Dear Alumni and Friends of the College of Education,

The end of another academic year is nearing and with it comes a sense of reflection. As I think back over this past year, I am reminded of the success of our students, our faculty, and our alumni.

This issue of Network celebrates the accomplishments of these groups. In the following pages, you will read about the work of our faculty and the national rankings they received for their ongoing research. You will also discover how we are collaborating with local schools to improve teaching methods and test scores in critical learning areas such as math education. And, of course, you will read about the success of our alumni and the daily contributions they make in every walk of life.

These are exciting and rewarding times in the College of Education. I am grateful for the vast number of alumni and friends who support us regularly with gifts and resources. Your generosity sustains us as we move forward and diligently work to become one of the nation’s Top 20 colleges of education.

Enjoy reading Network. I invite you to share your comments and suggestions with me.

Sincerely,

James G. Cibulka
Dean, College of Education
Candace Sellars, principal of Goshen Elementary School in Oldham County, realizes that her students’ world will be very different from what she and her teachers are familiar with today. Thus, educational practices that were cemented into elementary education decades ago may no longer fit into the curriculums of the twenty-first century. Candace concedes that this is the challenge—and the inspiration—for the way she and her teachers perform their jobs.

Candace graduated with a bachelor’s degree in education from UK in December 1995, and received her master’s degree in the summer of 2003 from the Department of Educational Leadership Studies. Her teaching career has been based in Jefferson and Fayette counties in Kentucky. The most formative step in her development as an instructional leader took place at Veterans Park Elementary School in Lexington.

Candace believes strongly that Cathy Crummell, the principal at Veterans Park, was a wonderful mentor who had a great impact on her career as an administrator. “The guidance that Bell provided, as well as her passion for educational administration, fueled Candace’s motivation to become an instructional leader outside of the classroom.

Candace’s job as principal at Goshen began two years ago, and she set out to preserve the solid groundwork laid by Goshen’s former principal, Chris Luitisi, who passed away in 2002. At the same time, Candace wished to keep teaching methods correspondent with current research-based instruction. Along with the best practices already in place at Goshen, she along with her administrative team set out to emphasize developing students’ critical thinking and problem-solving skills supported by research-based instructional practices.

It is evident through her work that the primary aim in Candace’s leadership is for students’ educational and developmental benefit. Candace stresses the importance of positive interpersonal communication in this effort, whether that is between students, students and instructional leaders, or among instructional leaders themselves.

Through her middle student interaction that classroom teachers experience, she has worked hard to build a strong relationship with Goshen’s early learners. She makes sure to connect with students at morning arrival and afternoon dismissal, during classroom observations, and she often stops by during lunchtime for a chat.

“I think it’s important that we show them a model of social skills that they may not see everyday otherwise,” Candace states. These skills include simple morning greetings such as “Good morning. How are you?” that adults take for granted.

With these gestures, Candace goes above and beyond to make herself visible, and she considers this goes for her teachers. “Teachers are our strongest foundation,” she said, and she works hard to support them. Teachers, especially new ones, can be just as intimidated by their principal as students are.

To combat this potential communication barrier, Candace maintains an open door policy with teachers and endeavors to make herself available to them. On top of her usual administrative work, Candace along with her teachers work together in vertical planning teams to analyze student work to determine the next steps of instruction. She never loses sight of the importance of her instructional leaders—the teachers who are cultivating the next generation at Goshen Elementary.

Candace owes her constructive communication skills to her parents; her mother is an assistant principal in Jeffersonville, Ind., and her late father was the regional director for the Kentucky Department of Juvenile Justice. “Those discussions over dinner were fundamental,” she said. Candace’s commitment to open communication and acceptance has guided Goshen toward its success in learning and leading. This foundation will support the development of life skills that her students need today as well as in the future.

Candace Sellars
95 B.A., Elementary Education
03 M.A., School Administration

Over the next few years, Tim earned both his master’s degree and Ph.D. in counseling psychology. But he admits that he did things a bit differently than other students in his program.

“Most of my colleagues worked in counseling centers or similar institutions, but I chose to work in a more clinical setting,” said Sheahan. “I worked in a lot of inpatient facilities, like Charter Ridge and Eastern State Hospital.”

