Arkansas State University has been recognized by the National Board for Professional Teaching Standards (NBPTS) for producing an exceptional number of National Board Certified Teachers in 2011, announced Dr. Dan Howard, interim chancellor.

He went on to say 56 teachers who earned one or more academic degrees from ASU obtained National Board Certification, causing ASU to be ranked 13th in the nation on this important parameter. Dr. Howard indicated this is a signal accomplishment for the teachers and the ASU faculty especially, but not entirely, in the College of Education. This has brought positive national recognition to ASU that merits heartfelt congratulations to all who contributed to this remarkable and successful outcome.

The NBPTS announced the 2011 class at a White House event December 7, 2011, held to honor the newly certified teachers, according to Dr. Ella Cleveland, director of Higher Education Initiatives for NBPTS.

The board notified Dr. Greg Meeks, interim dean of the College of Education, that Arkansas State University is among the top 20 institutions nationally who awarded undergraduate degrees to 50 or more teachers achieving the status of National Board Certified Teacher this year.

“ASU is truly honored to be one of the top 20 institutions in the nation whose graduates received National Board Certification in 2011,” said Dr. Meeks. “This speaks to the quality of all of our undergraduate and graduate professional education programs, but more importantly, it speaks of the caliber of our graduates.”

The president and chief executive officer of NBPTS, Ron Thorpe, added, “National board certification is synonymous with great teaching. While our nation is focused on the need for the highest quality teachers, board certification truly is the gold standard.”

Here is a list of the 56 ASU alumni who obtained certification along with certificate information, school district and school city:

- Angela Allen, Literacy: Reading-Language Arts/Early and Middle Childhood, Waldron School District, Waldron.
- Rebecca Allen, Library Media/Early Childhood through Young Adulthood, Pea Ridge School District, Pea Ridge.
- Lisa Barber, Generalist/Early Childhood, Batesville School District, Sulphur Rock.
- Stephanie Bibey, Generalist/Early Childhood, Cabot School District, Cabot.
- Jennifer Biggers, Literacy: Reading-Language Arts/Early and Middle Childhood, Lawrence County School District, Walnut Ridge.
- Kimberly Blackston, English Language Arts/Early Adolescence, Springdale School District, Springdale.
- Sarah Bohrmann, Literacy: Reading-Language Arts/Early and Middle Childhood, Nettleton School District, Jonesboro.
- Lisa Brownfield, Literacy: Reading-Language Arts/Early and Middle Childhood, Pangburn School District, Pangburn.
- Rebecca Bullard, Literacy: Reading-Language Arts/Early and Middle Childhood, Hoxie School District, Hoxie.
- Laura Cain, Literacy: Reading-Language Arts/Early and Middle Childhood, Valley View School District.
- Candace Campbell, Science/Adolescence and Young Adulthood, Brookland School District, Brookland.
- Regina Caraway, Exceptional Needs Specialist/Early Childhood through Young Adulthood, Batesville School District, Batesville.
- Vickie Clark, Exceptional Needs Specialist/Early Childhood through Young Adulthood, Huntsville School District, Huntsville.
- Kathryn Davis, School Counseling/Early Childhood through Young Adulthood, Pulaski County Special School District, North Little Rock.
- Teressa Davis, Literacy: Reading-Language Arts/Early and Middle Childhood, Cross County School District, Cherry Valley.
- Lori Diffee, Library Media/Early Childhood through Young Adulthood, Little Rock School District, Little Rock.
- Heather Eggars, English Language Arts/Adolescence and Young Adulthood, Westside Consolidated School District, Jonesboro.
- Emma Foster, English Language Arts/Early Adolescence, West Memphis School District, West Memphis.

Continued on Page 6
Two men were working. The first man would dig a hole and the second man would come behind the first and fill in the hole. A passerby observed them for a while and then his curiosity got the better of him. He asked the two men, “What are you doing?” One of the men responded, “I am sure this looks strange, but the guy that puts the trees in the hole was sick today.” The lesson is that, when the context changes, we need to make sure we adapt to stay relevant. Too many times we continue to do things like we have always done them. The continued influx of technological innovations in our world, the expectation that all students should be college or career ready when they graduate from high school, the requirement to evaluate teacher education programs by linking program completers with their ability to impact student learning when they are teachers, the expectation that teacher education admission standards should be more rigorous, the expectation that program completers should know National Common Core Standards, the expectation that teacher education programs should include a year-long internship, the idea that teacher education programs are broke that is promoted by the mainstream media, and the anticipated changes in teacher licensure are all factors that are changing the landscape of teacher education.

