A History of the College of Education and Professional Studies

UNIVERSITY OF CENTRAL OKLAHOMA

1890–2015

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A HISTORY OF THE COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES UNIVERSITY OF CENTRAL OKLAHOMA

Volume II
1990-2014

Commemorating 125 Years of Service to the Citizens of Oklahoma

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A History of the College of Education and Professional Studies
University of Central Oklahoma
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Work on this book began in 2012. The majority of the content includes the history of the college from 1990 through the end of 2014. Participation in the volume was voluntary, as such only faculty who provided information have been included.

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The University of Central Oklahoma is proud to mark its 125th year of service in 2015 via a year-long celebration of its history, contemporary priorities and vision for its future. It is appropriate that the College of Education and Professional Studies take this opportunity to chronicle its role at UCO from 1990, the last update of the college’s story, to 2015.

From the opening moments of Oklahoma Territory, there was a belief among its settlers that education was valued as an investment in its future. The establishment of the Territorial Normal School of Oklahoma in Edmond was both a practical decision and symbolic act that creating public education investing was an effective way to grow the new land’s most sustainable asset, its people.

This vision and spirit are cornerstones in both Oklahoma’s and UCO’s story. The school became the college and its focus was teacher education for decades. By 1990, the College of Education was the largest university division, but now among several that comprise the University of Central Oklahoma.

Throughout UCO’s decades of distinguished service, the College of Education and Professional Studies has served as the ‘keeper of the flame,’ the solid axis upon which the institution rested as it expanded its learning opportunities to other disciplines. Thousands of Oklahoma’s teachers and administrators have passed through these halls enriched by the student and learning-centered focus of faculty and staff alike. And they, in turn, have influenced generations of Oklahomans in what they know and value.

Since 1990, the college has grown, moved into a new Education Building in 1996, and expanded into other quarters as well, including the Max Chambers Library. As will be described in this volume, additional complimentary areas of study have been added to the disciplines within the college.

A major college event since 1990 was the 2002 closing of Old North, the home of the college since the iconic structure first opened in the 1890’s. The aging edifice was deemed unsafe. Faculty and staff alike were relocated, many into Max Chambers Library. While it was hoped that the displacement would be temporary, Old North remained shuttered for over a decade.

But, not forever.

UCO’s first comprehensive campaign, “Always Central,” targeted Old North as a priority. All were delighted when the campaign generated support and funds were raised to help re-open Old North. This state educational and architectural treasure will once again be serving faculty and students alike in late 2016 as a direct result of individual generosity and belief in the importance of Old North to UCO and to the state. More individual donations have been made to Old North than any other UCO project. When all funds have been raised and the project completed, the College of Education and Professional Studies will occupy a significant portion of the “schoolhouse” where some of Oklahoma’s first students pursued their education. The linkage of past to future will be restored.
UCO and its College of Education and Professional Studies will continue to create optimal learning opportunities for teachers and related professions. The college’s growth and diversification over the past 25 years reflect the changing nature of teaching and learning in this dynamic, technology-impacted era, and also the demographic changes in the region and state it continues to serve.

The college is closely connected to the region’s school districts. Dean James Machell serves as the principal college and university liaison to the Central Oklahoma Regional Education Network (CORE), the vertically-connected education pipeline linking Oklahoma City Public Schools, Oklahoma City Community College and UCO. The expectation is to create and sustain efficient and effective ways to assist metro students to achieve their educational goals and become productive citizens in the OKC Metro region and the state.

Another example of adaptive change to meet articulated needs since 1990 has been the establishment of the Urban Teacher Prep Academy (UTPA). This recognized program intends to create a continuing flow of young teachers effectively educated and trained for success in urban environments. The scarcity of teachers ready to meet the responsibilities of teaching in urban schools continues. The college is on the cutting edge of this effort.

2015 is a UCO institutional milestone. It reminds us of commitments made by those early visionaries and pragmatic leaders to create a system of education that would continually revitalize the citizens and society it serves via its creative and engaged graduates. At the center of that vision stands the College of Education and Professional Studies.

Over the past quarter century the college has increased in size and diversity, but importantly, still actively embraces the values and commitment to excellence that has been an enduring foundation of the college and the university.

It remains UCO’s keystone as we envision and plan for the coming decades.

Don Betz, Ph.D.
President of the University
February 2015
PREFACE

This volume represents the second history of Central’s College of Education. The first such work was a Centennial project completed in 1990 outlining the first 100 years of the college. Dean Judith Coe presented me with a copy of that volume when I returned to Central in 2005. Having grown up in Oklahoma City and attending Central as a graduate student pursuing a master of education degree between 1977 and 1984, I had a fair collection of knowledge about our college. This knowledge included many recollections of the people here at that time that made a positive difference for me—as a person and a student. These individuals included Dr. Gene McPhail, Dr. Edgar Petty, Dr. John Brothers, Dr. Terry Horton, Dr. Earl Newman, and others. However, learning more about the history of the college through my review of Dr. Coe’s most thoughtful gift has been both interesting and instructive. When one enters a new organization, one quickly becomes familiar with the culture or, as some have referred to it “the way we do things around here.” My study of the history of the first 100 years of our college has helped me to better appreciate the culture, history, traditions, and—most importantly—the people of our college.

Over the past 10 years of service to our college, over 40% of the full-time faculty members of our college who were here in 2005 have since left due to retirement, other opportunities, or other reasons. Many of these community members remain actively involved through service on our college advocacy council, participation in the UCO Emeritus Faculty Association, and in other ways. Through these individuals and in the process of seeing so many colleagues making life transitions, it became quite clear that attempting to capture the history of our college over the past 25 years was an important opportunity that would, at some time, pass.

Though they have no desire for attention or credit, I must take time here to thank those who made this project come to life. Dr. Charles Whipple, emeritus professor of psychology and editor and author of many notable histories, has served us well as editor and constant prodder to see that the project kept moving—albeit sometimes much more slowly than he desired—forward. Ms. Jan Tuepker, emeritus executive administrative assistant, continues to serve as our “institutional memory” and remains a selfless servant as she has for most of her life. As she did for Dean Elsner and Dean Coe, Jan provided priceless counsel and direction to me as dean for many years. Her commitment to UCO and our college and abiding generosity in sharing her time, talent, and treasure with our community is truly inspiring. Ms. Stephanie Turner, who has served our college for several years as coordinator of communication and public relations, has also played an instrumental role in this project. Finally, my thanks also go out to Ms. Nicole Willard, university archivist for the Chambers Library, who has provided valuable assistance on many aspects of this project and on whom we are always able to rely for a warm smile and a kind word.
While the name of our college and the way we work with students and one another has changed some over time, the underlying values and beliefs—including making sure to provide personal attention to each of our students and to ensure they leave our community with the knowledge, skills, and dispositions they need to be successful professionals—have not changed. We celebrate the exceptional faculty and staff colleagues who preceded us and who established a solid foundation on which we continue to build today.

James R. Machell, Ph.D.
Dean of the College
February 2015

INTRODUCTION

Oklahoma Territorial Normal School was but four years old in 1894 and had just moved from its temporary location in a local Methodist Church to its, as yet, unfinished first classroom building on “Normal Hill” when its third principal, Mr. E.R. Williams, wrote “This institution does not propose to be a University. Its function is to prepare teachers for our public schools. Its courses of study have been prepared with reference to that end.” Then again, the 1902 catalog declared, “The work of the Normal School differs from that of a College.”

Though the mission of the institution has expanded in complexity, with the evolution of four additional campus-wide colleges, in the 125 years since its inception, that underlying initial justification for constituting a “Normal School” remains. Undeniably, a college for preparing teachers yet continues as the very capstone of the institution’s existence in terms of reputation in the community and number of graduates annually produced. One sees evidence of this in the 1939 change of name to “Central State College” in that very little changed in divergence of
majors. A 1952 master’s degree in teacher education set the original standards for post graduate education on campus for the next 30 years and more. Moreover, the number of teacher education graduate degrees awarded consistently exceeds those of other majors on an annual basis.

Such are some of the details explicated in Volume I of this history. The present volume is a continuation of that story line. The administration and editorial committee are pleased that it was chosen to be included in UCO’s recently announced 125th jubilee campus activities and academic publications. Actually, Volume II research and writing began in the spring of 2011. I was at a meeting of the Emeritus Faculty Association when I first met Dr. Machell. To the question of had he read the education college history published in 1990, his response was to ask if I “would be willing to help update it to the present.” I was assured that it would be but a two-year or so process. The answer to that inquiry is evidenced by this publication. It should be known that copies of this history will be distributed to all university libraries in the state, a few out-of-state universities, as well as to the Oklahoma Historical Society and the Library of Congress.

It was early on decided to forgo the usual “top down” approach used in Volume I in order to emphasize the singular contributions of the individual faculty member. Assuredly, the earliest generations of Territorial Normal instructors bequeathed, as those chronicled in this volume continued to furnish, the shoulders on which ensuing generations will stand to lead into the bigger and better.

My colleagues on the Editorial Committee include Jan Tuepker. Following graduation from UCO in 1972, Jan was for four decades the administrative assistant to four deans of the College of Education and Professional Studies. Before that, she served as a student secretary in several offices. When we first met, she was a student secretary for the psychology department in charge of testing supplies and equipment. The life-long legacy she leaves is acknowledged by all. The arrival on campus in 2013 of Stephanie Turner has led to a two-year tenure as one of the administration’s most trusted staff members. The quality of the College’s new magazine, Normal, is testament to her professionalism. The many talented Nicole Willard, and her staff in the archives division of the library, added indispensable resources to the committee. Her editorial acumen added much to layout, design, and experience with the most recent publication standards. Dr. Kristi Archuleta Frush served faithfully in the earlier stages of the project. Despite the intrusion of time commitment and effort, the near 100 faculty members whose personal and professional lives are chronicled herein were most responsive to the frequent requests of the committee. Indeed, through their enthusiasm, this phase (the bottom up phase) of the project was completed in less than 18 months.

Committee members extend appreciation to our mentor and leader, James Machell. Not only did he provide the original impetus for this undertaking, his continuous encouragement has kept it in process. He once reminded me that instruction for educators has a long past but only a short history. Teacher preparation as a distinct discipline in the state of Oklahoma has only recently finished its first century. It cannot now be known what ensuing years will bring, but we believe he, and each of those chronicled herein, will be pleased.

I have ever been less than sanguine concerning the empirical probability of life after death. But I am certain, at least to the .05 level of statistical confidence, that whatever beneficial influence
our lives have had on others is the only reciprocal eternality one can anticipate. William Faulkner wrote, “He wants to leave a scratch on the wall of oblivion—Kilroy Was Here—that someone a hundred years later will see.” As once taught in Egyptian and Jewish ideology—as long as one is remembered, so is eternity bestowed. “To speak the names of the dead is to make them live again” is an ancient Egyptian aphorism. The many distant colleagues who once tread the hallowed halls of Old North so long ago, and we who are alive today, humbly ask those of you in future generations who perchance read this book—to please speak our names.

Charles M. Whipple, Ph.D., Ed.D. Litt.D.
Editor in Chief
Emeritus Professor of Psychology
9 February 2015
Since the publication of the first history of the college, three deans have served the college. Dr. Kenneth Elsner served as dean of the College of Education between 1987 and 1998. Dr. Judith Coe served as dean of the College of Education/College of Education and Professional Studies between 1998 and 2005. Dr. James Machell served as dean of the College of Education and Professional Studies from 2005 until the time of this writing. What follows are their perspectives related to the college and larger campus community from 1990 through 2014.

During the past two and one-half decades (1990-2014), the University of Central Oklahoma (UCO) has retained and enhanced its vibrancy in many ways, including personnel changes; new and renovated facilities; revised curricula and programs; new methods related to teaching, learning, and assessment; recruitment of a more diverse array of students and faculty members; and considerable growth in student enrollment (from roughly 15,000 students in 1991 to over 17,000 in recent years). In order to have a greater understanding of this transformation, one must look at the university changes in relation to those in the College of Education/College of Education and Professional Studies. Changes in top university leadership have had a profound impact on the overall community environment, culture, and changes that have occurred, both campus-wide and in the colleges.

President Bill Lillard, who served as president of the university from 1975-1992, retired in 1992. He was replaced by Oklahoma’s former governor, George Nigh, in 1992. President Nigh and his administration focused on building support for the university, both internally and externally. He instituted enrichment courses for seniors, retirees, and community members; honored veterans, legislators, state and national leaders at various banquets and receptions; and hosted annual Christmas festivities for staff and community members, including the Town and Gown Christmas Dance. He was very active on campus and very accessible to all. President Nigh enjoyed meeting and greeting students, parents, faculty members, and community members. He also began a building program that doubled the size of the library; added a new wing to the University Center that included a food court, bank, patio seating, and Constitution Hall; built a new College of Education classroom building; renovated Howell Hall to include more laboratory space; and constructed a new Central Plant. The Education Building, which was completed and
opened in 1996, was important to the college and programs due to increasing enrollments, high demand for courses, and limited classroom space. Seeing this important project to completion involved focused deliberations between President Nigh and Dean Elsner. The new building also relieved some of the pressure on classroom and office space that would increase with the closure of Old North in 2001.

President Nigh served five years before retiring as president in 1997. W. Roger Webb, who had served Northeastern State University in Tahlequah as president for 19 years, became president in 1997. President Webb formed a new administrative team with a new academic vice-president, new deans, new vice-presidents and assistant-vice presidents, new directors, and many new personnel across campus within his first two years as president. It was the dawning of a new vision for the university that had been established in 1889 as Territorial Normal School.

Upon President Webb’s arrival on campus, every program was extensively reviewed, and each college and unit was expected to identify its strengths, weaknesses, opportunities, and threats for growth. With his new administrative team, every college and unit on campus was involved in providing an analysis and evaluation of each respective college or unit. These reviews were comprehensive and required extensive research and analysis. Deans presented detailed progress reports to all university faculty and staff members on a yearly basis reflecting accomplishments in multiple areas such as curriculum developments, program changes, fundraising, community outreach, technology, and grant development productivity. In order to make way for new degrees and programs, each college was required to review all of its offerings and delete declining and outdated curricula and degrees. The expectations were very high and very demanding with short timelines. The many changes that occurred on campus created a dynamic environment, including considerable strain for many in middle management across campus.

