telementoring in web-based discussions: Implications for nonprofit studies. Paper presented at the ARNOVA Annual Meeting, Miami, FL.

Brooks, K. and Hinton, B. (2002, April). Phases of professional development for selected minority women. Women and Development Conference. Fes, Morocco.

Brooks, K., Thompson, D. & Lizarraga, E. (2001). Workplace application of HRD concepts as perceived by non-traditional adult students and their workplace supervisors. Academy of Human Resource Development Research Conference 2001, Tulsa, Oklahoma.

Brooks, K., & Hinton, B., & Wills, F. (2001, June). A model for planning and assessing multi-school community-based project in the Mississippi Delta. Annual International Integration of Academic and Technical Education Conference. Beaver Creek, Colorado.

Brooks, K. (2001, January). The influence of focus group feedback on the three organizational levels of an international retailer. Annual Conference on HRD Research and Practice Across Europe. Enschede, The Netherlands.

Brooks, K., Thompson, D. & Lizarraga, E. (2001). Workplace application of HRD concepts as perceived by non-traditional adult students and their workplace supervisors. *Proceedings of the Academy of Human Resource Development, USA*. 2, 34-9.

Bynum, A.B., Irwin, C.A., & Denny, G.S. (2002, June). Cost-benefit analysis of a telemedicine program in rural Arkansas. Paper presented at the annual meeting of the American Telemedicine Association, Los Angeles, CA.

Clark, M. & Jordan, E. (2001, July). Selected tactics for the assurance of quality in the Scholar-Practitioner Model for teacher education at the University of Arkansas. Paper presented at the 46th International Council on the Education Teaching (ICET) meeting, Santiago, Chile.

Connors, J., Mulvenon, S., & Lenares, D. (2001, November). Student attitudes and perceptions of standardized testing: Are they really affected? Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Cook, D.W. (2002, February). Course development for new faculty. Paper presented at the meeting of the National Council on Rehabilitation Education, Tucson, AZ.

Cook D.W., Roberts, W., & Bolton, B. (2001, May). Subjective quality of life of spinal cord injured vocational rehabilitation clients: Twenty-five years later. Poster presentation at the annual meeting of the Arkansas Rehabilitation Association, Hot Springs, AR.

Cook D.W., Roberts, W., & Bolton, B. (2001, October). Subjective quality of life of spinal cord injured vocational rehabilitation clients: Twenty-five years later. Poster presentation at the meeting of the Arkansas Spinal Cord Commission, Harrison, AR.

- Cook D.W., Roberts, W., & Bolton, B. (2001, November). Subjective quality of life of spinal cord injured vocational rehabilitation clients: Twenty-five years later. Poster presentation at the quality of life conference, Parsippany, NJ.
- DeVore, Jack. (July 4, 2001). Instruction via distance learning does not compromise quality. The Eight International Literacy and Education Research Network Conference on Learning. Anargyrios and Korgialenios School of Spetses. Island of Spetses, Greece.
- De Vore, Jack (May 2002). Solar Drying Process and Apparatus. Energy-Savings Technology for Drying and Hyro-Thermal Processing, Moscow, Russia.
- DiBrezzo, R. & Shadden, B. Productive aging. Grantmakers of Northwest Arkansas, Schmeiding Center for Senior Health and Education, May 1, 2002.
- DiBrezzo, R. Exercise, fitness, and the academic lifestyle. Chi Sigma Iota, November 7, 2001.
- DiBrezzo, R. Two steps forward, two steps sideward. Schmeiding Center for Senior Health and Education, October 16, 2001.
- DiBrezzo, R. Effective of lifting two versus three times a week. Arkansas Alumni Association College Series, September 27, 2001.
- DiBrezzo, R. To weigh or not to weigh – strength training for mature adults. Schmeiding Center for Senior Health and Education, August 20, 2001.
- DiBrezzo, R. Importance and benefits of weight training. UAMS Rural Hospital Program, January 11, 2001.
- Digby, A., Avani, N., Lefever-Davis, S., Clark, M. & Bruni, J. (2002, March). Unit assessment systems: An analysis of two models for determining effectiveness of teacher preparation programs. Paper presented at the 54th annual meeting of the American Association of Colleges for Teacher Education (ATE), New York, NY.
- Donnelly, J., Goldfarb, E., and Young, M. (2001). Project care. Paper presented at American P-School Health Association, November, Albuquerque, NM.
- Donnelly, J., Goldfarb, E., and Young, M. (2001). Project hope. Paper presented at American School Health Association, November, Albuquerque, NM.
- Eilers, L. (2002). It makes sense to me: Using children's literature to develop number sense. Paper presented at National Council Teachers Mathematics (NCTM), Las Vegas, NV.
- Farah, M. (2001, November). Incorporating the Middle East into community college curriculum. Faculty Development Seminar on Global Education, sponsored by Missouri Community College Association, Missouri Consortium for Global Education, American Council on International Intercultural Education, Midwest Institute for International/Intercultural Education, and the Stanley Foundation, Kansas City, MO.
- Fort, I. L. Classroom Activities. Presenter and Facilitator at Teaching Camp, July 29 – August 1, 2001.
- Fort, I. L. Mentoring vs. Advising. New Graduate Student Orientation, Facilitator, August 24, 2001.
- Fort, I. L. Getting a Jump on Your Syllabus for the Spring Semester. TFSC New Faculty Luncheon Presenter, December 6 & 7, 2001.
- Gartin, B. & Getch, Y. (2001, July). Working with teachers and schools. Presentation at the Magic Foundation 7th Annual Convention, Chicago, IL.
- Getch, Y., & Gartin, B. (2001, July). Important legislation for children with Russell-Silver Syndrome. Presentation at the Magic Foundation 7th Annual Convention, Chicago, IL.