Some factors we have no choice but to respond. Others we can chose to ignore, but by ignoring we run the risk of becoming irrelevant. Response does not require a knee-jerk reaction, but rather a well-calculated response, which is based on our beliefs about educating children and best professional practice is the best response. It is imperative we not ignore the changes that are taking place in our culture and our government, but rather we must face these changes head-on with wisdom and caution. As we make calculated changes, we must never lose sight of the fact that the best way to help children to be successful in school is to have them taught by effective teachers. For every change we consider, we must ask ourselves, “Will this change equip our candidates to be more effective in the classroom?” When we cease to do this, we will have lost our relevance.
The Lloyd L. and June C. Goff Memorial Scholarship has been awarded to ASU senior Ashton Erwin from Norfork. She majors in education and her area of study is mathematics and statistics. The scholarship presentation took place on Nov. 9 at the Cooper Alumni Center on the ASU campus.

Mary Ann Goff Jackson of Walnut Ridge, who received a master’s degree from ASU in 1981, and her brother Dr. David Goff of San Antonio established the scholarship. As the children of the late Lloyd and June Goff, they knew their parents placed a special emphasis on education throughout their life’s work and community activities. Throughout their lives, education was of paramount importance to the Goffs. It was their pursuit of education that brought them together, meeting for the first time while both were enrolled at Arkansas College (now Lyon College) at Batesville. With that in mind, the children endowed the scholarship following their parents’ deaths in 1990.

During his teaching career, which began at Grange, Arkansas, Lloyd Goff served as a teacher, coach and administrator in the Wynne and Brinkley school districts, then became a principal and later superintendent in the Jonesboro Public Schools. After his retirement from Jonesboro in 1960, Mr. Goff was appointed assistant professor of education and psychology at Arkansas State, where he served for nine years. Upon retirement, he helped organize the local chapter of the American Association of Retired Persons (AARP), helped secure funding for the Jonesboro Senior Citizens Center and served as president of the Craighead County Retired Teachers Organization.

June Goff completed her degree in education at Arkansas State in 1957 and taught elementary students for several years at East Elementary School in Jonesboro. She was also very involved in church and community activities in Jonesboro, where she was a member of the Gladiolus Garden Club, the Readers Club, the Women of First Presbyterian Church and the ASU Faculty Women’s Club.

The Board of Examiners of the National Council for Accreditation of Teacher Education (NCATE) conducted a focus visit on October 15-18, 2011, reviewing our master-level degree programs. After their extensive review focusing on the conceptual framework and assessment, our master-level programs were given reaccreditation, meeting all areas for improvement noted in our October 2009 visit. During the NCATE focus visit, the team interviewed faculty, students, administrators, committee members and the advisory group.

NCATE accreditation provides recognition that the college has met national professional standards. NCATE accredits schools, colleges and departments of education in U.S. colleges and universities, as well as non-university entities that prepare educators for P-12 schools. The accreditation covers educator preparation programs for the purpose of preparing and developing professional educators for work in P-12 school settings. Dr. Greg Meeks, interim dean, and Dr. Mary Jane Bradley, interim associate dean and NCATE coordinator, worked with faculty to make this a successful review and a mark of excellence for our master level programs delivered through face-to-face and distance-learning instruction.

The Department of Psychology and Counseling is partnering with the ASU Educational Renewal Zone (ERZ), the Arkansas School Counselor Association (Northeast Region), and other entities to provide 5.25 hours of professional development credit for area-wide school counselors on Friday, May 4, 2012. This event will be held in the ASU Student Union and will include presentations on 504/bully documentation software, sexting and cyberbullying, in-school and postsecondary transitions, and working with stealing and other difficult behaviors. Amazing door prizes include a Kindle Fire and a free ACT class, as well as many other smaller items. For more information, contact Dr. Dianne Langford at dlangford@astate.edu or 870-972-2160.
PRESENTATIONS


Dr. John D. Hall, Dr. D. Lynn Howerton, Dr. Craig H. Jones and Dr. Gina M. Hudson, Psychology and Counseling, presented “Evaluation of an Elementary-Level Magnet School Program.” Poster presented at the meeting of the Mid-South Educational Research Association, Oxford, Miss, in November, 2011.


Dr. Amy R. Pearce, Psychology and Counseling, along with students, J. Lynch and S. Halder, presented “Effects of Increased Oral Nicotine Concentration on Intake by Male and Female Rats” at the Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, November 14, 2011, Washington, D.C.