Out of these reviews came a new college (The College of Art, Media, and Design), new degree/program proposals, new general education requirements, new buildings, and new initiatives for every college and service unit on campus. A strong effort was made to recruit more students to live on campus. New apartment style housing and the Wellness Center, which provided additional fitness and recreation opportunities, were built on campus. Additionally, the football stadium was modernized with new seating, concession areas, and artificial turf.

Not only did President Webb have a new vision for the university, he also had a new vision for the College of Education. While valuing the history and tradition of UCO as a normal school and appreciating its legacy and reputation as an outstanding teacher preparation institution, he wanted to broaden the university’s focus to develop more disciplines and programs outside of teacher education.

In 2001, Old North, the original structure of the Territorial Normal School, had to be closed due to structural damage. New office had to be found for 40 faculty and staff members from within the college. The relocation was immediate and completed...
in a two-week time frame. In order for this to occur so quickly, it required massive efforts from every unit on campus, including purchasing, computer services, maintenance, telecommunications, and others. Faculty and staff members had to move years’ worth of files, books, and belongings into small, temporary cubicles in the library. The move had to be completed quickly because of Old North’s compromised structural integrity. The cubicles were to be temporary (less than 6 months).

A “perfect storm” also was brewing for the College of Education, specifically for its teacher preparation program and others like it statewide and nationally. Teacher preparation programs were becoming more heavily scrutinized. This trend began in the early 1990s when legislation was enacted to create a new teacher preparation oversight agency called the Oklahoma Commission for Teacher Preparation. Dean Elsner was part of the committee that engaged in the efforts to develop a new system for providing oversight and ensuring quality in teacher preparation programs. Statewide, teacher preparation programs were receiving many mandates from the Oklahoma Legislature, Oklahoma Commission for Teacher Preparation (OCTP), Oklahoma State Regents for Higher Education (OSRHE), the Oklahoma State Department of Education (OSDE), the National Council for the Accreditation of Teacher Education (NCATE), and national professional associations related to specific disciplines within the education community. It should be noted here that the Oklahoma Commission for Teacher Preparation was merged with the Oklahoma Office of Accountability to become the Oklahoma Commission for Educational Quality and Accountability in 2014 as part of the reforms outlined in sections that follow.

At the state level, all teacher education candidates were required to pass three new state tests: Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Exam (OPTE). They also had to create a portfolio demonstrating their knowledge and skills. Majors in early childhood education, elementary education, and special education had to satisfactorily complete 12 hours in each of four content areas: mathematics, science, social studies, and English. No methods courses could be counted in these 12 hours. In addition, it was determined that teacher preparation institutions had to meet the requirements of their state and national specialized professional associations for accreditation in the state of Oklahoma. Previously, Oklahoma had not been required to submit program reviews to meet the national requirements of their learned societies.

These mandates required major changes in curriculum, assessment, and data collection methods. In addition to these changes, legislative committees were holding regular hearings on reading programs reflecting what has come to be known over the past several decades as “the reading wars” (whole language vs. phonics), integrity of math courses, and weaknesses in special education programs. There were daily requests from various
agencies for course syllabi, copies of textbooks being used, and other forms of evidence of program quality. There was also great conflict among the state agencies with colleges of education caught in the middle. Faculty members and students were neither comfortable with nor receptive to the mandates. This made implementation more challenging and difficult for all involved.

At the national level, the NCATE was completely changing its accreditation standards. Until 2000, NCATE standards were based on what institutions offered to candidates—the quality of the curriculum and how it was implemented. With the new NCATE 2000 standards, criteria were based upon whether the candidate had acquired the necessary knowledge and skills to become an educator and whether the candidate had demonstrated his/her knowledge and skills in measurable ways. Rubrics, portfolios, standardized testing, authentic assessments, and outcomes became prominent components of teacher education candidate assessment and program accreditation. These changes at the national level also required major changes in curriculum, assessment, and data collection within teacher preparation.

The specialized professional associations also had to change their standards to become outcome-based which led to considerable conflict among the various associations. Institutions in Oklahoma were required to address these changing standards at the state and national levels as the standards were being revised. This required many meetings, reports, and considerable expense of resources for faculty members, staff members, and the administrative team.

The teacher preparation unit in the College of Education received a special request to be a leading institution in piloting the new NCATE 2000 Standards and the new national standards from the learned societies in early childhood education (the National Association of Education of Young Children or NAEYC), elementary education (the Association for Childhood Education International or ACEI), and social studies education (the National Council for Social Studies or NCSS). Initially, it was perceived as an honor to be asked to pilot this project. In retrospect, it might not have been the best decision. Because the standards were so new and still being debated and revised, it was difficult to obtain well-defined expectations from NCATE or the specialized professional associations. As a result, programs were constantly revising their reviews and submitting rejoinders. It was an arduous process, but the College of Education was one of the first institutions in the nation to meet the new NCATE 2000 Standards, and the three specialty programs were among the first in the state to be approved under the new standards.

Meanwhile, other programs in the college (psychology, kinesiology, human environmental sciences, and occupational technology) were growing and thriving. Because of this growth, the College of Education was renamed the College of Education and Professional Studies (CEPS) in spring 2005. This was a result of recommendations that had come through the college’s strategic planning efforts.

Technology was being used increasingly for instructional effectiveness and personal productivity. Faculty members’ presentations of scholarly papers at state and national conferences and scholarly publications were increasing. New offices (2000) were being utilized by faculty and staff members from early childhood, elementary education, instructional media, school counseling, and school administration. New facilities
were being completed for the speech-language pathology program and reading program (2004-2005). External grant funding increased between 1998 and 2005. A private donation was made to renovate an area in the Human Environmental Science Building to create the Virginia Lamb Living Room, a new space for students in the program and a new area for College of Education and Professional Studies receptions. Corporations, including Conoco Phillips and Southwestern Bell, were donating large sums of money for the college. In some respects, it was the best of times for the college.

Below are a few of the accomplishments of the college from 1998 to May 2005. They are a reflection of the efforts and hard work of the faculty and staff members.

• **Restructuring of the College of Education (2000)**—For the first time in many years, faculty in the same discipline were housed in offices in close proximity. This was an effort to increase program cohesiveness.

• **External Grant Funding**—External funding increased from $85,789 in 1998-1999 to a peak of $908,310 in 2002-2003. This included two large federal grants in TESL and a large three-year $900,000+ grant from Southwestern Bell for technology training for in-service teachers.

• **New Offices (2000)**—Faculty members in early childhood, elementary education, ESL, instructional media, school counseling, and school administration programs moved into new office space.

• **New Offices and Labs (Spring, 2005)**—Faculty in the speech-language pathology program and reading program moved into new space.

• **Warranty in Teacher Education (2000)**—A warranty was issued for all graduates of teacher education programs at UCO. After the College of Education implemented this warranty in Fall 2000, all other teacher preparation programs in the state were required to implement this warranty.

• **Center for Teaching Excellence (2002)**—This center served as a resource to the public schools for faculty to provide professional development, serve as consultants, etc.

• **Technology Advancement**—All faculty and staff members received extensive training in technology, as well as standardized hardware and software. In addition, all classrooms in the college were equipped with state-of-the-art technology, and each building in the college was equipped with computer labs.

• **National Accreditation in Teacher Education**—The unit and 23 programs met the new NCATE 2000 Standards and the standards of their state/national specialty organizations. UCO had the highest number of state/national approved programs in the State of Oklahoma. UCO also had the only ESL approved program in the state.

• **National Accreditation of Non-Teacher Preparation Programs**
  o Dietetics Program (ADA)
  o Child Study Center (NAEYC)
• Renaming of College (2005)—The college revised its name from the College of Education to the College of Education and Professional Services to better reflect the makeup of the college.

• College of Education Database for Teacher Education Candidates—Because of increasing data requirements in teacher preparation, it became necessary to create a data base for the college.

• Electronic Portfolios—As portfolio requirements increased at the state and national levels, it became impossible to manage these on any basis except electronically.

• New M.S. Degree in Wellness Management (2001-2002)

• New Human Physiology Lab in the UCO Wellness Center (2003)

• Reassignment of UCO Coaches—Coaches were reassigned from the College of Education to full-time status in the Athletics Department (2004)

During the first eight years of President Webb’s tenure, there were three or more deans in each college with the exception of the College of Art, Media, and Design where there were two changes; three or more new provosts; and considerable turnover in personnel across the campus. In addition to personnel changes, there were new university apartments, a renovated football stadium, a new student Wellness Center, a forensic science program and institute in developmental stages, a new College of Art, Media, and Design, a new UCO Jazz Lab, and many other changes too numerous to name. President Webb’s vision was becoming reality.

Many of the changes outlined in the previous section have continued over the past nine years. These changes have included a change in the names and organizational structure of three departments within the college; changes in the number and demographic characteristics of the students served; an increased emphasis on the recruitment and retention of a more diverse faculty body; changes related to facilities and technology; changes in law, policy, and patterns of resources; and shifts in institutional initiatives and priorities.

Many of the initiatives underway in 2005 continued through 2011 with the leadership of President Roger Webb. Major initiatives completed during this time included the founding of the UCO Academy of Contemporary Music, the construction of the W. Roger Webb Forensic Science Institute, and the creation of the School of Criminal Justice. It was also during this time that UCO became even more deeply involved with its partnership with the United States Olympic Committee and in hosting Paralympic athletic teams and events.

In August 2011, Dr. Don Betz returned to serve as UCO’s 20th president. Dr. Betz had previously served UCO as provost and vice-president for Academic Affairs from 1999 to 2005. The early years of President Betz’s tenure as president included both the continuation of several initiatives begun by President
Webb, such as the UCO Boathouse on the Oklahoma River and the $40 million Always Central Campaign, and the beginning of many other initiatives driven by President Betz’s vision for the university.

President Betz has enjoyed great success in leading what should be the successful completion of the Always Central Campaign by the time of this publication and the UCO Boathouse on the Oklahoma River which was completed in April, 2015. He has placed a top priority on the renovation and completion of Old North. Renovation of the interior of Old North began in 2014 and it is anticipated that the project will be completed and Old North reopened for use in Summer, 2016.

The vision, mission, and goals of Academic Affairs that were developed with the leadership of Dr. Betz as provost and vice-president of Academic Affairs between 1999 and 2005 became more broadly adopted in university strategic planning processes between 2011 and 2014. The revised university mission of:

“...helping students learn by providing transformative education experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.”

has now been fully embraced and drives individual and collective efforts across campus. Considered the essential tenets of transformative learning, the Central Six guide student and faculty member activities on campus. The Central Six include:

1. Discipline Knowledge;
2. Leadership;
3. Problem Solving (Research, Scholarly, and Creative Activities);
4. Service Learning and Civic Engagement;
5. Global and Cultural Competencies; and

As a result of 18 months of strategic planning activities involving hundreds of internal and external stakeholders, the president’s cabinet approved a new strategic plan for the university in 2013. This plan, Vision 2020, includes four strategic directions:

1. Creating a collaborative culture of change;
2. Redefining the University of Central Oklahoma as Oklahoma’s Metropolitan University;
3. Aligning our outcomes with our vision and mission; and
4. Aligning our resources to serve strategic stakeholders.

President Betz’s expertise in political science, his service and leadership with the United Nations, and his deep engagement in other international higher education initiatives and organizations including service as chair of the North American Council of the International Association of University Presidents have enabled him to lead the way in providing opportunities for students to become more globally and culturally competent world citizens. Many formal and informal partnership agreements have been developed, including memoranda of understanding with universities in China, South Korea, and other parts of the world. Consistent with these campus-wide efforts, the College of Education and Professional
Studies has increased efforts related to developing and facilitating study tours and other opportunities for international study and internships in various parts of the world. Faculty members from the college have developed and led study tours to national parks in the Northern Rocky Mountains in Canada; Puebla, Mexico; San Jose, Costa Rica; London and Shoreham-on-Sea, England; Swansea, Wales; Paris, France; Bruges, Ypres, and Brussels, Belgium; Dublin, Ireland; Rome and Milan, Italy; and Hamilton, New Zealand. Several education majors have completed portions of their student teaching experience in schools serving high need students in east London. Additionally, faculty members and students from several college programs have participated in the Hanyang University International Summer Program in Seoul, South Korea. Faculty members, some including students, have presented scholarly papers at international professional conferences in Oxford and Cambridge, England; Vancouver, British Columbia, Canada; San Salvador, El Salvador; Copenhagen, Denmark; and Cardiff, Wales. Several students have completed clinical experiences associated with their programs abroad, including one student whose internship was based in Beijing, China in conjunction with the 2008 Olympic Games.

In 2013, Dr. William Radke, who had served as provost and vice-president of Academic Affairs between 2005 and 2013, retired. In July 2013, Dr. John Barthell, a professor of biology who had previously served as assistant dean in the Graduate College and served as dean of the College of Mathematics and Science for seven years, was appointed as provost and vice-president for Academic Affairs. Provost Barthell has worked closely with President Betz in intensifying efforts to realize elements of Vision 2020 especially with respect to ensuring student success through the use of high-impact practices and in solidifying plans for making the university a more visible presence in the Metropolitan Oklahoma City community.

As noted in the first history of the college, the designation of academic units has changed over time. Between 1939 and 1971, the unit was known as The Department of Education at Central State College. Between 1971 and 1987, the unit was named The School of Education at Central State University. In 1991, Central State University became the University of Central Oklahoma. On January 4, 2005, President Roger Webb formally approved a request from Dean Coe, based on college strategic planning efforts, to change the name of the college from the College of Education to the College of Education and Professional Studies. This new name better reflected the variety of academic disciplines and programs housed in the college.

The size of programs with respect to number of declared majors, number of degrees granted, and other common measures of program size has varied over time. At the time of this writing, the number of students served in the college is fairly equally divided between “Education” programs and “Professional Studies” programs. During the 2012-13 academic year, a total of 1,212 degrees were conferred by the college, including 838 bachelor’s degrees and 374 master’s degrees. This total
represented an increase of 11% from five years earlier. During this same time, the college included 4,988 declared majors, including 3,911 at the undergraduate level and 1,077 at the graduate level. This total represents an increase of 18% from five years earlier.

