

University of Arkansas, Fayetteville

ScholarWorks@UARK

College of Education and Health Professions
Annual Reports

College of Education and Health Professions

2012

Annual Report, 2011-2012

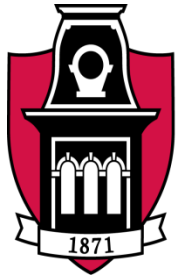
University of Arkansas, Fayetteville. College of Education and Health Professions

Follow this and additional works at: <https://scholarworks.uark.edu/coehpar>

Citation

University of Arkansas, Fayetteville. College of Education and Health Professions. (2012). Annual Report, 2011-2012. *College of Education and Health Professions Annual Reports*. Retrieved from <https://scholarworks.uark.edu/coehpar/8>

This Periodical is brought to you for free and open access by the College of Education and Health Professions at ScholarWorks@UARK. It has been accepted for inclusion in College of Education and Health Professions Annual Reports by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu.



UNIVERSITY OF ARKANSAS®

College of Education and Health Professions 2011-2012 Annual Report

College of Education and Health Professions

University of Arkansas

ANNUAL REPORT

Fiscal Year 2012

August 15, 2012

Dean

Tom E. C. Smith

Associate Dean for Academic Affairs

Michael T. Miller

Assistant Dean for Academic Affairs

Janet Penner-Williams

Assistant Dean for Administration

Craig A. Edmonston

Department Heads and Directors

Jermey M. Battjes, Director
University Recreation

Michael Daugherty, Head
Curriculum and Instruction

Jay P. Greene, Head
Education Reform

Fran Hagstrom, Head
Rehabilitation, Human Resources, and Communication Disorders

Bart Hammig, Interim Head
Health, Human Performance, and Recreation

Nan Smith-Blair, Director
Eleanor Mann School of Nursing

**College of Education and Health Professions
University of Arkansas
Annual Report
Fiscal Year 2012-2013
Table of Contents**

Message from the Dean	5
I. Executive Summary	6
II. Report from College Committees	
College Council	7
Diversity Committee	7
Honors Council	7
Laboratory School Exploration	8
Technology/Web Learning Committee	8
III. Significant Achievements and Changes to the Content of the Programs by Department	
Department of Curriculum and Instruction	9
Educational Statistics and Research Methods	11
Department of Health, Human Performance, and Recreation	11
Department of Rehabilitation, Human Resources, and Communication Disorders	15
Eleanor Mann School of Nursing	16
Department of University Recreation	18
IV. Significant Achievements by the Departments and their Faculty	
Department of Curriculum and Instruction	19
Department of Education Reform	19
Department of Health, Human Performance, and Recreation	19
Department of Rehabilitation, Human Resources, and Communication Disorders	20
Eleanor Mann School of Nursing	20
Department of University Recreation	21
V. Achievements of Students, Alumni, and Former Students	
Department of Curriculum and Instruction	23
Department of Education Reform	23
Department of Health, Human Performance, and Recreation	24
Department of Rehabilitation, Human Resources, and Communication Disorders	25
Department of University Recreation	25
VI. Bibliography	
Books	26
Book chapters	26

Refereed Articles	29
Un-Refereed Publications, Articles, and Conference Proceedings	36
Invited Lectures	40
Other Lectures, Papers, and Presentations	44

VII. Appendices

A. College and School Faculty Awards and Honors	56
B. Student Honors and Awards	60
C. Honors Program Graduates.	64
D. Doctoral Academy Fellow and Doctoral Distinguished Fellows	65
E. Grants and Contracts Awarded to the College	66
F. Academic Accreditations	69
G. Intramural and Recreational Sports Enrollment	70
H. Chairs, Professorships, Distinguished Professorships, University Professorships and Lectureships	71



Welcome to the College of Education and Health Professions! By many standards, 2011-2012 was a record year for us. We opened two newly renovated facilities, we welcomed a record number of freshman, were awarded a record number of grants and contracts, and we have been recognized by our peers as never before, placing many of our programs in top 30% of all majors in the country. *US News and World Report* has rated both our Speech Language Pathology Program and our Nursing Program in the top 30% of those offered throughout the country, and our Education program was rated in the top 20%. Additionally, our Rehabilitation Counseling program continued to be nationally recognized by being rated the 16th best in the country.

Our programs are designed to serve students, and during the past year we served nearly 4,500 undergraduates and graduates, providing them with a record level of scholarship support. Our students have won national and international awards, and our alumni continue to represent us strongly in over 20 professional fields. We recognized three of our former students this spring with our Outstanding Alumni Awards, and we welcomed Dr. Rod Paige, former US Secretary of Education to meet our students and deliver our spring commencement address.

The hard work of serving our students was again accomplished by one of the most outstanding faculties of any college in the country. Over 120 faculty members taught classes and engaged in cutting-edge research, often with students from their own classes. These faculty members led their professional societies, testified before Congress, received Fulbright fellowships, and published numerous books and papers.

We have much to be proud of as the 2011-2012 year comes to a close, and much to be excited about for the new year. In the pages presented here, you will see many of our highlights, and I encourage you to review our website throughout the year to learn more about the good things that are happening in the College!

Sincerely,

A handwritten signature in blue ink that reads "Tom E. C. Smith".

Thomas E. C. Smith

Dean

I. Executive Summary

The College of Education and Health Professions continued a record pace of expansion, as new programs, activities, record enrollment and grants were hallmarks of the year. Combined undergraduate and graduate enrollment neared 4,400, and externally funded grants exceeded \$11 million dollars being awarded to the College

As described throughout this report, individual programs and departments were extremely active in refining and developing new programs. A highlight was the Arkansas Department of Education's approval of the graduate program in Adult and Lifelong Learning. This masters and doctoral level program grew out of a concentration in Workforce Development Education, and celebrates the academic legacy of former professor Malcolm Knowles. The College also received approval to offer an RN-to-BSN program to train Nurses at the baccalaureate level. Faculty members were also active planning new degree programs and majors for presentation for approval during the next academic year in such disciplines as Nursing Practice and Educational Studies.

COEHP Enrollment 2001-2011

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total	2169	2215	2370	2527	2814	2977	3166	3305	3628	4079	4372
CIED	665	609	600	658	737	782	781	968	1034	1145	1132
EDRE	0	0	0	0	0	0	0	0	6	11	15
HHPR	542	542	542	559	638	719	833	912	967	1119	1308
RHRC	638	660	727	744	759	774	803	654	723	807	820
EMSON	198	259	368	406	528	566	569	570	653	766	921
UNED	126	145	133	160	152	136	180	201	245	231	176

This record number of students has been highlighted by their outstanding academic achievement. The entering freshman class for 2012 has both a higher overall grade point average and entering ACT score, and this academic skill has been noted by the near-doubling of enrollment in our Honors Program. Additionally, nearly 50 of our students were recognized by the Office of National Awards for their achievement, including, among others, Gates Millennium Scholars, a Udall Scholar, and Wood-Wallace Award winners.

College faculty won a number of national and university awards, and, the College Council was excited to name Kate Mamisishvili the most outstanding faculty member for the 2011-2012 academic year (STAR Award). We celebrated the careers of several faculty members who retired, including Professor Sam Totten in Curriculum and Instruction and Professor Doug Watson in Rehabilitation Education and Research, and the College prepares to welcome 13 new tenure track faculty members in August 2012.

Former students of the college also made their mark both on campus and around the country. Now in its second year, the College's alumni recognition program for Outstanding Alumni brought three former students to campus. These were Joshua Barnett who is now a faculty member at Arizona State University, Kieran Fogarty who is now a faculty member at Western Michigan University, and

Marjorie Marugg-Wolfe, founder and chair of the ASPIRE program (Assisting Single Parents in Realizing Education).

II. Report from College Committees

College Council

The College Council in 2011-12 has continued to organize the CLASS monthly luncheon seminar series. In 2011-12, we sponsored a total of seven sessions; the attendance has been steady and increasing (approximately 25-30 per session). The Council also continued its role as overseeing and conducting the faculty awards process. This year, eight faculty award winners were selected. Additionally, the Council came to the decision to sponsor awards for Non-Classified employees in the years to come. Four awards will be given each year to Non-Classified employees in the following categories: 1. All-Around Performance; 2. Service to Students; 3. Service to Faculty; 4. Work in Research. Finally, the Council served as a sounding board for the Dean as he worked through several important processes and decisions in 2011-12.

Diversity Committee

The COEHP Diversity Committee merged with the Futures Planning Summit Diversity Committee and met three times throughout the year. In addition to working to define “diversity,” the Committee reviewed past diversity reports and recommendations from the Futures Planning Summit. Subsequently, five subcommittees were formed, including: Outreach, Support System/Infrastructure, Recruitment/Retention, Curriculum, and Speakers. The Committee strongly supports the recommendation of hiring a full-time staff person to lead the College’s diversity efforts, and each subcommittee continues to work to bring recommendations to the full committee that will meet again in the fall semester.

Honors Council

Dr. Clarethia Hughes, Associate Professor of Human Resources and Workforce Development was named the Director of COEHP Honors Program, and working through the College Council, restructured Honors Council membership to best serve the needs of the Council. Accomplishments for the Council during the past year include an alignment of COEHP Honors incoming freshman standards to that of the UA Honors College, creation of a database of Honors courses, a fall introduction meeting held along with a student and alumni reception during the UA homecoming football game weekend, a faculty list-serve created for COEHP faculty working with Honors students and an Honors Student list-serve were both created, four Honors Council steering committees were established, an inaugural Research Symposium and Honors Workshop was held in the spring semester, and a luncheon was sponsored for graduating Honors students with the COEHP commencement speaker, former US Secretary of Education, Dr. Rod Paige. A variety of other activities were undertaken, ranging from a research luncheon held in conjunction with faculty, the funding of three SURF grants, a record number Fellowships were awarded to COEHP Honors Students, a partnership was established with the Educational Statistics and Research Methods program to allow Honors students to be tutored for free by graduate students in the COEHP statistics lab. There were 30 Honors graduates from the program.

Students honored during the Research Symposium were: 1st Place: Corrie R. Bailey (Kinesiology), 2nd Place: Jessica M. Roy (Childhood Education), 3rd Place: Emily A. Gilliam (Recreation & Sport Management), Honorable Mention: Rebecca M. Braun (Childhood Education).

Laboratory School Exploration

The Laboratory School Committee was established following the 2011 COEHP Summit. The committee began meeting and established draft goals for the Lab school, including:

- Have an easily accessible school where faculty can take students at any time to demonstrate classroom material.
- Replicate the public school model while using current research to inform decision-making.
- Serve as a site where innovative teaching methods can be tested.
- Remove barriers for teachers who want to implement best practices and try novel teaching strategies.
- Partner with other departments/colleges on campus so lab school benefits students and faculty across campus.

The committee examined the model of a publically-funded university laboratory school at Illinois State University, and ultimately the committee determined that creating a Lab school would allow the teacher and administrator education programs to better serve a diverse population of students. The committee also discussed the proposal to consider a conversion charter school at Leverett Elementary, and identified several advantages: public funding, proximity to the University, and existing facilities. Disadvantages noted were: school would be controlled by Fayetteville Public Schools, not COEHP, could disrupt neighborhood school identity, and that the school is already staffed with teachers and administrators.

The committee also seriously considered reopening the Peabody Lab School, but determined that there needs to be research to determine if schools can be reopened easily through the state. The committee will continue to work on a master plan for creating a lab school while also considering alternatives.

Technology Committee/Committee for Web Learning

The committee formed in February and met monthly throughout the spring semester. During the first meeting the committee was provided the Dean's charge and began discussing issues associated with web learning. Consideration was given to three key areas: Growth, Quality, and Support. These key areas aligned with multiple aspects of the charge and became focal points for the remainder of the committee's work. To address the charge relative to successes and barriers the committee used a brainstorming technique to identify barriers relative to each of the three key areas. The raw list of identified barriers can be seen in Appendix A which consists of the notes from the February meeting.

The committee determined the next steps were to prioritize the identified barriers and provide recommendations relative to high priority issues. In the March meeting committee members utilized a Power and Importance scale to prioritize the list of identified barriers. This technique allowed committee members to identify issues relative to Growth, Quality, and Support that the College has the highest ability to resolve (Power) and are of the highest importance to the success of web

learning (Importance). Results of the Power and Importance activity were used to brainstorm potential resolutions to all high-power/high-importance items. It should be noted that time limitations prevented the committee from addressing all but the highest ranking power/importance issues. The committee recommends returning to this instrument in the future once the highest power/importance items have been addressed.

The list of high prioritized issues and potential resolutions were the focus of the April meeting. High ranked priorities and resolutions were reviewed and the committee generated formal recommendations. It was also determined that each recommendation should be accompanied by a rationale and action steps. These were added to the list of formal recommendations.

The final meeting of the semester occurred in May. During this meeting formal recommendations, rationales, and action steps were reviewed and approved by the committee. The committee generated six overarching recommendations to improve web learning within the College, offering two recommendations per each of the three key areas (Growth, Quality, and Support). In relationship to growth, the committee recommended: 1) Increasing teaching resources concomitant with growth; and 2) Examining course enrollment policies. Recommendations corresponding to quality included: 1) Defining quality; and 2) Training faculty and TAs in best practices. Areas of recommendation relative to support involved: 1) Supporting students with access to needed resources; and 2) Supporting faculty with needed training and opportunities to share ideas.

III. Significant Achievements and Changes to the Content of the Programs by Department

Department of Curriculum and Instruction

Career and Technical Education (CATE)

Career and Technical Education includes three distinct discipline-based licensure programs: Business Education, Family and Consumer Science, and Technology Education. While there were no major changes in the CATE program, it did experience considerable growth during the academic year, particularly in Family and Consumer Science (FCS). The FCS program grew from 11 graduates in 2010 to 16 graduates in 2012. This is the second year of substantial growth in that program. The new on-line licensure program continues to grow at a steady pace as well.

Childhood Education (CHED)

The Childhood Education program completed searches for two new tenure-track faculty members during the academic year: Vicki Collet from the University of Colorado, and Conra Gist from the State University of New York. The Childhood Education program began accepting on-campus licensure candidates for the first time during the academic year. This addition required extensive changes to the admission requirements, changes to the catalog copy, and changes to the process used for admission to the three licensure programs. Undergraduate candidates seeking to enter a childhood education licensure program must now complete the 62 hours of pre-requisite courses required for full admission to the program and must hold a minimum GPA of 2.7 on all program prerequisite courses as well as a grade of "C" or better in selected courses and a passing score on the mathematics, reading, and writing sections of the Praxis I Exam. Admission to the program occurs prior to the beginning of the fall semester of the junior year. At that time, candidates will enter one of three on-campus programs. These new admission standards and requirements have streamlined and professionalized the process used to admit students in to the various elementary education

licensure programs. The process has also led to some candidates being denied admission for various reasons, including academic performance, dispositional attitudes, among other reasons. The new CHED faculty will be initiating new programs and launching additional licensure programs off-campus and at other sites across the State of Arkansas.

Secondary Education (SEED)

The Secondary Education program added one new faculty member during the 2011-2012 academic year: Jason Endacott (Social Studies Education). The SEED program completed the third very successful year of the Rural Schools Initiative and completed the first year in the Urban Schools Initiative. This initiative led to the placement of several MAT candidates in urban schools in the Little Rock, Arkansas metropolitan area. These new initiatives provide students with opportunities to complete at least one rotation in an urban school as well as rotations in more rural and suburban schools. These two initiatives also provide interns with additional opportunities to teach in a school setting with more faculty and student diversity. Members of the SEED program also submitted a proposal to eliminate two MEd programs to develop a new CIED MEd that includes more concentrations or cognates. This effort will concentrate MEd options in one CIED MEd degree that includes elementary, secondary, ESL, and other concentration options.

Educational Leadership (EDLE)

The Educational Leadership program accepted the second cohort of the on-line EdD program in EDLE during the 2011-2012 academic year. The degree is offered online using a cohort model. Admission decisions are made twice a year, in mid-March and early summer. The program includes an on-campus weekend program each semester where the online cohort candidates meet face-to-face for a campus experience. The campus experience includes an intensive weekend seminar on the University of Arkansas campus. The two cohort weekend experiences this year focused on a theme that connected theory with practice and included mini-lectures by scholars and practitioners in the field, facilitated discussion groups, and lively debate of critical issues facing school leaders. The intent of the cohort weekend was to build relationships, introduce students to leaders in the field and expose them to interactive, hands-on learning experiences that lend themselves more easily to the face-to-face environment. During the final cohort weekend, the candidates worked through a series of structured exercises to present their dissertation research for peer and faculty critique in preparation for final revisions and submission. Ed Bengtson, who joined the faculty in the fall of 2010, has provided a great deal of expertise in qualitative research and a strong research agenda in administrative succession planning to the program. Paul Hewitt has assumed interim leadership of the EDLE program.

Educational Technology (ETEC)

Faculty members from the Educational Technology MEd program have been able to increase the number of master's degree students since the addition of a second faculty member. Dennis Beck joined the faculty as a clinical assistant professor in 2010 and has recently been transitioned to a tenure-track faculty line. He brings an extensive background in on-line course delivery and web-based curriculum development as well as a strong research agenda in gaming and web-based technologies. The arrival of Beck allowed the ETEC program to remove the enrollment cap of 30 students and has led to substantial program growth. During the past two years, program enrollment has grown from 30 master's level candidates to 48 candidates. With additional students admitted in recent weeks, the program will see an enrollment growth of 60-70% over just two years ago.

English as a Second Language (ESL)

Although housed in the Secondary Education program, the ESL program actually provides courses and services that cut across all other programs. For example, many CHED MAT candidates complete ESL endorsement courses as a part of their required program of studies. The ESL program continues to attract significant numbers of CIED PhD candidates and visiting international faculty--particularly from Asia. The ESL program recently completed a faculty search for a second full-time faculty member, hiring Hayriye Kayi from the University of Texas.

Special Education (SPED)

While there were no substantial changes to the Special Education program during the academic year, significant efforts were undertaken to continue developing the on-campus Autism program and a new certificate program that will lead to a graduate certificate in Applied Behavior Analysis that will prepare persons for the Board Examination for Certification as a Board Certified Behavior Analyst (BCBA). Enrollment in the SPED MEd licensure program, the Autism Certificate program, and the CHED/SPED concentration continues to be strong. During recent years, the SPED program has been forced to hire significant numbers of adjunct faculty to meet the enrollment demands of these programs. Through one successful search and one ongoing search, CIED will be able to substantially decrease the number of adjunct faculty needs and infuse a new level of research productivity into the program. The new SPED faculty member in 2011-2012 was Peggy Whitby, a specialist in Autism, arrived from the University of Nevada-Las Vegas.