Dr. Amy R. Pearce, Psychology and Counseling, along with students G. Cagle and S. Wright presented “Investigating Oral Nicotine Consumption and Effects on the Estrous Cycle of Female Sprague-Dawley Rats,” at the Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, November 14, 2011, Washington, D.C.

Dr. Amy R. Pearce, Psychology and Counseling, along with students S. Halder, and K. Hicks presented “Long-term oral nicotine consumption by female Sprague-Dawley rats: Effects on the estrous cycle and ovarian-uterine histology,” at the Arkansas INBRE Conference, October 21, 2011, University of Arkansas, Fayetteville, Ark.

Dr. John D. Hall, Dr. D. Lynn Howerton, Dr. Craig H. Jones, and Dr. Gina M. Hudson, Psychology and Counseling, recently presented their research findings at the Mid-South Educational Research Association (MSERA) 40th Annual Meeting in Oxford, Miss. The title of their work was “Evaluation of Student Achievement in an Elementary-Level Magnet School Program.”

Dr. Andy Mooneyhan, Health, Physical Education and Sport Sciences presented two posters, “Survey of Southern District State Agency Physical Education Curriculum Materials,” (with Dr. Jim Stillwell, Physical Education, chair), and “Effect of Physical Education on Flexibility of Sixth-Grade Students,” with Allyn Byars of Angelo State University, Austin, Texas, at the Southern District Annual Convention of the Southern District Association for Health, Physical Education, Recreation and Dance (SDAHPERD), held in Greensboro, N.C., in February, 2012. Dr. Mooneyhan also attended the Arkansas Association for Health, Physical Education, Recreation and Dance (ArkAHPERD) in November, 2011, where he made four presentations, “Integrating Math in Physical Education,” (with Ms. Valarie Hilson, Health, Physical Education and Sport Sciences) “Becoming a JRHF/HFH Coordinator,” (with Tracy Potts), “General Nutrition Knowledge of College Principles of Personal Health,” (with Ms. Valarie Hilson, Health, Physical Education and Sport Sciences), and “Ethics and Tactics of Coaching Soccer” (with Blake Kibbons).

Chance George and Jessica Horton, Middle Level Undergraduate Student Presenters and Awardees of COE Undergraduate Research Travel Funds, presented “Pizzazz & Power: Studying Energy in Middle School” and Katherine Cole, an honors student and Kimberly Sims presented “Critical Literacy through Dystopian Literature” at the Arkansas Curriculum Conference 2011 at The Peabody and Statehouse Convention Center in November, 2011.

Carmen White and Melanie Campos, Reading graduate student presenters and awardees of COE graduate research travel funds, along with with Dr. Ryan Kelly, Teacher Education, presented “Lights, Data, Action: Take a Lead Role in Literacy Reform,” at the Arkansas Curriculum Conference 2011 at The Peabody and Statehouse Convention Center in November, 2011. Melanie also presented “Recovering the Inner Literacy Learner: Strategies for Secondary Struggling Readers.”

Dr. Dixie K. Keyes, Teacher Education, presented “Collaborative Conversations: Generating Inquiry with Writing as a Tool” and “Sustaining Ourselves as Teachers of English” at the Arkansas Curriculum Conference 2011 at The Peabody and Statehouse Convention Center in November, 2011.

Dr. Zelda McMurtry, Dr. Robert Towery, Dr. Tonja Fillippino, all of Teacher Education, and co-author J. Jones recently presented two papers at the Association for Teacher Educators annual conference in San Antonio, Texas. Papers presented were “Creating a Community of Writers through Authentic Writing Activities,” lead author, Dr. Zelda McMurtry, presented Monday, Feb. 13, and “How to Teach Methods and Materials Courses Appropriately,” lead author, Dr. Tonja Fillippino, presented Tuesday, Feb. 14.

WHO’S WHO AMONG STUDENTS

Two College of Education students, Krishna K. Bista, doctoral candidate, Educational Leadership of Jonesboro, Ark. and Shandelle M. Hyde, a senior in Health Promotions of Paragould, Ark. were selected for Who’s Who Among Students for 2011-2012 and recognized at the annual reception held on November, 28, 2011.
PUBLICATIONS

Dr. Craig H. Jones, Psychology and Counseling and John R. Slate, Sam Houston State University have had their article, Online Courses, Instructional Quality, and Economics: A Conceptual Analysis, reprinted as a chapter in the NCPEA Handbook of Online Instruction and Programs in Education Leadership published by the National Council of Professors of Educational Administration.