Gohn, L.A. (2001, November). The forgotten students—transfers! Why they don't graduate. Paper presentation at the NASPA Region IV-W Conference, Oklahoma City, OK.

Graening, Joyce. The Claybrook Tigers and Ted Radcliff: Negro League Baseball at Its Best. National Association for African American Studies Conference in Houston, TX, February, 2002.

Grover, K, Thompson, D., Thompson, C., & Orr, B. A comparison of ITED/HRD nontraditional and traditional first-year students. The 59th Annual Four State Regional Technology Conference. Pittsburg, Kansas. November 16, 2001.

Hammons, J.O. (2002, May). Developing faculty performance appraisal plans that work. Invited presentation at the 24th Annual Conference of the National Institute for Staff and organization Development, Austin, TX.

Hammons, J.O. (2002, April). The new generation of community college faculty: What are chairs, deans, and presidents looking for? A presentation at the Council for the Study of Community Colleges, Seattle, WA.

Hammons, J.O. (2002, April). The keys to becoming a successful consultant to community colleges. A presentation at the Council for the Study of Community Colleges, Seattle, WA.

Hammons, J.O., & Wei, W.J. (2002, February). Using SOLOs to improve the efficiency and effectiveness of student learning while improving your effectiveness and student ratings. A presentation at the 8th Annual Lilly Conference on College and University Teaching – South, Athens, GA.

Hammons, J.O. (2001, November). How what I learned a Lilly helped me improve student learning. Invited featured presentation at the 20th Annual Lilly Conference on College Teaching, Oxford, OH.

Hammons, J.O. (2001, November). How does a learning college differ from what we do at my institution? Invited featured presentation at the 20th Annual Lilly Conference on College Teaching, Oxford, OH.

Holt, C. (2002, February). Preparing a principal: From exam to portfolio. A presentation at the 13th Annual American Association of School Administrators Conference-Within-A-Conference, San Diego, CA.

Holt, C. (2002, February). The superintendent's role in providing adequate facilities for learning. A presentation at the 13th Annual American Association of School Administrators Conference-Within-A-Conference, San Diego, CA.

Holt, C., & Smith, R. (2001, August). Refining an internship program in educational administration to upgrade the effectiveness of school leaders and to meet expanding NCATE requirements. Paper presented at the National Conference of professors of Educational Administration, Houston, TX.

Hufford, C.M., & Ritter, G.W. (2002, February). How states implement accountability in the United States. Paper presented at the Arkansas Educational Research and Policy Studies Annual Research Conference, Little Rock, AR.

Hunt, S., Griffith, P., & Orr, B. (2002). Best Practices – Northwest Arkansas Partnership. Best Practices Presenter at the Holmes Partnership Fifth Annual Conference, Albuquerque, NM.

Jordan, E., Gartin, B. C., & Murdick, N. (2002). Inquiry teaching, enhancing thinking skills in children with mental retardation and developmental disabilities. Presentation at the Council for Exceptional Children (CEC), New York, NY.

Kirkpatrick, L., Wingo, B., & Pepper, K. (2002, May). Promoting writing skills through the use of functional writing activities. Paper presented at the annual meeting of the International Reading Association (IRA), San Francisco, CA

Lefever-Davis, S., (2002). Exploring the connections between the National Board for Teaching Standards requirements in graduate courses. Paper presented at the annual conference of the Association of Teacher Educators (ATE). New Orleans, LA.

Lincoln, F. (2002, February). For all our children—teacher perception, preparation, and best practices for changing demographics: Language minority education. Paper presented at Association of Teacher Educators (ATE), Denver, CO.

Lubinski, R. B., Garstecki, D. C., & Shadden, B. B. (November, 2001). Gerontology 101: Strategies for Clinicians. Short Course presented at the Annual ASHA Convention, New Orleans, LA.

Lucas, C.J. (2001, August). Rethinking higher education in America. An invited keynote presentation at the 2001 North American Regional Workshop, Defense Activity for Non-Traditional Education Support (DANTE), sponsored by the United States Department of Defense, North Little Rock, AR.

McGee, C. D. (2001, November). Building learning communities: Teaching acceptance of all children. Paper presented at National Association for Gifted Children (NAGC), Cincinnati, OH.

McGee, C. D., & Imbeau, M. B. (2002, April). From intern to teacher: A study of six first year teachers. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Miller, K.R. & Watson, D. (2002, April). Improving employment outcomes for low functioning deaf individuals via job coaching and supported employment. Invited presentation at BreakOut VII National Conference on Psychosocial Rehabilitation and the Deaf, Raleigh, NC. (Estimated 35 participants).

Morris, D., Bleeker, J., and Young, M. (2002). Correlates of drug use and intended use among fifth grade students, paper presented at the American Alliance for Health, Physical Education, Recreation, and Dance, April, San Diego.