Currently, the largest programs at the undergraduate level include psychology (641 majors); general studies (479 majors); kinesiology (446 majors); elementary education (388 majors); and industrial safety (316 majors). The largest graduate programs include adult education (117 majors); educational leadership (115 majors); and psychology (96 majors).

The number of full-time faculty members serving students in the college has changed slowly over time, in many respects reflecting fluctuations in enrollment. As documented in the earlier college history, in 1987 the number of full-time faculty members serving with Dean Elsner was 59. In 2014, the number of full-time faculty members in the college was 97, compared with 93 five years earlier.

As documented in the first college history, a major reorganization of the School of Education took place in 1982. The new structure consolidated eight departments into four which included Curriculum and Instruction; Administration, Vocational, Adult and Higher Education; Professional Teacher Education; and Psychology and Personnel Services. This organizational shift was largely based on the Teacher Corp Project and recommendations emerging from reaccreditation of the teacher education program through NCATE.

In 1988, the School of Special Arts and Sciences was dissolved, and the Departments of Health, Physical Education, and Recreation; Home Economics; Industrial Education; and Safety Education (subsumed under Industrial Education) became part of the College of Education. This total of eight departments in the college remained until 2010. In 2005, college departments included Advanced Professional Services; Curriculum and Instruction; Human Environmental Sciences; Kinesiology and Health Studies; Occupational and Technology Education; Psychology; Professional Teacher Education; and Special Services.

More recent changes in structure have involved the merging of two departments and several name changes. In 2012, two departments (Advanced Professional Services and Special Services) were merged to create the Department of Advanced Professional and Special Services resulting in seven total...
departments in the College of Education and Professional Studies. In 2012, the names of two departments (Occupational and Technology Education and Professional Teacher Education) were changed to better reflect the nature and mission of programs contained within those academic units. What had been the Department of Occupational and Technology Education became the Department of Adult Education and Safety Science. What had been the Department of Professional Teacher Education became the Department of Educational Sciences, Foundations, and Research. As of this writing, this configuration of seven academic departments within the college remains. The most recent change in this area has been the naming of the Department of Advanced Professional and Special Services in honor of Mrs. Donna Nigh in March 2014, becoming the first named department on campus. This department is now known as the Donna Nigh Department of Advanced Professional and Special Services. It is a great point of pride that most of the programs designed to help the most challenged learners bear the name of Mrs. Nigh who was a pioneer in advocating for the rights and provision of services for Oklahomans with disabilities over the past 50 years.

The two major changes related to facilities relate to Old North and the Center for Transformative Learning. As noted earlier, Old North was closed in 2001, and faculty and staff offices were relocated to “temporary” offices in the Max Chambers Library. Eventually, clinical space on the third floor of the Education Building was converted into makeshift offices for the Psychology Department. Open spaces in the Library were converted into makeshift office space for the Department of Professional Teacher Education. Considerable relief was realized with the completion of the Center for Transformative Learning Building in 2010. Provost Radke made the decision to relocate the entire Department of Professional Teacher Education (now Educational Sciences, Foundations, and Research) in that new state-of-the-art facility. Additionally, five faculty members from the Department of Kinesiology and Health Studies and one faculty member from the Department of Adult Education and Safety Science who had been sharing offices in other locations were relocated to this new building.

In the past few years, many upgrades to faculty offices in the Psychology Department have been accomplished within the Education Building. These upgrades have included conversion of two classrooms and several clinic spaces to faculty offices and research laboratories. Funding for the restoration of Old North is now part of the current $40 million Central Campaign and President Betz has made it a clear priority to reopen Old North as soon as possible. Once completed, the Psychology Department will be relocated in Old North, thereby enabling the college to restore much needed clinic space.

The “perfect storm” outlined earlier in this section related to the intense scrutiny of educator preparation programs that has persisted and, according to some, intensified during the last several years. Much of this began as a result of the reauthorization of the Elementary and Secondary Education Act by the United States Department of Education (USDE) in 2001 in what has become known as No Child Left Behind. This legislation resulted in additional requirements for teaching candidates so that they could meet what was classified at the time as “highly qualified.” In some instances, especially with special education candidates, these new requirements resulted in
what amounted to additional course requirements in special education and another discipline within education. Managing these changes has proven challenging for college leaders as they have attempted to guide teacher candidates through programs that by state rule are not allowed to exceed 120 credit hours and, in some cases, has resulted in considerable teacher shortages.

For the past several years, documented teacher shortages have existed in the areas of special education, mathematics, science, and foreign languages. Conflicting reports make it difficult to determine if shortages currently exist in early childhood and elementary education; however, schools in urban and rural settings are often considered “hard to staff” based on the unique characteristics of those schools. Additionally, with the addition of full-time kindergarten and pre-kindergarten classes in many public school districts, the demand for early childhood educators has grown dramatically. At the time of this writing, the Oklahoma State Regents for Higher Education have a plan in place to conduct a comprehensive educator supply-and-demand study that should provide more clear guidance for college and public school leaders with respect to managing enrollments and employment of professional educators. Such a study has not been undertaken in the state in over 10 years. In 2014, at the request of State Superintendent Janet Barresi, the Oklahoma Legislature authorized an Educator Workforce Shortage Task Force on which Dean Machell served. The task force included teachers, school administrators, and legislative leaders and led to recommendations related to addressing issues related to teacher compensation, support for teachers, provision of additional support for new teachers that had at one time had been accounted for through state funding which had been discontinued due to state budget shortfalls, and revisiting alternative pathways for teacher certification, including the idea of allowing retired teachers to return to the classroom.

Real and perceived teacher shortages have caused changes in alternative teacher certification pathways, with more avenues than ever before being available to those who are not engaged in traditional teacher preparation programs. The most recent alternative certification option, created in 2013, is the special education “boot camp.” This program was developed by the State Department of Education with some input from university faculty members. It enables those with bachelor degrees outside of education, who have a desire to become certified as special educators, to take intensive summer courses that result in a provisional teaching certificate. To become fully certified, requires these individuals to complete a master’s of education program in special education; however, many are now serving students and schools upon completion of the “boot camp.” Teach for America is a national program that is highly selective in accepting highly accomplished students who have completed degrees in fields outside of education, providing them with intensive summer training and then placing them in schools with persistent patterns of low student performance in urban and rural settings. This program began in 1989, began placing teachers in Tulsa in 2009, and first began placing teachers in Oklahoma City in 2012. This trend in increasing alternative pathways to teaching, coupled with other environmental factors outlined below, represents a real threat to the viability of university-based teacher education programs.

Since 2010, great energy has been put into major reform efforts in P-12 public education in Oklahoma and across the
country. Concerns about persistent patterns of depressed student performance, as measured by standardized tests, and employers’ perceptions of shortcomings in high school graduates’ skills have led to calls for increased accountability and transparency. This has led to reforms focused on new systems for “ranking” schools and school districts and new teacher and principal evaluation systems including use of student performance indicators. In Oklahoma, recently-implemented reforms include the A–F Grading System for schools and districts, the Teacher Leader Effectiveness Model for evaluating teachers and principals, and the Reading Sufficiency Act, which includes a provision that students who are well behind grade level at the end of the third grade be required to be retained (preventing promotion to fourth grade).

Another major reform in Oklahoma and nationally has had to do with the development of a curriculum framework called Common Core or Common Core State Standards. This framework was developed by a group led by the National Governors Association and the Council of Chief State School Officers (comprised of the superintendent of public instruction in each state), and at one time the standards had been adopted by 45 states, including Oklahoma. Efforts were also underway to develop assessment systems to evaluate student performance based on this framework. The Oklahoma Legislature passed a law in 2010 directing school districts to begin working toward full implementation of Common Core standards in mathematics and English/language arts by the 2014 academic year. During the 2013-14 academic year, this initiative became a highly politicized and polarizing topic, largely around the issue of varying perceptions of federal intrusion in state and local curriculum decision-making. The result has been that Oklahoma and two other states have since withdrawn support for the standards, and the 2014 Oklahoma Legislature passed legislation calling for the repeal of the Common Core standards. This law directed the state department of education to revert to previous standards and begin the process to develop a new set of standards to be adopted by 2016.

Reforms also are underway with respect to teacher education accreditation. The national accreditation body in existence since the 1950s (NCATE) has merged with another educator accrediting body (Teacher Education Accreditation Council or TEAC) and has been recast as the Council for the Accreditation of Educator Preparation or CAEP. This group has revised the standards by which university-based teacher preparation programs are reviewed and evaluated and through which accreditation decisions are made. One noticeable change in accreditation standards is with respect to selectivity of candidates for teacher education programs. This change reflects concerns expressed by the United States Department of Education (USDE) (which has been harshly critical of many aspects of university-based teacher education programs) and by private groups such as the National Council for Teacher Quality (NCTQ). Statements from USDE and the articulated mission of NCTQ are focused on reforming public education and teacher preparation and forcing the closure of many university-based teacher preparation programs that these organizations and agencies consider substandard. It should be noted that the teacher preparation program in the College of Education and Professional Studies has been continuously accredited through NCATE since 1953, the first year during which such accreditation was possible, and
has maintained this status throughout its history. The most recent reaccreditation site visit took place in 2008 and, as a result of that visit and subsequent reviews of individual programs, the teacher education program remains fully accredited and in good standing.

NCTQ was successful in gaining support and partnership with the *U.S. News & World Report*, which regularly issues rankings of colleges and universities. Though the NCTQ ranking system for teacher preparation programs is quite different and highly controversial based on the methodology used in their rankings, their reports in 2013 and 2014 were endorsed by *U.S. News & World Report*. As a result of these rankings, very few programs nationally were deemed to be of high quality and most were ranked anywhere between mediocre to completely substandard. Many highly regarded programs noted for excellence and found to be of quality through the national accreditation process were among those ranked at a low level. Rankings in both 2013 and 2014 for the college’s teacher preparation program were in what would be considered the “average” range.

The environment in which both P-12 education and teacher preparation currently exists is one where rapid change is the norm. This environment would be considered by some to be dynamic and by others to be one of complete chaos. As the reader has by now gathered, many drastic changes are taking place; however, there appears to be no consistent pattern to the changes. This makes predicting the future difficult and planning programs a process that must be very flexible.

Over the past several years, the college has experienced much success. Each year more programs are advancing toward specialized accreditations which are considered the professional standard for program quality. In the past several years specialized accreditations have been gained for athletic training, public/community health, and others. Other positive initiatives include an increase in faculty activity associated with scholarly production (including presentations and publications, many including students), provision of opportunities for students to gain global and cultural competencies through engagement in international activities, and in the area of external funding through grants and development efforts.

Below are a few of the accomplishments of the College of Education and Professional Studies from 2005 through July 2014. They are a reflection of the efforts and hard work of the faculty and staff members.

- **New Programs**—Master’s degree in athletic training, several education master’s degree programs being delivered via cohort model, and new course sequences that lead to certification in behavior analyst, gifted and talented education, and elementary mathematics specialists.

- **New Offices**—In addition to new faculty offices in the Center for Transformative Learning, several other spaces in the Education Building and parts of other buildings housing college programs have been remodeled into faculty offices.

- **Community Partnerships**—College faculty and staff members have forged strong partnerships with the
various professional communities related to programs within the college: health (including mental health), safety, nutrition/dietetics, and athletic training, in addition to area public and private schools and the various educational organizations and agencies in the Oklahoma City metropolitan area and other parts of the state.

- **First Named Department on Campus**—In 2013, the Department of Advanced Professional and Special Services was named in honor of Donna Nigh, who served as first lady of Central between 1992 and 1997. Mrs. Nigh has been a longtime champion for the rights and provision of educational opportunities for Oklahomans with exceptional needs. This department includes many programs that continue to serve these populations in our community.

- **Successful Teacher Education Reaccreditation through NCATE**—As a result of a successful site visit in spring 2008, the teacher education unit was successfully reaccredited. Since being one of the first institutions in the country to be accredited in 1954, the program has maintained continuous accreditation for over 60 years.

- **Nationally Recognized Education Programs**—The teacher education program now includes 15 nationally recognized programs as a result of rigorous external review by specialized professional associations.

- **Specialized Accreditations**—Since 2005, several degree programs have achieved specialized accreditation through external review, including athletic training, exercise and fitness management, and public/community health.

- **Urban Teacher Preparation Academy**—A partnership between the college and Oklahoma City Public Schools in which teacher candidates appropriately qualified and interested in service in urban schools are supported in accelerating through the education preparation program in order to participate in a year-long clinical experience with support from trained mentors from the clinical site and the university. This program, which began in 2009, is now housed in Oklahoma City Public Schools and has expanded to a consortium. The Jeannine Rainbolt College of Education at the University of Oklahoma joined the consortium in 2013 and the Oklahoma State University College of Education joined in 2014.

- **Good Shepherd Catholic School at Mercy**—A unique partnership between the Archdiocese of Oklahoma City, Mercy Health, and the College of Education and Professional Studies serves the needs of children with autism and other neurological conditions through the use of behavior intervention. The school, which opened in 2011, serves as a critical clinical site for students in special education and school psychology who are working toward behavior analyst national board certification.
• **Teacher Education Re-Visioning**—Between 2012 and 2014 the teacher preparation program has been redesigned with an emphasis on more in-depth and meaningful clinical experiences based on recommendations from several national reports from various professional organizations and with the input and participation of numerous school partners and community stakeholders.

It should be noted here that, in addition to the deans, there have been many important leaders in the college, including associate deans, assistant deans, department chairs, program coordinators, and others. Below is a list of those having served in associate and assistant dean roles during the period covered in this history.

- 1990-1998 – Dr. Gladys Dronberger, Dr. Mary Ann Henderson, Dr. Sheldon Buxton, Dr. Judith Coe, assistant dean
- 1998-2005 – Dr. Karen Dowd, Dr. Pam Fly, Dr. Donna Cobb, assistant dean; Dr. Pam Fly, associate dean
- 2005-2014 – Dr. Pam Fly, Dr. Bill Pink, and Dr. Donna Cobb, associate dean; Dr. Donna Cobb, Dr. Bryan Duke, and Dr. Kathy Brown, assistant dean

In the sections that follow, you will learn more about the specific individuals and programs within the various units in the college. Through these accounts you will see that, while much has changed, much remains the same. We stand upon the shoulders of the outstanding faculty and staff members who came before us and developed the college and programs contained within it. This good work was maintained and in many ways strengthened by the tireless efforts of the many talented and dedicated faculty and staff members who have since served the college. The history and tradition of academic excellence and personal care for students is carried on today by current staff and faculty members. As before, we have the good fortune of working with remarkable students and colleagues in a college that has, for more than a decade, enjoyed a very well-earned reputation as a premiere college that remains vibrant, relevant, and strong today.