E.M. White, a Psychology student, Dr. Amy Pearce, Psychology and Counseling and Dr. Irina Khramtsova, Psychology and Counseling published Character Strengths Are Prominent as Mate Preferences Of Turkish Students in the Journal of International Students, Fall 2011.

Dr. Andy Mooneyhan, Health, Physical Education and Sport Sciences, and co-author Dr. Lance Bryant, Health, Physical Education and Sport Sciences, had their article The Effects of Physical Education on Aerobic Capacity and Body Composition of Sixth-Grade Pupils accepted for publication in the conference proceedings of the 6th International Conference on Kinesiology and Exercise Science held in Athens, Greece, in conjunction with the Athens institute for Education and Research.


SDENT PUBLICATIONS


DR. DANIEL CLINE

Dr. Daniel Cline passed away unexpectedly in July of 2011. He was a professor of Educational Leadership in the Center for Excellence in Education from 1992 until his retirement in 2010. During his tenure at Arkansas State University, Dr. Cline served on the Faculty Senate for several terms and was the secretary-treasurer for the American Association of University Professors. He was the recipient of the Eugene Smith Point of Excellence “Educator Makes a Difference Award” presented by the Kappa Delta Pi International Honor Society in Education.

Perhaps his most significant contribution to Arkansas State University was the time and effort he spent with his colleagues in developing the first doctoral degree. His involvement was invaluable. Throughout his career at ASU, he chaired 19 dissertation defenses and was a member of an additional 32 doctoral committees. Daniel was always sought after for technical assistance, which he constantly provided to students and colleagues throughout the campus. He will be missed by his students and colleagues and remembered for his pursuit of excellence and sense of fairness.

Dr. Daniel Cline, left, with Dr. George Foldesy, director, Center for Excellence in Education.
Melissa Fureigh, Exceptional Needs Specialist/Early Childhood through Young Adulthood, Cabot School District, Cabot.

Lori Gibson, Literacy: Reading-Language Arts/Early and Middle Childhood, Little Rock School District, Little Rock.

Lisa Harber-Hurtt, Art/Early and Middle Childhood, Salem School District, Salem.

Shelly Hardin, English Language Arts/Adolescence and Young Adulthood, West Memphis School District, West Memphis.

Brandi Harris, Generalist/Early Childhood, Greene County Tech School District, Paragould.

Holly Howard, English Language Arts/Adolescence and Young Adulthood, Benton School District, Benton.

Heather Hutchison, Science/Adolescence and Young Adulthood, Valley View School District, Jonesboro.

Dyana Johnson, Career and Technical Education/Early Adolescence through Young Adulthood, Forrest City School District, Forrest City.

Karla Jones, Literacy: Reading-Language Arts/Early and Middle Childhood, Bay School District, Bay.

Lindsey Jones, English Language Arts/Adolescence and Young Adulthood, DeSoto County School District, Southaven, Miss.

Sandra Jones, Library Media/Early Childhood through Young Adulthood, Augusta School District, Augusta.

Elisa Kifer, Literary: Reading-Language Arts/Early and Middle Childhood, Nettleton School District, Jonesboro.

Latwala Knowlton, English Language Arts/Early Adolescence, Jonesboro School District, Jonesboro.

Wendi Ladd, Generalist/Early Childhood, Corning School District, Corning.

Roland Popejoy, Mathematics/Adolescence and Young Adulthood, Valley View School District, Jonesboro.

Robin Propes, Literacy: Reading-Language Arts/Early and Middle Childhood, McCracken County, West Paducah, Ky.

Jessica Purnell, English Language Arts/Early Adolescence, Brookland School District, Brookland.

Cynthia Quarry, School Counseling/Early Childhood through Young Adulthood, North Little Rock School District, North Little Rock.

Cathy Reese, Library Media/Early Childhood through Young Adulthood, Cedarville School District, Cedarville.

Christal Schalk, Generalist/Middle Childhood, Greene County Tech School District, Paragould.

Delania Scruggs, Literacy: Reading-Language Arts/Early and Middle Childhood, Westside Consolidated School District, Jonesboro.

Amy Simpson, Literacy Reading-Language Arts/Early and Middle Childhood, Valley View School District, Jonesboro.

Nancy Simpson, Literacy: Reading-Language Arts/Early and Middle Childhood, North Little Rock School District, North Little Rock.

Mary Smith, Career and Technical Education/Early Adolescence through Young Adulthood, Lawrence County School District, Walnut Ridge.

Stefanie Smither, Literacy: Reading-Language Arts/Early and Middle Childhood, Osceola School District, Osceola.