All Program Areas

It should also be noted that faculty in all programs accredited by NCATE have worked diligently to submit required program and SPA reports required for continuing accreditation. It should be noted at the time of the writing of this report, all program and SPA reports that have been reviewed by NCATE SPA's and have received "approval" status. Some of those reports have been approved "with conditions" but all have been approved. The professional education unit, with a good level of support from Associate Dean Miller and Assistant Dean Penner-Williams, have submitted the NCATE Institutional Report and are making plans for the NCATE site visit next October.

Program in Educational Statistics, Research, and Measurement

Developed, approved, and began offering a graduate certificate in Educational Psychology.

Department of Health, Human Performance, and Recreation

The Department of Health, Human Performance, & Recreation (HHPR) houses 5 distinct programs: Community Health Promotion, Kinesiology (exercise science and P-12 Pedagogy), Athletic Training, and Recreation and Sport Management.

Community Health Promotion

The Community Health Promotion program added one new faculty member in Fall 2011: Kristen Jozkowski joined the faculty as an Assistant Professor. Her research focus is on sexual health. Jozkowski also proposed a new course for our graduate program entitled Advanced Theories of Health Behavior. This course has been approved as a new requirement for CHLP MS and PhD students.

The Community Health Promotion program also embarked on a new study abroad program in Belize. This University of Arkansas based program Service Learning Program in Belize is a 3 week study abroad program. In conjunction with initiatives from other UA Colleges (Ecology, Business, Engineering) we are offering for the first time a public health initiative. This initiative involves students from the following programs: community health promotion, nursing, and biology-pre medicine.

The Community Health Promotion program reestablished the Eta Sigma Gamma (ESG) Honorary Society with an initiation of 25 community health students on April 26, 2012. ESG is the national health education honorary society, with over 100 chapters at colleges and universities across the United States. The Beta Tau Chapter at the UofA had been on hiatus since 1992. Dr. Bart Hammig assumed the faculty sponsor role through the 2012-2013 academic year.

Three graduate students were hired in various capacities to help direct the NIH sponsored National Children's Study, which will examine the effects of the environment on health of children across the United States.

Kinesiology-Exercise Science

Exercise Science met throughout the year to work on revisions to the undergraduate curriculum. We will be merging two options into one with an increased number of core courses and a list of related electives that reflect the student's interest and career path (pre-professional or applied). The new program will comply with ACT 147 and contain a total of 120 hours. Course syllabi are being constructed and re-worked and entire program changes will be submitted for university approval and take place in Fall 2013. Additionally, the MS Comprehensive Exams have been re-worked and a new grading system employed, which was implemented for Spring 2012.

The Exercise Science Faculty undertook a national search for Assistant Professor in Exercise Science and hired Stavros Kavouras to begin in the fall 2012 term.

Twenty undergraduate students have indicated they will be pursuing advanced degrees in the Health Professions at various schools.

Kinesiology-Athletic Training

The two and a half year graduate athletic training education program changed the cohort start date from July to June. This will allow the students to start the curriculum earlier which will not require course work during the summer term between the second and first year. Having this summer term vacant from course work will allow them to seek external internships which may lead to future employment once they graduate.

Kinesiology-Pedagogy

The pedagogy program graduated their first MEd in Physical Education on-line program students (in August).

Pedagogy faculty held a retreat with several public school physical education teachers to discuss our program strengths and weaknesses as perceived by these cooperating teachers. This will result in a

process of revamping the P-12 curriculum to reflect the information gleaned from these discussions and to eliminate repetition within the courses now being taught.

Recreation and Sport Management

The Recreation and Sport Management Program completed ADHE program review in 2012. The resulting outcome will be an update to the existing curriculum for recreation and sport management students.

Graduate Programs

Major changes were made in the graduate catalog for the 2011-2012 academic year. CHLP 5533 Theories of Health Behavior was approved as a new course and added as a required core course in the M.S. Community Health Promotion Program. As a result of this action, the program electives were reduced from 9-12 credit hours to 6-9 credit hours. KINS 5443 Perceptual Motor Development and Clinical Application and CIED 5723 Nature and Needs of Persons with Mild Disabilities were deleted as required core courses within the M.S. Kinesiology Adapted Movement Science Concentration and KINS 5323 Biomechanics I was added as a required course. Approved electives for the concentration increased from 6-9 credit hours to 9-12 credit hours. PHED 6353 Systematic Observation Research in Physical Education was deleted as a required core course in the Ph.D. Kinesiology-Pedagogy concentration. Two new masters level courses were approved in the area of Athletic Training (ATTR 5493 Evidence Base Practice in Athletic Training and ATTR 5272 Athletic Training Clinical VII). Numerous minor changes in either course titles, descriptions, numbers, and/or rotational sequencing were processed during the academic year with the most significant changes being in the Athletic Training program area due to changing national accreditation standards.

Graduate course rotations were slightly modified for all program areas and the graduate catalog was updated in terms of semester course offerings. The graduate catalog accurately reflects semester course offerings for individual courses with the HHPR Department.

The Self-Study Report for all Recreation and Sport Management (BSEd, MEd, EdD) programs was completed and outside evaluators officially reviewed the program in spring 2012. Documentation for all Kinesiology- Pedagogy programs has been submitted in anticipation of the upcoming NCATE review.

Academic reviews for graduate students within all degree program areas were completed by program area faculty and submitted to the UA Graduate School for the 2011-2012 AY. All COEHP funded graduate assistants were on twelve-month contracts for the 2011-2012 FY.

Graduate advisee lists continued to be updated each semester. Graduate student progress was monitored and detailed student records were kept on HHPR databases. Graduate students were informed of any departmental, college or graduate school policy changes which could have affected their matriculation. The HHPR graduate coordinator attended one University of Arkansas graduate school workshop dealing with graduate student retention and completion. The graduate program continued to offer graduate assistants an in-depth, 3 day long orientation workshop prior to the fall semester. All of the graduate forms continue to be sent to prospective students by email, which saves money on copying and postal costs. Graduate School and departmental forms affecting graduate students and program areas were updated to reflect current programs and requirements.

All of the HHPR websites including the online program were updated during the year and will continue to be updated during summer 2012.

Recruitment of quality students continued to be a major emphasis within HHPR. The department display booth was set up at the National AHPERD Conference in Boston Massachusetts, and at the Arkansas AHPERD Conference in Little Rock, Arkansas. Advertisements for graduate programs and assistantships/fellowships were placed in journals/directories/websites which included the SPREENET internet site for Recreation, the National Athletic Training Association website and the AAPHERD Bulletin of Graduate Programs.

Graduate student enrollment for the AY 2011-2012 in the HHPR Department was 180 (Fall beginning of term numbers). Of this number, there were 11 in the Physical Education online program (MEd), 51 in Recreation and Sport Management (MEd), 15 in Community Health Promotion (MS), 36 in Kinesiology (MS), 29 in the Master of Athletic Training program, 6 in Community Health Promotion (PhD), 20 in Kinesiology (PhD), and 12 in the EdD Recreation and Sport Management program. These totals represent a 3.4% increase in the number of graduate students within HHPR degree programs over the previous year. Out of the 54 departments on campus, the HHPR graduate program consistently ranks extremely high in student semester credit hours generated during the year.

Funding for the PhD level graduate assistants within the HHPR Department remained at \$12,300 for the 2011-2012 FY. Fourteen graduate assistantships (4 Community Health Promotion, 8 Kinesiology, 2 Recreation Sport Management) were funded by the COEHP. Outside funding for 5 additional graduate assistantships (2 Rogers Adult Wellness Center, 1 Washington Regional Medical Center, 1 UA Athletics–Razorsharp Nutrition, 1 Maximum Performance Spine Sports & Physical Therapy) was procured by HHPR faculty. Of the \$225,205 awarded to HHPR graduate assistants during the year, \$70,659 was generated from external sources. Note – of the \$70,659 received, \$52,461 provided for GA stipends and an additional \$18,198 was allotted for tuition. Additionally, 19 minority graduate students in HHPR programs received Ben Lever tuition fellowships during the 2011-2012 FY. Four international graduate students were either sponsored by their governments (3 Saudi Arabia, 1 Vietnam) or received an IREX/Edmund Muskie Fellowship.

During the fiscal year over 200 graduate program information packets were emailed to prospective students. One hundred thirty-eight students were officially admitted to programs within the department. Fifty-seven were formally denied admission to HHPR programs.

In terms of minority students in HHPR, the department probably has one of the largest numbers and highest percentages of graduate minority students within the University. Thirty-two (17 African American, 2 Asian American, 4 Hispanic, 4 Native American, 5 two or more) minority graduate students were enrolled in HHPR programs. Currently there are four Native American graduate students enrolled in the PhD Kinesiology-Pedagogy Program. Also, 10 international students from 7 different countries (Japan, Nigeria, Saudi Arabia, South Korea, Taiwan, Tanzania, Vietnam) were enrolled in HHPR graduate programs. The number of graduate minority students in HHPR was 32, which represents 17.8% of the graduate students within HHPR. The combined number of graduate minority and international graduate students was 42 which accounts for 23.3% of all HHPR graduate students within HHPR.

Department of Rehabilitation, Human Resources, and Communication Disorders

Communication Disorders

There were no changes to entrance requirements, degree requirements, exiting requirements, etc. This program, now ranked 106 in the nation for graduate programs in the field, was relocated from its 30+ year old home located at 410 Arkansas Avenue to 606 N. Razorback Road. This new location, on the western side of the Epley Center for Health Professional, features an expanded and modernized clinical facility that provides services to the local and regional communities as well as students and faculty on campus.

The clinic is expanding partnerships with Arkansas Children's Hospital, Voice of the Ozarks, and local schools. Services for children with language and learning difficulties are funded by the Scottish Rite. A significant achievement this past year was the addition of an audiologist to the clinical faculty. This allows the program to provide a range of new services to children and adult, including the mapping of cochlear implants, assessment of central auditory processing, and fitting of hearing aids. This range of services is pivotal for the clinical education of students who seek to complete degrees in communication disorders and then enter doctoral programs in audiology.

Counselor Education

There were no changes to entrance requirements, degree requirements, exiting requirements, etc. Undergraduate course offerings were increased to meet the high enrollment needs of the campus. The sequences of courses that range from Life Skills to Helping Relations are required for students majoring in several degree programs across the college. To aid the college's efforts to enhance the learning experiences of honors students, an honors section of CNED 3053 was added. As a result, five sections of this course (one honors) were offered each semester this last year. There remains a high demand for the graduate programs in Counselor Education. As a result, the program could limit their offers to students whose needs could best be served by the faculty and course offerings. A significant change introduced this year to meet the needs of these students as well as counselors across the state was creating an online version of the psychopharmacology course. All state licensed counselors need this course and will now have access to it on a regular basis. The program completed and submitted the self-study report for accreditation to CORE. The accreditation site visit is scheduled for Fall 2012.

Higher Education

The Program in Higher Education completed a self-study in the spring of 2011 and the state-mandated seven-year Academic Program Review in the Fall of 2011 and Spring of 2012. The Program also conducted a national search for a new assistant professor, resulting in the hiring of Michael Hevel from the University of Iowa.

Rehabilitation Counseling

Rehabilitation Education Counseling Program continues to be ranked in the top 20 across the nation. There were no changes to entrance requirements, degree requirements, exiting requirements, etc. This program continues to support graduate students using competitive training grants. These grants are five year grants with the newest one in mental health, beginning in 2010. The R-13 research unit located in Little Rock, AR for individuals who are deaf and hard of hearing was closed in the winter of 2011-2012.

Program in Workforce Development Education

There were significant changes to Workforce Development Education that began in the 2010-2011 academic year following the university external review of the program. By the end of 2011, WDED was discontinued as a program. It was replaced by one new program, Adult Education and Life Long Learning, and the re-structuring of the remaining program to Human Resources and Workforce Development.

Program in Adult and Lifelong Learning

This is a new program within the department. It was approved by the Board of Trustees and the Arkansas Board of Higher Education in Fall 2011. The number of hours for the master's and doctoral degrees, admission requirements, and exiting requirements remained the same as when the program was part of WDED. All courses for this program, which has a blended format, were resigned to focus on adult and lifelong learning. Thirteen students were admitted as a MEd cohort and began course work in Fall 2011. A new cohort of nine EdD students has been admitted for the spring 2012 semester.

Human Resources and Workforce Development

The old WDED program was renamed HRWD to better identify the professional expertise of graduates and to align the program with changes in workforce demands for this vital field of employment. The number of hours for the master's and doctoral degrees, admission requirements, and exiting requirements remained the same as when the program was part of WDED. Three new courses were developed, one of these being a capstone course designed to replace comprehensive examinations at the master's level. Existing courses were updated with an international focus added as part of this. All alpha codes and graduate courses changes were approved through the college and university committees in 2011.

Eleanor Mann School of Nursing

Curriculum Changes. Curriculum changes were made during FY2010 with implementation starting in fall 2011. These changes included:

- NURS 4263: Nursing Concepts: Older Adult was moved to the Junior 1 semester to expose students to geriatric nursing content. During the fall 2011 semester this course was taught in the Junior 1, Junior 2, and Senior 1 semesters to phase in the curricular changes. NURS 4263 was taught only in the Junior 1 semester in the spring, 2012 semester.
- NURS 3841L Professional Nursing Skills-Advanced and NURS 3643 Professional Role Implementation were merged and have been taught as NURS 3644: Professional Role Implementation I for two semesters. This has been very successful in using the clinical instructors in the training process for advanced skills to students.
- NURS 4262 Adult Health II was first taught in the fall 2011 semester. This additional course allowed the large amount of Medical-Surgical Nursing knowledge to be spread between two semesters with the Adult Health I course focusing on acute illness and the Adult II course focusing on chronic illnesses.
- NURS 4443 Critical Care and NURS 4453 Professional Role Implementation VI: Role Synthesis were reduced by 1 credit hour each. Implementation of the reduced hour courses was accomplished in fall 2011. Additionally NURS 4722: Professional Role Implementation VIII: Role Synthesis was added successfully. Students are provided an immersion course working six 12-hour shifts providing nursing care and management activities. This course was implemented in fall 2011 and spring 2012.

- Implementation of high fidelity simulation was implemented throughout the nursing program. Simulations are being conducted in medical-surgical nursing, critical care nursing and maternal-child nursing. Due to the inconsistency of pediatric admissions to area hospitals, the pediatric clinical experiences were moved to community based agencies. Students are brought back for 25% of their clinical rotation to the high fidelity simulation laboratory and experience acute pediatric care using the infant and pediatric simulation manikin.
- An expanded clinical instructor orientation was developed and implemented in spring, 2012 providing orientation to 31 part time clinical faculty. Information on the curriculum, guiding student learning and evaluation of student performance was the focus of the orientation.
- An online RN to BSN program was submitted for approval with a tentative start date of fall, 2012. This proposal will allow associate degree/diploma registered nurses to pursue their baccalaureate nursing degree while providing the flexibility of an online program. RN to BSN students would complete 60 credits of pre-nursing course requirements, have 37 credit hours credit from previous nursing courses held in escrow, and complete 27 credit hours in the BSN nursing program.
- NCLEX-RN Results: NCLEX-RN licensure results for October-March 2012 (93%) continue to be higher than other schools in our jurisdiction (87%) similar programs (91%) and the national average (89%).

Growth Enrollment. The BSN program started a growth enrollment initiative in fall, 2011 by doubling the number of students admitted to the nursing program to 100 students/semester. This initiative will be fully implemented spring, 2013. In conjunction with this growth enrollment, the SON moved to the new 45,000 square foot Epley Center for Health Professions providing state of the art equipment and facilities to nursing faculty and students.

- With 3 classrooms (including a 60 seat computer classroom), two 8-bed physical assessment laboratories, two 8-bed basic skills labs, five high fidelity simulation rooms and 5 high tech debriefing rooms, the SON boasts one of the finest facilities of its kind in the southwest. With the addition of the LearningSpace software, a total of 37 laboratory beds can be filmed for performance review by students and faculty.
- The School has made great strides in going paperless. All student and faculty files are currently managed through EmPower.
- Student health records, background checks, and CPR certifications are managed through Typhon web-based software system. It provides alerts to students as certifications and immunizations expire, and provides current clinical scheduling to students and a mechanism for clinical work to be submitted to clinical instructors for evaluation. Student portfolios will be implemented in fall 2012 using this system.
- The School implemented an online application process in fall 2011 for all students applying to the nursing program. This process was refined in the spring 2012 semester but has proven to be successful. A \$45 application fee was instituted in fall 2011.

Scholarships: EMSON has secured \$217,955.94 of the \$250,000 Nursing Scholarship Match Funding that was provided by the Wingate Foundation last year.

Graduate Program

Curriculum Changes: The graduate program consists of two programs: 1) the clinical nurse specialist and a new program , 2) the Nurse Educator implemented in fall 2011.

- Approved incorporation of the pathophysiology, pharmacology and health assessment courses into the educator concentration.
- Accreditation visit occurred in September, 2011 for the clinical nurse specialist program with anticipated full accreditation due in May, 2012. No deficiencies noted in the site visit report.
- Three courses were approved for the RN to BSN students to take and receive graduate credit.
- The DNP consortium decided to disband with each of the 4 schools (Arkansas Tech, UCA, UAMS and UA-Fayetteville) submitting DNP proposals independently. Initial work on the DNP program started with a target date of August 2012 to submit through the University system.
- Currently 11 are students enrolled in the educator concentration and 16 students in the CNS concentration.

Department of University Recreation

In order to sustain, as well as enhance the quality of facilities and equipment that University Recreation strives to provide, the following improvements were made during FY12 based on initiatives derived from the Future Planning Summit.

University Recreation conducted a needs assessment survey to see how we could better serve our members and the university community. The results identified a strong desire for additional cardio equipment and weight machines, extra stretching space, as well as a room solely dedicated to group exercise. UREC fulfilled those needs by opening a satellite fitness center in the Arkansas Union on March 5, 2012. The facility features almost 6,000 square-foot of fitness floor space with 119 pieces of equipment. The space also offers a 1,500 square-foot group exercise room and men's and women's locker rooms.

The Outdoor Connection Center program added a new bouldering wall and office space on the 1st floor of the HPER Building. The old bouldering wall structure was wood, not steel, which ultimately led to the deterioration of the wall caused by heavy usage. The office space was added to accommodate a new full-time position.

The Facility Management program installed an ultraviolet treatment system in the HPER Natatorium. This system guarantees a safe, clean, easy-to-maintain method of assuring that water is free of bacteria.