Tim had finally found his niche, but he knew there were new areas to research and study. Instead of returning to the familiar clinical setting or following in the footsteps of his classmates, he chose a uniquely different internship opportunity. He enlisted in the United States Air Force.

Enlisting as a psychologist and an Air Force officer, Tim found himself stationed on an Air Force base in Ohio before being reassigned to the east coast of Florida. What he didn’t realize was that his journey was about to change drastically.

He was deployed to the Persian Gulf for a six-month tour of duty.

“I was sent to Doha, Qatar, to set up critical incident stress teams,” shared Sheahan. “Our mission was to help troops respond to the traumatic events they were experiencing and help prevent long-term psychological problems in these individuals.”

In each step of his life and career, Tim was finding happiness and enjoyment in his work, but he admits that he was always searching for something more. “I came to UK with plans to be a treating psychologist. I also thought that I was going to be a career military man. However, I always seemed to find a new career opportunity that made me happier,” shared Tim. “I now realize that my psychology degrees really provided me with a great deal of flexibility.”

Following his four-year stay in the Air Force, Tim decided that he wanted to return home to Manhattan. He entertained the idea of opening his own private practice office but quickly discovered an over-saturated market. He even considered doing forensic psychology work for the court system. Instead, he combined his extensive psychology background with the leadership development skills he gained in the military. He began consulting with businesses to show them how to educate and develop their employees as a means of increasing productivity and success.

In February 2007, Tim’s ongoing journey took him to the financial district of New York where he was hired as the Vice President of Talent Management for Lehman Brothers, a global investment banking and financial services firm with offices around the world. His excitement is still evident as he talks about this new chapter in his life.

“(Every step on my career path has been interesting and unexpected,” shared Sheahan. “I consider myself fortunate to be where I am today.”

“When I was looking at graduate programs, there was a level of interest and concern in the psychology faculty at UK that I didn’t see at other schools. The level of intimacy I felt told me that this was not just a mill for generating degrees.”

Tim Sheahan
95 B.A., Educational & Counseling Psychology
00 M.A., Educational & Counseling Psychology

99 B.A., Elementary Education
03 M.A., School Administration

ALUMNI FEATURES
UK COLLEGE OF EDUCATION
NETWORK SUMMER 07
Energetic! This is the first word that comes to mind when describing Kathleen Bowler. In fact, her energy and excitement are pleasantly contagious. When she speaks, she is articulate and confident. She even laughs a little when describing herself as being “organized like any teacher should be.” More than likely, you will find yourself smiling, too, as she shares the lessons she has learned in her life.

A native of Naperville, Ill., Kathleen Bowler is a full-time student majoring in elementary education and a varsity letter winner on UK’s women’s volleyball team. She also volunteers at a host of local schools and non-profit organizations every chance she gets. Many students would argue that they don’t have time to go to class, finish all their homework and projects, and still have time for themselves. Kathleen, however, is just the opposite. When asked how she manages it all, she smiles and says, “I just love being busy.”

Kathleen grew up with a volleyball in her hands and knows that her love for the game allowed her the chance to discover the University of Kentucky. But a love of sports wasn’t all she learned prior to becoming a Wildcat.

“I went to a private school before I came to UK, and we spent a lot of time volunteering in the community,” said Bowler. “I just love being busy.”

Since arriving on campus, Kathleen has worked with a variety of Girl Scout functions, volunteered numerous times at the UK Children’s Hospital, and raised money for Special Olympics. She also taught at volleyball clinics, mentored children in local elementary schools, rang the bell for the Salvation Army, and gave her time in shelters doing everything from cleaning and painting warehouses to helping with food drives. But the list doesn’t stop here.

“I am not really committed to one or two organizations,” shared Kathleen. “I just like to volunteer for everything that looks interesting to me and that I have time for.”

Kathleen insists that she is just a “normal college kid,” but not many 20-year-old students can look you in the eye and say with conviction, “my core value in life is growth.” But when asked about her busy academic, athletic, and philanthropic life, that is the response Bowler shared.

“Without change and without being active, growth wouldn’t happen,” explained Bowler.