Russell Stokes, English Language Arts/Adolescences and Young Adulthood, Jonesboro School District, Jonesboro.

Gia Taylor, Physical Education/Early and Middle Childhood, Greene County Tech School District, Paragould.

Penny Veal, Career and Technical Education/Early Adolescence through Young Adulthood, Piggott School District, Piggott.

Brandi Wallace, Literacy: Reading-Language Arts/Early and Middle Childhood, Riverside School District, Caraway.

Tonia Weatherford, English Language Arts/Adolescence and young Adulthood, Pulaski County Special School District, Sherwood.

Mindy Williams, Literacy: Reading-Language Arts/Early and Middle Childhood, Mountain Home School District, Mountain Home.

Samantha Williams, Mathematics/ Early Adolescence, McCrady School District, McCrory.

Christie Wilson, Literacy: Reading-Language Arts/Early and Middle Childhood, West Memphis School District, West Memphis.

Marsha Winters, Exceptional Needs Specialist/Early Childhood through Young Adulthood, West Memphis School District, West Memphis.


April Wright, Generalist/Early Childhood, Jonesboro School District, Jonesboro.

Michael Wyatt, Mathematics/Adolescence and Young Adulthood, Brookland School District, Brookland.

“Teaching should be such that what is offered is perceived as a valuable gift and not as hard duty. Never regard study as duty but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs.”

– Albert Einstein
December 12, 2011

Dear Dean Weeks:

On December 7, 2011, the National Board for Professional Teaching Standards (NBPTS) publicly announced the 2011 class of National Board Certified Teachers (NBCTs) at a White House event honoring these accomplished educators.

More than 8,200 teachers became Board Certified Teachers this year, bringing the total number of teachers who have achieved National Board Certification to nearly 150,000.

We are pleased to share that your institution was among the top 20 institutions that awarded undergraduate degrees to 40 or more teachers who became NBCTs this year. NBPTS is grateful that your organization serves an important pipeline for accomplished teachers, and we would like to thank you for your continuing support and interest.

As our President and CEO Ron Thomas said when honoring this year’s class of NBCTs, National Board Certification is the “gold standard” for teaching excellence. We are honored to partner with institutions like yours that also value accomplished teaching.

Again, thank you for your efforts regarding National Board Certification. We have enjoyed working with you, and we look forward to future collaborations.

Please feel free to contact me at cleveland@nbpts.org with questions or comments.

Sincerely,

Ellen P. Cleveland

Ellen Cleveland, Ph.D., Director
Higher Education Initiatives & Research
ASU ONLINE GRADUATE PROGRAMS IN EDUCATION EARN RECOGNITION IN U.S. NEWS AND WORLD REPORT 2012 GUIDE

The online graduate degree programs offered through the College of Education at Arkansas State University have earned recognition in the recently released first edition of “Top Online Education Program” rankings published by U.S. News and World Report.

Arkansas State University currently offers six Master of Science in Education (MSE) degree programs through its large-scale distance learning operations: Curriculum and Instruction; Educational Leadership; Gifted, Talented and Creative; Educational Theory and Practice; Special Education (instructional specialist P-4); and Special Education (instructional specialist 4-12). Also, ASU offers the post-graduate Education Specialist degree program online.

These programs are administered by the College of Education, for which Dr. Greg Meeks serves as interim dean, and the Department of Educational Leadership, Curriculum and Special Education, for which Dr. Mitch Holfield serves as chair.

Teachers who enroll in the online master’s degree programs qualify for in-state tuition, regardless of their actual residence, and pay the appropriate library and technology fees for students who are enrolled online only.

In the national survey of for-profit and not-for-profit institutions, U.S. News and World Report ranked schools that offer online degree programs based on research criteria in four categories: student services and technology, faculty credentials and training, student engagement and accreditation, and admissions selectivity.

The magazine said on its website that the rankings were created “...in response to today’s high demand for education provided in a flexible manner,” helping students work around the many obstacles to advance their level of educational attainment.

“As a full time educator and mother of three, the online graduate programs at Arkansas State University have been the most efficient, effective means of furthering my education and attaining my dreams of becoming a building-level administrator,” stated Leigh Anne Rainey, intervention specialist at Jonesboro High School. “The coursework was challenging and extremely relevant to my future career goals, while being available at my convenience and my timing.”

While inclusion in the survey results was an honor, ASU’s large-scale distance learning programs fared particularly well in terms of “faculty credentials and training,” in which it was ranked 27th nationally, and in “student engagement and accreditation,” in which it was ranked 39th nationally.