The Fitness/Wellness program area purchased weighted bars to replace the old Troy system, which consisted of barbells and plates. This upgrade will cause less damage to the flooring, require less storage space, and create a safer environment for participants and users.

The main goal of the Accessible Recreation program is to increase the diversity and inclusion possible in its activities and programs by providing accommodations and accessibility. Accessible Recreation helped achieve this goal by purchasing a Matrix Krankcycle to be used in the Group Cycle program. Participants may participate in class with a handcycle, rather than a traditional pedaled cycle.

Due to extensive use and a nearly constant need for repairs, UREC replaced all of the treadmills in Donna Axum Fitness Center in July 2011. In order to replace these treadmills, equipment demos are

brought into the facility and used by UREC members before any equipment is bought. UREC uses member feedback to decide what equipment will be purchased next. UREC replaced eight True treadmills with four Woodway Desmo treadmills, two Woodway Ecomills and four Matrix T7xe treadmills. The Ecomills are completely self-powered, requiring no electricity. UREC also replaced eight Freemotion bikes with 10 Precor bikes, six upright and four recumbent. These are all self-powered and were replaced in July 2011. UREC replaced the 11 piece Paramount Selectorized pieces with the Matrix G7 Selectorized line.

IV. Significant Achievements by the Departments and their Faculty

Department of Curriculum and Instruction

The 7th annual University of Arkansas Literacy Symposium was held on June 23-24 at the Fayetteville Town Center.

The University of Arkansas sponsored the 4th Annual ESL Symposium on February 25, 2011. This event is a feature of the \$1.3 million federal grant to train teachers in English as a second language instruction.

Over 500 junior high and high school students from Arkansas and Oklahoma attended the 5th Annual University of Arkansas Razorback Technology Challenge on December 9, 2011. This technology-based problem solving conference was co-sponsored by the Arkansas Department of Career Education with other campus groups. Mr. Vinson Carter and Dr. Michael Daugherty were instrumental in organizing this event.

The Northwest Arkansas Writing Project sponsored the annual Invitational Summer Institute where area teachers created digital lessons to help teachers and students connect through technology in the classroom.

Department of Education Reform

Achievements of particular note include Patrick Wolf's completion and release of the evaluation of Milwaukee's school choice program, Robert Costrell's work on the labor market effects and fiscal difficulties of teacher pension plans, Sandra Stotsky's writings and lectures on the Common Core national standards, Gary Ritter's outreach to educators and policymakers all over Arkansas through his Office of Education Policy, Robert Maranto's well-received book on the Obama presidency, and Jay P. Greene's research on special education vouchers in Florida. Patrick Wolf and Jay P. Greene won the College's Significant Research Award in recognition of their work. Additionally, Robert Costrell was named to Presidential Candidate Mitt Romney's National Educational Advisory Board.

Department of Health, Human Performance, and Recreation

Steve Dittmore was elected to North American Society of Sport Management Executive Committee

Sharon Hunt was elected Chair of Faculty Athletic AR (Faculty Athletic Rep) in the SEC, Dr. Hunt will also serve a 3 year term on the Arkansas Alumni Association's Board of Directors Co-Chair of Red, White and True Faculty Giving Program at the U of A.

Ro DiBrezzo and *Gretchen Oliver* were named Fellows of the American College of Sports Medicine

Steve Dittmore elected to a two-year term as a Member-at-Large on the NASSM (North American Society for Sport Management) Board of Directors

Susan Mayes was elected to NDA (National Dance Association under AAHPERD) Board of Directors.

Department of Rehabilitation, Human Resources, and Communication Disorders

Claretha Hughes (HRWD) was selected to serve on the Editorial Advisory Board for Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts; to edit a Special Issue of the International Journal of Human Resource Development and Management; and to serve on University of Arkansas, Institutional Transformation, ADVANCE Grant Steering Committee and ADVANCE Grant Environmental Assessment Working Group.

Dan Kissinger (CNED) became president of the Arkansas Counselor Education and Supervision division of ArCA.

Carsten Schmidtke (HRWD) joined the Board of Directors for the Association for Career and Technical Education Research. He will also service as co-editor of a Special Issue of the International Journal of Human Resource Development and Management .

Eleanor Mann School of Nursing

Carol Agana, MNSc, ANCC, APN served as reviewer for F.A. Davis & Co. pharmacology in nursing text.

Kathleen Barta served as consultant to the Arkansas Children's Hospital Research Institute Study Center for the National Children's Study in Benton County, Arkansas and was recognized as one of "20 Influential Minority Health Advocates in Arkansas" by the Arkansas Minority Health Commission.

Lepaine McHenry was elected Vice President of the Arkansas Virtual Academy Board and serves on the Arkansas Farm Bureau Rural Health and Safety Committee.

Marianne Neighbors completed her 2nd year as Co-Director of the Teaching and Faculty Support Center.

Cara Osborne, Technical Advisor for Midwives for Haiti traveled to teach Haitian women being trained as midwives, and she was a consultant for OB services for the PIH in Butaro, Rwanda.

Nan Smith-Blair was re-elected to the Southern Nursing Research Society's Board of Directors as Development Director.

Susan Patton was appointed a member of the Advisory Board for Schmieding Center for Adult Health.

Ellen Odell obtained her certification from the National League for Nursing as a Certified Nurse Educator (CNE).

Don Wleklinski was elected as President of the Arkansas State Nurses Association, District 9.

Department of University Recreation

The department of University Recreation is a major campus-wide service unit of the College of Education and Health Professions. In order to meet the diverse recreational needs of the university community, the program is organized into eight program areas: Accessible Recreation, Club Sports, Facility Management, Intramural Sports, Fitness/Wellness, Instructional Programs, Outdoor Connection Center and Special Events.

University Recreation operated recreation and fitness facilities for a total of 5,393 hours in FY12 during 355 days of the year. During this time, 9,982 activity sessions were held across 261 different recreational and fitness programs.

University Recreation (UREC) conducted a comprehensive assessment including over 1,000 students, faculty, and staff in Fall 2011 to examine recreational and fitness needs, motivations, constraints, and outcomes of UREC users and non-users. This assessment provided valuable information regarding University Recreation's effectiveness as a provider of campus wellness, as well as how UREC facilities and services can be best structured to enhance the physical, mental, and social health of the University of Arkansas community. Results indicated that over 77% of University of Arkansas students had visited UREC facilities in the past year (see Figure 1). Over 56% of students and 81% of faculty/staff respondents indicated that participation in UREC facilities and programs improved their fitness level, as well as their sense of well-being, "moderately", "considerably", or "a great deal" see (Figure 2). Such responses suggest that University Recreation Department performs a vital role in enhancing the health and well-being of the University community. In addition, students who visited UREC facilities at least weekly were found to have significantly higher grade point averages than students who visited monthly or less, suggesting that participation in recreation, sports, and fitness activities is a valuable and relevant part of a higher education setting.

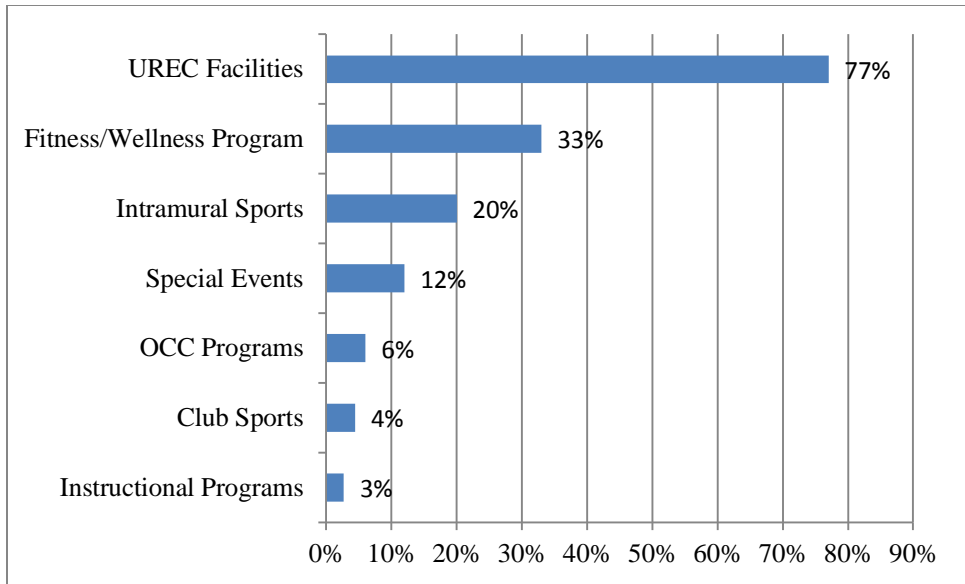


Figure 1. *Percentage of students who utilized UREC facilities and programs in FY12.*

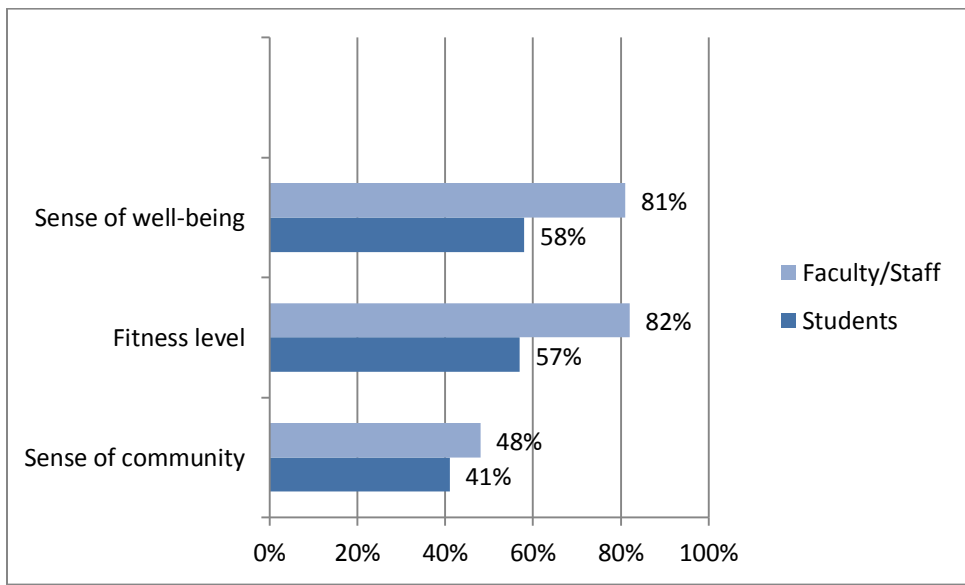


Figure 2. *Perceived outcomes and improvements of students and faculty/staff due to participation in UREC programs and activities.*

University Recreation enhanced its recreational and fitness facilities in several ways in FY12. Needs assessments helped determine participant needs for additional cardio equipment and weight machines, extra stretching space, and a studio dedicated solely to group exercise. UREC fulfilled those needs by opening a satellite fitness center in the Arkansas Union on April 19, 2012. The facility features almost 6,000-square feet of fitness floor space with 119 pieces of equipment. The space also offers a 1,500-square foot group exercise room, as well as men’s and women’s locker rooms. In addition to a new fitness facility, UREC updated several equipment lines in the Donna Axum Fitness Center, including 10 new treadmills, 10 new stationary bikes, and a new selectorized strength training line. These pieces are anticipated to enhance the comfort, safety, and overall exercise experience of University Recreation patrons. In addition to

fitness facility additions, University Recreation also completed a newly constructed 550 square-foot bouldering wall in December 2011. It is located in the Outdoor Connection Center on the first floor of the HPER building.

UREC continues to implement sustainable designs and practices into facility and programming efforts. Two of the new treadmills purchased in FY12 are Woodway EcoMills, which are completely user-powered. The stationary bikes purchased are self-powered through internal generators, requiring no external power source. A water bottle filling station was also installed in the Donna Axum Fitness Center, allowing patrons to utilize re-usable bottles in the facility.

University Recreation also continued to develop its student-employment program in FY12, enhancing educational opportunities by providing real-life employment skills and student development opportunities. UREC continues to be one of the largest student employers on campus, with 405 student-employees in FY12. UREC hosted two interview sessions in November 2011 and April 2012 to attract new part-time student staff. Student employees assist in the interview and application review process and ultimately the selection of new student staff members. UREC hired over 98 new student staff through this programming effort. UREC also centralized and formalized its application procedures for student volunteers, including academic internships and practicums. UREC utilized two student volunteers and two independent study students in FY12, providing valuable educational and service opportunities to students. In addition, Eric Smith, a UREC student-employee, conducted a full marketing plan for the Outdoor Connection Center bike shop for his thesis project.

University Recreation staff served in multiple leadership positions in various professional organizations in FY12, establishing them as leaders in their respective areas. Shannon Dere, assistant director for Club Sports, was appointed to the NIRSA Collegiate Sport Club Symposium 2013 Program Committee, as well as to the NIRSA National Campus Championship Series and Tennis Work Team. Jennifer Hazelrigs served as a Board of Director Member for The Bicycle Coalition of the Ozarks, as well as a City of Fayetteville Parks and Recreation Advisory board member. Bill Mock served as director for AIRSA State Basketball Tournament, and Katie Helms was designated as an American Red Cross Instructor-Trainer.

V. Achievements of Students, Alumni, and Former Students

Department of Curriculum and Instruction

Deborah Stankevick (2011, SEED MAT) published *Getting it in Writing: Quests to Become Outstanding and Effective Writing Teachers* by Information Age Publishing.

Victor Dreier (CATE MAT alumnus) received the Program Excellence Award from the International Technology and Engineering Educators Association.

Department of Education Reform

Four of the 6 students in our first graduate class have been offered attractive jobs in our field even though they have only finished the first three years of the program and still have one more year of writing their dissertation. During the last year our students have presented more than two dozen

papers at the Association for Public Policy Analysis and Management, Association for Education Finance and Policy, American Education Research Association, and other conferences.

Exceptional student accomplishments include:

Anna Jacob (PhD student) won the Kingsbury Center Fellowship

Jonathan Mills won the UA Graduate School's research competition for education policy

Daniel Bowen, Anna Jacob, and James Shuls all won UA conference travel grants

Department of Health, Human Performance, and Recreation

Kurt Andrews (Masters in Athletic Training alumnus) was hired as an Assistant Athletic Trainer with the Los Angeles Galaxy MLS professional soccer team

Zach Box (BSEd alumnus) was hired as account executive with Oklahoma City Redhawks

James DeAngelo (MEd alumnus) was hired as the Assistant Director of Football Operations at the University of Arkansas

Kristin Durant (MEd alumna) was hired as the Assistant Facilities Director with University Recreation

Emily Gilliam (BSEd) received internship with Georgia State Games

Jenny Higgs (BSEd) received internship with Sporting Kansas City (MLS team)

Kim Jones (BSEd alumna) was hired as a corporate ambassador with Dallas Stars

Win Koo (EdD student) received \$7,500 graduate student research grant from National Collegiate Athletic Association

Shannon McCarthy (EdD RESM student) was elected to a two-year term as the Student Director on the Commission on Sport Management Accreditation Board of Directors

Jaci Olson (PhD student) has accepted the position of Assistant Professor at the University of Central Oklahoma

Bo Taliaferro (MEd graduate) was hired as the Assistant Director of Football Operations at University of Alabama at Birmingham

Ross Trotter (BSEd alumnus) was hired as an Account Executive with Northwest Arkansas Naturals

At least eleven undergraduate students have indicated they have already been accepted for Graduate Studies at various universities. MS student Ashley Binns won First Place in the University of Arkansas Graduate Student Research Poster Competition: From Abstract to Contract, and she will be entering the PhD program this summer.

Department of Rehabilitation, Human Resources, and Communication Disorders

Karl Anderson (MEd, HIED alumnus) was hired as the Coordinator of International Student Recruitment for the University of Arkansas' Graduate School

Charleton Brown (CNED alumnus) was elected President -elect for the Arkansas Counseling Association

Arlene Breaux (EdD, HIED alumna) was hired as an Assistant Professor of Higher Education at the University of Alabama

Randall Brumfield (EdD, HIED alumnus) was hired as the Director of the all-University Advising Center at the University of Kansas

Beth Presley (ADLL doctoral student) was selected to attend the 2011 NCAA/NACWAA Institute for Administrative Advancement in Denver, CO

Danette Heckathorn (CNED alumna) became president of the Arkansas Counseling Association

Mary Jane "Gigi" Secuban (EdD, HIED alumna) was named Associate Vice Chancellor for Student Affairs at the University of Illinois

April Thompson (MEd, HIED alumna) was named Dean of Students at Binghamton University

Department of University Recreation

Brittany Beeler, graduate assistant for Club Sports, was the recipient of Mark E. Fletcher Scholarship for NIRSA National Conference in Tampa, FL

Prince Duren wrote "Delta Secret". It was performed by the University of Arkansas Drama Department. He also performed in the UA production of "Anonymous" and an independent film Rise Up Black Man

Azeez Ihmeidan participated in the Regional Model Arab League competition in Little Rock and also the National Competition in Washington, DC

VI. Bibliography

Academic Products Record of Scholarship, 2007-present

	2007-08	2008-09	2009-10	2010-11	2011-12
Books	12	4	11	8	12
Chapters	17	22	34	25	35
Refereed Articles	53	68	74	86	86
Un-Ref Articles	73	49	111	108	61
Invited Lectures	36	127	61	71	59
Other Lectures	155	150	173	155	150
Total	346	420	464	453	403

Books

Dowdle, A., van Raemdonck, D. C., & Maranto, R. (Eds.). (2011). *The Obama presidency: Change and continuity*. Philadelphia: Routledge.

Greene, J. P. (2011). *Why America needs school choice*. Jackson, TN: Encounter Broadside.

Lucas, C. J., & Murry, J. W., Jr. (2011). *New faculty: A practical guide for academic beginners* (3rd ed.). New York: Palgrave Macmillan.

Miller, M. T., & Murry, J. W. Jr. (Eds.). (2011). *Staff governance and institutional policy formation*. Charlotte, NC: Information Age Press.

Monahan, F., Neighbors, M, and Green, C. (2011). *Swearingen's Manual of Medical-Surgical Nursing Care, Seventh Edition*. St. Louis: Mosby/Elsevier.

Polloway, E.A., Miller, L., & Smith, T.E.C. (2012). *Language instruction for students with disabilities* (4th Ed.). Denver: Love Publishing.

Smith, T. E. C., Gartin, B. C., & Murdick, N. L. (2012). *Teaching adolescents in the secondary inclusive classroom*. Upper Saddle River, NJ: Pearson.