CHAIRPERSONS’ PERSPECTIVES AND FACULTY BIOGRAPHIES

Teacher Education Services Personnel.

Technology Services Personnel.
L to R: Kyle Suchy, Rod Edwards, Michael Guard.

The Adult Education and Safety Sciences (AESS) Department is best remembered through the people, innovations, evolution, and service to students that have defined the department over the last 43 years of its existence.

The Adult Education and Safety Sciences (AESS) Department began in 1970 as the Vocational Education Department, under the leadership of Dr. Lucille Patton, who had previously begun a similar department at Oklahoma State University as the result of federal legislation that greatly reformed vocational education in the late 1960s. Dr. Patton would go on to become the first woman dean at the University of Central Oklahoma.

Dr. Patton, and the next two chairs of the department, would all be honored by being named to the prestigious Oklahoma Career-Tech Hall of Fame. The subsequent chairs honored by being named to the Hall of Fame were Dr. J. W. Weatherford and Dr. Bob Brown. Both Drs. Weatherford and Brown are retired and living in Edmond, OK; Dr. Patton is deceased.

Even though federal legislation for vocational education (presently called “career-tech education” or “career and technology education”) made secondary programs a priority, there has always been a large adult education component in career-tech education (CTE). Perhaps for that reason, the department seemed the logical place for adding new programs in adult education, safety science, and most recently organizational leadership (a degree completion program initiated by the Oklahoma Regents for Higher Education). Consequently, the department’s name evolved from Vocational Education, to Occupational and Technology Education, to Adult and Safety Sciences Education.

**Organizational Leadership**
Reach Higher, the organizational leadership degree program, was specifically designed for adult learners. It began as a collaborative effort between nine regional universities in Oklahoma and has grown exponentially at the University of...
Central Oklahoma from four students to approximately 250 over the past five years. The program was named the recipient of the 2014 Malcolm Knowles Award for Outstanding Adult Education Program by the American Association for Adult and Continuing Education.

The program began in January of 2008 with Dr. Chris Bray, an assistant professor, serving as the program coordinator for three years. He worked in conjunction with Stephanie Kahne, M.B.A., the original advisor for the program. In January of 2011, Dr. Kristi Archuleta Frush joined UCO as an assistant professor and program coordinator with the responsibilities of ongoing program growth, management of a team of adjunct instructors, and curriculum improvement. An additional temporary, full-time faculty member was added in the fall of 2012. In 2013, Dr. Lori Risley joined UCO as an assistant professor and has already started plans for international study with adult learners, a non-traditional student organization, and grant seeking to better support the program. She became the program coordinator of the organizational leadership program in 2014.

True to the mission of the department to use technology and innovation to meet the needs of students and to provide model educational programs, the department was among the first to use distance learning classes (IVE) that were broadcast to technology centers and community colleges around the state. Members of the department were also among the first to pilot online learning and other forms of distance learning, modifications of open-entry open-exit types of learning, and use of technology such as iPads. The department is also characterized by innovative scheduling that includes weekend courses, block scheduling, teaching at off-campus sites (e.g., Rose State College), online learning, and hybrids of all the above.

CAREER, TECHNICAL AND WORKFORCE DEVELOPMENT

The career tech education program consisted of the areas in trade and industrial education, family and consumer sciences education, business and information technology/marketing education and allied health education. Since 1990, the programs and those associated with them over the years have been T&I: Dr. Rick Sullivan, Dr. Virginia Osgood, Karen Sneary and Dr. Len Bogner; FACS: Dr. Candy Sebert; BITE/MKTG: Dr. Betty Fry, Loynita Spillmier, Dr. Gayle Kearns and Dr. Frank Nelson; and AHE: Dr. Lou Ebrite and Dr. Karen Barnes.

Beginning the fall semester of 2014, the name of the program was changed to career, technical and workforce development.
ADULT AND HIGHER EDUCATION

The adult and higher education graduate program has four different majors. The faculty advisors and professors are Dr. Frank Nelson, industry training and higher education; Dr. Karen Barnes, interdisciplinary studies; and Dr. Ed Cunliff, student personnel.

INDUSTRIAL SAFETY

The B.S. in Industrial Safety degree program at UCO prepares students for practice in the safety, health and environmental (SH&E) profession. Evolving from a driver education training program that began in the 1970s, the industrial safety program now trains graduates to begin employment as safety professionals in a diversity of industries, including construction, energy, insurance, manufacturing, regulatory, consulting and transportation. The program is supported by four full-time faculty with diversity in education and experience. Dr. Robin Lacy coordinates the program and has been at UCO since 1999. Ms. Gayle Snider, CSP, joined the faculty in 1999 and brings industry experience and a background in industrial hygiene while working as the safety director for Unocal at the Dayton Tire facility in Oklahoma City. Dr. Robert Delano joined the faculty in 2005 and holds degrees from UCO, OU, and OSU. He most recently served as an environmental engineer to the Nuclear Regulatory Commission. The newest faculty member is Dr. Gholam (Joe) Ahmadifar, a new assistant professor hired in August of 2014. He was formerly a storm water engineer for the Oklahoma Department of Environmental Quality.

Former valued faculty members include Carl Breazeale, who began what is now known as industrial safety in 1972 when the first class with a major in safety education graduated. Carl’s service to UCO encompassed approximately 40 years, and he retired from full-time teaching in 2003. Mr. Steve Allen retired in 2014 and served the program as an assistant professor for 20 years. His background in civil engineering, asbestos management, industrial hygiene and mathematics education served countless students on their way to opportunities in the field. Dr. Lonnie Gilliland, Sr. was the director of the South Central Safety Institute (SCSI) that began in 1970 and housed the transportation safety courses needed to support driver and traffic safety training. In addition, the SCSI included the driving range (where the UCO Wellness Center is now located) where area high schools, handicapped driving students, school bus drivers, motorcycle safety and other specialty areas resided. Mr. Steve Shepard served as the department chair during this time.
When Mr. Shepard retired (mid 1980s), Dr. Lonnie Gilliland, Jr. became department chair and the director of the SCSI.

The industrial safety program has always utilized highly qualified adjunct instructors to serve the students and program, and they have served with distinction and helped the program grow to the levels enjoyed today. Many of these adjunct instructors are alumni of the program and represent outstanding companies in the greater OKC metro area. Some of these companies are OG&E, British Petroleum, the Oklahoma City Fire Department, the FAA, United Petroleum Transport, UCO, the Oklahoma Corporation Commission, the Oklahoma Department of Environmental Quality, the Oklahoma Department of Labor, the OU Medical Centers, and Love’s. Adjunct instructors utilized through the years include Dr. Charles Marshall, Dr. Keith Stanley, Bill Young, Clayton Abernathy, Tom Keith, Bob Alcorn, Emily Allen, Rene Allen, Dean Findley, Craig Johnston, Steve Lightner, Jamie Marshall, Robert Moore, Norman Nieves, Joyce Ryel, Leslie Stockel, David Leavitt, Tom Wood, and Valerie Hanson.

In addition, it is worth noting some of the partnerships that have been developed between the industrial safety program and external stakeholders through the years. These stakeholders to the program include the Oklahoma Safety Council, the Oklahoma City Chapter of the American Society of Safety Engineers, the Oklahoma Department of Career and Technology Education, Francis Tuttle Technology Center and General Motors.

This innovation has been under the leadership of other chairs not mentioned previously:

Dr. Lou Ebrite, currently retired and living in Hot Springs, AR.

Dr. Gayle Kearns, currently retired and a Fulbright Scholar and former chief academic officer of UCO’s Academy of Contemporary Music in Bricktown.

Dr. Robin Lacy, assistant chair (2013-2014) of the AESS Department and coordinator of the industrial safety program

Dr. Candy Sebert, current chair of AESS.

Past faculty members since 1990 include Dr. Betty Fry, Dr. Virgina Osgood, Ms. Karen Sneary, Dr. Rick Sullivan, Dr. Ben Duncan, Dr. Chris Bray, Dr. Shari Villani and Mr. Steve Allen. Several of the former faculty members continued their careers past their time in AESS through various state agencies, private industry, professional organizations, and other educational institutions such as Johns Hopkins University.

Current faculty members not mentioned previously include Dr. Len Bogner, career-tech and workforce development; Dr. Frank Nelson, industry training and higher education; Dr. Karen Barnes, interdisciplinary studies; and Dr. Ed Cunliff, student personnel.

All the faculty members take great pride in the students who have come through AESS programs and have in turn made a positive impact in their careers and the people whose lives they have touched. The impact of the faculty members has been like ripples in water that have gone on to transform the lives of several future generations in ways too numerous to mention. Graduates of the department have served in leadership roles in professional organizations in state and national organizations like the American Association of Career and Technology Education. Educators around the world have been exposed to
the expertise found in AESS through international presentations. Government, military, and profit and non-profit organizations have been enriched through publications and presentations by faculty members, current students, and graduates. New teachers have been supported and lives have been saved by grants for CTE and industrial safety.

The AESS Department is never static; it will continue to evolve. Although new faculty members will be hired and perhaps other changes in the department and programs will occur, some things will continue as they have since 1970. The department will stay on the cutting edge of innovation and will continue to serve students through the professional faculty members who teach, research, and provide outreach in AESS.


Current Faculty

Gholam “Joe” Ahmadifar, Ph.D. (University of Oklahoma, 2000) has been a member of the Department of Adult Education and Safety Sciences (AESS) at the University of Central Oklahoma (UCO) since 2008, serving as an adjunct faculty member. Dr. Ahmadifar was hired as a full-time faculty member in 2014. In addition, he has served as an adjunct professor at Oklahoma State University (OSU/OKC) since 2000. He has worked for the State Department of Environmental Quality (ODEQ) as an environmental engineer at the WQD (Water Quality Division) and is now retired from there. He has 15 years of industrial experience as a process engineer at petroleum refineries and LNG (Liquefied Natural Gas) process plants and as a safety engineer.

Dr. Ahmadifar’s doctorate is in mathematics education. He has instructed classes in Storm Water Management, Industrial Hygiene I and now teaches Environmental Safety for the AESS Department at UCO. He has taught classes in Environmental Law, Auditing, Chemistry of Hazardous Materials, Environmental Management, Site Assessment, Risk Assessment, Environmental Science, and Policy, as well as Industrial Hygiene (I and II), Industrial Loss Prevention, and College Algebra for Fire Protection and Safety at the OSU-OKC Technology Department. He also has taught Environmental Studies for St. Gregory’s University (SGU) College in Shawnee.

He serves as a member of the National Council of Teachers of Mathematics and National Engineers Society of American Institute of Chemical Engineers. He has received certificates of recognition by the EPA’s Region 6 for achievement and contribution to the backlog reduction of OPDES permits in the

“I published a book titled Six Plus One, Worker #199459 in 2011 chronicling my life’s history. My purpose at the university is to serve the students, and through caring, hope and patience, help them not only become well informed and prepared for lifetime learning, but to see the world.

“I feel blessed to be a part of the industrial safety program, the AESS Department, and the UCO family.”

Karen Lynne Barnes, Ph.D. (University of Oklahoma, 1998) began her time at the University of Central Oklahoma (UCO) as a member of the nursing faculty from 1991 until 1998. She has been a member of the Adult Education and Safety Science Department since 1998 and is a tenured, full professor. Previous to UCO, she taught as a part of the Oklahoma State University nursing program from 1989 to 1991. She was a clinical nurse specialist in cardiovascular nursing at the University of Oklahoma Health Sciences Center serving the public as a nurse for over 20 years.

Dr. Barnes’ doctorate is in adult and higher education. She has been a registered nurse since 1971 and a certified teacher in Oklahoma health careers education since 1998. Her typical teaching load includes courses in gerontology, adult education, and industrial science. She has served as a program advisor for career and technical education with the allied health education program and the graduate professional occupations program.

“I have been published in the area of self-directed learning. I often present to a variety of groups, primarily in the area of issues related to aging and medication management for older adults. I serve as a judge for Health Occupation Students of America state competitions, for biomedical academy students, and for UCO science fairs. In addition, I teach as an adjunct in graduate nursing and teaching strategies.

“I serve on numerous committees and have been the recipient of the following awards during my tenure at UCO: two-time Outstanding Professor in College Math and Science, recipient of AAUP Outstanding Teacher Award and Distinguished Teaching Award, Educating Leadership Academy Redefining Leadership Award—Outstanding Professors Academy, Outstanding Teacher—UCO Student Nursing Association Teacher Appreciation Award, the Presidential Partners Excellence in Teaching Award, the annual Neely Excellence in Teaching Award, and the Vanderford Modeling the Way Award.

“My father and grandfather were both army physicians, and I grew up an army brat, living in Japan and Germany. I have been in Oklahoma since college and am the mother of two wonderful daughters, Lauren Schilling and Amy Flanigan, and a grandmother of five: Dylan, Sydney, Jackson, Avery, and Ethan. After three years at Ft. Sill, I considered it my hometown.

“I am people-oriented and respect the learner whom I consider to be in a transitional phase toward their professional life. My job is to facilitate the learner and promote them professionally. I expect every student I teach to become my colleague.”
Leonard “Len” Bogner, Ed.D. (University of Minnesota, 2007) came to the University of Central Oklahoma (UCO) in 2007. Prior to UCO, he was an associate professor and director in information and communication technologies at the University of Wisconsin-Stout, a lead instructor in the printing technology program at Wichita Area Technical College and an assistant in the graphics and imaging technologies department at Pittsburgh State University.

His doctorate is in educational policy and administration with an emphasis in administrative leadership in two-year institutions of higher education. His typical teaching responsibilities include various courses in career tech and adult education. He is a proponent of compressed video, online, and flex courses.

“I have published five textbooks during my tenure at UCO in the areas of career tech education, history, legal issues, online learning, and leadership. The four journal articles that I published were focused on student learning and technology integration. I also have given eight presentations as a part of professional organizations.