Inside the classroom, Kathleen is passionate about becoming an elementary school teacher. Her goal is to work with children who attend inner city schools.

“I feel like I need to be in the classroom because I am comfortable there. I know that working in this environment will be tougher than in some other schools, but I just want to touch as many lives as possible. I want to see my students grow and succeed,” shared Bowler.

“Young’s hard work in the classroom, on the court, and in the community hasn’t gone unnoticed. She has been named to the Southeastern Conference Academic Honor Roll for three consecutive years. In November 2006, she was also selected to the Southeastern Conference “Good Works” team for giving back to her community in superior service efforts. And in January 2007, the University of Kentucky Athletics Department honored Young by inducting her into the prestigious Frank G. Hamm Society of Charmers. This society recognizes student-athletes who have gone above and beyond to fulfill the five commitments of the athletic department’s CHAMPS/Life Skills program. The criteria consists of academic excellence, athletic excellence, career development, personal development, and community service.

Kathleen far exceeds the definition of normal. In fact, she is extraordinary. Her desire to volunteer and make a difference in the lives of others has simply become her way of life.

Imagine the lessons she will teach her future students — not just reading or science lessons but important life lessons centered around helping others.
Loretta J. Bradley
B.A. in Education, ’65
M.A. in Education, ’66

Loretta J. Bradley has been teaching at Texas Tech University since 1987 and is currently a Paul Whitfield Horn Professor and program coordinator for the Counselor Education Department. Prior to arrival at Texas Tech, she was associate professor of human resources and counseling at Vanderbilt University, as well as assistant dean of the College of Education at Temple University. Bradley is the past-president of the American Counseling Association and the past-president of the Association for Counselor Education and Supervision. In 2001, she was named Texas Counselor Educator of the Year.

Bradley has authored or co-authored seven books and more than 150 journal articles and conference presentations. She was co-recipient of the 2004 Research Award from the British Association for Counseling and Psychotherapy. She was the first American to receive this award.

Her book, Counselor Supervision: Principles, Processes and Practice, received the Publication Award from the Association for Counselor Education and Supervision. In 2003, she was selected as one of the top 25 counselors who made significant contributions to the counseling profession from 1952 to 2001.

She was a invited participant at the Rosa-Lyn Carter Mental Health Symposium in 1997 and 1998, and an invited participant at the White House Conference on Mental Health Issues chaired by Tipper Gore in 1996.

Bradley is a National Certified Counselor, Licensed Professional Counselor, and Licensed Marriage and Family Therapist. She holds certification as a teacher and school counselor.

She earned her bachelor’s degree in biological sciences and secondary education, in addition to her master’s degree in guidance and counseling from the University of Kentucky. She earned her Ph.D. in counseling and student personnel services from Purdue University.

Jack Early
M.A. in Education, ’73
Ph.D. in Education, ’76

At age 26, Jack Early was in graduate school at the University of Kentucky and a newly elected member of the Kentucky General Assembly where he was named assistant minority leader of the House of Representatives. Early served in the Kentucky House of Representatives from 1952 until 1964 and sponsored the bill establishing the Minimum Foundation Program for Education in Kentucky.

Early began his career as a teacher of English and speech at Hindman High School and served as dean of men at the Hindman Settlement School. He became dean of the faculty at Athens College in Alabama at age 29. After having served as vice president and dean of Iwoa Woollong College.

At age 32, Early became the youngest college president in history. He served as president of Dakota Wesleyan University from 1958 to 1959. He later served as president of Pfeiffer University in North Carolina and Limestone College in South Carolina.

Early conducted workshops on motivation for teachers and administrators as an international seminar leader in numerous countries, taught courses on leadership at Methodist College, and conducted training programs at prisons throughout the United States.

In addition to being a member of the UK Hall of Distinguished Alumni, Early has received numerous honors and held numerous leadership positions including Vice President and Executive Director of Education and Communication for Combined Insurance Company of America; Executive Director of Education for the American Bankers Association; Washington, D.C.; President of the W. Clement Stone PMI Communications, Inc.; and Director of Education for the Napoleon Hill Foundation.