Smith, T.E.C., Gartin, B., & Murdick, N. (2012). *Including adolescents with disabilities in general education classrooms*. Columbus, OH: Pearson.

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive settings* (6th edition). Columbus, OH: Pearson.

Stoldt, G. C., Dittmore, S. W., & Branvold, S. (2012). *Sport public relations: Managing stakeholder communication* (2nd ed.). Champaign, IL: Human Kinetics.

Tomlinson, C. A., & Imbeau, M. B. (2011). *Leading and managing a differentiated classroom: A practical guide for K-8*. Alexandria, VA: ASCD.

Toner, M. A., Shadden, B. B., & Gluth, M. B. (Eds.). (2011). *Aging & communication* (2nd ed.). Austin, TX: Pro-Ed.

Book Chapters

Beasley, J. G. (2011). Preserving our identity: Learning about the history of our state. In M. B. Imbeau (ed.), *Parallel curriculum units for grades K-5*. Thousand Oaks, CA: Corwin Press.

Beck, J. K., & Kacirek, K. (2012). Defining technology challenges to growth of an international non-governmental organization (NGO): A case study. . In V. Wang (ed.), *Encyclopedia of e-leadership, counseling, and training* (pp. 330-348). Hershey, PA: Information Science Reference.

Bowles, F. (2011). Meeting ACTFL/NCATE accreditation standards: What world language teacher candidates reveal about program preparation. In N. Gallavan (Ed.), *Annual editions: Multicultural education 12/13* (16th ed.) (pp. 146-153). New York: McGraw Hill.

Buck, J. S., & Maranto, R. (2011). School choice. In P. Quirk and W. Cunion (eds.), *Governing America: Major policies and decisions of federal, state, and local government*. New York: Facts on File.

Deggs, D., Grover, K., & Kacirek, K. (2011). Impact of virtual learning on the future of adult education and training. In V. C. X. Wang (Ed.), *Encyclopedia of information communication technologies and adult education integration*. Hershey, PA: Information Science Reference.

Goering, C. Z. (2011). Foreword. In D. Stankevich (ed.), *Getting it in writing: The quest to become outstanding and effective teachers of writing*. Charlotte, NC: Information Age Press.

Goering, C. Z., Jolliffe, D. A., Riley, K., Swanton, H., & Gates, L. (2011). The Arkansas Delta oral history project: Understanding poverty in a literacy outreach project. In K. Donehower, C. Hogg, and E. Schell (eds), *Reclaiming the rural: Essays on literacy, rhetoric, and pedagogy* (pp. 173-189). Carbondale, IL: Southern Illinois University Press.

Gray, M., Shadden, B.B., Powers, M., & Di Brezzo, R. (2012). Collaborating with exercise science: Helping older adults maintain cognition and communication. In Goldfarb, R.M. (Ed.), *Translational SLP and audiology* (pp. 121-127). San Diego, CA: Plural Publishing.

Greene, J. P., & Winters, M. A. (2011). Florida's Program to End Social Promotion. In D. L. Leal and K. J. Meier (eds), *The politics of Latino education*. New York: Teachers College Press.

Grover, K. S., Kacirek, K., & Goldman, J. J. (2011). The psychology of inclusive decision making. In M. T. Miller and J. W. Murry, Jr. (eds.), *Staff governance and institutional policy formation*. Charlotte: Information Age Publishing.

Greene, J. P. (2011). The big rock candy mountain of education. In G. Foster and C. B. Thompson (eds), *Freedom and school choice in American education*. New York: Palgrave MacMillan.

Hagstrom, F., Deggs, D., & Thompson, C. (2011). Clouds, Chat and Chatter: Online teaching and pedagogical change. In E. J. White and M. A. Peters (eds.) *Bakhtinian pedagogy: Opportunities and challenges for research and policies*. New York: Peter Lang Publishing.

Hughes, C., & Gosney, M. (2011). People, technology and human resource development philosophy. In V. Wang (ed.), *Encyclopedia of e-leadership, counseling and training* (pp. 759-770). Hershey, PA: IGI Global.

Kacirek, K., & Beck, J. K. (2012). Challenges in international consulting: A leadership case study. In V. Wang (ed.), *Encyclopedia of e-leadership, counseling, and training* (pp. 726-745). Hershey, PA: Information Science Reference.

- Kerr, G. (2012). *John Home (1722-1808)*. In G. Newman and L. E. Brown (eds.), *Britain in the Hanoverian Age, 1714-1837: An encyclopedia*. New York: Taylor & Francis.
- Koch, L.C., & Gitchel, D. (2011). Qualitative research designs. In P. Rumrill, A. Wiley, and B. Cook (Eds.), *Research in special education: A guide to design, methodology, and utilization* (2nd ed.; pp. 187-218). Springfield, IL: Charles C. Thomas.
- Maranto, R., & McShane, M. (2011). President Obama and Education: The personal and the political. In A. Dowdle, Andrew, D. C. van Raemdonck, and R. Maranto (eds.), *The Obama presidency: change and continuity*. Philadelphia: Routledge.
- Maranto, R. (2011). Career-Political Relationships: Going beyond a government of strangers. In T. Newell, G. Reeher, and P. Ronayne (eds.), *The trusted leader: Building the relationships that make government work*. Washington: CQ Press.
- Miller, M. T. (2011). Institutional policy implications of staff governance. In M. T. Miller and J. W., Murry, Jr., (eds.), *Staff governance and institutional policy* (pp. 131-138). Charlotte, NC: Information Age Press.
- Miller, M. T. & Lu, M. Y. (2012). Making connections and breaking silos: Finding solutions to seamless education. In G. Manthey and L. Wildman (eds.), *Educational administration programs and K-12 education* (pp.128-141). Sacramento, CA: Association of California School Administrators.
- Murry, J. W. Jr. (2011). Legal parameters of authority distributed to staff. In M. T. Miller and J. W. Murry, Jr. (eds.), *Staff governance and institutional policy formation: A volume in the series educational policy in the 21st century*. Charlotte, NC: Information Age Press.
- Murry, J. W. Jr., & Miller, M. T. (2011). Staff governance: Trends, issues, and the practice of shared governance. In M. T. Miller and J. W. Murry, Jr. (eds.), *Staff governance and institutional policy formation: A volume in the series educational policy in the 21st century*. Charlotte, NC: Information Age Press.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2011). Toward a new era for conducting mixed analyses: The role of quantitative dominant and qualitative dominant crossover mixed analyses. In M. Williams & W. P. Vogt (Eds.), *The SAGE handbook of innovation in social research methods* (pp. 353-384). Thousand Oaks, CA: Sage.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2011). Innovative qualitative data collection techniques for conducting literature reviews. In M. Williams & W. P. Vogt (Eds.), *The SAGE handbook of innovation in social research methods* (pp. 182-204). Thousand Oaks, CA: Sage.
- Penner-Williams, J., Martinez, T., Perez, D., & Gonzales Worthen, D., (2012). In-service teacher education for diversity a CLASSIC© approach: Professional development for teachers of culturally and linguistically diverse learners. In A. Honig and A. Cohan (eds.), *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for 21st century schools*, Vol.3 (pp. 275-283). Lanham, MD: Rowan and Littlefield.

Schmidtke, C. (2012). The American community college. In A. Barabasch and F. Rauner (eds.), *Work and education in America: The art of integration* (pp. 53-76). New York, NY: Springer.

Skladany, L. & Toner, M. A. (2011). Aging speech: voice, resonance, and articulation. In M. A. Toner, B.B.Shadden, and M. B. Bluth (eds), *Communication and aging: For clinicians by clinicians* (2nd ed.). Austin, TX: Pro-Ed.

Shadden, B. B. & Toner, M.A. (2011). Counseling and clinical interactions with older clients and caregivers. In M. A. Toner, B. B. Shadden, and M. B. Bluth (eds), *Communication and aging: For clinicians by clinicians* (2nd ed.). Austin, TX: Pro-Ed.

Stewart, T., & Wolf, P. J. (2011). The Evolution of Parental School Choice. In F. M. Hess and B. Manno (eds) *Customized schooling* (pp. 91-106). Cambridge, MA: Harvard Education Press.

Stotsky, S. (2011). The Stealth Curriculum. In S. Stern (ed.), *Saudi Arabia and the global Islamic terrorist network* (pp. 65-80). New York: Palgrave Macmillan.

Toner, M.A. (2011). Aging and swallowing. In M. A. Toner, B. B. Shadden, and M. B. Bluth (eds), *Communication and aging: For clinicians by clinicians* (2nd ed.). Austin, TX: Pro-Ed.

Toner, M.A., Shadden, B.B., & Gluth, M.D. (2011). Communication and aging. In M. A. Toner, B. B. Shadden, and M. B. Bluth (eds), *Communication and aging: For clinicians by clinicians* (2nd ed.). Austin, TX: Pro-Ed.

Wehmeyer, M., & Smith, T. E. C. (2012). Promoting self-determination and social interaction. In D. Zager, M. L. Wehmeyer, and R. L. Simpson (eds.). *Evidence-based principles and practices for educating students with autism* (pp. 246-261). New York: Routledge Publishers.

White, M. L., Smith, J. D., Smith, T. E. C., & Stodden, R. (2012). Historical, legislative, and current perspectives. In D. Zager, M. L. Wehmeyer, & R. L. Simpson (eds.). *Evidence-based principles and practices for educating students with autism* (pp. 3-13). New York: Routledge Publishers.

Wolf, P., Gutmann, B., Puma, M., Kisida, B., Rizzo, L., & Eissa, N. (2011). School vouchers in the nation's capital: Summary of experimental impacts. In M. Berends, M. Cannata, and E. Goldring (eds.), *School choice and school improvement* (pp. 17-33). Cambridge, MA: Harvard Education Press.

Refereed Articles

Adams-Blair, H. R., & Oliver, G. D. (2011). Physical activity integration into the elementary classroom. *International Journal of Health, Wellness, and Society*, 1(3), 147-154.

Armstrong, A, Koch, L. C., Lewis, A., & Hurley, J. (2011). Gender, disability, and employment discrimination: The national EEOC ADA research project. *Review of Disability Studies*, 7(1), 19-32.

Armstrong, L. E., Casa, D. J., Emmanuel, H., Ganio, M. S., Klau, J. F., Lee, E. C., Maresh, C. M., McDermott, B. P., Stearns, R. L., Vingren, J. L., Wingo, J. E., Williamson, K. H., Yamamoto, L. M.

(2011). Nutritional, physiological, and perceptual responses during a summer ultra-endurance cycling event. *Journal of Strength and Conditioning Research*, 26(2), 307-318, 2012.

Baker, K. F. (2011). Active learning: Relevancy matters. *Perspectives on Issues in Higher Education*, 14(2), available online at div10perspectives.asha.org/cgi/content/abstract/14/2/64?etoc

Beck, D., Fishwick, P., Kamhawi, R., Coffey, A., Henderson, J., & Hamilton, B. (2011). Synthesizing presence: A multidisciplinary review of the literature. *Journal of Virtual Worlds Research*, 3(3), 3-35.

Beck, D., & Wyzard, C. (2011). Bridging the digital divide with digital narrative. *Technology, Humanities, Education, & Narrative*, 9, available online at www.thenjournal.org/feature/335/

Benton, G. M. (2012). Multiple goal conveyance in a State Park interpretive boat cruise. *Journal of Interpretation Research*, 16(2), 7-21.

Benton, G. M. & Sinha, B. C. (2011). Interpretive effectiveness at Kanha Tiger Reserve, India. *Journal of Interpretation Research*, 16(1), 73-79.

Black, D., Stone, A. J., Evanson, K., & Oliver, G. D. (2011). Effects of different foot conditions on sEMG of the lower leg during a backsquat. *Medicine and Science in Sports and Exercise*, 43.

Bonacci, J. A., Kurani, A., Oliver, G. D., & Dwelly, P. (2011). An investigation in comparing stable and unstable rescuer positions of spine boarding extraction protocols of undocumented injury scenarios in a gymnastics pit. *Athletic Training and Sports Health Care*, 3(3), 151-152.

Bowles, F.A. (2011). Transformation--more than meets the eye: Teacher candidates' journeys to cultural competence. *Action in Teacher Education*, 33(5-6), 542-559.

Bowles, F. A., & Gallavan, N.P. (2011). RESPECTing culture with all learners. *Social Studies Research and Practice*, 9(6), 112-118.

Brown, J. L., Di Brezzo, R., & Fort, I. L. (2011). Effectiveness of an 8-week employee wellness Program in improving eating behaviors and health markers: A pilot study. *SCAN 's Pulse*, 30(2), 14-18.

Capps, M. A., Burger, M., & Holt, C. R. (2011). Choosing teaching in Texas: Application of the FIT-choice scale across Texas universities. *Texas Forum of Teacher Education*, 1,89-102

Chaturvedi, A., Gartin, B. C., & Murdick, N. L. (2011). Tourette syndrome: Classroom implications. *Journal of Physical Disabilities: Education and Related Issues*, 30(1), 53-66.

Collins, K. M. T., Onwuegbuzie, A. J., & Jiao, Q. G. (2011). The relationship between reading ability and self-perception among African-American postgraduate students. *Journal of Educational Enquiry*, 11(1), 43-52.

Collins, K. M. T., Onwuegbuzie, A. J., Frels, R. K., & O'Cathain, A. (2011). Methodological applications: Illuminating complex issues in education. *International Journal of Multiple Research Approaches*, 5(2), 222-225.

Connors, S. P. (2011). Altering perspectives: How the implied reader invites us to rethink the difficulty of graphic novels. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(1), 33-37.

Cowen, J. M., Fleming, D. J., Witte, J., & Wolf, P. J. (2012). Going public: Who leaves a large, longstanding, and widely available urban voucher program? *American Education Research Journal*, 49(2), 231-256.

Deggs, D., & Miller, M. T. (2012). Beliefs and values among rural citizens: Shared expectations for educational attainment. *Planning and Changing*, 42 (3/4), 302-315.

Deggs, D., & Miller, M. (2012). Impact of formal support groups in adult education graduate programs. *Journal of Faculty Development*, 26(2), 5-9.

Deggs, D., & Miller, M. T. (2011). Developing community expectations: The critical role of adult educators. *Adult Learning*, 22(3), 25-30.

DeMartini, J. K., Martschinske, J. L., Casa, D. J., Lopez, R. M., Ganio, M. S., Walz, S. M., & Coris, E. E. (2011). Physical demands of National Collegiate Athletic Association Division I football players during preseason training in the heat. *Journal of Strength and Conditioning Research*, 25(11), 2935-2943.

DeMartini, J., Ranalli, G., Casa, D. J., Lopez, R. M., Ganio, M. S., Stearns, R. L., McDermott, B. P., Armstrong, L. E., & Maresh, C. M. (2011). Comparison of Body Cooling Methods on Physiological and Perceptual Measures of Mildly Hyperthermic Athletes. *Journal of Strength and Conditioning Research*, 25(8), 2065-2074, 2011.

Dwelly, P., Abe, M., & Oliver, G. D. (2011). Association between hip and shoulder rotational range of motion in collegiate baseball pitchers. *Athletic Training and Sports Health Care*, 3(3), 145-146.

Dwyer, D., Thompson, D., & Thompson, C. (2011, September). Adult learners perceptions of an undergraduate HRD degree completion program. *Assessment and Evaluation in Higher Education*, 1-11.

Ganio, M. S., Overgaard, M., Seifert, T., Secher, N. H., & Crandall, C. G. (2012). Effect of heat stress on cardiac output and systemic vascular conductance during simulated hemorrhage to pre-syncope in young men. *American Journal of Physiology Heart and Circulatory Physiology*, 302(8), H1756-H1761.

Gagnon, D., Ganio, M.S., Lucas, R. A. I., Pearson, J., Crandall, C. G., & Kenny, G. P. (2012). The modified iodine-paper technique for the standardized determination of sweat gland activation. *Journal of Applied Physiology*, 112(8), 419-425.

Glave, A. P., Applegate, D. K., Olson, J. M., & Di Brezzo, R. (2011). The effects of activity level and weight status on walking velocity in college-aged females: A pilot study. *Arkansas Journal of Health and Physical Education*, 46(1), 35-42.

Goering, C. Z. (2012). Still in the surf: Out to sea for 100 years. *English Journal*, 101(3), 16-18.

Hammig, B. J., Ogletree, R., & Wycoff-Horne, M. (2011). The relationship between teacher training and class structure on health instruction implementation in the classroom. *Journal of School Health*, 81(9), 513-519.

Hewitt, P. (2011). Teaching the art of employee discipline to educational leadership candidates. *International Journal of Educational Leadership Preparation*, 6(3), 1-11.

Hewitt, P., & Denny, G. (2011). The four-day school week: Impact on Student achievement. *Rural Educator*, 32(2), 23-31.

Hewitt, P. M., Denny, G. S., & Pijanowski, J. C. (2012). Teacher preferences for alternative school site administrative models. *Administrative Issues Journal*, 2(1), 74-82.

Hewitt, P. M., Pijanowski, J. C., Tavano, J., & Denny, G. S. (2012). Baby boomers, generation X, and generation Y: Who will lead our schools? *International Review of Social Sciences and Humanities*, 3(1), 232-240.

Holland, N., Shepard, I., Goering, C. Z., & Jolliffe, D. A. (2012). We were the teachers, not the observers: Transforming teacher preparation through placements in a creative, after-school program. *Journal of the Assembly for Expanded Perspectives on Learning*, 17(2), 73-82.

Hughes, C., & Zakaria, Z. (2011). Faculty training in computer technology: Implementation and adoption within the curriculum in Malaysia and the United States. *International Journal of Learning and Intellectual Capital*, 9(1), 226-239.

Hurley, J. E., Lewis, A. N., Koch, L. C., Armstrong, A. J., Gary, K. W., & McMahon, B. T. (2011). An examination of the relationship between the race of ADA Title I claimants and attributes of their employers. *Journal of Minority Disability Policy and Research*, 1(2), 119-147

Jozkowski, K. N., & Sanders, S. (2012). Health and sexual outcomes of women who have experienced forced or coercive sex. *Women & Health*, 52, 101-118.

Jozkowski, K. N., Schick, V., Herbenick, D., & Reece, M. (2012). Sexuality information seeking and sexual function among women attending in-home sex toy parties in the United States. *International Journal of Sexual Health*, 24, 112-123.

Keeley, D. W., Plummer, H. P., & Oliver, G. D. (2011). Predicting asymmetrical lower extremity strength deficits in college aged males and females using common horizontal and vertical power field tests. *Journal of Strength and Conditioning Research*, 25(6), 1632-1637.