Morrow, L. (2002, February). Secondary preservice teachers' perspectives on literacy and numeracy. Paper presented at the annual meeting of the Association of Teacher Educators (ATE), Denver, CO.

Morrow, L., Lincoln, F., & Doss, S. (2002, May). Keeping the early adolescent literacy gateway open through middle level reading programs. Paper presented at the International Reading Association (IRA), San Francisco, CA.

Mulvenon, S. (2002, June). Invited keynote speaker at the Arkansas School Curriculum Development Conference, Hot Spring, AR.

Mulvenon, S. (2002, March). Closing the gap in minority performance in education. An invited presentation at the National Science Foundation (NSF) Conference, Orlando, FL.

Mulvenon, S. (2001, October). Directions and possibilities of federal program coordinators with educational data delivery system. Invited presentation at Federal Program Coordinators Conference, West Memphis, AR.

Mulvenon, S., & Jones, M. (2001, August). The use of data in school reform. An invited presentation to the Arkansas Association of Educational Administrators, Little Rock, AR.

Murry, J.W., Jr. (2001, November). Arkansas school law update: What's new in 2001-2002 for secondary principals. An invited presentation at the Arkansas Association of Secondary School Principals 2001 Fall Conference, Little Rock, AR.

Nafukho, F. M. & Burnett, F. M. (2002). College choice: The state of marketing and effective student recruitment strategies. Presented during the Academy of Human Resource Development Annual Research Conference, Hawaii.

Nafukho, F. M. (2002). The market model of financing higher education in Africa: Some innovative lessons from Kenya. Paper presented at a conference organized by Illinois State University on the theme: "African Universities in the 21st Century." Conference funded by US department of Education and the Ford Foundation.

Nafukho, F. M. & Park, Ok. D. (2002). Teaching hands-on computer classes for lifelong learners: A USA model. Paper presented at the Pacific Circle Consortium 26th Annual Conference, held in Seoul Korea.

Nafukho, F. M. & Khayesi M. (2002). Livelihood, conditions of work, regulation and road safety in the small-scale public transport sector. Paper to be presented at the 10th World Conference of the association of Cooperation for the Continuing Development of Urban and Suburban Transport held in Lome' Togo, West Africa.

Nafukho, F. M. & Ngware, M. (2002). Determinants of supply of technical training opportunities for human capital development in Kenya. Presented during the Academy of Human Resource Development Annual Research Conference, Honolulu, HI.

Newgent, R., & Higgins, K. (2002, March). Establishing reliability and validity in the Riso-Hudson enneagram type indicator. Paper presented at the American Counseling Association World Conference, New Orleans, LA.

Newgent, R. (December, 2001). An investigation of the reliability and validity of the Riso-Hudson Enneagram type indicator. Paper presented at the Association for the Advancement of Educational Research National Conference, Ponte Vedra Beach, FL.

Noel, J., Turner, M.J., Shadden, B.B. (March, 2002). An uncommon response to a common problem: Technology as a bridge across disciplines. Workshop presented at the annual conference of the Association for Gerontology in Higher Education, Pittsburgh, PA.

Park, O., & Nafukho, F., (2002, May). Teaching hands-on computer classes for lifelong learners, a USA model and preferred learning styles of postsecondary teachers. 26th Annual Conference 2002 Pacific Circle Consortium, hosted by Korean Educational Development Institute and sponsored by OECD Center for Educational Research and Innovation, The Korean Ministry of Education and Human Resources Development, Korea Institute of Curriculum and Evaluation, and the Hong Kong Institute of Education, Seoul, Korea.

Rausch, S., Hawkins, M., Spear, C., Young, M. (2001). Parental support for selected topics in sexuality education, paper presented at Society for the Scientific Study of Sexuality, October, San Diego.

Ritter, G.W. (2002, April). The impact of day care on school readiness: New information from early childhood longitudinal study (ECLS-K). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Ritter, G.W. (2002, February). Dissecting the 2002 reauthorization of the ESEA: What are the important components? Paper presented at the Arkansas Educational Research and Policy Studies Annual Research Conference, Little Rock, AR.

Ritter, G.W. (2001, November). Does volunteer tutoring lead to academic improvement for disadvantaged elementary students. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, D.C.

Ritter, G.W., & Rush, A. (2001, November). New evidence on the effects of school choice on racial integration. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, D.C.

Ritter, G.W., & Connors, J. (2001, November). Resurrecting the research on peer tutoring. A paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Ritter, G.W., & Hughes, M.F. (2001, November). Comparing school finance equity among mid-south states. A paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Roland, C., & Long, V. (2002, March). Eastern and western counseling influence: Adult development, mindful healing and meditation. A paper presented at the American Counseling Association National Conference, New Orleans, LA.

Roland, C. (2001, November). Couples and families later in life: Flowering through life's stages. A paper presentation at the Arkansas State Counseling Conference. Hot Springs, AR.

Schroedel, J.G., Watson, D., & Ashmore, D. (2002, April). A national research agenda for the postsecondary education of deaf and hard of hearing students: A public forum for service professionals. Invited presentation at the 2002 Postsecondary Education Programs Network National Conference, Kansas City, MO. (Estimated 40 participants).