“The professional organizations that I have been affiliated with during my time in the field are the National Association of Industrial Technology, Technical Association of the Graphic Arts, and International Graphic Arts Educators Association.

“My philosophy on teaching is that the instructor should act as a facilitator of student learning. That they act as a leader, a guide, a coordinator and as a change agent for the student to learn how to teach, and evaluate themselves.”

Ed Cunliff, Ph.D (University of Oklahoma, 1983) joined the University of Central Oklahoma (UCO) as a full-time employee in 1988 as director of institutional research, then became assistant vice president for planning and analysis. In 2010, he began teaching full-time in the newly named Department of Adult Education and Safety Science. Prior to joining UCO, he worked as a community organizer for the War on Poverty and as director of continuing education for the Oklahoma Teaching Hospitals.

Dr. Cunliff’s doctorate is in adult and community education, with a minor in administration. In addition to teaching in the adult education department, he has taught Aikido for the Kinesiology and Health Studies Department for almost 10 years, and recently collaborated on a course in Tai Chi through the UCO Wellness Center.

“When still working as a community organizer, I decided to publish at least one article a year during my career. I was never concerned with refereed publications, but wanted to push myself to write well and to communicate through that medium. I’ve managed to stay close to that goal but, as an administrator, was so occupied with writing internal documents that I lost interest. I’m feeling revitalized in the faculty and hope to get back on track. I’m pleased to be involved in my academic profession again and have presented the past two years at the American Association of Adult and Continuing Education conference.

“I’ve served on a variety of professional and community groups over the years. I enjoyed my time with the local American Society for Training and Development, the Oklahoma Adult and Continuing Education Association, the Higher Learning Commission, and the National Consortium for
Continuing Improvement in Higher Education. All of those represent time well spent with great professionals. My community service involves time spent with the Edmond Centennial Commission, Creative Oklahoma Culture Committee, and currently the Edmond Parks Advisory Board. Giving time to the community outside of the institution is important for me.

“I never knew my grandfather, but he and my dad both liked working with their hands. In my spare time I repair and build guitars and mandolins. The challenge is great and the results are stimulating.

“I was introduced to experiential educational processes when trained as a community organizer. Active involvement is the way to go in my book; it’s the way that change happens. I also believe strongly that education is the key to a successful democracy—what we do as educators matters.”

Robert Delano, Ph.D. (Oklahoma State University, 2003) became a member of the Department of Adult Education and Safety Science at the University of Central (UCO) in 2005. Prior to joining UCO, he served as director of commercial development for the Oklahoma Technology Commercialization Center and provided technical input on nuclear utility litigation projects with Texas Utilities Electric, Commonwealth Edison and Houston Lighting and Power.

Dr. Delano received his doctorate in environmental science with a concentration in economics. In addition, he holds a technology valuation certification from the National Technology Center. He is a graduate of Leadership Oklahoma City and is currently participating in Leadership UCO.

Kristi Archuleta Frush, Ed.D. (University of Wyoming, 2009) joined the University of Central Oklahoma (UCO) faculty as an assistant professor in the Department of Adult Education and Safety Science in January of 2011. She currently serves as the coordinator for the Reach Higher-Organizational Leadership program. Previous to UCO, she had been teaching in higher education environments for over 10 years, and outside of higher education was primarily in marketing, management, and program development. Her first career was as a gymnastics coach.

Dr. Frush holds a doctorate in adult and postsecondary education. She also has a graduate certificate in instructional technology. She has a developing research agenda and is most interested in the areas of diversity, distance education, the intersection of culture and technology, and barriers to education. She has given over 35 presentations in 10 states and is a published academic and commercial author.

“I currently serve on the membership committee of the American Association of Adult and Continuing Education and the steering committee of the Midwest Research to Practice Conference. I am also a member of the International Leadership Association and the Oklahoma Chapter of the American Society for Training and Development, among other professional associations. I was the recipient of several scholarships and awards during my educational pursuits and also received the Excellence in Teaching Award in 2004 from Regis University, as well as being a co-recipient of the Malcolm Knowles Outstanding Adult Education Program Award.

“I was born in Denver, Colorado and have lived in Colorado, Arizona, and Oklahoma. I was raised by open-minded, positive
parents and have had a third parent in my older brother. I have been blessed to have consistent and incredible support from family, friends, and colleagues during my pursuit of educational endeavors. I am a mother of two children, Karina and Mitchell, who are my greatest gifts and achievement by far.

“My educational philosophy is ever-changing; however, at this moment it is to challenge people to question what they think they know and what the people who came before them claimed to know. I subscribe to the pursuit of both learning for livelihood and lifelong learning and hope to have a hand in eradicating oppression in any form.”

Robin H. Lacy Jr., Ph.D. (Oklahoma State University, 2011) became a member of the Department of Occupational and Technology Education at the University of Central Oklahoma (UCO) in 1999. Before coming to UCO, Dr. Lacy worked at the C.H. Guernsey Company in Oklahoma City as an environmental scientist, serving as project manager in support of numerous environmental projects and studies throughout Oklahoma, the region, and nation.

Dr. Lacy’s doctorate was received in environmental science. He teaches courses primarily in support of the undergraduate industrial safety degree in the newly renamed Department of Adult Education and Safety Science, including regulatory and professional development courses for undergraduate industrial safety majors.

“While at UCO, I have served the institution as an instructor, assistant professor, program coordinator, and department chair. I have served as a committee member for two master’s students, lending expertise as an outside member of their committees. In addition, I have served on numerous department, college, and university level committees.

“Among the organizations in which I have served are the Oklahoma Safety Council, American Society of Safety Engineers, Edmond YMCA, and Edmond FFA Parents Club. I received the Vanderford Engagement Award in fall 2010 ‘for excellence in support of the academic mission in leadership and civic engagement’ and have been particularly proud of the development of two scholarships supporting industrial safety majors (Carl Breazeale Endowed Scholarship in Industrial Safety and Harvey Mankins Endowed Scholarship in Industrial Safety). During my tenure as program coordinator in industrial safety, we have seen rapid growth in student major numbers (200 plus) and work closely with public, private, and governmental agencies to place students/graduates in challenging internships and entry-level career opportunities.

“I am a Stillwater native and have enjoyed immensely my move to the ‘big-city’ (Edmond/OKC). I am married to the former Sheryl Arthur, and we have four wonderful children in the Edmond Public School System.”

Frank Wesley Nelson, Ed.D. (Oklahoma State University, 1980) joined the University of Central Oklahoma (UCO) and the currently named Adult Education and Safety Science Department in 1987. Previously, he worked at Redlands Community College for eight years where he served as the chair of the business division and the dean of community services. Dr. Nelson also taught in a prison for two and half years, at Oklahoma State University in marketing education for three
years, and as a high school marketing education teacher for five years. He also served as a state department curriculum specialist.

Dr. Nelson’s doctorate is in higher education. He is also a certified mediator and is K-12 certified in marketing and business education. His typical teaching load includes Teaching Techniques, Career Tech Teaching Preparation, Facilitation and Supervision.

“I have given presentations in 27 states and have written three textbooks. I have worked as a consultant for the FAA, the Department of Mental Health, the Department of Transportation, the Department of Environmental Protection, American Fidelity Bank, the Federal Reserve, Ralston Purina, G.E., and in several other education, government, and corporation settings.

“During my tenure at UCO, I have served as the chair of the State Older Adults Council, a board member for the Winds House, Edmond Senior Community Foundation, and Grandparents Raising Grand Children. I was the treasurer of the National DECA Advisory Board, the president of Career Tech Teacher Education Council, and a member of the Oklahoma City chapter of the American Society of Training and Development. I was honored with the International Service Award from DECA.

“I am a third-generation Oklahoman and a musician. I am a pianist who has served as a choir director for over 30 years. I am also an avid theatre patron and advocate for the arts. I am passionate about work with older adults and have volunteered with senior citizens for over 20 years.

“I have been fortunate to have had good mentors in my life: my mother, who used a lot of reverse psychology, and Lucille Patton, who served as the first female dean of UCO. I hope that I have influenced the lives of others in some positive way.”

Lori Risley, Ed.D. (Linwood University, 2012) joined the University of Central Oklahoma as an assistant professor in the Department of Adult Education and Safety Sciences in 2013. An experienced educator in the fields of nursing and adult education, she is passionate about helping adults achieve their goals.

Her dissertation is the first to focus on a leader in the field of adult education, other than Malcolm Knowles; she explored the congruency between John A. Henschke’s practice and scholarship. Dr. Risley’s doctoral research and experience greatly informs her practice.

Dr. Risley has an active research agenda focusing on trust in the learning environment from the learners’ perspective. Currently she is collaborating with colleagues exploring student perceptions of eLearning. Research components include trust in the learning environment and principles of adult education. Since 2012, she has published three book chapters and presented 25 concurrent sessions at conferences and symposiums, both nationally and internationally, including nine published proceedings and six sessions with undergraduate students from the University of Central Oklahoma. Encouraging and including students in research opportunities is central to her practice.

Her university and college service includes the Awards and Recognition Committee for the College of Education and Professional Studies, acting as the Department of Adult Education and Safety Sciences library liaison, and serving on the Advisory Board for the Service Learning Center. She is a mentor for new faculty, is the advisor for the Association of Non-traditional Students in Higher Education at UCO student organization, is affiliated with the Council of Undergraduate Research, was recently inducted as an inaugural UCO Service
Learning Scholar, and was recently appointed as the program coordinator for Organizational Leadership-Reach Higher, a program designed to help adult learners return to college and complete their degrees.

Dr. Risley is a current nominee for the Commission of Professors of Adult Education (CPAE) Early Career Award, is a co-recipient of the Malcolm Knowles Outstanding Adult Education Program award, is actively engaged in developing a special interest group within the American Association of Adult and Continuing Education (AAACE) focusing on the undergraduate population, is a member of the Oklahoma Chapter of the American Society for Training and Development (ASTD), served as a Research-to-Practice in Adult and Higher Education Conference (R2P) manager, served on the R2P conference planning committee, was the co-editor of the 2014 R2P conference proceeding, and will be the 2015 R2P conference chair. Dr. Risley is active in multiple professional organizations including CPAE, AAACE, and Partners of the Americas, among others.

Dr. Risley has a strong commitment to helping learners reach their educational goals. She finds joy in her interactions with adult learners who are on the path to lifelong learning. She considers herself a co-learner on this journey.

**Candy Sebert, Ed.D. (Oklahoma State University, 1983)** has been a member of the University of Central Oklahoma (UCO) faculty since 1990. She now serves as a professor and chair of the Adult Education and Safety Science Department. She previously taught family and consumer sciences at Wagoner Oklahoma High School, 1972 to 1974, and Muskogee Oklahoma High School from 1974 until 1979. Following that, she was a district supervisor for the Family and Consumer Sciences Division of the State Oklahoma Career Tech Department from 1980 until 1990.

Dr. Sebert’s doctorate was received in educational administration and higher education. Her certifications and licenses include standard teaching certificates in family and consumer sciences education, chemistry, and a superintendent’s certificate.

“My typical teaching assignments include teaching a minimum of two classes per semester along with holding the position of department chair.

“During my tenure at UCO, I have presented in local, national, and international venues focused in the areas of family and consumer sciences and online education. I developed several distance education courses in both correspondence (flexed) and online formats. I also served as an evaluator and trainer for online courses. I was the career tech education program coordinator, member of the Career Tech Teacher Certification Task Force, coordinated the Career Tech Induction Grants, and have been the advisor for the Student Association of Family and Consumer Sciences since 1990. In addition, I served on the Academic Affairs Council from 2007 until 2010.

“I have been an active member of the American Association of Family and Consumer Sciences and the Oklahoma Association of Family and Consumer Sciences for over 35 years. I have served on the Board of Directors for Consumer Credit Counseling Services since 1998 and the Oklahoma Victims Impact Panel since 2008. I have served as a judge for several activities at UCO and for Skills USA. In 2004, I received the
Outstanding Alumni Award for Family, Career and Community Leaders.

“I have three children and three grandchildren. My oldest child, Amy, graduated from UCO in 1999 and went on to obtain a masters and doctoral degree. Tanner, my middle child, attended UCO in 2007-2008. My youngest child, Callie, graduated from UCO in 2012 and is pursuing her first graduate degree.

“My life’s work has been in education from secondary to higher education environments. Sharing the human story helps students connect with the content they are learning.”

Gayle Snider, M.S. (University of Oklahoma, 1996) joined the faculty of the University of Central Oklahoma (UCO) in 1999 as an instructor in safety science. Previous to her work at UCO, she was a safety manager at the Dayton Tire Company in Oklahoma City, taught college in the School of Public Health at OU, and was a mental health director for the Navajo tribe.

Ms. Snider’s master’s degree is in industrial hygiene. She also holds a master of public health degree and is a certified safety professional. Her typical teaching load includes Industrial Safety I, Occupational Risk, Ergonomics, History Principles and Philosophy of Safety Management, Safety Education, and Industrial Noise.

“I have published multiple articles in public health and have presented to several community and professional organizations. I am a member of the American Society for Safety Engineers and served as the UCO faculty liaison for six years. I currently am organizing a women’s safety in engineering alumni group.

“I am a fifth-generation Oklahoman who tries to live life to the fullest. I enjoy being a part of the American Philatelic Society, the Oklahoma Succulent Society, and the Oklahoma Anthropological Society. I also enjoy spending my free time with lifelong friends.

“As an educator, I enjoy teaching students who struggle in areas like math so that they can be better prepared for the workforce. My educational philosophy is to try to create good citizens in addition to good safety professionals.”

EMERITI FACULTY

Steve Allen, M.S. (University of Oklahoma, 1973) joined the University of Central Oklahoma as an instructor in safety science in 1996. Previously, he taught junior high math and science in Yukon, Oklahoma. In 1964, he moved to the Navajo reservation and taught in the Window Rock Public Schools in Ft. Defiance, Arizona. In 1969, he returned to Oklahoma and taught 9th grade algebra in the Moore Public School System.

While attending graduate school in the summers of 1971 and 1972, he conducted research for the forest service in Montana. From 1972 to 1974, Mr. Allen worked on a research project for the army and the environmental core, then for the State Health Department as an engineering environmental associate. Returning to Oklahoma, he created an engineering consultant company which he was a part of for several years, followed by managing a small civil engineering company. In 1985, he went to work for the Oklahoma State Health Department as a chief industrial hygienist and eventually became the director of the division which regulated asbestos removal.