Early earned his bachelor’s degree from Union College, Barbourville, Ky., in 1948. He earned both his master’s degree and Ph.D. in education from the University of Kentucky in 1953 and 1956, respectively.

Terry L. Birdwhistell
G.T. in Educational Policy Studies and Evaluation, ’76

Terry L. Birdwhistell is associate dean for special collections and digital programs at the University of Kentucky Libraries. From 1974 to 2005, he served as director of the UK Oral History Program (now the Louise B. Nune Center for Oral History) and for six years as University Archivist. Birdwhistell also helped found and now serves as co-director of the UK Library’s Wardell H. Ford Public Policy Research Center.


Birdwhistell has served as president of the National Oral History Association, the Kentucky-Tennessee Chapter of the American Studies Association, and the Kentucky Council on Archives. He is a member of the Kentucky State Archives and Records Commission and serves on the Executive Board of the Kentucky Historical Society. He was recently honored by the Kentucky Oral History Commission as a pioneer in his field as part of its 30th anniversary celebration.

He is an adjunct associate professor in the Department of Educational Policy Studies and Evaluation. In addition to teaching an oral history seminar for doctoral students, he serves on several doctoral committees.

Birdwhistell earned his bachelor’s degree in American Studies from Georgia College. He also earned master’s degrees in both history and library and information science and a doctorate in educational policy studies and evaluation, all from the University of Kentucky.

Tracy Lambert Named High School Teacher of the Year

“Felicitations!”

Most of us have no idea what this French word means. On the other hand, students in Tracy Lambert’s French classes can probably translate “congratulations” with ease.

For the past seven years, Tracy Lambert, (’97, ’00) has taught all levels of French at Lafayette High School in Lexington, Ky. This winter Lambert earned a huge “congratulations” when she was honored as the 2007 High School Teacher of the Year by the Kentucky Department of Education.

“I have always loved French,” said Lambert.

“When I was five years old, I would save my allowance and go to Joseph Beth Bookstore and buy little French books.”

However, Tracy has not always aspired to be a teacher. When she enrolled at the University of Kentucky, her plan was to become a physician’s assistant. It wasn’t until she participated in some career testing that she realized she was destined for the classroom.

“The tests I took reinforced that I love to learn and that I love going to school. It made sense for me to become a teacher,” added Lambert. “This really is the perfect career for me.”

In honor of being the high school teacher of the year, Lambert received a cash award. A banner celebrating her achievement was also hung inside the front door of her school.

She admits, though, that the honor is as much fun for her students as it is for her.

“My students like to brag about being in the teacher of the year’s class. It makes them feel proud,” shared Lambert. “But the award also gives me a little extra credibility with my students when they don’t feel like doing their homework.”

Lambert is a native of Lexington. She earned her bachelor’s degrees in both English and French. She later earned her master’s degree with initial certification from the College of Education. Her husband, David (’99), earned his bachelor’s degree in civil engineering from the College of Engineering.
Rachel Kehrt Hammond named Kentucky School Psychologist of the Year

The Kentucky Association for Psychology in the Schools named Rachel Kehrt Hammond (’99, ’01) Kentucky School Psychologist of the Year for 2006. Hammond also received the Regional School Psychologist of the Year award and the Organizational Development Best Practices Award. As Kentucky’s winner, Hammond is a nominee for the National School Psychologist of the Year award.

As a consultant in Oldham County, Hammond works with preschool through high school aged children and their families and teachers. Hammond’s work with the Community Based Instruction (CBI) program garnered her top honors. In collaboration with Exceptional Children Services Director, Terry Ray, and with input from faculty and staff, Hammond promoted a program that helps middle and high school special education students develop life skills, such as budgeting, asking for help, and locating items in a store. Students’ parents work with a teacher to develop an individualized plan for instruction and skill development. The students apply classroom based learning in community settings.

“Rachel is most deserving of the School Psychologist of the Year award. She provides a variety of supports to students, teachers, and parents. We value her knowledge of low incidence populations, assessment, and instruction,” Ray said.

Hammond began her career as a school psychologist in Fayette County. She joined the Oldham County Schools in 2004 and works with students with disabilities such as autism, Down syndrome, and other educational challenges. She is currently completing a doctoral degree in school psychology from the University of Kentucky with a focus on adolescents with autism spectrum disorders.