Kissinger, D. B., Newman, R. E., Miller, M. T., & Nadler, D. P. (2011). Athletic identity of community college student athletes: Issues for counseling. *Community College Journal of Research and Practice*, 35(7), 574-589.

Koch, L., Armstrong, A., Hurley, J., Lewis, A., Lewis, P., & McMahon, B. T. (2011). A comparison of male and female ADA Title 1 discrimination allegations in relation to employer characteristics. *Review of Disability Studies*, 7(1), 54-68.

Leech, N. L., Collins, K. M. T., Jiao, Q. G., & Onwuegbuzie, A. J. (2011) Mixed research in gifted education: A mixed research investigation of trends in the literature. *Journal for the Education of the Gifted*, 34(6), 860-875.

Lewis, A.N., Hurley, J.E., Armstrong, A.J., Koch, L.C., Gary, K.W., & McMahon, B.T. (2011). The influence of race on allegations of employment discrimination due to disability. *Journal of Minority Disability Policy and Research*, 1(2), 30-67.

Lu, M. Y., Todd, A. M., & Miller, M. T. (2011). Creating a supportive culture for online teaching: A case study of a faculty learning community. *Online Journal of Distance Learning Administration*, 14(3), available online at www.westga.edu/~distance/ojdla/

Mamiseishvili, K. (2012). International student persistence in U.S. postsecondary institutions. *Higher Education*, 64, 1-17.

Mamiseishvili, K. (2011). Teaching workload and satisfaction of foreign-born and U.S.- born faculty at four-year postsecondary institutions in the United States. *Journal of Diversity in Higher Education*, 4(3), 163-174.

Mamiseishvili, K. (2011). Effects of employment on persistence of low-income, first-generation college students. *College Student Affairs Journal*, 29(1), 65-74.

Mamiseishvili, K. (2011). Characteristics, job satisfaction, and workplace perceptions of foreign-born faculty at public two-year institutions. *Community College Review*, 39(1), 26-45.

Mamiseishvili, K. (2012). Academic and social integration and persistence of international students at U.S. two-year institutions. *Community College Journal of Research and Practice*, 36(1), 15-27.

Mamiseishvili, K., & Rosser, V. J. (2011). Examining the relationship between faculty productivity and job satisfaction. *Journal of the Professoriate*, 5(2), 100-132.

Maranto, R. & van Raemdonck, D. C. (2011). The educational industrial complex: A critique of a concept. *Journal of School Choice*, 5(3), 300-318.

Maranto, R. (2012). Just the facts ma'am, and a few stories: What we need in civic education and what is to be done. *Mid-South Political Science Review*, 13.

Mazerolle, S. M., Ganio, M. S., Casa, D. J., Vingren, J. L., Klau, J. F. (2011). Is oral temperature an accurate measurement of deep body temperature? A systematic review. *Journal of Athletic Training*, 46(5), 566-573.

McComas, W. F. (2011). Science fairs: A new look at an old tradition. *The Science Teacher*, 78(8), 34-38.

McComas, W. F. (2012). Darwin's error: Using the story of pangenesis to illustrate aspects of the nature of science in the classroom. *The American Biology Teacher*, 74(3), 151-156.

- McComas, W. F. (2012). Darwin's invention: Inheritance and the "mad dream" of pangenesis. *The American Biology Teacher*, 74(2), 86-91.
- Miller, M. T., & Deggs, D. (2012). The role of rural community colleges in the development of personal identity. *Community College Journal of Research and Practice*, 36(5), 330-339.
- Miller, M., Nadler, D., & Miles, J. (2012). Are you voting today? Student participation in self-government elections. *Eastern Education Journal*, 41(1), 3-15.
- Miles, J. M., Nadler, D. P., & Miller, M. T. (2011). Taking on leadership roles: Community college student government leaders transition to formal positions of elected authority. *Journal of Research in Education*, 21(2), 171-176.
- Nadler, D. P., Newman, R. E., & Miller, M. T. (2011). Leadership development on the college campus: The student affairs conundrum. *Journal of Organizational Learning and Leadership*, 9(2), 79-91.
- Odell, E. (2011). Teaching quality improvement to the next generation of nurses: What hospitals can do to help. *Journal of Nursing Administration*, 41(12), 553-557.
- Odell, E., & Barta, K. (2011). Teaching evidence-based practice: The BSN essentials at work at the bedside. *Journal of Professional Nursing*, 27(6), 370-377.
- Odell, E. M., Buron, B. M., Kippenbrock, T. A., Auler, C., & Carney, K. (2012, January). Nonbillable activities in daily practice: A pilot study of nurse practitioners. Advance for NPs & PAs, available online at nurse-practitioners-and-physician-assistants.advanceweb.com/Features/Articles/Nonbillable-Activities-in-Daily-Practice.aspx
- Oliver, G. D., & Plummer, H. (2011). Ground reaction forces, kinematics, and muscle activations during the windmill softball pitch. *Journal of Sports Sciences*, 29(10), 1071-1077.
- Oliver, G. D., Roling, K., Dittmore, S., & Moiseichik, M. (2012). The effects of a lumbopelvic-hip strengthening intervention program on functional testing in collegiate female tennis players. *Clinical Kinesiology*, 66(1), 13-18
- Oliver, G. D., Plummer, H. P., & Keeley, D. W. (2011). Muscle activation patterns of the upper and lower extremity during the windmill softball pitch. *Journal of Strength and Conditioning Research*, 25(6), 1653-1658.
- Oliver, G. D., Stone, A. J., Booker, J. M., & Plummer, H. A. (2011). A kinematic and kinetic analysis of drop landings in military boots. *Journal of the Royal Army Medical Corps*, 157(3), 218-221.
- Oliver, G. D. (2011). Calcaneal bone cyst in active adult female: a case study. *Athletic Training and Sports Health Care*, 3(3), 154.
- Onwuegbuzie, A. J., Frels, R. K., Leech, N. L., & Collins, K. M. T. (2011). A mixed research study of pedagogical approaches and student learning in doctoral-level mixed research courses. *International Journal of Multiple Research Approaches*, 5(1), 169-202.

- Onwuegbuzie, A. J., Johnson, R. B., & Collins, K. M. T. (2011). Assessing legitimation in mixed research: A new framework. *Quality & Quantity: International Journal of Methodology*, 45, 1253-1271.
- Osborne C, Ecker J, Gauvreau K, Davidson K, Lieberman E. (2011). Maternal temperature elevation and occiput posterior position at birth among low-risk women receiving epidural Analgesia. *Journal of Midwifery and Women's Health*. 56(5), 446-451.
- Osborne C, Ecker J, Gauvreau K, Lieberman E. (2011) First birth cesarean and risk of Antepartum Death in a Subsequent Pregnancy. *Journal of Midwifery and Women's Health*. 57(1), 12-17.
- Pearson, J., Ganio, M. S., Seifert, T., Overgaard, M., Secher, N. H., & Crandall, C. G. (2012). Pulmonary Artery and Intestinal Temperatures During Heat Stress and Cooling. *Medicine and Science in Sports and Exercise*, 44(5), 857-862.
- Penhollow, T. M., Young, M., & Denny, G. (2012). Impact of personal and organizational religiosity on college student sexual behavior. *American Journal of Health Studies*, 27(1), 13-22.
- Pettaway, A., Dwelly, P., Romasco, A., Bonacci, J., & Oliver, G. D. (2011). Effects of the combination of ultrasound and transcutaneous electrical muscle stimulation on hamstring range of motion. *Athletic Training and Sports Health Care*, 3(3), 150-151.
- Plummer, H., & Oliver, G. D. (2011). Kinematics of baseball and softball catchers throwing down to second base. *Medicine and Science in Sports and Exercise*, 43.
- Roling, K., Oliver, G. D., Dittmore, S., Moiseichik, M. (2011). Gluteus medius to adductor muscle activation ratio: effects on dynamic knee valgus. *Athletic Training and Sports Health Care*, 3(3), 152.
- Siegel, M., & Wissehr, C. (2011) Preparing for the plunge: Preservice teachers' assessment literacy. *Journal of Science Teacher Education*, 22, 371-391.
- Toner, M. A., & Shadden, B. B. (2012). End of life: An overview. *Topics in Language Disorders*, 32(2), 111-118.
- Wavering, M. (2011). Piaget's logic of meanings: Still relevant today. *School Science and Mathematics*, 11(5), 249-252.
- Webb, J., Williams, B. T., Smith, K. H., & Leach, J. L. (2011). Current and anticipated activities, the presence of disability, and design implications for older adults. *Psychology*, 2(3), 259-270.
- Wingo, J. E., Ganio, M. S., & Cureton, K. J. (2012). Cardiovascular Drift During Heat Stress: Implications For Exercise Prescription. *Exercise and Sports Sciences Reviews*, 40(2), 88-94.
- Winters, M. A., Dixon, B. L., & Greene, J. P. (2012). Observed characteristics and teacher quality: Impacts of sample selection on a value added model. *Economics of Education Review*, 33(1).
- Wissehr, C., Concannon, J., & Barrow, L. (2011). Looking back at the Sputnik era and its impact on science education. *School Science and Mathematics*, 11(7), 368-375.

Un-Refereed Publications, Articles, and Conference Proceedings

Acuff, B. (2011). *Building supervisor manual*. Fayetteville, AR: Department of University Recreation.

Acuff, B. (2011). *Service center manual*. Fayetteville, AR: Department of University Recreation.

Acuff, B. (2011). *The department of intramural/recreational sports student employee manual*. Fayetteville, AR: Department of University Recreation.

Acuff, B. & Shunkey, K. (2011). *Lifeguard handbook*. Fayetteville, AR: Department of University Recreation.

Brady, K. P., Holcomb, L. B., & Pijanowski, J. C. (2011). To Facebook or not to Facebook: Rethinking teacher privacy in a digital age. *West's Education Law Reporter*.

Barta, K., Neighbors, M., & Lloyd, M. (Winter, 2011). Beyond the BMI mandate: Lessons learned at the local level. *Arkansas Nursing News*, 7(4), 12-17.

Bowles, F. (2011). Three reflections on a theme: I remember my favorite teacher. Planet Gnosis, [http://www.comdancer.com/vox/gnosis/gno now.html](http://www.comdancer.com/vox/gnosis/gno%20now.html)

Bowles, F. (2011). Happy birthday Arkansas! Statehood day. Planet Gnosis, [http://www.comdancer.com/vox/gnosis/gno now.html](http://www.comdancer.com/vox/gnosis/gno%20now.html)

Bowles, F. (2011). Sustainability and identity: Celebrating American Indian heritage. Planet Gnosis, [http://www.comdancer.com/vox/gnosis/gno now.html](http://www.comdancer.com/vox/gnosis/gno%20now.html)

Bowles, F. (2011). Spanish language poetry slam inspires presentation at conference. Planet Gnosis, [http://www.comdancer.com/vox/gnosis/gno now.html](http://www.comdancer.com/vox/gnosis/gno%20now.html)

Bowles, F. (2011, Winter/Spring). NAME: Arkansas chapter of organization being formed. *The ARKTESOL Post*, 4.

Bowles, F. (2011, Winter/Spring). Poetry slam part of grant for ESL and Spanish. *The ARKTESOL Post*, 10.

Bowles, F., Gallavan, N., Lefever-Davis, S., Pearman, C., & Polka, W. (2011, August). *Teacher self efficacy*. Orlando, FL. Association of Teacher Educators.

Brothers, R. M., Ganio, M. S., Lucas, R. A. I., & Crandall, C. G. (2012). Tolerance to a hemorrhagic challenge during heat stress is improved with inspiratory resistance breathing. *Journal of the Federation of American Societies for Experimental Biology*, 26, 1080.

- Costrell, R., & Podgursky, M. (2011, Fall). Fixing teacher pensions. *Education Next*.
- Costrell, R. M. (2012, May). *GASB won't let me: A false objection to pension reform*. Houston, TX: Laura and John Arnold Foundation Policy Perspective.
- Ganio, M. S., Armstrong, L. E. (2012). Letter to editor: Effect of caffeine on internal temperature. *European Journal of Applied Physiology*, 112(5), 1977-1978.
- Glave, A.P., Di Brezzo, R., Applegate, D.K., & Olson, J.M. (2011). The effects of weight and activity on select kinematic variables during walking in adult females. *Medicine & Science in Sports & Exercise*, 43(5), S476.
- Graham, J. & Helms, K. (2011). *Group exercise instructor handbook*. Fayetteville, AR: Department of University Recreation.
- Graham, J. & Helms, K. (2011). *Personal trainer handbook*. Fayetteville, AR: Department of University Recreation.
- Graham, J. & Helms, K. (2011). *Fitness monitor handbook*. Fayetteville, AR: Department of University Recreation.
- Gray, M., Glave, A.P., Applegate, D.K., Powers, M., & Di Brezzo, R. (2011). Incidence of Sarcopenia among premenopausal women. *Medicine & Science in Sports & Exercise*, 43(5), S205.
- Greene, J. P. (2012, Summer). Best practices are the worst. *Education Next*.
- Greene, J. P. (2012, Winter). Unions and public interest. *Education Next*.
- Greene, J. P., & McGee, J. B. (2011, September). *The global report card*. Dallas: The George W. Bush Institute.
- Greene, J. P., & McGee, J. B. (2012, Winter). When the best is mediocre. *Education Next*.
- Hammons, J. (2011). Writing letters of recommendation: ABC's of student attributes. *NISOD Innovation Abstracts*, XXXIII(1) available online at www.nisod.org
- Hammons, J. (2012). Leaving a legacy. *NISOD Innovation Abstracts*, XXXIV(2) available online at www.nisod.org
- Hazelrigs, J. (2011). *Conference proceedings for AORE*. Association of Outdoor Recreation and Education National Conference. October 2011.

- Hazelrigs, J. (2012). *Outdoor connection center rental center handbook*. Fayetteville, AR: Department of University Recreation.
- Hazelrigs, J. (2012). *Outdoor connection center bicycle shop handbook*. Fayetteville, AR: Department of University Recreation.
- Hazelrigs, J. (2012). *Outdoor connection center trip leading handbook*. Fayetteville, AR: Department of University Recreation.
- Hazelrigs, J. (2012). *Outdoor connection center climbing wall handbook*. Fayetteville, AR: Department of University Recreation.
- Hazelrigs, J. (2012). *Outdoor connection center policies and procedures for trips*. Fayetteville, AR: Department of University Recreation.
- Hewitt, P. (2011). The war on teacher unions: It's time for a change in tactics. *Board and Administrator*, 25(1), 1&4.
- Hewitt, P. (2011). Debating charter schools: Why I don't support charter schools. *The School Administrator*, 68(7), 27-31.
- Keller, B., & Higgins, K. K. (2011). Partnering with Parents: Promoting whole Student development in K-12 school settings. *The Counseling Interviewer*.
- Kent, L. B., Steinhorsdotti, O. B., & Pligge, M. (2011). Making sense of fraction operations through sense making activities. *Arkansas Council of Teachers of Mathematics Newsletter* (5-23).
- Leszczak, T.J. & Di Brezzo, R. (2011). Improving measures of function using an inexpensive high velocity training program. *Medicine & Science in Sports & Exercise*, 43(5), S355.
- Lucas, R. A. I., Pearson J., Ganio, M. S., & Crandall, C. G. (2012). Hypercapnia does not improve hyperthermic simulated hemorrhagic tolerance. *Journal of the Federation of American Societies for Experimental Biology*, 26, 1080.
- Maranto, R. (2011). Why I like charter schools. *The School Administrator*, 68(7), 30-31.
- Maranto, R.. (2011). Review of Terry M. Moe's special interest: Teachers unions and America's public schools. *Journal of School Choice*, 5(4), 515-17.
- Maranto, R., & Shuls, J. V. (2011, November). Lessons from KIPP Delta. *Phi Delta Kappan*, 52-56.

McComas, W. F. (2011). *Uma proposta de tipologia para a aplicação da História da Ciência na educação científica: implicações para a pesquisa e o desenvolvimento*. In Silva, C. C. & Prestes, M. E. B. (Eds.). 1st Latin American Conference of the International History, Philosophy, (pp. 12, Science Teaching Group; 1st IHPST-LA).

Moralez, G., Cox, P., Lucas, R. A. I., Ganio, M.S., Pearson J., Crandall, C. G., & Cooke, W. H. (2012). Infrared thermal imaging of human skin temperature during combined simulated hemorrhage and thermal stress. *Journal of the Federation of American Societies for Experimental Biology*, 26, 1b741.

Newgent, R. A., Higgins, K. K., Lounsbery, K. L., & Nickens, B. A. (2011). Bully Busters modified: The impact of a brief universal intervention on elementary school teacher efficacy, skills and knowledge, and peer victimization. *ERS Spectrum*.

Oliver, G. D. (2011, June). Powering the Windmill: Lower body mechanics of softball pitching. *Lower Extremity Review*.

Oliver, G. D. (2012). Injury prevention in active youth. *News Medical*. Available online at news-medical.net/news/20120216/Injury-Prevention-in-Active-Youth.aspx

Olson, J.M., Applegate, D.K., & Di Brezzo, R. (2011). Predicting perceived mental and physical health from stress and fitness in university administrators: A pilot study. *Medicine & Science in Sports & Exercise*, 43(5), S433.

Parish, A.P., Lirgg, C.D., Gorman, D.R., Kern, J.C., Fort, I., Baghurst, T.M., Burt, D. (2012). Effect of handedness on gross motor skill acquisition. *Research Quarterly for Exercise and Sport*, 83(Suppl.), A-35. Published Abstract.

Pearson, J., Ganio, M. S., Lucas, R. A. I., & Crandall, C. G. (2012) Improved temperature regulation following heat acclimation in well-healed skin graft subjects exercising in the heat. *Journal of the Federation of American Societies for Experimental Biology*, 26, 1079.

Pijanowski, J. C., Taylor, J., Pennington, B., & Casey, E. (2011). *Statistical literacy of educational leadership graduates*. UCEA Conference Proceedings from the 2011 UCEA Annual Convention, Pittsburgh, PA.

Schwaller, S. & Durant, K. (2011). *Fitness center employee handbook*. Fayetteville, AR: Department of University Recreation.

Schwaller, S. & Durant, K. (2011). *Opening and closing procedure manual*. Fayetteville, AR: Department of University Recreation.

Schwaller, S. & Durant, K. (2011). *UREC FC daily activities manual*. Fayetteville, AR: Department of University Recreation.

Shadden, B. S., Di Brezzo, R., Fort, I., & Henry, J. (2011, Fall). Certified Nursing Assistants (CNA'S). *AGEC Vision, XII*(1), 6.