Schroedel, J.G., Kelley, C., Conway, P. (2002, April). Where are all the hard of hearing students?: Some tips for enhancing services by postsecondary and rehabilitation professionals. Invited presentation at the 2002 Postsecondary Education Programs Network National Conference, Kansas City, MO. (Estimated 25 participants).

Schroedel, J.G., Watson, D., & Ashmore, D. (2001, October). A national research agenda for the postsecondary education of deaf and hard of hearing students: Seeking input from VR and support service professionals. Invited presentation at the 31st Annual Southeast Regional Institute on Deafness, Biloxi, MS. (25 participants).

Shadden, B. B. (April, 2002). Addressing and enhancing diversity: Age issues. Address presented at the annual conference of the Council of Academic Programs in Communication Sciences and Disorders, Palm Springs, CA.

Shadden, B.B. (August, 2001). Psychosocial aspects of aphasia: Whose perspectives?. Discussant presentation as response to keynote address at the 25th World Congress of the International Association of Logopedics and Phoniatics, Montreal, CA.

Shadden, B. B. (August, 2001). Communication: A critical ingredient in successful aging. Miniseminar presented at the 25th World Congress of the International Association of Logopedics and Phoniatics, Montreal, CA.

Shadden, B. B., & Battle, D. (November, 2001). Preparing students for the Praxis examination: What students want to know. Mini-seminar presented at the Annual Convention of the American Speech-Language-Hearing Association (ASHA) Convention, New Orleans, LA.

Sullivan, E., & Williams, S. (2002, April). Qualified teachers for needy rural children. Paper presented at the annual meeting of the Association of Teacher Educators (ATE), Denver, CO.

Thompson, D., Brooks, K., & Lazarraga, E. (2001, May). Evaluation of a workplace degree program. Annual Conference of the Canadian Association for University Continuing Education Association, Victoria, British Columbia.

Thompson, D., Hinton, B., & Brooks, K. (2001, May). Developing and delivering a multi-site distance-learning program for working adults. Annual Conference of the Canadian Association for University Continuing Education Association, Victoria, British Columbia.

Thompson, D., Brooks, K., & Lazarraga, E. (2001, May). Evaluation of a workplace degree program. Annual Conference of the Canadian Association for University Continuing Education Association, Victoria, British Columbia.

Thompson, D., Brooks, K., & Lazarraga, E. (2002). Evaluation of a human resource development workplace degree program. Annual International Conference of the Academy of Human Resource Development. Hawaii.

Thompson, D., Thompson, C., Orr, B. & Brooks, K. (2001, March). Student Perceptions of Distance Learning. The 2001 International Technology Education Association Annual Conference, Atlanta, Georgia.

Thompson, D., Thompson, C., & Orr, B. (2001, July). A comparison of traditional and nontraditional first-year students. International First-Year Experience Conference. Honolulu, Hawaii.

Thorn, A., Connors, J., & Mulvenon, S. (2001, November). Counselors' and principals' perspectives and impact on school climate as it relates to school testing. A paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Thorn, A., Mulvenon, S., & Connors, J. (2001, November). Teacher attitudes and perceptions of standardized testing: Do teachers affect student testing performance? A paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR.

Toner, M. A. (2001, November). Reading crisis in a rural high school: Teacher perceptions. Poster presentation at the annual meeting of the American Speech-Language-Hearing Association Convention, New Orleans, LA

Turner, R.C., Mulvenon, S.W., Thomas, S.P., & Balkin, R. (2002, April). Indices of item-objective congruence for test validity assessments. A presentation at the Twenty-Seventh Annual SAS Users Group International Conference, Orlando, FL.

Vicker, K., Salamo, G., & Turner, R. (2002, June). Graduate student practice of technology management: The cohort approach to structuring graduate programs. A presentation at the American Society for Engineering Education Annual Conference & Exposition, Montreal, Canada.

Vickers, K., Salamo, G., & Turner, R.C. (2001, November). Industrial workgroup emulation: A method to enhance graduate student success. Poster presentation at the annual project director's meeting of the U.S. Department of Education Fund for the Improvement of Post-Secondary Education, San Diego, CA.

Watson, D. & Boone, S.E. (2001, November). Work success in the new millennium. Invited presentation at 13th Annual Conference of the Association of Late Deafened Adults, Newport, RI. (Estimated 30 participants).

Watson, D. Critchfield, B. & Conway, P. (2001, October). Forging new partnerships in service to low functioning deaf individuals in the 21st century. Invited presentation at 31st Southeast Regional Institute on Deafness, Biloxi, MS. (Estimated 60 participants).

Watson, D., Boone, S.E., & Anderson, G. (2001, October). Work success in the new millennium. Invited presentation at 31st Southeast Regional Institute on Deafness, Biloxi, MS. (Estimated 60 participants).

Watson, D. & Boone, S.E. (2002, June). Improving vocational rehabilitation services for individuals who are deaf or hard of hearing. Invited workshop at the 2nd Annual Hard of Hearing Certification Training for Professionals, Arizona Commission for the Deaf and Hard of Hearing, Scottsdale, AZ. (Estimated 25 participants).