“As a teacher, I take responsibility for focusing their learning and providing resources to enable their continued growth and learning,” commented Dr. Jackie McBride, professor of education at ASU. “It has not been an ‘easy’ transition for me as a teacher, but it has been a worthwhile and rewarding experience as I hear from students across the country who are experiencing success in their classrooms and schools and give the university and professors credit for their achievements.”

The enrollment and graduation numbers at ASU-Jonesboro demonstrate the popularity of the online programs in education. During 2011, almost 1,300 individuals received a master’s degree from Arkansas State University through one of the online programs in education. At the fall commencement alone, the total number of graduates from the large-scale distance learning programs was 428. Another 482 are on track to graduate in May.

Other professors who teach ASU’s online master’s degree programs have noted some of the benefits of teaching online classes.

Dr. Audrey Bowser, assistant professor, said, “Teaching online represents a new culture of teaching and learning. It has given me an opportunity to design an intellectually rigorous curriculum in an online space that critically challenges learners to be more reflective and collaborative.”

Dr. Julie Lamb-Milligan, associate professor, added, “One major benefit for me, as a facilitator of learning, is that all students are required to engage, think and share. In the traditional classroom, not all will participate.”

Susan Howell Cascio, a teacher at Olive Branch High School in Mississippi, gives much of the credit for her positive experience to the academic advisers who work with students in the online program. The advisers “…have truly gone above and beyond in helping me achieve in all of my courses. Their cohesive, affirming words, patience and acceptance of occasional re-submissions have been the difference-makers for me remaining in the program,” she explained.

Brendan Harvey, who teaches at Arlington High School in Tennessee, also commented favorably on the positive impact participation the program has had on his career. “Professors and class assistants were of the highest quality and always responded to questions in a timely manner. Because of my training at ASU, I was able to score high enough on my School Leadership Series Assessment to qualify for certification in all states that require it.”

ASU was recognized by U.S. News and World Report last fall as a tier-one institution in its ratings of southern regional universities in “America’s Best Colleges,” 2012 edition, the second year in a row ASU has received that designation.

Information about the master’s and specialist degree programs that are available through online programs at ASU is available at http://degree.astate.edu.
SCHOOL COUNSELING PROGRAM RECEIVES REACCREDITATION

The School Counseling program, offered as a Master of Science in Education degree in the Department of Psychology and Counseling, recently received notice of reaccreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program was initially accredited by CACREP in 2001; the current reaccreditation was reviewed and approved under the professionally developed CACREP 2009 standards. CACREP approval is a key indicator of high quality graduate education in school counseling, as judged by trained national reviewers, with comprehensive curricular content as well as extensive and properly supervised practicum and internship experiences. CACREP recognition of school counselor training offers benefits to programs, program graduates, the profession of school counseling and most importantly, schools, families and children served by well-trained school counselors. Dr. Nola Christenberry, associate professor of Psychology and Counseling, serves as CACREP Liaison. She noted this national reaccreditation is another significant milestone in the history of the program, the oldest graduate program offered by the Department of Psychology and Counseling. Dr. Dianne Langford, assistant professor of Counseling, coordinates the school counseling program and serves as chair of the departmental committee that oversees program operations. Both Dr. Christenberry and Dr. Langford expressed gratitude to the numerous individuals who contributed in various ways to achieving the reaccreditation.

STUDENT LEADS PEER-REVIEWED PUBLICATION

Krishna Bista, doctoral student in the educational leadership program, serves as editor of the Journal of International Students, a peer-reviewed publication at Arkansas State University. The goal of the journal is to feature narrative, theoretical and empirically-based research articles, student reflections and book reviews relevant to international students and their cross-cultural experiences and understanding in higher education. Mr. Bista, originally from Nepal, started this journal as a part of his research project in the 2010 fall semester. The journal includes a wide variety of topics including international student and scholar mobility, intercultural communication, internationalization of teaching, learning and research, study abroad preparation, multiculturalism, diversity, hybridity and diaspora studies. According to Mr. Bista, editor-in-chief, 75 manuscripts were submitted for publication in 2011 and 25 articles and book reviews were published. Currently, the editorial board consists of doctoral students and professors from Arkansas State University; however, the assistant editors and reviewers are from 11 countries and 85 colleges and universities across the United States. In past issues, articles were accepted and published from students at Arkansas State University as well as outside campuses. This journal is a bi-annual publication (spring and fall) and is housed at the Center for Excellence in Education in Smith Hall. Bista also serves on the editorial boards of three peer-reviewed publications—Perspectives on Undergraduate Research & Mentoring (housed at Elon University, NC), Current Issues in Education (housed at Arizona State University, AZ), and Journal of International Education and Leadership (housed at University of Incarnate World, TX). For more information and to read articles, visit their website at www.jistudents.org.
PSYCHOLOGY STUDENTS INVESTIGATE INFLUENCE OF POSITIVE AND NEGATIVE REINFORCERS