Stotsky, S. (2012, February/March). How common core's reading standards may improve civic literacy in Arkansas. *Midsouth Political Science Review*.

Stotsky, S. (2012, May). Review of Finnish lessons. *Journal of School Choice*.

Turner, R. C., & Hawley, J. (2012, January). *The University of Arkansas STUDIO program: Annual report 2011*. Fayetteville, AR: University of Arkansas Howard Hughes Medical Institute STUDIO Program.

Turner, R. C., & Hawley, J. (February, 2012). *The University of Arkansas GK-12 KIDS bulletin*. Fayetteville, AR: University of Arkansas KIDS Program.

Wolf, P. J., Fleming, D. J., & Witte, J. F. (2012). Special choices: Do voucher schools serve students with disabilities? *Education Next, 12*(3).

Invited Lectures

Baker, K. F. (2011, October). *Cognitive theories of autism*. Ohio School Speech Pathology Educational Audiology Coalition Fall Conference, Columbus, OH.

Beck, D. (August, 2011). *Building and sustaining differentiated instruction*. Ko School, Istanbul, Turkey.

Bengtson, E. (2011, October). *The socialization of principals: Whose responsibility is it?* Presented at the Department of Curriculum and Instruction Brown Bag Research Series, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.

Casey, E. (2011, October). *Bringing history to life through comics in K-5th grade classrooms*. Presented at the CLASS luncheon lecture series, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.

Collier, M. (2012). *Diversity issues and instructional strategies for young learners and their families*. Workshop presentation to licensed teachers and classroom assistants in the Springdale Public School District Pre-K Program, Springdale, AR.

Costrell, R. M. (2011, September). *Transition costs: Real and imaginary*. Getting from Here to There: Research to Implement Teacher Pension Reform. George W. Bush Institute, Southern Methodist University, Dallas, TX.

Costrell, R. M., & Podgursky, M. (2011, September). *A crash course on teacher pensions*. Getting from Here to There: Research to Implement Teacher Pension Reform Conference. George W. Bush Institute, Southern Methodist University, Dallas, TX.

Dere, S. (2011, October). *Club sports programs*. Lecture presented to RESM 5273 The Intramural Sports Program. Fayetteville, AR.

Dittmore, S. W. (2012, March). *Olympic media and public relations*. Invited presentation to the Northwest Arkansas chapter of the Public Relations Society of America, Rogers, AR.

Graham, J. (2011, August 3). *Jobs in the fitness industry*. Lecture presented to HHPR class, Fayetteville, AR.

Graham, J. (2011, November 1). *Jobs in the fitness industry*. Lecture presented to HHPR class, Fayetteville, AR.

Graham, J. (2011, November 9). *Healthy cooking*. Lecture presented to Pomfret Residence Hall, Fayetteville, AR.

Graham, J. & Wayne, A. (2011, November 30). *Fitness opportunities on campus*. Presentation to Alternative Health Fair, Fayetteville, AR.

Graham, J. (2012, February 7). *Fitness opportunities on campus*. Presentation to PEP Committee, Fayetteville, AR.

Graham, J. (2012, March 15). *Fitness opportunities on campus*. Presentation to Facilities Management department, Fayetteville, AR.

Greene, J. P. (2011, October). *The effect of test-based promotion on student achievement*. Presentation to the Foundation for Excellence in Education, San Francisco, CA.

Greene, J. P. (2011, August). *The evidence for decentralized reforms in education*. Presentation to the State Policy Network, Seattle, WA.

Greene, J. P. (2012, January). *Education reform*. Education Productivity Conference, University of Texas, Austin, TX.

Greene, J. P. (2012, February). *Social promotion*. Presentation to the Minnesota Legislature, St. Paul, MN.

Greene, J. P. (2012, March). *The productivity crisis in education and how to solve it*. Presentation to the Georgia Public Policy Foundation, Atlanta, GA.

Goering, C. Z. (2012, January). *Escritoes con escrito*. Featured speaker for the Spanish for Native Speakers Teachers of Northwest Arkansas, Rogers, AR.

Goering, C. Z. (2012, March) *Cause baby, you're a firework: Igniting student writing with soundtracks*. Featured presenter for Write to Learn, Osage Beach, MO.

- Goering, C. Z. (2012, March) *The kids are alright: Popular music as connective tissue between students and standards*. Featured presenter for Write to Learn, Osage Beach, MO.
- Helms, K. (2011, November 22). *First Aid, CPR, and AED*. Lecture presented to Graduate School, Fayetteville, AR.
- Helms, K. (2012, January 25). *First Aid, CPR, and AED*. Lecture presented to Biological Sciences, Fayetteville, AR.
- Helms, K. (2012, March 22). *Increasing activity during the workday*. Presentation to Human Resources, Fayetteville, AR.
- Helms, K. (2012, April 30). *First Aid, CPR, and AED*. Lecture presented to Archaeological Survey, Fayetteville, AR.
- Jozkowski, K., Peterson, Z. D., & McCord, C. (2012, May). *How do you keep the SEX in sexual assault research, education and practice?* Society for the Scientific Study of Sexuality Eastern/Midcontinent Regional Meeting, Bloomington, IN.
- Jozkowski, K.N. (2012, February). *Ask the Sexpert, sexual health among college students*. Pat Walker Health Center, University of Arkansas, Fayetteville, AR.
- Jozkowski, K.N. (2012, April). *Gender differences in conceptualizations, indicators and interpretations of sexual consent among heterosexual college students*. Victimization. Presentation to the Fulbright College of Arts and Sciences, Department of Sociology, Fayetteville, AR.
- Jozkowski K.N. (2012, April). *Gender differences in conceptualizations, indicators and interpretations of sexual consent among heterosexual college students*. Gender Studies Colloquium. Invited by Dr. David Fredrick.
- Jozkowski, K.N. (2011, December). *The sexualization of violence against women in the media*. Sexual Violence in the Media Discussion, Pat Walker Health Center, University of Arkansas, Fayetteville, AR.
- Langsner, S. J., & Jensen, T. (2011, August). *Peer evaluation in group work*. University of Arkansas's Wally Cordes Teaching & Faculty Support Center Retreat on Teaching. Petit Jean, AR.
- Mamiseishvili, K. (2011, October). *Historical and philosophical foundations of student affairs: Informing the current and future practices of the profession*. University of Arkansas Division of Student Affairs Professional Staff Development Series, Fayetteville, AR.
- Maranto, R. (2011, November). *Thinking about the politically correct university*. Villanova University's Matthew Ryan Center for Public Leadership, Philadelphia, PA.
- Maranto, R. (2011, September). *Keynote address*. Annual Accord Institute for Educational Research meeting in Ontario, CA.

McComas, W. F. (2011, October). *Accidental keynote: Natural history of the Galapagos Islands*. National Association of Biology Teachers Annual convention, Anaheim, CA.

McComas, W.F. (2012, April). *Using history in science teaching: Models and opportunities*. Workshop on historical studies and stores in science education. University of Flensburg (Germany) Institute of Physics and Chemistry Teaching.

McComas, W. F. (2012, June). *Getting your hands on the nature of science*. ESTABLISH/SMEC International Science Education Conference. CASTeL: Dublin City University, Ireland.

McComas, W.F. (2012, May/June). *Graduate seminars on conceptual change teaching and the nature of science in science instruction*. Tartu University, Estonia.

McComas, W.F. (2012, June). The many reasons we teach science and what everyone should know about how it functions. ESTABLISH/SMEC International Science Education Conference. CASTeL: Dublin City University, Ireland.

Murphy, C., & Bristow, S. (2011, August). *Enhancing the learning environment. There's an App for that!* Presented at the UA Teaching Camp, University of Arkansas, Petit Jean, AR.

Murphy, C., & Jensen, T. (2012, January). *Reciprocal learning: Learning from student evaluations*. Presented at the Winter Teaching Symposium, University of Arkansas, Fayetteville, AR.

Oliver G. D. (2011). *SEMG evaluation during dynamic movements of the shoulder*. Noraxon EMG Workshop. Los Angeles, CA.

Pijanowski, J. C. (2011, August). *How to apply learning theory in a college classroom*. University of Arkansas Teaching Assistant Orientation. Fayetteville, AR.

Ritter, G. W., Jensen, N., & Barnett, J. H. (2011, July). *How might performance-based pay move districts in the direction of excellence?* Full-day workshop presentation at the annual meeting of the Management Advocates for School Labor Affairs. Lake Placid, NY.

Ritter, G. W. (2011, November). *Evidence on the relationship between school size and academic performance*. Bentonville School Board, Bentonville, AR.

Smith, K., Webb, J., & Williams, B. (2011). *Arkansas health & housing survey: Future concerns and project prospects*. Arkansas Universal Design Project Fall Strategic Planning Symposium, Little Rock, AR.

Smith, K., & Williams, B. (2011). *Community of choice*. Employment and Housing for People with Disabilities forum. Wal-Mart, Inc. Bentonville, AR.

Smith, T. (2012, January). *Section 504 and the ADA: Implications for students with autism spectrum disorders*. Presentation at the 13th Annual Conference of the Division on Autism and Developmental Disabilities, Miami, FL.

Stotsky, S. (2011, November). *Why Alabama should rescind its adoption of common core's standards*. Invited speaker at Press Conference, State House, Montgomery, AL.

Tomlinson, C. A., & Imbeau, M. B. (2011, March). *Leading and managing a differentiated classroom*. Pre-conference presentation at the annual meeting of the Association for Supervision and Curriculum Development, San Francisco, CA.

Tomlinson, C. A., & Imbeau, M. B. (2011, November). *Differentiation grows up: A continuum of examples*. Fall Conference on Teaching and Learning sponsored by the Association of Supervision and Curriculum Development, Las Vegas, NV.

Tomlinson, C.A., & Imbeau, M. B. (November, 2011). *Assessment, grading and differentiation*. Fall Institute sponsored by the Association of Supervision and Curriculum Development, Memphis, TN.

Wolf, P. (2011, July). *Four star debate: School vouchers*. National Center for Policy Analysis, Oklahoma Christian University, Edmond, OK.

Wolf, P. (2011, August). *The research facts about school vouchers*. Briefing to Governor Bill Haslam, State Capitol, Nashville, TN.

Wolf, P. (2011, October). *School choice roundtable*. Friedman Foundation for Educational Choice, Indianapolis, IN.

Wolf, P. (2011, November). *The research facts about charter schools and vouchers*. Mayor's Education Summit, Anchorage, AK.

Wolf, P. (2011, December). *Experimental evaluation of the DC opportunity scholarship program*. Presentation to the CLASS Seminar Series, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.

Other Lectures, Papers, and Presentations

Adams-Blair, H. R., & Oliver, G. D. (2011) *Physical activity integrating into the classroom: Movement in the regular classroom*. International Health and Wellness Conference, San Francisco, CA.

Adams-Blair, H. R., Oliver, G. D. (2011). *When in doubt tell the truth: Lying in sports*. American Alliance of Health, Physical Education, Recreation, and Dance, San Diego, CA.

Baghurst, T., & Kern, J. C. (2011, November). *Preparing to pass Praxis III: Insight from the assessors*. Presented at the Arkansas Association of Health, Physical Education, Recreation, and Dance Conference, Little Rock, AR.

Baker, K. F. (2011, November). *Increasing executive function processes in students*. Council for Exceptional Children Conference, Little Rock, AR.

Baker, K. F. (2011, November). *Nonverbal learning disability: Academic strategies that work*. Council for Exceptional Children Conference, Little Rock, AR.

- Baker, K.F. (2011, October). *Selective mutism and the SLP*. Arkansas Speech-Language and Hearing Association Convention, Little Rock, AR.
- Baker, K. F. (2011, October). *Nonverbal learning disability: Identification and treatment*. Arkansas Speech-Language and Hearing Association Convention, Little Rock, AR.
- Beasley, J. G. (2011, July). *Becoming Media Savvy: Using the Tools of Technology to Enhance 21st Century Learning*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.
- Beasley, J. G. (2011, July). *Using web quests in a differentiated classroom*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.
- Beasley, J. G. (2011, July). *A picture is worth a thousand words: Using picture books and graphic novels to differentiate literature*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.
- Beasley, J. G. (2011, July). *KUD/ Clear learning goals to support differentiation*. Summer Institute on Academic Diversity, University of Virginia. Charlottesville, VA.
- Beasley, J. G. (2011, November). *The parallel of practice: Designing real world learning opportunities to enhance 21st century skills*. National Association for Gifted Children, New Orleans, LA.
- Beck, D. (2011, November). *Influence of teacher avatar gender and ethnicity on student evaluations and perceptions*. Association of Educational Communications and Technology Conference, Jacksonville, FL.
- Beck, D. (2011, November). *Pryor center technology-rich Arkansas history curriculum: Interactive web-based video*. Arkansas Curriculum Conference, Little Rock, AR.
- Beck, D., & Murphy, M. (2011, November). *Influence of teacher avatar gender and ethnicity on student evaluations and perceptions*. Paper presented at Association of Educational Communications and Technology Conference, Jacksonville, FL.
- Bengtson, E. (2011) *The socialization of principals: Whose responsibility is it?* Paper presented at the University Council of Educational Administration Annual Meeting, Pittsburg, PA.
- Bengtson, E. Airola, D., Peer, D., & Davis, D. (2011) *The Arkansas Leadership Academy Master Principal Program: Using reflective practice and peer learning support networks*. Paper presented at the University Council of Educational Administration Annual Meeting, Pittsburg, PA.
- Black, D., Stone, A. J., Evanson, K., & Oliver, G. D. (2011). *Effects of different foot conditions on sEMG of the lower leg during a backsquat*. American College of Sports Medicine Annual Meeting, Denver, CO.
- Beller, C., Stewart, G., Salamo, G., Ware, M., Calleja, P., Turner, R., & Hobson, A. (2012, June 1 - 29). *NSF GK12 KIDS Summer training workshop*, Fayetteville, AR.

Bonacci, J., Kurani, A., & Oliver, G. D. (2011). *An investigation in comparing stable and unstable rescuer positions of spine boarding extraction protocols of undocumented injury scenarios in a gymnastics pit*. World Federation of Athletic Training and Therapy World Congress, Banff, Canada.

Bowles, F. (2011, November). *Creating a community one word at a time: Secondary Spanish Heritage Speakers Slam Poetry*. American Council on the Teaching of Foreign Languages, Denver, CO.

Bowles, F. A. (2012, March). *Touching creativity; Listening, moving, drawing, writing in the FL classroom*. Central States Conference on the Teaching of Foreign Languages, Milwaukee, WI.

Bowles, F. A., & Sliger, J. F. (2012, February). *Cruzando fronteras: Teacher/professor/students collaborate on L1/L2 literacy in an SNS class*. Association of Teacher Educators, San Antonio, TX.

Bowles, F. A., & Sliger, J. F. (2012, April). *Cruzando fronteras: Crossing borders*. Hot Springs, AR. Arkansas Foreign Language Teachers Association.

Calleja, P., & Kern, J.C. (2011, October). *Preparing future physical educators: A public school/university partnership*. Presented at the PE4Life Summit, Kansas City, MO.

Casey, E. (2011, November). *Using "poptics" to get students excited about social studies: How to teach young children about popular culture by using historical comics*. Presented at The Annual Conference for National Association of Early of Young Children, Orlando, FL.

Chaput, L., Beth, K., Dere, S., Gilbert, Z., Jones, C., O'Neill, E., Reamirez, A. (2012). *Assessing your sport club program*. Presented at NIRSA National Conference, Tampa, FL.

Confer, C., & Mamiseishvili, K. (2011, November). *College choice of minority students admitted to institutions in the Council for Christian Colleges and Universities*. Mid-America Association for Institutional Research (MidAIR), Kansas City, MO.

Collins, K. M. T., Johnson, R. B., & Onwuegbuzie, A. J. (2012, April) *Promoting transparency: Explicating the role of philosophy in design and application of quality criteria in mixed research*. Ensuring Quality in Mixed Methods Research in Higher Education: From Theory to Praxis symposium, Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Collins, K. M. T. (2012, February). *Interpreting the intertwined roles of science and evidence: A mixed research analysis*. Paper to be presented at the annual meeting of the Southwest Educational Research association, New Orleans, LA.

Connors, S. P. (2011, September-October). *Toward a shared language for visual analysis: Using graphic novels to promote visual literacy*. International Visual Literacy Association Conference, Galloway, NJ.

Connors, S. P. (2011, November). *Visual storytelling: Reading images*. National Council of Teachers of English Convention, Chicago, IL.

Connors, S. P. (2011, December). *Student conceptions of graphic novels as a form of reading material*. Annual Meeting of the Literacy Research Association. Jacksonville, FL.

Connors, S. P., & Shepard, I. (2011). *YA fiction: Crossing the boundary from pop culture into literature*. College English Association Conference, Richmond, VA.

Connors, S. P. (2011, December). Student conceptions of graphic novels as a form of reading material. Annual Meeting of the Literacy Research Association. Jacksonville, FL.

Connors, S. P., & Shepard, I. (2012, March). *Young adult fiction: Crossing the boundary from pop culture into literature*. College English Association Conference, Richmond, VA.

Cjeda, B., Miller, M. T., Katsinas, S., & Manns, D. (2011, November). *Ho do community colleges measure success?* Association for the Study of Higher Education, Charlotte, NC.

Daugherty, M. K. (2011, November). *The prospect of an "A" in STEM education*. The 98th Annual Meeting of the Mississippi Valley Technology and Engineering Educators Conference, St. Louis, MO.

Daugherty, M. K. (2011, August). *The Role of universities in STEM implementation*. South Carolina STEM Symposium, Spartanburg, SC.

Daugherty, M.K. (August, 2011). *The role of STEM in PK-12 schools*. South Carolina Elementary STEM Institute, Clemson, SC.

Deggs, D., & Miller, M. T. (2011, October). *Social actions and beliefs among undereducated adults*. Commission of Professors of Adult Education, American Association of Adult and Continuing Education, Indianapolis, IN.

Deggs, D., & Miller, M. T. (2011, October). *Social actions and beliefs among undereducated adults*. American Association of Adult and Continuing Education, Indianapolis, IN

Derden, M. W., Miller, M. T., & Deggs, D. (2011, November). *Impact of a community's expectations on postsecondary degree completion*. Paper presented at the Association for the Study of Higher Education, Charlotte, NC.

Dittmore, S. W., & Koo, G-Y. (2012, May). *Content, copyright and transmission: Analyzing current legal issues in sport media rights*. North American Society for Sport Management conference, Seattle, WA.

Dittmore, S. W., Clavio, G., McCarthy, S. T., & McEvoy, C. E. (2012, April). *Perceived utility of official university athletic Twitter accounts: The opinions of college athletic administrators*. College Sport Research Institute Conference on College Sport, Chapel Hill, NC.