When asked why she became a school psychologist, Rachel’s answer was simple. “My mom was a teacher and I coached swimming, so I was always interested in working with kids. Then, I majored in psychology and found out about school psychology. It was a great combination of both interests.”

James Glenn Elected to Kentucky’s House of Representatives

In November 2006, College of Education alumnus James Glenn (’01) defeated the incumbent to earn his first term as a member of the Kentucky House of Representatives. Glenn, who lives in Owensboro and represents the 13th House District, was sworn in on January 2 to begin the 2007 legislative session.

“I simply wanted to give back to the middle- and working-class families of our community who are being financially squeezed,” said Glenn when asked about his desire to seek office.

A native of Illinois, Glenn and his wife Cornelia (’01) came to Kentucky 19 years ago to pursue teaching opportunities at the Owensboro Community and Technical College in Owensboro, Ky. Jim is an associate professor of business administration, while Cornelia is a professor of teacher education.

When asked how his own education prepared him for his new responsibilities, Glenn shared that it has taught him to be a flexible thinker.

“Working on my dissertation taught me how to do research and how to obtain quantitative and qualitative results,” said Glenn. “But it also taught me how to look at an issue from multiple sides.”

Glenn also explains the vast difference in being a college business professor and a state legislator.

“In the classroom, I have an opportunity to raise the economic and educational awareness of many students. But in this new role, I meet so many new people everyday and have a chance to create and support legislation that will affect the present and future economic and educational opportunities for the people of my community and the citizens of Kentucky at large.”

Glenn and his wife Cornelia both received their doctorates from the Department of Educational Policy Studies and Evaluation in the College of Education. Their children, Kimberly (’00) and James III (’03), also received their bachelor of science degrees from the University of Kentucky in mechanical and civil engineering, respectively.

“Working on my dissertation taught me how to do research... how to look at an issue from multiple sides.”
Carnegie Project on the Education Doctorate

Teachers throughout the United States have been trained and prepared at the University of Kentucky College of Education since the turn of the 20th century. Almost 100 years later, the College continues leading the efforts to improve education in Kentucky.

The College was recently invited to collaborate with institutions from around the country to evaluate and improve the education doctorate. This new initiative is not targeted specifically toward students. Instead, it is aimed at the training that principals, superintendents, higher education administrators, and teacher educators receive in doctoral programs.

The Carnegie Project on the Education Doctorate is a three-year study sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans in Research Education Institutions. The College of Education at the University of Kentucky College of Education since the turn of the 20th century. Almost 100 years later, the College continues leading the efforts to improve education in Kentucky.

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During the course of the coming three years, we intend to have participating institutions plan and develop models that highlight the preparation of professional practitioners,” said David Imig, professor of practice at the University of Maryland and project coordinator. “Our goal is to share these models with other education schools in the network and in the larger community of schools of education.”

According to Cibulka, the statewide initiative for Kentucky will target four specific groups: teacher leaders in schools and districts that serve as curriculum specialists; educators who prepare P-12 teachers; P-12 principals, superintendents, and directors of instruction; and leaders in the postsecondary institutions affiliated with the Kentucky Community and Technical College System (KCTCS).

Two departments in the College of Education have started work on a new initiative designed for KCTCS. In response to a request from KCTCS, the Department of Educational Policy Studies and Evaluation and the Department of Educational Leadership Studies have developed a doctoral program for potential KCTCS administrators. To date, more than 40 applicants have enrolled in this program for the fall 2007 semester.

“This collaboration will take an interdisciplinary, cross sectional perspective on preparing practitioners,” shared Cibulka. “The program will focus on the need for educators in a variety of settings to prepare students who can succeed without remediation in postsecondary institutions.”

According to The Carnegie Foundation, this project is designed to address the perceived weaknesses in Ed.D. programs in universities across the United States. They feel that schools of education are “becoming impotent in carrying out their primary missions to prepare leading practitioners as well as leading scholars.”

Throughout the course of the Carnegie program, all areas of the professional practice doctorate will be examined and evaluated, including admission criteria and curriculum offerings. The study will also focus on assessment procedures, placement, and capstone experiences for advanced degree students.