A group of three creative College of Education McNair scholars are investigating the influence of positive and negative reinforcers on shuttling behavior in the domestic chicken. Although the power of reinforcement is empirically well established, scientists have been stalled in attempts to formulate a meaningful comparison of the impact of positive and negative reinforcers. Loren Skye Roberson and Lauren Tyler, both senior B.S. psychology majors who will graduate in May 2012, and Tonya Witt a recent graduate of the program, have been working on methods to accomplish this goal. They have deviated from the standard laboratory rat as subject of choice; going instead with the domestic chick because of its sensitivity to minor temperature changes and its precocious nature. Their model relies on exposing recent hatchlings to temperatures that deviate from optimal levels while providing the opportunity for chicks to regulate the temperature through their own behavior. Their goal is to establish a clear set of methods that allow researchers to quantify and compare the impact of a positive reinforcer (increasing the ambient temperature) to a negative reinforcer (decreasing the ambient temperature) on a common operant response. Their studies have important empirical and theoretical implications as well as the potential to invigorate an important body of research that has been stalled for some time because of methodological complications. All three students plan to start graduate programs in the fall of 2012. They are working in collaboration with Kris Biondolillo, a faculty member in the Department of Psychology. In the picture, a pair of week-old chicks shuttle to the opposite side of a student-made apparatus to “warm up.”

DR. HUDSON RECEIVES PROFESSIONAL SCHOLARSHIP

Dr. Gina M. Hudson, Psychology, was recently awarded the Pearson/Psychology Corporation Annual Trainers of School Psychology (TSP) Professional Development Scholarship. This competitive award is intended to assist junior faculty members in attending the 2012 TSP convention in Philadelphia, Pa. Dr. Hudson is a core faculty member who is associated with the National Association of School Psychologist (NASP) School Psychology track of the Ed.S. Degree Program. She presented a poster at the TSP Convention entitled “2010 NASP Standards for Graduate Preparation of School Psychologists: A Case Study Model for Program Assessment,” with Dr. John D. Hall, Psychology and Counseling. While in Philadelphia, Dr. Hudson also attended the NASP 2012 Annual Convention and received program reviewer training. This training prepared her to become a program reviewer for NASP, a Specialized Professional Association (SPA) for the National Council for Accreditation of Teacher Education.

CSI GRANT

Dr. Karen Yanowitz, Department of Psychology and Counseling, Dr. Ann Ross, Department of Teacher Education and Dr. Tanja McKay, Department of Biological Sciences have been awarded a $1.4 million National Science Foundation grant entitled “CSI: Classroom Student Investigations.” The Northeast Arkansas Regional Partnership for Science/Math Education, as well as faculty from the College of Education and the College of Sciences and Mathematics will also be integrally involved throughout the project. The grant was funded by the Innovative Technology Experiences for Students and Teachers (ITEST) program, which received more than 350 proposals for funding. The ITEST program responds to current concerns and projections about the growing demand for science, technology, engineering and mathematics (STEM) professionals in the U.S. and seeks solutions to help ensure the breadth and depth of the STEM workforce.

The goal of CSI: Classroom Student Investigations is to impact classroom students in the Mid-South by equipping their teachers with the necessary skills and resources to implement inquiry-based forensic projects in their classrooms. Teachers will participate in a summer institute (June 11-22, Arkansas State University, Jonesboro) designed to teach STEM content knowledge and to develop their laboratory skills using forensic science as an integrative theme. Teachers will be expected to include forensic science lessons in their own classrooms and implement a forensic family science night, thus positively impacting many families and students in the Mid-South.

We are targeting seventh through tenth grade STEM teachers, but others may be accepted as space allows. Teachers may receive a stipend of up to $2,000 at the end of the academic year for successful completion of all activities. We are also looking for seventh through tenth grade students who are interested in science and would enjoy learning about opportunities in science careers and interacting with other like-minded students for a two-day, non-residential camp on June 20-21 during which teachers will be able to practice what they learned with the support of grant personnel.