Dittmore, S. W., Kang, S., & Hambrick, M. E. (2012, April). How college athletic leaders communicate: Framing athletic director tweets. College Sport Research Institute Conference on College Sport, Chapel Hill, NC.

DiBrezza, R. (2011, October). Biomechanics of exercise: Staying healthy. Central States Chapter, American College Sports Medicine, Overland Park, KS.

- Dwelly, P. D., Plummer, H. A., & Oliver, G. D. (2011). *Quantitative analysis of throwing kinematics of skeletally immature and mature catchers*. International Society of Biomechanics XXIIIrd Congress, Brussels, Belgium.
- Dwelly, P., Abe, M., & Oliver, G. D. (2011). *Association between hip and shoulder rotational range of motion in collegiate baseball pitchers*. World Federation of Athletic Training and Therapy World Congress, Banff, Canada.
- Dwelly, P. D., Plummer, H. A., & Oliver, G. D. (2011). *Quantitative analysis of throwing kinematics of skeletally immature and mature catchers*. International Society of Biomechanics XXIII Congress, Brussels, Belgium.
- Endacott, J. L. (2011). *Long-term course planning strategies in American history*. International Society for the Social Studies Annual Conference, Orlando, FL.
- Endacott, J. L. (2011, December). *Overcoming the power of political rhetoric*. National Council for the Social Studies Annual Conference, Washington, D.C.
- Endacott, J. L., & Brooks, S. (2011). *Historical empathy from research to practice*. College and University Faculty Assembly Annual Conference, Washington, DC.
- Endacott, J. L., & O'Brien, J. E. (2011). *Historical empathy: Lost in the shuffle of history education*. Empathy: Self, Society, Culture Symposium, University of Indiana, Bloomington, IN.
- Ganio, M. S. (2011, October). *Thermoregulatory impairments: A barrier to fulfilling exercise goals*. Central States American College of Sports Medicine Annual Meeting. Overland Park, KS.
- Ganio, M. S. (2011, August). *Cycling in the heat: Does caffeine improve performance, or just make you feel better?* 2011 Hotter N'Hell Medical & Exercise Physiology Symposium. Wichita Falls, TX.
- Gates, E., Higgs, J., Martin, C., Redd, H., & Dittmore, S. W. (2012, April). *Priority for whom? An assessment of priority points systems in FBS athletic departments*. College Sport Research Institute Conference on College Sport, Chapel Hill, NC.
- Gartin, B. C., Murdick, N. L., & Chaturvedi, A. (2012). *Niemann-pick disease: A rare metabolic disorder*. The 13th International Division of Autism and Developmental Disabilities Theory to Practice Conference, Miami Beach, FL.
- Gartin, B. C., & Murdick, N. L. (2012). *The Impact of Rosa's law on federal legislation*. The Council for Exceptional Children Conference, Denver, CO.
- Geshnizjani, A., Jozkowski, K., & Middlestadt, S. (2011, October/November). *Utilizing the reasoned action approach to identify the determinants of getting the HPV vaccine among college students*. American Public Health Association Annual National Meeting, Washington DC.
- Goering, C. Z. (2011, October). *Critical perspectives on the AT: Discussing cinnamon*. Literature Festival, Lawrence, KS.

Goering, C. Z. (2011, November). *Introduction of Carol Jago at High School Matters*. Annual Convention of the National Council of Teachers of English, Chicago, IL.

Goering, C. Z. (2011, November). *Closing remarks at the secondary section get together*. Annual Convention of the National Council of Teachers of English, Chicago, IL.

Goering, C.Z. (2012, April). *Why public schools are the great American dream*. Keynote Address for Student Support Services, Fayetteville, AR.

Goering, C. Z. & Goodson, L. A. (2011, November). How to ask and answer the questions in your classroom: Research in friendlier terms. Paper presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.

Goering, C. Z., Kindall, H., & Williams, C. M. W. (2012, February). *A place between: A two-year case study of a transition from English teacher to literacy interventionist*. Paper presented at the Assembly for Research of the National Council of Teachers of English, Tuscaloosa, AL.

Gorman, D., & Calleja, P. (2012). *Team building/enhancing communication*. Arkansas for Gifted and Talented Education Conference, Hot Springs, AR.

Greene, J. P. (2011, November). *The school quality matrix*. EAPRIL Meeting, Nijmegen, Netherlands.

Greene, J. P. (2011, August). *Global report card*. Harvard Conference on International Comparisons, Cambridge, MA.

Greenleaf, A. T. (2011, November). *Is positive psychology relevant? Why understanding the "Good Life" matters for the counseling profession*. Presentation at the Arkansas Counseling Association (ArCA) Conference, Hot Springs, AR.

Greenleaf, A. T. (2011, October). *Career counseling in the great recession: Implications and interventions for assisting emerging adults in the college-to-career transition*. Association for Counselor Education and Supervision, Nashville, TN.

Grover, K. S., & Miller, M. T. (2012, February). *Writing apprehension among online adult college students: Intelligent design or missed opportunity?* Research paper presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Hammig, B., & Jones, C. (2011). *Professional preparation and class structure: Impact on injury prevention in U.S. Schools*. American Public Health Association Annual Meeting, Washington, DC.

Hazelriggs, J. & Roe, J. (2012). *Leave no trace: The educational piece*. Rogers, AR: Arkansas Parks and Recreation Annual Conference.

Hewitt, P. (2011, August). *Teaching the art of employee discipline to educational leadership candidates*. Paper presented at the meeting of the National Council of Professors of Educational Administration, Portland, OR.

Hewitt, P. (2011, August). *Leadership: The human quality*. Presented to a conference on Afghan Women's Empowerment and Leadership Spring International Conference, U.S. State Department, Bureau of Education and Cultural Affairs, Fayetteville, AR.

Hewitt, P., Pennington, B., & Lutz, L. (2011, August). *Resegregation in America's schools: An overview of the literature*. Paper presented at the meeting of the National Council of Professors of Educational Administration, Portland, OR.

Higgins, K., & Thomasson, T. (2011, October). *Fostering academic motivation in rural adolescent males: The N-ACH Project*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Jiang, F., & McComas, W. F. (2012, March). *Using text mining techniques to categorize science writing according to their inclusion of nature of science: Implications for practice and research*. Annual Meeting of NARST, Indianapolis, IN.

Jiang, F., & McComas, W. F. (2012, March). *Using PISA 2006 data to explore the relationship between inquiry teaching and student science achievement*. Annual Meeting of NARST, Indianapolis, IN.

Johnson Carter, C. (2011, September). *Educational opportunities and systemic realities: Teacher quality for students of color in Arkansas*. Presentation for the Arkansas Association of Teacher Educators Fall Conference, Clarksville, AR.

Johnson Carter, C. (2012, March) *Cultural relevance in higher education: Mental abuse or progress for presenters of color*. Annual meeting of the Association for Blacks in Higher Education, Atlanta, GA.

Jozkowski, K. N., & Peterson, Z. D. (2012, May). *Consenting to sex: Unexpected findings related to how college students indicate and interpret consent to sex*. Society for the Scientific Study of Sexuality Eastern/Midcontinent Regional Meeting, Bloomington, IN.

Jozkowski, K. N. (2011, November). *Time to change? Evaluating an alternative conceptualization of sexual assault prevention education*. Society for the Scientific Study of Sexuality Annual National Meeting, Houston, TX.

Jozkowski, K. N., Smith, N., & Sanders, S. A. (2011, November). *The impact of combined hormonal contraceptive use on women's sexual desire, arousal and enjoyment*. Society for the Scientific Study of Sexuality Annual National Meeting, Houston TX.

Jozkowski, K., Peterson, Z., Sanders, S., & Reece, M. (2011, October/November). *An assessment of heterosexual college students' conceptualizations of sexual consent as a mechanism to reduce rates of sexual assault*. American Public Health Association Annual National Meeting, Washington DC.

Jozkowski, K., Geshnizjani, A., & Middlestadt, S. (2011, October/November). *Understanding the role of healthcare providers in promoting preventative health behaviors to patients in order to reduce HIV and STI transmission*. American Public Health Association Annual National Meeting, Washington, DC.

Kawon, K., Crandall, P., Murphy, C., & Neal, J. (2012, January). *Best food safety training practices for retail delis*. 17th Annual Graduate Student Research Conference in Hospitality and Tourism, Auburn, AL.

Keeley, D. W., & Oliver, G. D. (2011). *Probability of shoulder pain in high school baseball pitchers*. American College of Sports Medicine Annual Meeting, Denver, CO.

Kerr, B., Miller, W., Kerr, G., & Deshommes, R. (2012, April). *Interethnic competition for classroom teacher, assistant principal, principal, and administrator jobs in multiethnic U.S. school districts, 2002-2008*. Presented at Midwest Political Science Association Annual Conference, Chicago, IL.

Kern, J. C., Calleja, P., & Hunt, S. B. (2011, November). *Cooperative activities for all ages*. Arkansas Association of Health, Physical Education, Recreation, and Dance Conference, Little Rock, AR.

Kissinger, D., Thomasson, T., Kirkpatrick, K., & Greenleaf, A. T. (2011, November). *Reactance Potential and the Supervisory Alliance*. Presentation at the Arkansas Counseling Association Conference, Hot Springs, AR.

Kissinger, D. B., Thomasson, T., & Kirkpatrick, K. (2011, October). *Reactance potential in the supervisory environment: Understanding and facilitating the development of the highly reactant supervisee*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Kissinger, D. B., Thomasson, T., Kirkpatrick, K., & Greenleaf, A.T. (2011, November). *Reactance potential and its influence on the supervisory working alliance*. Arkansas Counseling Association Conference, Hot Springs, AR.

Koch, L., Rumrill, P., & Conyers, L. (2011, October). *Emerging disability trends in the 21st century*. National Rehabilitation Association Annual Training Conference. Salt Lake City, UT.

Koo, G-Y., & Dittmore, S. W. (2012, April). *Crowding-out effects on athletic giving on academic giving at FBS institutions*. Abstract presented at the College Sport Research Institute Conference on College Sport, Chapel Hill, NC.

Leppien, J. H., & Imbeau, M. B. (2011, November). *Advancing potential with the parallel curriculum model*. Presented at the annual meeting of the National Association of Gifted Children, New Orleans, LA.

Mamiseishvilli, K., Murry, J., & Koch, L. (2011, October). *Students with disabilities at two-year institutions in the United States: Factors related to persistence*. Association for the Study of Higher Education, Charlotte, NC.

Mayes, S. & Smith-Nix, A. (2012, January). *Cha-cha, the gateway Latin dance*. ArKAHPERD District I/Springdale Physical Education In-service Workshop, Springdale, AR.

Mayes, S., & Smith-Nix, A (2012, February). *Let's move and groove in the schools!* Southern District AAHPERD/FAHPERD, Orlando, FL.

McComas, W. F., Lee, C. K. and Sweeney, S. J. (2012, March). *Comprehensives and completeness of nature of science in state standards: Update and report card*. Annual Meeting of the National Association for Research in Science Teaching (NARST). Indianapolis, IN.

McComas, W. F., Barrow, L., & Walker, R. (2012, January). *Finding your first faculty position and being successful in it*. Annual Meeting of the Association for Science Teacher Education (ASTE), Clearwater Beach, FL.

McComas, W. F., & Ricketts, A. (2012, January). *NOS and science teacher education: What research says about trends, conclusions and future directions*. ASTE, Clearwater Beach, FL.

McCraken, G., Laughinghouse, S., Boughfman, E., & Higgins, K. (2011). *Experiential learning group: 12 weeks to enhancing self-esteem and self-efficacy with students in ALE*. Arkansas Counseling Association Conference, Hot Springs, AR.

Miles, J. M., Miller, M. T., & Nadler, D. P. (2011, November). *A study of community college student government leaders transition*. Mid-South Educational Research Association, Oxford, MS.

Miller, M. T. (2012). *A critical examination of sabbatical application policies*. Research paper presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Miller, M. T., & Deggs, D. (2011, October). *Beliefs and values among rural citizens: Shared expectations for educational attainment*. Paper presented at the American Association of Adult and Continuing Education National Conference, Indianapolis, IN.

Miller, M. T., & Newman, R. E. (2012, February). *Renewing faculty performance through the actions of college administrators*. Research paper presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Murphy, C. (2011, October). *Five surefire ways to improve clarity in online courses*. Annual Mid-South Distance Learning Conference, Little Rock, AR.

Oliver, G. D. (2011). *Mechanics, pathomechanics, and injury prevention of youth baseball and softball pitchers*. American College of Sports Medicine, Denver, CO.

Oliver, G. D., Plummer, H. A., & Dwelly, P. (2011). *Relationship between torso rotation and gluteal muscle group activation in baseball and softball catchers*. International Society of Biomechanics XXIIIrd Congress, Brussels Belgium.

Oliver, G. D., Plummer, H. A., & Dwelly, P. (2011). *Relationship between torso rotation and gluteal muscle group activation in baseball and softball catchers: skeletally immature and mature*. American Society of Biomechanics Annual Conference, Long Beach, CA.

Oliver, G. D. (2011). *Calcaneal bone cyst in active adult female: A case study*. World Federation of Athletic Training and Therapy World Congress, Banff, Canada.

Onwuegbuzie, A. J., Frels, R. K., Collins, K. M. T., & Leech, N. L. (2012, February). *A four-phase model for teaching and learning mixed research*. Paper to be presented at the Annual meeting of the Southwest Educational Research association, New Orleans, LA.

Orr, B. (2012). *Implications of critical incidents regarding classroom management during student teaching*. With Professor Sonawane Sanjeev, University of Pune, India.

Parylo, O., Zepeda, S. J., & Bengtson, E. (2012, April). *Principal mentoring as a leader preparation, socialization, support, and professional development strategy*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC.

Parylo, O., Zepeda, S. J., & Bengtson, E. (2012). *Career paths in educational leadership: Comparing female and male narratives*. Paper to be presented at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, BC.

Pettaway A., Dwelly, P., Romasco, A., Bonacci, J., & Oliver, G. D. (2011). *Effects of the combination of ultrasound and transcutaneous electrical muscle stimulation on hamstring range of motion*. World Federation of Athletic Training and Therapy World Congress, Banff, Canada.

Pham, H., & Goering, C. Z. (2011, November). *Uncommon creativity: Meeting higher standards through arts based approaches to the curriculum*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.

Plummer, H., & Oliver, G. D. (2011). *Quantitative description of muscle activation in catchers*. South Central American Society of Biomechanics Annual Meeting, Dallas, TX.

Plummer, H. A., Oliver, G. D., & Dwelly, P. (2011). *Quantitative analysis of skeletally immature and mature catchers' muscle activation during throwing*. International Society of Biomechanics XXIIIrd Congress, Brussels, Belgium.

Plummer, H., & Oliver, G. D. (2011) *Kinematics of baseball and softball catchers throwing down to second base*. American College of Sports Medicine Annual Meeting, Denver, CO.

Plummer, H. A., & Oliver, G. D. (2011). *Quantitative description of throwing from the knees in baseball and softball catchers*. American Society of Biomechanics Annual Conference, Long Beach, CA.

Purcell-Coleman, J., Wood, L., & Wissehr, C. (2012) *Including children with special needs in informal science learning environments*. International conference of the Association of Science Teacher Educators, Clearwater Beach, FL.

Range, B. G., & Holt, C. R. (2011, August). *Supervision and evaluation: The Wyoming perspective*. Paper presented at the National Conference of Professors of Educational Administration, Portland, OR.

Range, B., Dougan, K., & Pijanowski, J.C. (2011). *Rethinking grade retention and academic redshirting: Helping school administrators make sense of what works*. Paper presented at the National Association of Elementary School Principals Conference in Tampa, FL.

Range, B. G., Pijanowski, J. C., Duncan, H. E., Scherz, S., & Hvidston, D. (2011, October). *Collaborative supervision: Instructional facilitators' perceptions of their formative supervision of teachers*. Paper presented at the National Conference for the Council of Professors of Instructional Supervision, Aguadilla, Puerto Rico.

Roling, K., Oliver, G. D., Dittmore, S., & Moiseichik, M. (2011). *Gluteus medius to adductor muscle activation ratio: Effects on dynamic knee valgus*. World Federation of Athletic Training and Therapy World Congress, Banff, Canada.

Sewell, W. C., Goering, C. Z., Landau, B., & Connors, S. P. (2011, November). *Multimodal intertextuality: Connecting Shakespeare to today's tech savvy students*. Paper presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.

Siegel, M. A., Sinha, S., Menon, D., Wissehr, C., Promyod, N., & Halverson, K. (2012, April). *Assessment for English language learners: How scaffolding helps*. Poster presentation at the National Association for Research in Science Teaching, Orlando, FL.

Smith, N., Jozkowski, K., & Sanders, S. (2011, October/November). *Impact of combined hormonal contraceptive use on women's sexual functioning*. American Public Health Association Annual National Meeting, Washington DC.

Sullivan, A., Mayes, S., Forbess, J., & Smith-Nix, A. (2011, November). *Classes large or small, active learning for all*. Arkansas AHPERD, Little Rock, AR.

Sweeney, S. J., & McComas, W. F. (2012, March). *Factors affecting early elementary (K-4) teachers' introduction of the nature of science*. Annual meeting of NARST, Indianapolis, IN.

Tomlinson, C. A., & Imbeau, M. B. (2012, March). *Leading and managing a differentiated classroom*. Presentation at the Annual Meeting of the Association for Supervision and Curriculum Development, San Francisco, CA.

Toner, M.A. (2011, November). *Temporomandibular joint ankylosis: Progression of speech and swallowing symptoms*. Presentation at American Speech-Language-Hearing Association National Convention, November, San Diego, CA.

Trinkle, S. M., & Holt, C. R. (August 2012). *The effects of scheduling on criterion-referenced assessments in Arkansas high schools*. Paper presented at the National Conference of Professors of Educational Administration, Kansas City, MO.

Turner, R. C., Hawley, J., Ware, M. E., Calleja, P., Edgeworth, T., Freeman, R., & Hebert, M. (2012, March). *The University of Arkansas GK12 KIDS Program Evaluation Model and Resources*. Poster presentation at the annual project directors' meeting of the National Science Foundation, Washington, DC.

Walker, R. & Wissehr, C. (2012, January). *A comparison of preservice early childhood teachers' confidence to teach science before and after a specialized science methods course*. Association of Science Teacher Educators Annual Conference, Minneapolis, MN.

