The COE is continuing its fine tradition of going beyond excellent teaching and also demonstrating remarkable scholarship as well as service to Kentucky communities and schools. The COE faculty and staff are well recognized at the state, regional, and national levels for their achievements and this quarterly report represents only a sample of their hard work.

Sue Strong, Associate Dean

FACULTY/STAFF SCHOLARLY ACTIVITIES AND AWARDS:

Kentucky was one of four states named a state “Schools to Watch” replication site by the National Forum to Accelerate Middle Grades Reform. The Center for Middle School Academic Achievement serves as the lead agency for the collaborative team that wrote the proposal.

Tricia Davis and Ruth McCann, Center on Deafness, published an article on Kentucky Consortium: Better access for the deaf and hard of hearing in the Community Technology Review in Spring 2003.

Dr. Dorie Combs, Dr. Melinda Wilder, Dr. Faye Newsome, Dr. Rodney White, and Dr. Sara Moore, Department of Curriculum and Instruction, developed materials on Middle Grades methods block schedule, field experience requirements, and scoring guides for Volume 3 of the Handbook of Research in Middle Grades.

Dr. Dorie Combs, Department of Curriculum and Instruction, was nominated to be a member of the National Forum to Accelerate Middle Grades Reform.

Dr. Patricia Stevens, Department of Counseling and Educational Leadership, was appointed to the American Counseling Association Professional Standards Committee effective July 1, 2003.

GRANTS AND COLLABORATIVES:

Dr. Samuel Hinton, Department of Curriculum and Instruction, and Beth Brickley, COE Grant Specialist, received a $25,000 grant from the American Councils for International Education to participate in the Partners in Education program. This grant will bring Ukrainian educators to campus as part of a citizenship education internship program.

Dr. Patricia Stevens, Department of Counseling and Educational Leadership, received a $3,500 grant from EKU to study “The effect of classroom structure on student success”.

CONFERENCES AND TRAININGS:

Dr. Joanna Dickey, Department of Curriculum and Instruction, presented a paper on “Defining, Helping, and Finding Distance Educators” at the 14th International Conference on College Teaching and Learning in Jacksonville, Florida in April 2003.

Dr. Dorie Combs and Dr. Melinda Wilder, Department of Curriculum and Instruction, have a presentation accepted at the 2003 National Middle School Association Conference on Alternative Certification Programs for Middle Grades.

Dr. Dorie Combs, Department of Curriculum and Instruction, and Betina Gardner and Melissa Schutte, Learning Resource Center, presented the Hazel Little Symposium for Educators in June 2003.

Amy Harrison, COE Recruitment Office, and Dr. Carol Gabbard, held the 7th Future Teacher Day in April 2003 with 200 students in attendance from as far west at Metcalf and Taylor Counties to as far south as Pineville, KY.

Amy Harrison, COE Recruitment Office, and Dr. Carol Gabbard facilitated offering 8 students Future Educators of America Book Scholarships for committing to a career in education. These students range from as far west as Owensboro and as far south as Bell County.

The Center on Deafness held a Transition to College workshop for deaf and hard of hearing high school juniors and seniors and their parents in May 2003.

Connie Callahan, Department of Counseling and Educational Leadership, conducted a training for Americorp at EKU on Understanding Children of Poverty in April 2003.

Connie Callahan, Department of Counseling and Educational Leadership, conducted a training at EKU on Understanding Dispositions in April 2003.

Connie Callahan, Department of Counseling and Educational Leadership, conducted a training for Clark County School Counselors on Basic Civil Defense Procedures in April 2003.

Connie Callahan, Department of Counseling and Educational Leadership, and Dr. Paul Wirtz presented at NKU’s Linking Content and Pedagogy: Strengthening Teacher Education Conference in May 2003 on Defining and Measuring Teacher Dispositions.