The premise of the Carnegie Project is to have each participating institution look introspectively at their programs to determine their strengths and weaknesses. This information will then be shared collectively with the other participating institutions.

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Founded by Andrew Carnegie in 1905 and chartered in 1916 by an act of Congress, The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center with the primary mission “to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.” The improvement of teaching and learning is central to all of the Foundation’s work.

“Our involvement in this unique program is another way we are working to become one of the Top 20 colleges of education in the nation,” shared Cibulka.
Students in one class are jogging in place while students in another class are doing lunges. However, the one thing these students have in common is they are all doing math... and loving it.

Fourth- and fifth-grade students at Cassidy Elementary School in Lexington, Ky., are participating in a new program developed by the Department of Kinesiology and Health Promotion in the College of Education. The program is two-fold: it incorporates physical activity into the classroom and helps students learn and retain math knowledge.

Tiffany Yerian Cook (’00, ’05), Tyler Bell (’05), Crystal Holland, and Sarah Kimball are working hand-in-hand with the faculty at UK to incorporate this new program into their classrooms.

“This program is a wonderful opportunity for our kids,” shared Cook. “School policy requires that students have 15 minutes of physical activity each day. This program allows us to constructively use physical activity inside the classroom to help our children learn.”

To explain how the program works, Bell divided her students into two teams. She had one student choose a locomotive activity, like running in place, or a non-locomotive activity, such as stretching. Next, she put math problems on the board and allowed one student from each team to come to the board and solve them while the remaining teammates continued the predetermined exercise. This activity continued until all the students had come to the board and solved a math problem.

And do the students enjoy this method of learning? Just watch their faces light up when their teacher announces, “It’s time for a math activity.”

“I like math more now because it is fun and interesting. I don’t just have to sit all day and do math,” said Will Thomas, a fifth grader at Cassidy.

Heather Erwin, Aaron Brightle, and Mark Abel, assistant professors of kinesiology and health promotion, along with Angela Miller, assistant professor of educational and counseling psychology, spearheaded this program with Cassidy Elementary.

Research has found that integrating physical activity into the classroom setting increases the overall amount of exercise that students receive during the school day. Additionally, it reduces off-task behavior and maximizes student attention immediately after an activity. Lastly, it provides an avenue for “meaningful” physical activity.

“Fifth-grade students generate approximately 12 percent of their daily activity through organized physical education programs in the school setting. When organized physical education programs are combined with other school-time activities, boys effectively generate approximately 43 percent of their daily activity while girls generate 39 percent.”

And what do the teachers at Cassidy Elementary see as a result of the increased activity? Better test scores; greater retention of information; healthier and more active students; and, of course, children developing a sincere interest in math.
Two programs in the College of Education were ranked nationally in the 2005 Faculty Scholarly Productivity Index. The counseling psychology and the educational psychology programs were ranked 9th and 10th, respectively, for the productivity of their faculty.

“The two top ten rankings are important because they recognize the quality of the scholarship that our faculty is engaged in when compared to other Research 1 institutions,” said Lynda Brown Wright, associate professor and chair of the Department of Educational and Counseling Psychology. “These rankings also impact the quality of students from across the country that we attract in our programs.”

The ranking system evaluated faculty in three major areas: federal grant money received, honors and awards, as well as the publication of books and journals and citations of research in published works. According to the study, 7,294 individual doctoral programs were evaluated in 104 disciplines across the United States.

“The ongoing research our faculty conducts is vital for the advancement of knowledge,” said Eric Anderman, associate dean for research and graduate studies and professor of educational psychology. “The books and articles that have been written and published, in addition to the grants our faculty have received, are testimonies to the quality work that is being done in our particular college.”

The psychology programs in the College of Education offer master’s and doctoral level programs in the areas of counseling, educational, and school psychology. The doctoral programs in counseling and school psychology are accredited by the American Psychological Association.

The index was released in the Jan. 12, 2007, issue of The Chronicle of Higher Education.

Lynda Brown Wright

Lynda Brown Wright, associate professor and chair of the Department of Educational and Counseling Psychology, was named to Grambling State University’s Hall of Fame Gallery of Distinction.