Mr. Allen’s master’s degree is in civil engineering. He also took additional coursework in industrial hygiene and
environmental science. His typical teaching responsibilities included Industrial Hygiene I and II, Hazard Communication, Environmental Safety, Toxicology, and Indoor Air Quality.

“My grandparents lived on Cherokee Indian allotments, and I am a card-carrying member of the Cherokee Tribe. I have three children—Mitchell, an environmental engineer; Marta Renee, a professor; and Lindsay—along with three grandchildren: Robert, Gordon, and Andrew. I like to spend my time listening to music, reading, cooking, being involved in photography, and with family and friends. I like to take students from where they are to where they want to be through lecture, simulations, and encouragement.”

Shari L. Villani Swoyer, Ed.D. (Oklahoma State University, 1999) joined the University of Central Oklahoma (UCO) in 2001. She previously worked as a training and curriculum design consultant with the State of Oklahoma in the Department of Human Services for three years. She was a homemaker for 13 years and a secondary teacher of biology and earth science for two years.

Dr. Villani Swoyer’s doctorate degree is in occupational technology and adult education with an emphasis in curriculum design and transformational learning. Her typical teaching load included such courses as curriculum design in education, innovative technology, philosophy of adult education, and orientation to adult education.

“Throughout my career, I was involved with numerous writing projects. Most recently, I was the editor of The Tower, the college newsletter, during 2010 and 2011. I recently partnered with the Department of Wildlife Conservation and developed a grant with UCO to author and design the Wildlife Conservation: Hunter’s Education Manual, which was published in 2010. The manual is now in use for all hunters who wish to be licensed through the Department of Wildlife Conservation and will serve approximately 10,000 people per year.

“I was a member of the American Association of University Professors and helped plan the 2009 transformative learning conference at UCO.

“I am a mother to three grown sons and a grandmother of two. I reside in Norman with my husband, Chris, a retired OU philosophy professor.

“My philosophy of education combines both humanistic and pragmatic philosophies of adult education, and my teaching methods most commonly are a combination of lecture, discourse, and experiential learning. In this style of teaching/learning, the student becomes a full partner in the learning process and is expected to be responsible for exploration and acquisition of knowledge. I believe an effective teacher uses more than readings, although they provide a fulcrum. Film and video, texts currently in use in training situations, and the latest real-world, applied research help provide relevant resources. If a student is having problems, I believe the instructor should discuss the situation as soon as possible so frustration is limited—as this in turn limits learning.”

Margaret Wittemore, Ed.D. (Oklahoma State University, 1975) joined the Department of Vocational Technical Teacher Education at the University of Central Oklahoma (UCO) in 1974. Before joining the faculty at Central, she taught home
economics in secondary schools in England, then served as counselor in technical institutes in North Carolina.

Dr. Whittemore’s doctoral degree is in home economics education. At Central she taught psychology and methods courses for secondary education undergraduate majors before developing graduate level courses in gerontology, which she taught from 1981 to 1998.

“During my service at Central, I had articles published in peer-reviewed journals, including Adult Leadership, Nutrition Today, and Educational Gerontology. I managed a three-year grant funded by the Planning Council for Developmental Disabilities and gave related presentations in Minot, ND, Lexington, KY, and Honolulu, Oahu. A presentation, along with four participating students, was given to the Association of Gerontologists in Higher Education in Philadelphia, PA. Frequent presentations on age-related issues were also given throughout Oklahoma. I served on the Board of Directors for the American Lung Association of Oklahoma, Visiting Nurses Association of Oklahoma County, and the Areawide Aging Agency, Oklahoma City. During my service at Central, I was member of the Faculty Senate from 1981 to 1985 and chaired the Faculty Senate Academic Affairs Committee from 1983 to 1985. Several department and college committee assignments were also completed as assigned.

“I became a member of Kappa Delta Pi, International Honor Society in Education, in 1968, subsequently serving as national alumni counselor from 1984 to 1986 and counselor of the Oklahoma City Alumni Chapter from 1976 to 1990. I started the chapter of Sigma Phi Omega, honor society for gerontology majors, in 1992, serving as senior advisor from 1992 through 1998, and also was on its National Board of Directors from 1994 to 1996, as well as national newsletter editor from 1993 until 1996. I was senior advisor for Mortar Board, a national honorary society, from 1979 until 1984.

“I received a Graduate Excellence Award from Oklahoma State University in 1974. In 1983 I received the Educator of the Year Award at Central. In 1988 I received the Honor Key from Kappa Delta Pi. In 2006 I received a Lifetime Achievement Award from the Oklahoma Special Unit on Aging.

“I was encouraged to develop and teach gerontology courses and am proud of the leadership positions in retirement communities and age-related agencies that are, or have been, held by former students. The friendships, developed over the years, with many of these former students are a constant source of pleasure. I am currently an active volunteer at Mercy Hospital where I frequently see former faculty and students.”
DEPARTMENT OF CURRICULUM AND INSTRUCTION, 1990-2014
Compiled by Paulette Shreck with Assistance from Douglas Sprung, April Haulman, and Lola Davis

The Department of Curriculum and Instruction (C&I) has been a long-standing and prominent department at the University of Central Oklahoma. It originated in fall 1982 as a result of reorganization of the School of Education. The department, along with other departments, proudly continues the historical tradition of the University of Central Oklahoma as a teacher preparation institution. Current data (F2011) indicate there are 752 undergraduate students majoring in these programs and 144 graduate students. The department proudly houses 12 full-time faculty members teaching and mentoring students in the programs. The full and rich history of the department and the vast amount of change that occurred between 1990 and 2012 are more than can be recorded in this brief history. I extend my apology for any omissions or errors. Every effort has been made to provide an accurate account of the history of the department during this time period.

Chapter V “Central State University 1971-1987” in Central State University: The College of Education, along with the collective memory of department faculty, documents the following faculty as those who broke new ground and established a foundation of innovation and best practice in the preparation of teachers. These early innovators include Terry Horton, (the first department chair, 1982-1986), Carl Downing, Douglas Sprung, Frances Alsworth, Mari Scott, Janice Johnson, Jerry Hill, and Mary Ann Henderson. Other innovators followed and maintained the excellent traditions of those preceding them, including Bonny Ford, Kay Wall, Shirlee Sullins, Tim Campbell, Nancy Gallenstein, Lola Davis, and Craig Boswell. April Haulman, Lorraine Jimison, Pamela Kuzminski, and Paulette Shreck are contemporary faculty members who were also early innovators in the department. You might call the above names the “President’s Old House Gang.” Jan Wetsel joined the gang shortly after the department moved out of the President’s Old House. Dr. Laura Wilhelm served as an early childhood education faculty member from 2010 to 2013. These are just a few of the many excellent professors who have proudly inhabited the C&I Department halls leaving a legacy of caring, teaching and mentoring. The biographies of current C&I faculty members who are adding to the legacy appear at the end of this section, followed by the biographies of our distinguished professor emeriti faculty members and deceased colleagues.

The Department of Curriculum and Instruction at one time had the largest faculty numbers on campus and housed many more programs and faculty members. Until spring 2000, the department included the programs reading, special education, speech and language pathology, instructional media, bilingual
education/teaching English as a second language, elementary education, and early childhood education. At that time, reading, special education, and speech and language pathology became the Department of Special Services. In fall 2000, under the leadership of Provost Don Betz and Dean Judith Coe, the newly structured department was moved from the President’s Old House to its current location in Library Suite 124. This facility has been a valued asset in facilitating collegiality of faculty due to common office arrangement, research efforts within the library, availability to students, and maintaining accurate departmental records.

DEPARTMENT CHAIRPERSONS

The department has been fortunate to have had dedicated and ethical leadership through its department chairs. The names of the department chairpersons during the 1990-2014 years are listed below in chronological order.

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<tr>
<th>Years</th>
<th>Chairperson</th>
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<tr>
<td>1986-1998</td>
<td>Dr. Douglas Sprung</td>
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<tr>
<td>1998-2002</td>
<td>Dr. Lola Davis</td>
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<tr>
<td>2002-Present</td>
<td>Dr. Paulette Shreck</td>
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During the last decade, the Department of Curriculum and Instruction has maintained its focus on preparing excellent teachers using the most current professional knowledge base so that program graduates will be successful in their career paths and their students will benefit from their effective teaching. The department currently houses the bilingual education/teaching English as a second language graduate program, the graduate and undergraduate early childhood education programs, and the graduate and undergraduate elementary education programs. Program coordinators have played a critical role in the success of the programs. Coordinators during this time period include Pam Kuzminski, Tim Campbell, Shirlee Sullins, Lorraine Jimison, Paulette Shreck (back right) with students at 2008 awards program.
and Dan Vincent for elementary education. April Haulman has been the bilingual Ed/TESL program coordinator. The early childhood education program coordinators include Lola Davis, Jan Wetsel, Paulette Shreck, and Kelly Baker.

PROGRAM ENDEAVORS

• The bilingual education/teaching English as a second language program sponsors the Multicultural Education Institute (MEI) at UCO. 2015 will mark the 33rd annual institute. This institute has brought in many renowned speakers, including Stephen Krashen, James Banks, Gene Garcia, Paul Gorski, Samuel Betances, Bill Howe, Cornel Pewewardy, Tou Ger Xiong, Carl Grant, Geneva Gay, George Henderson, and Donna Gollnick, to name a few. The institute has played a significant role in facilitating Oklahoma educator understanding of multicultural education and best practice for English language learners.

• The early childhood education (ECE) program was required to submit three separate program reviews as a part of the National Council for Accreditation of Teacher Education / Specialized Professional Association (NCATE/SPA) national recognition process.
  o The ECE undergraduate program received national recognition from the National Association for the Education of Young Children (NCATE/SPA) in 2007.
  o The ECE graduate program for graduates completing certification with the master’s degree received national recognition from the National Association for the Education of Young Children (NCATE/SPA) in 2007.

• The early childhood education master’s degree program received national recognition for advanced programs from the National Association for the Education of Young Children in 2008.

• The elementary education undergraduate program received national recognition from the Association of Childhood Education International (NCATE/SPA) in 2008. It was the first elementary education program in Oklahoma to accomplish this recognition.

• The bilingual education/teaching English as a second language (TESL) graduate program received national recognition from Teachers of English to Speakers of Other Languages (NCATE/SPA) in 2010 and currently is the only program in Oklahoma to have received this accreditation.

• Various program faculty have received federal, Oklahoma State Regents for Higher Education, or local grants, including Multicultural Institute Youth Leadership Award, SEEDS (Supporting Excellent Education for Diverse Students), The Four Star Project, The Career Ladder Project, Algebra Content and Pedagogy, Developing Algebraic Thinking Through Geometry, Geometry: Visualization and Manipulation for Understanding, Smart Start Better Together, Smart Start Assessment, and Reading, Writing and Thinking (UCO/OK A+).

• Off-campus cohorts were established by the bilingual education/TESL program.
• Bilingual education/TESL faculty also began offering coursework through distance learning using the IVE approach.

![An education major works with a pre-school student.](image)

**FACULTY LEADERSHIP**

Curriculum and Instruction faculty members have contributed to their respective professional fields through leadership in state, regional, and national associations. This includes serving as officers and/or on committees of the following professional organizations. Several faculty members serve as program reviewers for the NCATE/SPA recognition process for the National Association for the Education of Young Children (NAEYC) and Association of Childhood Education International (ACEI). Other professional organizations for which faculty have held leadership roles include National Association of Early Childhood Teacher Educators (NAECTE), National Council of Teachers of Mathematics (NCTM), National Association of Bilingual Education (NABE), International Reading Association, and Southern Early Childhood Association. State professional associations which faculty members have served include Oklahoma Science Teachers Association (OSTA), Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO), Oklahoma Association of Bilingual Education (OABE), Oklahoma Teachers of English to Speakers of Other Languages (OKTESOL), and the Early Childhood Association of Oklahoma (ECAO).

**FACULTY HONORS**

**Professional Association and Public Recognition**

- Douglas Sprung, Higher Education Teacher of the Year, Oklahoma Science Teachers Association, twice received
- April Haulman, Oklahoma Human Rights Award from Oklahoma Human Rights Commission, 2004
- April Haulman, Outstanding Bilingual/ESL Director of the Year, 2004
- Paulette Shreck, Outstanding Oklahoma Early Childhood Teacher Educator, 2007

**University Recognition**

- Lola Davis, Outstanding Professor, UCO Mortar Board Student Association, 1994
- April Haulman, Faculty Merit Award, 2001
- Paulette Shreck, UCO Outstanding Mentor Award, 2002
- April Haulman, CEPS Vanderford Teaching Award, 2005
• Daniel Vincent, The Neely Excellence in Teaching Award, 2010
• Darlinda Cassel, CEPS Vanderford Teaching Award, 2010
• Daniel Vincent, Faculty Merit Award, 2012

College of Education and Professional Studies Recognition
• April Haulman and Regina Lopez, Collaborative Teamwork Award, 2012
• Regina Lopez, Elizabeth Threatt Diversity Initiative Award, 2006
• Lola Davis, Elizabeth Threatt Diversity Initiative Award, 2007
• Dan Vincent, Elizabeth Threatt Diversity Initiative Award, 2009
• Darlinda Cassel, Emerging Faculty Member Award, 2009

IN MEMORY

We wish to remember these outstanding colleagues who were faculty members in the Department of Curriculum and Instruction. These individuals served with great distinction, were leaders in the education program, and will be missed and remembered by many.

Timothy K. Campbell, Ed.D., (Oklahoma State University, 1990). June 22, 1956 – March 19, 2012. Dr. Campbell was a member of the Department of Curriculum and Instruction at the University of Central Oklahoma from 1993 until he retired on August 1, 2011. He taught the undergraduate course Assessment and Intervention in Reading K-8. In 2010, he developed and edited the textbook *Assessment and Intervention Practices in the Teaching of Reading* which he was very proud of. He also supervised student teachers and served on residency committees working with first-year teachers. He served on the state committee developing the Oklahoma State Reading Exam. He served on the Council on Teacher Education, 2007-2010. He was the co-chair of the CEPS NCATE Standard One Committee and helped write the 2007 report on that standard. He was active in the following professional organizations: Association of Childhood Education International, International Reading Association, Association of Literacy Educators and Researchers, and the Oklahoma Reading Association. Dr. Campbell showed a sincere interest in students often offering words of encouragement and support. He was a favorite of many students and was a dear friend and colleague to the faculty.