Watson, D. & Boone, S.E. (2002, June). Employment of Hard of Hearing Workers. Invited workshop at the 2nd Annual Hard of Hearing Certification Training for Professionals, Arizona Commission for the Deaf and Hard of Hearing, Scottsdale, AZ. (Estimated 25 participants).

Watson, D. & Boone, S.E. (2002, June). Innovative Rehabilitation Interventions Regarding Employment. National Research Symposium on NIDRR Sponsored Rehabilitation Research for People with Hearing Loss, Annual International Conference of Self Help for Hard of Hearing People, Seattle WA. (Estimated 500 participants).

Wavering, M. (2002, March). The challenge to teaching evolution: What can a teacher do? Paper presented at the annual meeting of the National Science Teachers Association (NSTA), San Diego, CA.

Wavering, M., & Duggan-Haas, D. (2002, January). Legislative challenges to the teaching of evolution: The science educator's response. Presented at the international conference of the Association for the Educators of Teachers in Science, Charlotte, NC.

Wavering, M., & McGee, C. D. (2002, February). Developing quality teacher education programs: A process for getting there! Paper presented at the annual meeting of the Association of Teacher Educators (ATE), Denver, CO.

Westberg, K. L., & Imbeau, M. B. (2001). Guiding successful independent investigations. Presentation at the annual meeting of the National Association for Gifted Children, Cincinnati, OH.

Wheeler-Scruggs, K. (2002, May). Working with diversity. Presentation at Arkansas Rehabilitation Association Annual Training Conference, Hot Springs, AR. (Estimated 85 participants).

Zozone, M., & Roland, C. (2002, March). Juvenile offenders, sexual abuse, and the family connection. A paper presented at the American Counseling Association National Conference, New Orleans, LA.

Zozone, M., Denny, G., & Ritter, G.W. (2001, November). Exploring the relationship between academic self-esteem and academic performance for students in low-performing urban elementary schools. Paper presented at the meeting of the Mid-South Educational Research Association (MSERA), Little Rock, AR.

Zozone, M., Ritter, G.W., & Stegman, C. (November, 2001). Parents' attitudes toward and perceptions of standized testing...And what is the effect on student achievement? Paper presented at the meeting of the Mid-South Educational Research Association (MSERA), Little Rock, AR.

Zozone, M., Roland, C., & Moss, R. (2001, November). Popular films: A tool for counselor training and practice when working with families. A paper presentation at the Arkansas State Counseling Conference, Hot Spring, AR.

VI. Other Lectures, Papers and Oral Presentations

Bae, Yoon Jung, Brown, B. Comparison of physical characteristics and fitness levels between Korean and USA elderly. American College of Sports Medicine, St. Louis, MO, June 1, 2002.

Ballinger, Julie, Independent Living History and Philosophy, Bridgeworks, May 2002

Ballinger, Julie, Independent Living Core Services, Bridgeworks, May 2002

Bonacci, J. Seven habits of a highly effective person. Arkansas Athletic Trainer's Association State Meeting, May 6, 2002.

Bonacci, J. (2002). Clinical instructor educator. The National Athletic Trainers Association National Conference, Dallas, TX, June 13, 2002.

Brown, B. Managing Fibromyalgia through Exercise. The Fibromyalgia Management Workshop for Healthcare Professionals, University of Arkansas, AR, December 2001.

Brown, B. Diagnosis and Management of Fibromyalgia. The Fibromyalgia Exercise Management Workshop for Healthcare Professionals, University of Arkansas, AR, December 2001.

Calleja, P., Kern, J. C., & Hunt, S. B. The use of video to enhance undergraduate learning. Arkansas Association of Colleges for Teacher Education Spring Conference, Little Rock, AR, April 4-5, 2002.

Cochran, Skip. Institute for Rehabilitation Managers: Program Evaluation, Bridgeworks, July 2001

Cochran, Skip. Ethics in Rehabilitation, Bridgeworks Teletraining, February –March 2002

Daves, L., & Gartin, B. C. (2002, November). Chickendale checking: Pecking away at practical and fun transition skills. Presentation at the Arkansas Council for Exceptional Children Annual Conference, Hot Springs, AR.

DiBrezzo, R. Explosive by power and female athletes. Women's Coaches Association National Meeting, St. Antonio, TX, March 28, 2002.

DiBrezzo, R., & Fort, I. L. The mighty pause and exercise. American Alliance for Health, Physical Education, Recreation, and Dance, National Convention, Cincinnati, OH, March 30, 2001.

DiBrezzo, R. & Shadden, B. Stress of caregivers in a university setting. American Gerontology Association, San Jose, CA, February 21, 2001.

Donnelly, J., Goldfarb, E., & Young, M. Project care. American School Health Association, November 2001, Albuquerque.

Donnelly, J., Goldfarb, E., & Young, M. Project hope. American School Health Association, November 2001, Albuquerque.

Farah, M. (2001, November). Middle Eastern issues. Presentation at the Arkansas Conference on Teaching, Arkansas Council for the Social Studies, Little Rock, AR.

Farah, M. (2001, October). Islam and politics. Presentation to U.S. Army Reserve, Fayetteville, AR.

Farah, M. (2001, October). Revisiting Middle East peace: The Palestinians 10 years after the Madrid Peace Conference. Led discussion and chaired session sponsored by the Arab Students Association, University of Arkansas, Fayetteville, AR.