Ware, M., Calleja, P., Edgeworth, T., Freeman, R., Hebert, M., & Turner, R. C. (2012, March). *The University of Arkansas GK12 KIDS summer workshop: A dynamic experience*. Annual GK12 Meeting of the National Science Foundation, Washington, DC.

Wavering, M., & Lincoln, F. (2011, November). *Case study of two beginning science teachers in high needs schools*. School Science and Mathematics Association Annual Convention, Colorado Springs, CO.

Wavering, M., & Lincoln, F., & Klomjit, S. (2011, November). *First year case study of two Noyce former interns*. National Science Teacher Annual Conference, Colorado Springs, CO.

Wavering, M., & Mangione, K. (2012, January). *Applying Piaget's logic of meanings in the science classroom*. Refereed paper presented at the Association for Science Teacher Education, Clearwater Beach, FL.

Westberg, K. L., Leppien, I. H., Imbeau, M. B., & Paris, K. D. (2011). *Twelve stories of academic acceleration*. Presented at the annual meeting of the National Association of Gifted Children, New Orleans, LA.

Williams, B. (2011). *Social justice and rehabilitation counseling: Broadening rehab's responsibility into social and political arenas*. Arkansas Rehabilitation Services/Arkansas Rehabilitation Association Spring Training Conference, Hot Springs, AR.

Williams, B. (2011). *Social justice and the continuum of human functioning*. Second Annual Social Justice Training Conference, Langston University, Tulsa, OK.

Williams, B. (2011). *Behavior management strategies for individuals with Alzheimer's Disease*. Training workshop at Butterfield Trail Village, Fayetteville, AR.

Williams, B. (2011). *Understanding psychological and vocational evaluations*. Northwest Arkansas Mental Health Counselor's Association, Fayetteville, AR.

Williams, K. (2011). *Changing gears: An inclusive look at cycling in your program*. San Antonio, TX: Association of Outdoor Recreation and Education Annual Conference.

Wissehr, C. (2011, November) *A little fun with cars has big potential for learning*. Arkansas Curriculum Conference, Little Rock, AR

Wissehr, C. (2011, November). *Encouraging girls' positive attitudes and interest in science*. Arkansas Curriculum Conference, Little Rock, AR

Appendix A

College and School Faculty and Staff Awards and Honors

College Faculty Awards

Innovative Teaching Award
Sean Connors

Rising STAR Award
Karee Dunn

Faculty Career Award
Mounir Farah

Superior Service Award
Christian Goering
Gary Ritter

Significant Research Award
Jay P. Greene

Mentoring and Advising Award
Marcia Imbeau

STAR Award for All Around Faculty Member
Kate Mamiseishvili

College Staff Awards

Outstanding Service to Students
Lori Foster
Hillary Palmer

Outstanding Service to Faculty/ Staff
Christy Wear
Shari Witherspoon

Outstanding Service to Faculty/ Staff
Laurie Brigham
Jackie Micheletto

Outstanding Overall Performance
Jonah Kronenberger
Joyce Patrick

Service Awards

10 Years

Kenetheia Reed
Brent Williams
Fran Hagstrom
Kathleen Collins
Carri George
Jennifer Hazelrigs
Rhonda Young

20 Years

Lepaine McHenry
Charlene Johnson
Bart Cohen

30 Years

Susan Mayes
Inza Fort
Judy Stephen

40 Years

Marianne Neighbors

Departmental Faculty Awards

Curriculum and Instruction

Outstanding Teaching Award
Sean Connors

Rising STAR Award
Cathy Wissehr

Outstanding Research Award
Kathleen Collins

Outstanding Service Award
Chris Goering

Outstanding Advising Award
Marcia Imbeau

Faculty STAR Award
Bill McComas

Faculty Career Award
Mounir Farah

Eleanor Mann School of Nursing

Outstanding Research
Kathleen Barta

Outstanding Advising
Ellen O'Dell

Outstanding Service
Wendy Sisson

Outstanding Teaching
Susan Patton

University Awards

Faculty Service Award, Student Support Services
Freddie Bowles

Golden Tusk Award
Sean Connors
Linda Eilers
Kaylin McCloud

University Advising Council, Career Advising Award
Nan Smith-Blair

Faculty Gold Medal
Freddie Bowles, Advising
Chris Goering

Faculty Mentor of the Year, Diversity Award
Freddie Bowles

Razorback Bridge Program Outstanding Mentor
Marta Collier

Professional Society Awards

Kathleen Barta, Associate Professor of Nursing, received the Association for Prevention Teaching and Research's Certificate of Excellence for her instructional case study she uses to teach her Minority Health Disparities course

Freddie Bowles received the Kappa Delta Pi Certificate of Recognition for her service and dedication as a Counselor to the Alpha Beta Chapter

Linda Eilers, Clinical Associate Professor of Childhood Education, was awarded the International Reading Association's Presidential Award for Excellence

Judy Stephens (CNED) was awarded the Outstanding Counselor Educator Award at the ArCA annual conference in Hot Springs in November 2011

Professional Society Leadership

Arkansas Association of Teacher Education
Freddie Bowles, Board of Directors

Appendix B

Student Honors and Awards

Presidential Scholar

Kathryn Allison, Childhood Education

Henry G. and Stella Hotz Award

Caitlyn Rutledge, Childhood Education

Heather Toombs, Nursing

Senior Scholar

Jennifer Carter

First Ranked Senior Scholars

Corrie Rose Bailey

Cassie M. Glidewell

Lisa M. Lunkenheimer

Jessica Marie Roy

Lesley Megan Skinner

Master of Arts in Teaching Endowed Scholarship Recipients

Rebecca Braun

Jennifer Carter

Crystal Clark

Cassie Glidewell

Makayla Jorgensen

Anne-Marie Moore

Jessica Roy

Kathryn Stonesifer

Donaldson Endowed Scholars

Laura Carlsen

Bryan Harris

Sara Lawhorn

Katie Lewandowski

Amy Moua

Jon Starr

Kristy Stolz

Rachel Story

Jana Ulaga

Randa Wright

Gates Millennium Scholars

Melissa Hall, Counselor Education

Whitney Jones, Higher Education

Bailey Latta, Pre-Nursing

Yadda Myers, Educational Technology

Morris K. Udall Scholar

Mallory Scheurer, Nursing

Teach For America

Nicky Dzwonkiewica, Childhood Education

Macey Herring, Childhood Education

Elizabeth Milburn, Childhood Education

National Morris K. Udall Scholarship

Mallory Scheurer, Nursing

Wood-Wallace Award

Bartt Foster, Health, Human Performance, and Recreation

Anna Morris, Health, Human Performance, and Recreation

Outstanding Student Awards

Department of Curriculum and Instruction

Career and Technical Education

Meredith Mathews, Master's Student

Betty Jo Smith, Undergraduate

Childhood Education

Kaitlyn Datzman, Master of Arts in Teaching

Katy Stonesifer, Undergraduate

Curriculum and Instruction

Feng Jiang

Educational Leadership

Sheila Walter, Masters

Andy Ashley, Education Specialist

Diana Peer, Doctoral

Education Technology

Jenni Eno

Elementary Education

Kat Scantlin

Secondary Education

Lynnsey Molinaro

Special Education

Philomena Tanui

Educational Statistics and Research Methods

Clay Johnson, Doctoral Student
Lindsay Melia, Master's Student

Department of Education Reform

Michael McShane, Outstanding Graduate Student
Daniel H. Bowen, Best Research Paper

Department of Health, Human Performance, and Recreation

Athletic Training

Mike Sola
Alyssa Romasco

Exercise Science

Dameon Smith, Undergraduate
Ashley Binns, Masters
Jacilyn Olson, Doctoral

Physical Education

Reed Fogleman, P-12, Undergraduate
Jenna White, Masters

Kinesiology Pedagogy

Mark Mann, Doctoral

Recreation and Sport Management

Emily Gilliam, Undergraduate
Janna Hughes, Masters
Gi-Yong "Win" Koo, Doctoral

Community Health Promotion

Nathanael Irons, Undergraduate
Page Daniel, Masters
Rachel Avants, Doctoral

Department of Rehabilitation, Human Resources, and Communication Disorders

Adult and Lifelong Learning

Audrey Rapp

Communication Disorders

Sydney Smith, Undergraduate
Rachel Westlake, Masters

Counselor Education

Bonni Behrend, Masters
Jason Thorne, Doctoral

Kevin Kirkpatrick, Chi Sigma Iota Award

Higher Education

Jessica E. Pope, Masters

Amanda Moore, Doctoral

Rehabilitation Education and Research

Jennifer Ragsdale, Masters

David Whitten, Doctoral

Workforce Development Education

Jennifer Gay, Undergraduate

Chris Pigg, Masters

Shelli Henehan, Doctoral

Eleanor Mann School of Nursing

Arkansas Nurses Association District 9 Award

Natale Yates

Betty Battenfield Award

Kelly Toner

Outstanding Graduate Student

Rachel Perkins

Outstanding Student Caregiver

Allison Lewis

Outstanding Student Manager

Dawn Larabee

Outstanding Student Teacher

Natale Yates

Pi Theta Chapter of Sigma Theta Tau International Honorary Society Award

Leeanne Compere

Appendix C

Honors Program Graduates

Corrie Rose Bailey
Rebekah Michelle Biles
Margaret Alissa Bodemann
Rebecca Marie Braun
Jillian H. Carroll
Leeanne E. Compere
Kaleigh R. Ellis
Shona R. Feistner
Kimberly L. Fiser
Rachel L. Fritsche
Cassie Morgan Glidewell
Luke R. Harewood
Sara Kaminski
Elizabeth L. Milburn
Kristen E. Muller
Emily Claire Myers
Mary Alice Patton
Meagan Danielle Pestel
Jessica Marie Roy
Lesley Megan Skinner
Sydney Leanne Smith
Shanley Kate Taber
Kerri Lynn Taylor
Emma Lea Thomas
Emily A. Timpe
Kelly Jean Toner
Salem Olivia Vaught
Derek Harrison Wahl
Callie Wilson
Megan L. Wojcicki

Appendix D

Doctoral Academy Fellow and Doctoral Distinguished Fellows

Distinguished Doctoral Fellows

Daniel Bowen
Stuart Buck
Jeffery Dean
Aneeqa Ishtiaq
Clay Johnson
Michael McShane
Gregory Michel
James Woodworth

Doctoral Academy Fellows

Rachel Avants
Alexandra Boyd
Daniel Burt
Cassandra Dominick
Amanda Grimes
Donald Holzman
Anna Jacob
Jerry Leach
Martin Lueken
Shannon McCarthy
Jonathan Mills
Jacilyn Olson
James Shuls
Jennifer Taylor-Medeiros

Appendix E

Grants and Contracts Awarded to the College

State and Locally Funded Projects

Jules Beck, University of Arkansas at Pine Bluff, \$2,500
Jules Beck, Arkansas Minority Health Commission, \$300
Bobbie Biggs, Arkansas Department of Education, \$950,000
Bobbie Biggs, Arkansas Division of Child Care and Early Childhood Education, \$156,858
Debbie Davis, Hampton School District, \$61,387
Debbie Davis, Hughes School District, \$31,763
Debbie Davis, Pulaski School District, \$443,735
Debbie Davis, South Mississippi School District, \$10,561
Debbie Davis, Texarkana School District, \$65,000
Debbie Davis, Warren School District, \$65,000
Debbie Davis, Star City School District, \$65,000
Debbie Davis, Texarkana School District, \$64,012
Debbie Davis, Arkansas Department of Education, \$300,000
Debbie Davis, Arkansas Department of Education, \$600,000
Debbie Davis, Arkansas Department of Education, \$500,000
Debbie Davis, Fordyce School District, \$59,819
Debbie Davis, Arkansas Department of Education, \$300,000
Debbie Davis, Arkansas Department of Education, \$600,000
Debbie Davis, Arkansas Department of Education, \$500,000
Debbie Davis, Warren School District, \$65,000
Debbie Davis, Star City School District, \$65,000
Debbie Davis, Arkansas Department of Education, \$68,000
Debbie Davis, Arkansas Department of Education, \$65,000
Debbie Davis, Texarkana School District, \$34,245
Debbie Davis, Crossett School District, \$64,957
Debbie Davis, Hampton School District, \$14,978
Debbie Davis, Crossett School District, \$47,354
Ro DiBrezza, Arkansas Department of Higher Education, \$2,125
Karre E. Dunn, Springdale Public Schools, \$8,000
Fran Hagstrom, Arkansas Rehabilitation Services, \$220,150
Fran Hagstrom, Arkansas Rehabilitation Services, \$220,150
Lynne H. Hehr, Arkansas Department of Higher Education, \$48,450
Lynne H. Hehr, Arkansas Department of Higher Education, \$46,770
Lynne H. Hehr, Arkansas Department of Education, \$86,500
Lynn H. Hehr, Arkansas Department of Education, \$86,500
Lynne H. Hehr, Arkansas Department of Higher Education, \$4,280
Lynne H. Hehr, Arkansas Department of Higher Education, \$1,800
Lynne H. Hehr, Arkansas STEM Coalition, \$13,000
Lynne H. Hehr, Northwest Arkansas Cooperative, \$1,912
Amy Hunter, Arkansas Department of Higher Education, \$2,125

Ches Jones, Arkansas State Police, \$18,767
 Jeanne C. Miller, Arkansas Rehabilitation Services, \$7,700
 Sean W. Mulvenon, Arkansas Department of Education, \$186,371
 Sean W. Mulvenon, Arkansas Department of Education, 1,028,864
 Sean W. Mulvenon, Arkansas Department of Education, \$1,050,128
 Janet Penner-Williams, Arkansas Department of Education, \$134,023
 Nan Smith-Blair, Arkansas Department of Higher Education, \$2,750
 Charles Stegman, Arkansas Department of Education, \$99,808
 Charles Stegman, Arkansas Department of Education, \$27,919
 Gary W. Ritter, Arkansas Department of Education, \$85,942
 Gary W. Ritter, Fountain Lake Public Schools, \$40,000
 Gary W. Ritter, Fountain Lake Public Schools, \$40,000
 Gary W. Ritter, Helena/West Helena School District, \$66,000

Subtotal \$8,730,503

Federally Funded Projects

Jack DeVore, US Department of Transportation, \$5,000
 Lynn C. Koch, US Department of Education, \$98,302
 Jeanne C. Miller, US Department of Education, \$832,684
 Brent Williams, US Department of Education, \$150,000
 Brent Williams, US Department of Education, \$100,000
 Brent Williams, US Department of Education, \$149,999
 Janet Penner-Williams, US Department of Education, \$217,561
 Janet Penner-Williams, US Department of Education, \$374,510

Subtotal \$1,928,056

Private/ Other Funded Projects

Ro DiBrezzo, Maximum Performance Spine Sports and Physical Therapy, \$17,308
 Ro DiBrezzo, Rogers Adult Wellness Center, \$11,026
 Ro DiBrezzo, Rogers Adult Wellness Center, \$17,308
 Ro DiBrezzo, Rogers Adult Wellness Center, \$17,066
 Ro DiBrezzo, Washington Regional Medical Center, \$11,026
 Steve Dittmore, National Collegiate Athletic Association, \$7,500
 Carri George and Jeanne C. Miller, George Washington University, \$1,000
 Carri George and Jeanne C. Miller, George Washington University, \$67,922
 Lynne H. Hehr, GLOBE, \$1,800
 Lynne H. Hehr, GLOBE, \$1,580
 William F. McComas, King Saud University, \$4,200
 William F. McComas, National Evolutionary Synthesis, \$7,500
 Lepaine McHenry, Women's Giving Circle/Wingate Foundation, \$30,000
 Jeanne Miller, George Washington University, \$168,930
 Jeanne Miller, State of Oklahoma, \$105,000
 Jeanne Miller, Texas Department of Assistive and Rehabilitation Services, \$37,607

Cara Osborne, American Association of Birth Centers, \$50,742
Paula Pottenger, Texas Department of Assistive and Rehabilitation Services, \$37,607
Gary W. Ritter, Smith Richardson Foundation, \$151,112

Subtotal \$746,234

Total Awarded \$11,404,793

Appendix F

Academic Accreditations

Arkansas State Board of Nursing

American Speech-Language-Hearing Association

College Programs are accredited by the following agencies:

Commission on Accreditation of Allied Health Education Programs

Commission on Accreditation of Athletic Training Education

Commission on Collegiate Nursing Education

National Council for Accreditation of Teacher Education

Council for Accreditation of Counseling and Related Educational Programs

Council on Rehabilitation Education

Appendix G

University Recreation Sports Enrollment

Number of Programs, Events, and Activities Offered

Accessible Recreation	91
Club Sports	1,117
Fitness/Wellness	5,180
Instructional Programs	282
Intramural Sports	3,220
Outdoor Connection Center (OCC)	58
Special Events	34
Total	9,982

Headcount Participation in Programs, Events, and Activities

Accessible Recreation	36
Club Sports	1,403
Fitness/Wellness	8,430
Instructional Programs	582
Intramural Sports	5,443
OCC – Climbing	6,069
OCC – Rentals	1,008
OCC – Activities	998
OCC – Bike Shop	189
Special Events	4,018
Total	28,176

Fitness Center Yearly Use: 2011-2012

Donna Axum Fitness Center Usage			University Recreation Fitness Center Usage (Union Site, opened April 19, 2012)		
Students	214,144	86.3%	Students	19,891	79.9%
Faculty	10,021	4.0%	Faculty	733	2.9%
Staff	9,183	3.7%	Staff	2,393	9.6%
Alumni	6,289	2.5%	Alumni	208	.8%
Other*	8,416	3.4%	Other*	1,652	6.6%
Total	248,053		Total	24,877	

*Other includes Spouse, Dependent, Senior Citizen, Retiree, Guest, and Fitness for Fun members. These members' percent of use ranges from .1-1.6% therefore have been lumped into one category.

Appendix H

Chairs, Professorships, Distinguished Professorships, University Professorships and Lectureships

Chairs and Professors

Parks Family Endowed Professorship in Science and Technology Education
Bill McComas, University of Iowa

21st Century Chair in Education Reform
Jay P. Greene, Harvard University

21st Century Chair in Accountability
Robert Costrell, Harvard University

21st Century Chair in Education Policy
Gary W. Ritter, University of Pennsylvania

21st Century Chair in Teacher Quality
Sandra Stotsky, Harvard University

21st Century Chair in Leadership
Robert Maranto, University of Minnesota

21st Century Chair in School Choice
Patrick Wolf, Harvard University

University Professors

Ro DiBrezzo
Texas Women's University

Barbara Gartin
University of Georgia

Tom E. C. Smith
Texas Tech University