“Brown Wright’s current research interests include psychosocial and familial influences on African American child development; determinants of academic achievement among children and youth of color; and psychosocial correlates of the development of cardiovascular disease risk in children and youth. She currently teaches courses in assessment and multicultural development. Brown Wright is also a Commonwealth Collaborative and National Institutes of Health Career Development Award recipient. Grambling State University, based in Grambling, La., has traditionally celebrated and stuﬃng them with the honor of induction into the Hall of Fame’s Gallery of Distinction.

Andersen Edits New Book on Academic Cheating

Eric Anderman, associate dean for research and graduate studies and professor of educational psychology, co-edited a new book titled Psychology of Academic Cheating. The book, published by Elsevier, addresses the growing problem of academic dishonesty. It also looks at the psychological and circumstantial situations that cause children of all ages to cheat.

“This book is designed to help teachers identify why students cheat,” said Anderman. “It also discusses how to structure classrooms to help prevent students from cheating.”

According to the Educational Testing Service, a non-profit organization dedicated to academic equity and fairness, cheating has grown exponentially over the last 50 years. Since 1940, the percentage of college students who admit to having cheated in high school has risen from 40 percent to more than 75 percent. Subsequently, many students feel justified when they cheat.

“Cheating is not a new topic for me or for my colleagues. She [Tamera] and I have been conducting research in this area for more than 10 years,” said Anderman. “Ultimately, though, my interest stemmed from kids who cheated in my classroom when I was a high school teacher.”

Anderman’s co-editor on the book, Tamera Mudrick, is an associate professor and associate chair of the Department of Psychology at the University of Missouri-Kansas City.

Thelin Contributes to Historic Book

John Thelin, professor of educational policy studies and evaluation, wrote a chapter titled Small By Design: Resilience in an Era of Mass Higher Education for Mapping the Challenge - America’s Independent Colleges and Universities Since 1956. The book, which looks at the historic role private colleges have played in the evolution of higher education, was commissioned to celebrate the 50th anniversary of the Council of Independent Colleges (CIC).

“The book was an excellent opportunity to make sense of a national phenomenon,” said Thelin. “In the late 1940s and early 1950s, the outlook for small independent colleges wasn’t necessarily good. But over time, these institutions proved that they are extremely resourceful as well as resilient.”

Throughout his career, Thelin’s teaching and research interests have centered around the history of higher education and public policy. His essays in this book focus on the historical relevance of independent (private) colleges and their effect on higher education in the United States since the 1950’s.

“Working on the chapter certainly allowed me to strengthen my working relationship with independent colleges here in Kentucky. It also gave me the opportunity to help put them in the national spotlight,” said Thelin. “More important, though, it gave me a chance to make historical writing useful in the present day.”

Other contributing authors for the book include Alan Samoff, former editor of U.S. News and World Report, and Walter Sigg, former reporter for The Chronicle of Higher Education.

DID YOU KNOW?

From August 2006 to February 2007, College of Education faculty received more than $13.6 million in grant money to conduct research as primary investigators. An additional $7.3 million was awarded to faculty who are co-investigators and collaborating with other colleges on the UK campus.

*Information provided by the Institute for Education Research
JOURNAL ARTICLES

- **Rory Remer**, professor of educational and counseling psychology, had an article titled "Chaos Theory Links to Moreno Theory: A Synaptic Relationship," published in the Summer 2006 issue of the Journal of Group Psychotherapy, Psychotherapy, & Sociometry. The article is currently featured on the home page of Heldref Publications, and the complete article can be viewed at www.heldref.org/remerandr@psy.edu.

- **Kristen Missall**, assistant professor of educational and counseling psychology, had her research published as the lead article in the Journal of Early Intervention, volume 29, issue 1. The article was titled "Early Literacy Development: Skill Growth and Relations Between Classroom Variables for Prekindergarten Children." Missall’s research examined how the development of literacy skills early in a child’s life can prevent reading achievement problems as they get older.