Ferguson, R. H., & DiBrezzo, R. Anaerobic power production on the Margaria-Kalamen Power Test using a modified ascent method. Arkansas Association for Health, Physical Education, Recreation and Dance, Eureka Springs, AR, November 9, 2001.

Gohn, L. (2001, August). Developmental theories and the new students. Presentation at the University of Arkansas Resident Assistant Training, Fayetteville, AR.

Graening, J. (2002). Exploring area and perimeter using geoboards and virtual geoboards, Presented at the spring meeting of NWACTM, Fayetteville, AR

Graening, J. (2001, November). Exploring area and perimeter using geoboards and other methods. Presented at the meeting of the Arkansas Conference on Teaching, Little Rock, AR.

Hinton, B. Trends and Issues in Human Resource Development for the 21st Century. Edith Cowan University, Perth, Australia. May 2002.

Hughes, J., & Moiseichik, M. Boy Scouts Law and the Three Gs: Girls, Gays, and Godless. Annual Sport, Physical Education, Recreation, and Law Conference, Waco, TX, March 2002.

Jones, C. Measuring the effectiveness of child safety seat checkups to increase knowledge and self efficacy of parents and caregivers. Sixth World Conference on Injury Prevention and Control, Montreal, Canada, May 2002 (with Herring, A., and Nunez, C.).

Jones, C. The effect of regulation on personal watercraft-related injuries in Arkansas. Sixth World Conference on Injury Prevention and Control, Montreal, Canada, May 2002 (with Nunez, C.).

Jones, C., Youth and Farming. A comparison of injury risks among youth farmworkers and their Peers. Sixth World Conference on Injury Prevention and Control, Montreal, Canada, May 2002 (with Bleeker, J.).

Jones, C. Exercise-related injuries among people 65 and older: Emergency department visits from 1994-2000. SafeUSA Conference, Atlanta, GA, December 2001 (with Bleeker, J.).

Jones, C. The effectiveness of safety programs to prevent injury among Arkansas adolescent farm workers. North American Agromedicine Consortium Meeting, Charleston, SC, November 2001 (with Bleeker, J.).

Jones, C. Using social marketing theory to develop a targeted agricultural safety and education program for Arkansas farm youth. California Conference on Childhood Injury Control, San Diego, CA, September 2001 (with Bleeker, J.).

Jones, C. Are parents exercise behaviors putting children at risk? A study of children's emergency room visits for injuries related to parents exercise behaviors. California Conference on Childhood Injury Control, San Diego, CA, September 2001.

Kern, J. C., & Calleja, P. Student and mentor perceptions of the student teaching experience. National Association for Physical Education in Higher Education Conference, San Antonio, TX, January 10-12, 2002.

Kern, J.C., & Calleja, P. What do student teachers want? Arkansas Association for Health, Physical Education, Recreation and Dance, Eureka Springs, AR, November 6-7, 2001.

Kern, J.C., & Calleja, P. Mentoring intern teachers. Arkansas ATE Fall Conference, Russellville, AR, September 27-28, 2001.

Kirkpatrick, L. (2001, July). Sharing the learning: Working together in partnership. Paper presented at Southeast Regional Conference of the Delta Kappa Gamma Society International, Chattanooga, TN.

Kirkpatrick, L., Kirkpatrick, R., & Burt, E. (2001, November). Neurofeedback training: Its uses with special needs children. Paper presented at the annual fall conference of the Arkansas Council for Exceptional Children, Hot Springs, AR.

Kirkpatrick, L., Wingo, B., & Pepper, K. (2001, November). Promoting writing skills through the use of functional writing activities. Paper presented at the annual conference of the Arkansas Reading Association, Little Rock, AR

Langsner, S. J., & Tindell, E. M. Striving to maintain certification: Non-traditional approaches for earning CEUs. NTRS Institute, National Congress for Recreation and Parks, Denver, Colorado, October 3, 2001 (Not presented due to illness and the events of 09/11/01).

Leckner, Lee, Seven Habits of Highly Effective People, Hot Springs, AR, July 2001

Leckner, Lee, Self Employment, Topeka, KS, August 2001

Leckner, Lee, Miller, Jeanne, Institute for Rehab Managers: Self-Management, San Antonio, TX, September 2001

Leckner, Lee, CLICK 1: Grow Your Own, Dallas, TX, October 2001

Leckner, Lee, CLICK 2: The Gist, Dallas, TX, October – November 2001

Leckner, Lee, SAILS Strategic Planning, Technical Assistance, Hot Springs, AR, January 2002

Leckner, Lee, CLICK 2: The Journey, Dallas, TX, March 2002

Leckner, Lee, Informed Choice Teletraining, Bridgeworks, April 2002

Leckner, Lee, CLICK 1: The Bottom Line, Dallas, TX, April 2002

Leckner, Lee, National Training Center for the Blind Conference Planning Committee Meeting, Technical Assistance, Bethesda, MD, April 2002

Lincoln, F., Burton, L., Garcia, A., Garner, N., Orr, J., & Shaffer, J. (2002, April). What works: Five examples of lessons that do. Paper presented at the ARKTESOL Conference Russellville, AR.