For more information and applications, please see our website http://altweb.astate.edu/csiscience.
ASU PROFESSORS RECEIVED GRANT FOR SCIENCE AND ARTS SYMPOSIUM ON MADAME CURIE

Arkansas State University announced funding for an informal science education experience that was hosted on campus Saturday, February 18, 2012. The project, “Radioactive! Scientists and Artists Celebrate Marie Curie’s Legacy,” was led by ASU associate professors Dr. Amy Pearce, Psychology and Counseling, and Dr. Anne Gripp, Biology.

“Radioactive!” was a one-day science and arts symposium at ASU targeted to junior high and high school female students and their teachers from schools in the Delta region. Project leaders believe this science experience that incorporated the arts made science more accessible and more attractive to these students as they consider taking high school science courses and begin to form long-term career goals.

The symposium combined science with theatre by focusing on the life and work of Madame Marie Curie, the first female and a two-time recipient of the Nobel Prize. Mme. Curie also has a curious connection to Arkansas, when in the late 1800s she instructed prospector and geologist James L. Leib on making a radiograph to test the radioactivity of ores extracted from the Ozark Mountains.

“Radioactive!” was generously funded by ASU’s College of Sciences and Mathematics, the College of Nursing and Health Professions, and the Department of Theatre. Drs. Pearce and Gripp also received a grant from the statewide Arkansas Community Foundation. The Arkansas Community Foundation makes grants to improve the quality of life in our state and collaborates with individuals, families and organizations to build local communities through philanthropy.

CHILDHOOD TRAUMA CONFERENCE HELD AT ASU MARCH 6

ASU’s Title IV-E Child Welfare Interdisciplinary Committee, the Department of Social Work, the College of Nursing and Health Professions, the College of Humanities and Social Sciences recently sponsored a conference, “Childhood Trauma: Evidence-Based Practice in Rural Environments,” in the Carl R. Reng Student Union. Dr. Richard Freer, Dr. Joanna Grymes, Dr. David Saarnio and Dr. Larry Salinger served as the conference steering committee and Karen Fullen served as conference chair. Dr. Dan Howard, Dr. Carol O’Connor, Dr. Loretta Brewer and Dr. Gregory Meeks provided introductory comments via streaming video, and Dr. Susan Hanrahan, dean of the College of Nursing and Health Professions, welcomed more than 315 students, faculty, area professionals and foster parents. The keynote speaker was Dr. Joy Ososky, a clinical and developmental psychologist, and Barbara Lemann, professor in the Departments of Pediatrics and Psychiatry at Louisiana State University Health Sciences Center in New Orleans. Dr. Ososky is head of the division of Pediatric Mental Health. She is co-director of the Louisiana Regional Trauma Services Center, a center in the National Child Traumatic Stress Network, and director of the Harris Program for Infant Mental Health. She presented “Trauma through the Eyes of a Child and Opportunities for Interventions.” Moderator for the audience discussion after Dr. Ososky’s address was Dr. David Saarnio, Psychology and Counseling. Dr. Kathleen Carrick, Social Work, presented “Responding to Child Violence: Planting the Seeds of Sanity by Taking Care of Ourselves.” Dr. Richard Freer, Social Work, moderated a panel discussion of the keynote address. Dr. Joanna Grymes, Teacher Education, presented “Bibliotherapy with Young Children in Traumatic and Stressful Circumstances.” The mission of the ASU Title IV-E Child Welfare Interdisciplinary Committee includes working to infuse child welfare content across disciplines; promoting awareness of child welfare issues to students and faculty; and providing educational opportunities to promote knowledge and skill in practice for those working to improve the lives of children and families. Members of the IV-E Interdisciplinary Committee include Karen Fullen, LCSW and program director for the Title IV-E grant; Dr. Richard Freer, Social Work, PI for the Title IV-E Grant; Dr. Joanna Grymes, Teacher Education; Dr. David Saarnio, Psychology and Counseling; and Dr. Lawrence Salinger, Criminology, Sociology and Geography. The Title IV-E Grant is part of the Department of Social Work under the direction of interim chair Dr. Loretta Brewer and Dr. Susan Hanrahan, dean, College of Nursing and Health Professions.
The Mission of the College of Education is to generate and disseminate knowledge through teaching, research and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

We in the College of Education would like to sincerely thank each and every alumnum and friend who recently made financial gifts. If you would like to be a part of the exciting things that are happening in the ASU College of Education, you can do so by making a gift. Investments are tax-deductible and they provide important support for college-wide initiatives and faculty development. If you would like to help us fulfill our mission, please send your gift to: College of Education, Dean’s Office, P.O. Box 940, State University, AR 72467-0940. Please include your name, address, phone and email address. Make checks payable to ASU College of Education.

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