L to R: James Machell, Bill Pink, Donna Cobb, Tim Campbell, 2008 awards program.
Terry Horton, Ph.D. (New Mexico State University, 1969). May 6, 1935 – July 22, 2005. Dr. Horton joined the faculty in 1969 and was named chair of the Department of Elementary Education in 1970 and then the chair of the Department of Curriculum and Instruction in 1982 after the college was reorganized. He held that position until 1986 serving 16 years as department chair. Dr. Horton taught Methods and Materials for Teaching Social Studies, supervised student teachers, and served on residency committees supporting first-year teachers from UCO. He had a great sense of humor and was a compassionate person which made him a favorite of students. He was highly respected by faculty. Dr. Horton retired from UCO in 2000.

(Note from Dean Machell: Dr. Tim Campbell and Dr. Terry Horton were two mainstays and key leaders of our teacher education program and the college for many years. I have many fond recollections of watching Dr. Campbell working with teacher candidates as they practiced new techniques they had learned with school children. Dr. Campbell was well known as a “teacher’s teacher” who took great pride in helping students learn. His greatest joy was seeing graduates experiencing success in their teaching careers. One of the faculty members who made the most positive impression on me as a master’s student in the college in the late 70s and early 80s was Dr. Horton. I will never forget his warm personality, contagious smile, quick wit, and desire to engage with students deeply both inside and outside of the classroom. Upon taking the deanship in 2005, I often reminisced with Dr. Doug Sprung about Dr. Horton and his impact on me. I was astonished to later realize, upon a review of my Central transcript, that I had never taken a class from Dr. Horton. It was through our out-of-classroom interactions and conversations that he had made such a strong impression on me as a student. This quality of providing a personal touch to our students that Dr. Campbell and Dr. Horton so embodied is something about which we constantly remind ourselves and strive to maintain in our college.)


CURRENT FACULTY
Kelly Baker, Ed.D. (Oklahoma State University, 1995) has been associated with the University of Central Oklahoma (UCO) for more than 27 years, beginning with her tenure as a graduate student in early childhood education. Education was never as meaningful for Dr. Baker as it was during those evening and
summer courses at Central. She was both challenged and inspired under the tutelage of Drs. Mari Scott and Janice Johnson. Dr. Baker could not have imagined that she might follow in their footsteps as a future faculty member. When Mari Scott was to retire, however, she made application for the position. And so began the second phase of her UCO journey.

Dr. Baker was welcomed into the since demolished “President’s Old House.” At the time, the Curriculum and Instruction Department included Drs. Terry Horton, Douglas Sprung, Bonnie Ford, Kay Wall, Janice Johnson, Carl Downing, April Haulman, Darwin Waterman, Lorraine Jimison, Malcolm Coby, and Charolette Myles-Nixon. One other critical team member was Laurel Klein, a long-time administrative assistant and a real friend to the department. Several other valuable faculty members joined the department during those years, including Drs. Lola Davis, Tim Campbell, Pam Kuzminski, and Craig Boswell.

Dr. Baker remembers that she “. . . found great joy in teaching, and working with classroom teachers became my new passion. It was an extraordinary time for me, both professionally and personally. I became active in various local, state, and national associations, attending conferences and facilitating presentations on a variety of topics. My research and teaching interests focused primarily on early literacy development, best practices for children in preschool/primary grades, constructivist teaching, and early childhood teacher preparation.”

Dr. Baker resigned in 1995, becoming a UCO adjunct instructor for several years. However, as she experienced the early schooling of her own children, she “never left the profession; my passion for children and quality early educational experiences continued through those years.”

Dr. Baker’s professional journey came full circle when she rejoined the UCO family in 2008. She maintains a high level of involvement in professional associations, and is currently serving as the vice-president for conferences of the National Association of Early Childhood Teacher Educators. Dr. Baker considers it a joy and a privilege to work with teacher candidates, teachers in the field, and other professionals in the field of education. “Once again, I am surrounded by professional colleagues who are also my friends. It’s great to be home (again) at UCO!”

Darlinda G. Cassel, Ph.D. (University of Oklahoma, 2002) has been a member of the Department of Curriculum and Instruction at the University of Central Oklahoma (UCO) since 2006. Previous to this, she served for three years as an assistant professor at Oklahoma State University and as a special lecturer at Oklahoma Christian University. Before entering higher education, she was an elementary teacher for 15 years.

“During my time at UCO, I have written and had published several articles and have received several federally-funded grants. Inclusive of the years 2006 through 2012, I published several articles with co-workers and presented at math conferences every year. Many times graduate and/or undergraduate students presented with me at the conferences.

“Among the national organizations in which I have been a member are the Research Council for Mathematics Learning, National Council for Teachers of Mathematics, and the School Science and Mathematics Association. I have also been a
April Haulman, Ph.D. (University of Oklahoma, 1986) began teaching at the University of Central Oklahoma (UCO) in 1983. Before that she was an outreach coordinator for the Spanish-speaking community at South Oklahoma City Junior College, and previous to that was a traveling bilingual teacher in the Oklahoma City Public Schools.

Dr. Haulman earned her doctorate in adult and community education, but has always taught courses in the bilingual education/teaching English as a second language area in the Department of Curriculum and Instruction. Since she was the only full-time faculty member in this area for 25 years, she has developed and or taught almost all of the courses specific to this field.

"During my tenure at UCO, I have had many articles and presentations at the local, state, and national levels. I have focused most of my scholarly writing efforts on the development of federal grants. I was first employed to direct a federal grant that had been awarded UCO to develop the bilingual program. After that I went on to successfully write and administer several grants, bringing over $5.5 million to the university to provide training, professional development, and degree-related coursework and financial assistance to teachers in the state of Oklahoma.

"In 2005, I was awarded the Vanderford Award for Teaching Excellence at UCO and in 2004 received the Oklahoman Human Rights Award from the Oklahoma Human Rights Commission. Over the years, I have served in various capacities in the leadership of the Oklahoma Chapter of Teachers of English to Speakers of Other Languages and the Oklahoma Association for Bilingual Education (OABE). In 1999, I was inducted into the OABE Hall of Fame. I also helped establish and promote the Multicultural Education Institute, held annually at UCO, which is a collaborative effort of public schools, universities, the Oklahoma State Department of Education, the Oklahoma Regents for Higher Education, and various other community-based education/service organizations.

"Over the years at UCO, I have been a faculty sponsor of the Hispanic Student Organization and the Budo Society, a martial arts organization for students. I hold a 3rd degree black belt in Aikido.

"I have seen many changes in the university, students, and faculty. When I was first employed, my office was in a condemned building, only to be moved to a condemned ‘President's Old House’ four years later. After 13 years there, the department was finally moved to our lovely home in the new addition to the library. I must say the most important, unchanging element that has contributed most to the success of our students and quality of working conditions has been the level of professionalism and collegiality of the people in our department and the dedicated students with which we interact."

Keith Higa, Ph.D. (Oklahoma State University, 2010) was hired at the University of Central Oklahoma (UCO) as an instructor in 2009. Prior to UCO, he taught in the Mid-Del Public Schools for 12 years. His public school experience includes teaching at both the elementary and middle school levels.
Dr. Higa’s doctorate is in curriculum and social foundations. While at UCO, he has taught courses in the elementary education curriculum such as Teaching Reading in the Primary Grades and Assessment/Intervention in Reading K-8. He also teaches Cultural and Linguistic Diversity in Schools for the bilingual/TESL program.

“I have presented papers at the American Educational Research Association, American Educational Studies Association, Society of Philosophy, History of Education, and at the Ethnographic and Qualitative Research Conference. In addition, I have published in the *Journal of Philosophy and History of Education*. I was also a contributor for the manuscript *Writing the Qualitative Dissertation, 3rd edition.*”

Pam Kuzminski, Ph.D. (North Texas State University, 1984) began teaching at the University of Central Oklahoma (UCO) in 1993, after having taught in several institutions, including Roberts Wesleyan in Rochester, New York, and at North Carolina State University. She also taught a total of nine years at the elementary level.

Dr. Kuzminski’s doctorate focused on elementary, early childhood, and reading education. Her primary teaching assignments at UCO include graduate and undergraduate courses in primary and intermediate reading, language arts, and her favorite course, Children’s Literature.

“Over the past 40 years, I have been involved in research, professional presentations, and workshops with the art of teaching as the predominant focus. Research and publications involved the correlation of reading and mathematics, author identification, middle school reading incentive programs, literature-based teaching, visual diversity in picture books, and cooperative learning. Recently I have focused on action-based writing for concrete learners and have presented numerous times on children’s literature and active teaching.

“I was UCO program coordinator for the elementary education program. I served two terms as president of the Beta Phi Chapter of Delta Kappa Gamma. I was president of the Edmond Reading Council (ERC) for five years. I was sponsor of the Student Association of Childhood Education International for many years and took groups of students to present at the annual conferences. For the past 18 years, I have been a member of the Oklahoma Celebration of Reading. In the 1990s I was the program chair for the Southwest International Reading Association Convention.

“I feel that some of the most important work I have done at UCO has been involving pre-service teacher field experiences. Over a period of several years, I created PowerPoint presentations for Sequoyah Award nominated books. I organized a Reading Buddies Program at several schools and even created a library at one. I initiated a Writing Buddies Program in which UCO students worked with small groups to foster writing skills using action writing. We even jointly produced a school-wide election newspaper during the last national election period.

“Several years ago the ACEI had a slogan, ‘We touch the future. We teach.’ I have always aspired to the notion that ‘Great teachers inspire.’ Reading and teaching have been two of my lifelong passions. The comment, ‘Dr. K, I never read much until now. May I borrow that book?’ is music to my ears. Teachers do make a significant difference in the lives of their
students. I finally am realizing how much I may have touched the future and how special my time at UCO has been.”

Regina Lopez, M.Ed. (University of Central Oklahoma, 1986) is currently the SEEDS (Supporting Excellent Education for Diverse Students) project coordinator for the University of Central Oklahoma (UCO). She will soon resume teaching as an instructor in the bilingual/TESL master’s program. She began at UCO as the bilingual education Career Ladder Project facilitator. She was previously the Title VII facilitator for the Putnam City Public Schools. She has worked for many public school districts as a teacher and bilingual paraprofessional.

Ms. Lopez is currently in the educational administration curriculum and supervision doctoral program at the University of Oklahoma. She is certified in Spanish education, bilingual/multicultural education, English as a second language, and principal at all levels. She also teaches courses in the bilingual/TESL master’s program.

“I have had the opportunity to make presentations at both national and local conferences in the fields of bilingual education and foreign language. I have had several publications in the area of dual language and bilingual education in the last three years.

“I was recognized by Oklahoma City Public Schools Laudation and Recognition Volunteering Program and by the Oklahoma Association for Bilingual Education (OABE) for outstanding service in promoting bilingual education. I was president of OABE in 2003-2004 and am currently the OABE newsletter editor. In 2005, I was the winner of LIFESCAN, a Jose Feliciano song writing contest supporting diabetes research and education. I was the first recipient of the Elizabeth Threatt Diversity Initiative Award. I was recently awarded the College of Education and Professional Studies Award for Collaborative Team Work. I am a member of local and national associations focusing on English language learners.

“I am one of eight children, a first generation Mexican-American, and the first to graduate with a college degree in my family. I feel fortunate to be able to work in teaching and in music—my passions. I am a guitarist, singer/songwriter, and a member of the Mariachi López band, a group started by my father. I am far from an expert in either field, but my love and passion in both areas help me to strive to improve.

“I believe being a teacher is one of the noblest professions there is. Being able to impact the minds of students young and old is an incredible gift. Children are our greatest gift and our future, and good teachers will help us have this brighter future. I am proud to be a teacher in that there is nothing else I would rather be . . . Well maybe a famous musician!”

DiAnn McDown, Ed.D. (Sam Houston State University, 2011) joined the full-time faculty at the University of Central Oklahoma (UCO) in the fall of 2011. Before coming to Central, she worked as a doctoral teaching assistant at Sam Houston State University. Prior to this, she taught in the Clinton, Oklahoma Public Schools for 12 years.

Dr. McDown received her doctoral degree in reading. She possesses Oklahoma teaching certificates in elementary education, mild to moderate disabilities K-12, and middle school language arts. Typically, she teaches 12 hours per semester in the areas of primary reading instruction and assessment of reading K-8.
Dr. McDown’s research interests are related to mentoring pre-service and novice teachers, uses of literary strategies, and the improvement of reading through the use of writing. She has presented research at local, state, regional and national venues, including the Oklahoma Association of Colleges for Teacher Education, Southwest Educational Research Association, and the Association of Literacy Educators and Researchers.

While at UCO, she has served on several committees and the campus-community emergency response team. Dr. McDown also represented UCO in the Oklahoma Commission for Teacher Preparation’s Reading Focus Group, as well as the Elementary Education Program Advisory Panel. She participated in the Teacher Performance Assessment Consortium Pilot Study and the Teacher Education Redesign Project. Dr. McDown served as an essay contest reviewer for the Multicultural Institute and participated in the American Heart Association Central Oklahoma 5K Heart Walk as a UCO representative. In 2012, she received the college Grant Scholars Award.

“I enjoy reading, especially to my grandbabies. My husband, Robert, and I are active in many church and community projects and especially enjoy singing and participating in community theatre. Another personal passion is traveling as much as possible.”

Paulette Shreck, Ph.D. (University of Oklahoma, 1994) has been a member of the Department of Curriculum and Instruction (C&I) at the University of Central Oklahoma (UCO) since 1996. Previous to this, she served 13 years on the faculty at Oklahoma Christian University where she developed and taught early childhood education (ECE). Prior to university teaching, she taught pre-kindergarten through second grade.

Dr. Shreck’s doctorate is in instructional leadership and academic curriculum emphasizing early childhood. She holds Oklahoma teaching certifications in elementary, language arts, and social studies. She teaches the undergraduate courses Theory and Practice in ECE and Science/Social Studies in ECE while teaching the graduate courses Theoretical Perspectives of Learning and Practice and Empowerment of Families and Communities. Her emphasis and research is in play, teacher development, and effective practice.