Miller, Jeanne, Rehabilitation Leadership Education and Training: Impact on Succession Planning, *Journal of Rehabilitation Administration*, Special Issue on Succession Planning in Rehabilitation Leadership

Miller, Jeanne, Leadership Simulation, Technical Assistance, Kansas City, MO, July 2001

Miller, Jeanne, ARS Senior Management Retreat, Technical Assistance, Bismarck, AR, August 2001

Miller, Jeanne, BOST Strategic Planning, Technical Assistance, Ft. Smith, AR, September 2001

Miller, Jeanne, Oehlers, Leon, LRS Focus Group, Technical Assistance, Baton Rouge, LA, November 2001

Miller, Jeanne, Louisiana Association of the Blind, Board of Director's Retreat, Technical Assistance, Bismarck, AR, November 2001

Miller, Jeanne, RCEP Director's Meeting, San Antonio, TX, November 2001

Miller, Jeanne, RRCEP National Consortium Conference, Charleston, SC, January 2002

Miller, Jeanne, 28th IRI Prime Study Group Session 1, Technical Assistance, Chicago, IL, January 2002

Miller, Jeanne, Oklahoma CILs Coalition, Technical Assistance, Tulsa, OK, February 2002

Miller, Jeanne, 28th IRI Prime Study Group Session 2, Technical Assistance, Chicago, IL, March 2002

Miller, Jeanne, and Abadie, Jeanne, Olmstead Implementation Technical Assistance Focus Group, Region VI, Little Rock, AR, April 2002

Miller, Jeanne, 28th IRI National Conference, Alexandria, VA, May 2002

Miller, Jeanne, Ticket to Work (TWWIA) Symposium, Technical Assistance, Seattle, WA, May 2002

Miller, Jeanne, and Abadie, Jeanne, Olmstead Implementation Technical Assistance Focus Group, Region I, Worcester, MA, May 2002

Miller, Jeanne, State Coordinators of the Deaf Conference, Washington, DC, June 2002

Miller, Jeanne, Bi-Regional State VR Leadership Forum, Dallas, TX, June 2002

Moiseichik, M., & Hughes, J. Putting the play value back in playgrounds. National Recreation and Park Association, Salt Lake City, UT, October 2001.

Morris, D., & Langsner, S. J. Managing stress through leisure and behavior change. Therapeutic Recreation Symposium for the Southwest. Lafayette, LA, March 22, 2002.

Morris, D., & Langsner, S.J. Guided exercise for senior adults. Therapeutic Recreation Symposium for the Southwest. Lafayette, LA, March 22, 2002.

Morris, D., Bleeker, J., & Young, M. Correlates of drug use and intended use among fifth grade students. American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, April 2002.

Murphy, C. (2001, July). Using PowerPoint in the classroom. Presentation at the annual teaching retreat sponsored by the University of Arkansas Teaching and Faculty Support Center, Eureka Springs, AR.

Murry, J.W., Jr. (2002, March). Classroom discipline and supervision of students: legal duties and responsibilities. An invited in-service presentation for the New teacher Induction Class of the Fort Smith Public School District, Fort Smith, AR.

Murry, J.W., Jr. (2002, March). Creating a safe learning environment for all students: What are the legal duties and responsibilities of secondary school teachers under Arkansas law? An invited in-service presentation to the secondary faculty and staff of the Springdale Public School District, Springdale, AR.

Murry, J.W., Jr. (2001, August). Classroom discipline and supervision of students. An invited in-service presentation to the faculty and staff of the Farmington Public School District, Farmington, AR.

Oehlers, Leon, and Miller, Jeanne, Region VI Employment Conference, Dallas, TX, December 2001

Oehlers, Leon, Region VI Education Forum, Dallas, TX, January 2002

Oehlers, Leon, Marketing and Recruitment Work Group, Technical Assistance, Dallas, TX, January 2002,

Oehlers, Leon, and Leckner, Lee, CAP Director's Training, Dallas, TX, May 2002

Park, O. (July 13, 2001). Technology Updates. Ozark Mountain Business Education Conference

Park, O. (July 29, 2001). Hardware and Software Updates. Arkansas Association of Career and Technical Education Annual Conference

Park, O. (November 1-2, 2001). "What's New in Computer Hardware and Software?" Arkansas Business Education Conference

Powers, M., Fort, I., DiBrezza, R., & Turner, L. Assessing body composition in elderly females: A comparison of two methods. Arkansas Association for Health, Physical Education, Recreation and Dance, Eureka Springs, AR, November 9, 2001. Ritter, G.W. (2001, December). Northwest Arkansas annual education benchmarks: A "report card" on our districts and schools. Presentation and project update for the Northwest Arkansas Council, Rogers, AR.

Rausch, S., Hawkins, M., Spear, C., & Young, M. Parental support for selected topics in sexuality education. Society for the Scientific Study of Sexuality, San Diego, October 2001.

Riggs, C. Endurance and interval training and selected regulatory enzymes in mice. Central States Chapter of the American College of Sports Medicine, (with Clark, K. and K.J. Krumwiede).

Riggs, C. Alterations in muscle pfk and citrate synthase activity due to exercise in vlcad deficient mice. Central States Chapter of the American College of Sports Medicine, (with Martin, D.E. and K.J. Krumwiede).