- **Lee Ann Jung**, assistant professor of early childhood education, and **Jennifer Grisham-Brown**, assistant professor of early childhood education, co-authored an article titled "Moving From Assessment Information to IFPs: Guidelines for a Family-Centered Process" that appeared in Young Exceptional Children, volume 9, issue 2. Young Exceptional Children is considered the major publication for early childhood special education professionals.

- **Thomas Guskey**, professor of educational policy studies and evaluation, had an article titled "Literacy Assessment – New Zealand Style" published in the Winter 2006 edition of the AERA Newsletter. The article was coauthored with several New Zealand researchers and was based on work that Guskey did while serving as a Distinguished Lecturer at both Massey University and Otago University in New Zealand in May 2006.

- **Thomas Guskey**, professor of educational policy studies and evaluation, and **Lee Ann Jung**, assistant professor of early childhood education, co-authored an article titled “The Challenges of Standards-Based Grading.” The article, published in the Winter 2006 edition of Leadership Compass, describes how educators can make standards-based report cards more meaningful and more useful to parents and students. Leadership Compass is an online newsletter distributed by the National Association of Elementary School Principals (NAESP) and reaches more than 70,000 members nationwide.

- **Thomas Guskey**, professor of educational policy studies and evaluation, had an article titled “Multiple Sources of Evidence: An Analysis of Stakeholders’ Perceptions of Various Indicators of Student Learning” in the Spring 2007 edition of Educational Measurement: Issues and Practice.

**Joyce Logan Co-Authors New Textbook/ Receives Research Grant**

Joyce Logan, associate professor of educational leadership studies, co-authored the seventh edition of a textbook titled Business Communication. The book was published in January 2007 by Thomson-Southwestern Publishing. She also received a $30,000 grant from the Kentucky Department for Workforce Investment to complete a five-year evaluation of the Tech Prep programs throughout Kentucky.

The textbook is designed to teach students how to become effective communicators across a wide variety of media. It focuses on presentation skills, written correspondence, interpersonal communication, teamwork, and business ethics.

“This is a major textbook,” said Logan. “It is being used in business classes at major universities, community colleges, and technical colleges across the country.”

Chapters in the book also focus on issues such as communication technology, as well as global and multicultural communications that provide the reader with “real life” examples of international correspondence between companies around the world.

Logan’s grant will be used to evaluate the effectiveness of Tech Prep programs within Kentucky and whether the secondary-postsecondary partnership prepares students with the necessary job skills and knowledge that meet the workforce needs of the state.

She will be working with a five-member advisory committee that includes individuals from high schools, universities, and community and technical colleges. The evaluation also includes two case studies of Tech Prep programs, one rural and one urban school setting, to discover successful practices and strategies for strengthening secondary-postsecondary linkages, support services for students, and student outcomes.

“I conducted a five-year evaluation of the Tech Prep programs once before and the results were quite favorable,” said Logan. “I am optimistic that the programs have continued to improve because I have seen evidence that high schools and area technology centers work together much closer than they did when I worked with those schools previously.”

**Receives Research Grant**

Scott Graves, visiting professor of school psychology, was awarded a $30,000 research grant from the American Educational Research Association (AERA). The grant funds Graves’ research project titled “School and Child Level Predictors of Achievement for African Americans in 3rd Grade: Implications for No Child Left Behind.”

“This grant is huge for me, especially this early in my professional career,” said Graves. “I owe a great deal of thanks to Lynda Brown Wright for her encouragement and guidance through this process.”

According to Graves, early childhood is where the biggest impact occurs in a child’s desire to read and learn. However, Graves says that current research shows many African American students are graduating high school with only an eighth grade reading comprehension.

“I want to know what factors influence African American children and how well they do in school,” said Graves. “So many people think socioeconomic status is the key, but if I give someone $100,000 it doesn’t instantly make him or her an excellent student.”

This grant will allow Graves to study tangible activities that parents and teachers can implement inside the classroom, in addition to how they impact the educational outcomes of African American children.

The AERA grant program began in 1980 with the mission of encouraging and fostering doctoral-level research in the areas of educational policy while strengthening the lines of communication between the research community and government agencies. The program was established by a series of grants from the National Science Foundation and the National Center for Education Statistics.

The AERA research-grant process is also highly competitive with only eight awards given annually.
Wound Norton

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