Riggs, C. Changes in muscle function induced by high and low intensity exercise in VLCAD deficient mice. American College of Sports Medicine Annual Meeting, St. Louis, (with E. Martin, K. Clark, K. Johnson).

Ritter, G.W. (2001, October). Northwest Arkansas annual education benchmarks: A "report card" on our districts and schools. Presentation and project update for the Northwest Arkansas Council, Rogers, AR.

Roland, C. (2001, November). Powerful words: Hurtful language, bullying, and what we can do to stop it. In-service workshop for Fayetteville High School teachers, Fayetteville, AR.

Roland, C. (2001, October). Write for your life: Family life review for older adults. Elder Life College, sponsored by the University of Arkansas Office on Aging and the Schmieding Center, Bella Vista, AR.

Stinebuck, Phil, Emerging Leaders Seminar, Denver, CO, August 2001

Stinebuck, Phil, Taking Charge – Strategic Advocacy Seminar , Denver, CO, August 2001

Stinebuck, Phil, Emerging Leaders Seminar, New Orleans, LA, November 2001

Stinebuck, Phil, 20th Annual IL Conference, New Orleans, LA, November 2001

Sullivan, E., & Gartin, B. (2001). Teaching literacy skills to ALL students. Grant report presented at the semi-annual Dean’s Symposium, Little Rock, AR

Wavering, M. (2001, November). Why evolution is a dirty word and how to change that. Paper presented at Arkansas Conference on Teaching, Little Rock, AR.

Wills, Fred, Training Course for EMT Instructor Certification in Jonesboro, and facilitating 2 two-day workshops for the Dept of Workforce Ed. on instructional improvement and assessing that improvement in Hot Springs.

Worlow, Kim, Arkansas People First Executive Board Meeting, Technical Assistance, Little Rock, AR, July 2001

Worlow, Kim, Arkansas People First: Partnership Building, Technical Assistance, Mountain Home, AR, July 2001

Worlow, Kim, Arkansas People First Chapter Meetings, five locations.

Worlow, Kim, and Miller, Jeanne, CLICK 1: Attraction At Work, Bridgeworks, July – August 2001

Worlow, Kim, Seven Habits Modified, Little Rock, AR, August 2001

Worlow, Kim, Arkansas People First - Planning, Technical Assistance, Little Rock, AR, October 2001

Worlow, Kim, Arkansas People First - committee mtg, Technical Assistance, Little Rock, AR, October 2001

Worlow, Kim, Do It Right the First Time, Bridgeworks, October 2001

Worlow, Kim, Best Practices in Supported Employment, Bridgeworks, November 2001

Worlow, Kim, Plant Your Roots, Little Rock, AR, December 2001

Worlow, Kim, Autism: Supporting People to Employment, Bridgeworks, January 2002

Worlow, Kim, Arkansas People First Exec Committee Meeting, Technical Assistance, Little Rock, AR, January 2002

Worlow, Kim, Arkansas People First Planning, Technical Assistance, Mountain Home, AR, January 2002

Worlow, Kim, Arkansas People First- Advisors Meeting, Technical Assistance, Bridgeworks, February 2002

Worlow, Kim, Autism: Supporting People to Employment, Bridgeworks, April 2002,

Worlow, Kim, CLICK 1: The Hook AM, Bridgeworks, February 2002

Worlow, Kim, CLICK 1: The Hook PM, Bridgeworks, February 2002

Worlow, Kim, Winning Techniques for Motivating Employees, Bridgeworks, February 2002

Worlow, Kim, Arkansas People First, Technical Assistance, Bridgeworks, February 2002

Worlow, Kim, CLICK Leadership Development Technical Assistance, Bridgeworks, February 2002

Worlow, Kim, CLICK 2: Attraction at Work, Bridgeworks, May 2002

Worlow, Kim, Arkansas People First State Conference, Conference, Little Rock, AR, June 2002

Young, M., & Denny, G. Predictors of virginity and recent sexual involvement among rural adolescents. World Congress on Sexology, Paris, June 2001.

- Young, M., & Donnelly, J. Self-esteem, religiosity and substance use among rural adolescents. American School Health Association, Albuquerque, November 2001.
- Young, M., Hawkins, M., Rausch, S., Donnelly, J. Parent support for "a-h " abstinence education. American School Health Association, Albuquerque, November 2001.
- Young, M., & Denny, G. Sexual satisfaction and orgasm among married men and women: Participation and enjoyment of selected sexual activities. Society for the Scientific Study of Sexuality, San Diego, October 2001.
- Young, M., Denny, G., & Hawkins, M. How do state abstinence education coordinators define the terms "abstinence" and "sexual activity"? Society for the Scientific Study of Sexuality, San Diego, October 2001.
- Young, M., Donnelly, J., Laflin, M., & Bailey, W. Representing the research on behavioral impact of abstinence education and comprehensive sexuality education. Society for the Scientific Study of Sexuality, San Diego, October 2001.
- Young, M., Donnelly, J. Hawkins, M., & Rodriguez, M. Self-esteem and sexual behavior among Hispanic middle school students. American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, April 2002.
- Young, M., Morris, D., Bleeker, J., & McCreight, R. The effects of a parent-child take home drug education program. American Academy of Health Behavior, Nappa, March 2002.