“While serving on the faculty at UCO, I had two articles published. These include ‘Play: Powerfully Connecting Children and Literacy’ in Oklahoma Reader (2005) and ‘Reflective Teacher Perspectives: Challenges and Opportunities for Teacher Education’ (co-authored) in The Central Forum (1999). I made 18 presentations at national conferences, including NAEYC, NAECTE, AACTE and Hawaii International Conference on Education. I advised two graduate theses and served on the committees for two others. I served as the college’s teacher education unit’s NCATE coordinator from 1997 until 2002. I was chair of the Curriculum and Instruction Department from 2002 to the present. I have chaired multiple committees, including CEPS Assessment /NCATE. I served many years on the UCO Quality Improvement Team. I co-chaired the criterion 2 sub-committee for UCO’s Higher Learning Council Steering Committee from 2010 to 2012.

“An intense passion for children has fueled my participation in professional associations with a desire to positively impact the lives of young children. I fulfilled multiple offices for the Early
Childhood Association of Oklahoma and the Oklahoma Association of Early Childhood Teacher Educators. I am a member of: NAEYC, NAECTE, ACEI, and the Association of Constructivist Teachers. My two greatest honors are receiving the UCO Outstanding Mentor Award in 2002 and the OAECTE Outstanding Early Childhood Teacher Educator Award in 2007.

“My other passion is for my family. My husband is Gary L. Shreck, Ed.D., who has zealously supported me for 45 years. I have three children—Brett, Garrick, and Tiffany (Smith)—who taught me much, love me intensely, and bring great joy to my life even today. They blessed me with eight grandchildren: Kassidy, Natalie, Benjamin, and Nicholas Shreck, and Hannah, Fisher, Isaac, Esther, and Annie Smith. They are my delight, joy, and love.

“It is my greatest desire to have been the teacher to my students that I taught them to be to the young children they would teach. To my colleagues, students and those who influence the life of even one child I say this from the words of Hannah Whitthall Smith, ‘Live up always to the best and highest you know.’”

Dan Vincent, Ph.D. (University of Oklahoma, 2006) became a member of the Department of Curriculum and Instruction (C&I) at the University of Central Oklahoma in 2006. Before coming to Central, he taught various grades and subjects in the Jenks, Oklahoma Public Schools for a number of years.

Dr. Vincent’s doctorate was received in the foundations of education. He teaches courses primarily for elementary education majors, including Science in the Elementary School and Social Studies in the Elementary School; at the graduate level, Science Inquiry for Elementary Teachers and Social Studies in a Global Environment. In 2012, he became coordinator of the elementary education program.

“While at Central I have had several articles published in peer-reviewed teaching journals, including Science and Children, School Science and Mathematics, and Science Scope. I have made numerous presentations related to teaching and learning social studies and science at the state, regional, and national levels.

“During my time at Central, I have served the university and my department in several capacities, including memberships on the Council on Teacher Education and two committees, faculty merit and policy and handbook. In 2010, I was awarded the college’s Elizabeth H. Thrett Diversity Initiative Award and in 2010 I was presented with the university’s Neely Excellence in Teaching Award.

“I have really enjoyed my time at Central. I have a great respect for my colleagues and have grown tremendously as a result of knowing and interacting with them. I also truly enjoy working with students. They challenge my ideas related to teaching/learning and my desire is that I do the same for them. My hope is that I can continue to develop friendships and professional relationships with students and teachers in order to improve the lives of kids throughout the state and nation. In my free time, I enjoy spending time with my wife and two kids, reading, running and globetrotting.”

Janette C. Wetsel, Ph.D. (University of Oklahoma, 2004) became a member of the Department of Curriculum and Instruction (C&I) at the University of Central Oklahoma in 2003.
Before coming to Central, she taught early childhood education at Oklahoma Christian University.

Dr. Wetsel received her doctorate in early childhood education. She teaches courses primarily for early childhood education majors, including Assessment and Leadership in Diverse Communities; at the graduate level, Professionalism and Advocacy and Affirming Diversity. For seven years, she served as coordinator of the early childhood program.

“While at Central I have had several articles published in peer-reviewed teaching journals, including Young Children and Journal of the National Association for Early Childhood Teacher Education. I have made numerous presentations related to teaching and learning in the field of early childhood education at the state, regional, national, and international levels.

“During my tenure, I have served Central and my department in several capacities, including memberships on the Council on Teacher Education and the Oklahoma State Advisory Council for Head Start. I was a member of the Graduate Council for two years and sponsor of the ACEI student organization for three years.

“An advantage of teaching at Central is the dear friendships among faculty and staff that I have made. Some who mentored me through often difficult, yet productive, times have since retired. Then there are others who continue to challenge my thinking and help me to grow. I have been privileged to interact with so many wonderful students. It is these students, and our shared experiences, that I remember the most. I wonder how many lives I have touched by helping new teachers find their way in their own professional development. I feel fulfilled by teaching others about young children and their families and by helping them to become competent citizens in a global society. In my free time, I enjoy spending time with my family and friends, flower gardening, scrapbooking, and travel.”

**EMERITI FACULTY**

**Lola S. Davis,** Ed.D. (Oklahoma State University, 1993) was a member of the Department of Curriculum and Instruction at the University of Central Oklahoma from 1992 to 2008. Previous to UCO, she served as a principal in Yale, Oklahoma. Dr. Davis served as a visiting lecturer and teaching assistant at Oklahoma State University. Her public school teaching was conducted in Oklahoma City Public Schools (1978-1989).

Dr. Davis’ doctorate was in curriculum and instruction emphasizing elementary/early childhood education. She holds Oklahoma teaching certification in early childhood N-K, elementary education K-8, social studies, and elementary principal. She taught the undergraduate courses Language Development and Emergent Literacy, Psychological Aspects of Multicultural Education, Creative Art, and Music and Movement and the graduate course Educational Practices of Constructivist Teachers. Her research interests included literacy development, human diversity, and constructivist teaching practices.

“I coauthored, ‘Reflective Teacher Perspectives: Challenges and Opportunities for Teacher Education’ in The Central Forum and two unpublished manuscripts compiled for Reading Success Network: Reading, Coaches Institute Region VII Comprehensive Center. I made 36 scholarly presentations, including the National Association for the Education of Young Children, National Association of Early Childhood Teacher Educators (NAECTE), Southwest International Reading Association Regional...
Conference, Hawaii International Conference on Education, Oxford University Round Table, Southern Early Childhood Association, and Oklahoma Early Childhood Association. I was keynote speaker at the 2002 Oklahoma Association for Bilingual Education Spring Conference and a panelist and consultant for a broadcast funded by Eagle Ridge Institute and the US DOE. I advised two research theses for McNair Scholars.

“Highlights at UCO include Regional Representative of the NAECTE and president of the Oklahoma AECTE. I served as C&I chair from 1998-2002 and two terms as early childhood curriculum coordinator. I served on the Continuous Quality Improvement Team, North Central Accreditation Steering Committee (Criterion Three), the Multicultural Advisory Board, Faculty and Staff Recognition and Awards Action Team as co-chair, as a McNair Scholars Program Faculty mentor, and the Graduate Council. College committees included Tenure and Promotion, Grade Appeal, Portfolio, Assessment, chaired a Student Teaching Task Force, and chaired or served NCATE program reviews. I was faculty sponsor of the First American Student Association and co-founder of the UCO Association of Childhood Education International. I was honored as Outstanding Professor -Mortar Board Student Association and the CEPS Diversity Initiative Award.

“I have a wonderful husband of over 40 years, Eddie, and two beautiful, successful, amazing children, Shannon and Trent. They are my passion in life, and I am grateful and blessed to have lived and loved the best. My teaching was strongly influenced by children and researchers Glasser, Piaget, Holdaway, Clay, and van Manen, especially the idea of bringing meaning to pedagogy and pedagogical relationships. While I was privileged to work with many gifted colleagues, two intellectuals influenced me greatly: Paulette Shreck and Kelly Baker, both brilliant in their knowledge of how to teach students and children. Their honesty and boldness of speaking on behalf of best practices for children is critically important and awe-inspiring.

Carl Downing, Ed.D. (Oklahoma State University, 1963) became a member of the School of Education at Central State College in 1963. Before coming to Central, he taught five years in small rural Kansas towns and six years in Wichita. Dr. Downing’s doctorate is in elementary education. He taught graduate and undergraduate courses in elementary science and math, curriculum development, and multicultural education.

While at CSC/CSU/UCO, he had several articles published, and presented over 100 math, Indian education, and aerospace and bilingual education workshops at Central and in many regional and state school districts. He also helped secure two national grants. The first led to the establishment of the bilingual education program at Central. The second was for an Improving Mathematics Education for Minority Students Grant.

“During the time I taught at Central, I served on the Faculty Senate, sponsored the Student Education Association and the Indian Student Association, and served on the Tower Review Editorial Board. I served on the National Council for the Accreditation of Teacher Education for 12 years, the final three as special assistant to the president. I served in a leadership role in the American Indian/Alaska Native Caucus of the National Education Association for 17 years. I was selected as chair of the Oklahoma Delegation to the White House Conference on
Indian Education. I received the Oklahoma Education Association’s Kate Frank Award for rendering courageous and significant service and to the advancing of teacher welfare, rights, and professionalism. I was awarded the National Education Association’s Leo Reano Award for leadership and significantly impacting education for American Indian and Alaska Native students. I was awarded the Making Mathematics Work for Minorities Award from the Mathematical Sciences Education Board of the National Academy of Sciences. I was elected president of the Oklahoma Education Association, a full-time job for which I was granted a sabbatical year.

“When I retired from CSU, I went to work for Ikwaie, where I helped train teachers to work in Indian bilingual programs. This grant allowed me to employ staff members from several universities, Colorado, Kansas, Oklahoma, Harvard, and others. I was appointed by Governor Henry to the Oklahoma Human Rights Commission. I continue to volunteer at the Oklahoma History Museum and at my church.

“Central provided me with the opportunity to have meaningful employment and be involved in state and national educational activities. Both allowed me to make a maximum contribution to education, especially the education of Indian children.”

(Department Chair Note: Dr. Downing submitted this biography so we chose to leave it here to honor him. He stayed in touch with several in the department and is greatly missed. February 2, 1930 – May 14, 2014.)

Bonny E. Ford, Ed.D. (University of North Texas, 1966) taught at the University of Central Oklahoma (UCO) from 1981 to 2002 in the Department of Curriculum and Instruction. Prior to this she taught at Southern Methodist University, Texas Christian University, and for five years in the elementary schools of Texas.

Dr. Ford's major field of study was elementary education with a related field in psychology. She holds a Texas professional elementary teaching certificate. At UCO, her responsibilities included teaching elementary methods courses in the areas of reading, language arts, and children's literature.

Dr. Ford published in national peer-reviewed journals, including Childhood Education, Elementary School Journal, and the Delta Kappa Gamma Bulletin, as well as state journals in Oklahoma and Texas.

In 1985-86, she received the Outstanding Faculty Woman Award from the UCO Association of Women Students. She served two terms on the Faculty Senate, served on the Faculty Development Council, The Tower Review Editorial Board, the University Library Council, and the Social Committee. For several years she served as co-counselor for Kappa Delta Pi. Her other professional memberships included Phi Delta Kappa and Delta Kappa Gamma in which she held various offices.

Mary Ann Henderson, Ph.D. (University of Oklahoma, 1974) taught in the Elementary Education Department at the University of Central Oklahoma (UCO) from 1971 through 1993. She had previously taught for 12 years at elementary schools in western and mid-western states.

Her doctorate, which was earned in reading education, was put to use at UCO where she initiated a diagnostic reading course for elementary education undergraduates. She taught this
school-based course using school-aged children as subjects throughout her tenure at the university. She taught it on campus as a prerequisite, while serving as an assistant dean. Post-doctoral studies were completed at the universities of Arizona and San Diego.

“...I published articles in the Journal of Reading, Oklahoma Reader, and Proceedings of the Western College Reading Association and in the World Context for Teaching. I participated in several school in-service programs and workshops in and around Oklahoma.

“I was honored to serve as president of the Oklahoma Reading Council and legislative person of the International Reading Association. As assistant dean of the college, I prepared a North Central Teacher Accreditation report, which earned the distinction of being the only education college acceptance among the big three in the state.

“I did, and continue to believe, that a learner is concrete operational in any new endeavor. It follows that the learner must first have physical contact with the materials. Reading about a subject first and later having that contact is going about learning in reverse. S/he can only read about it with understanding after having physical contact first.

“My husband, also a UCO emeritus professor, and I live on a farm with a daughter. Our son lives nearby. We enjoy the space that rural living provides.”

Jerry M. Hill, Ed.D. (McNesse University, 1973) became a faculty member in the Department of Elementary Education at Central State University in January of 1974. Previous to Central she was employed as an elementary school teacher in Port Arthur, Texas, Springdale, Arkansas, and Pasadena, Texas.

Dr. Hill’s doctorate is in elementary education with an emphasis in reading. During 25 years at Central, she primarily taught classes for elementary majors that included undergraduate and graduate levels of children’s literature, reading and language arts, as well as supervised student teaching and serving on entry-year teacher committees. She directed summer workshops on reading strategies using the newspaper to teach reading, as well as reading for the gifted.

“...While at Central, I published peer-reviewed articles and presented at local, state, regional and national conferences. The articles and presentations focused on reading and children’s literature, particularly the life of Laura Ingalls Wilder, who I researched in DeSmet, South Dakota and Mansfield, Missouri. The research also included travel to Malone, New York where Laura’s husband, Almanso, had lived during his youth. Published articles and presentations also included lesson plans and Central research projects.

“...During my tenure at Central, I served on the Faculty Senate, organized the first College of Education Awards Assembly, chaired the College of Education Awards Banquet Committee, sponsored TIARAS, was the first Mortar Board sponsor, and organized and sponsored the first Association for Supervision and Curriculum Development student organization on an Oklahoma campus. I received the College of Education Merit Teacher Award and Central Outstanding Faculty Award.

“...Other professional services included being a state officer, state committee chair, chapter president and chapter committee chair in Delta Kappa Gamma International, state president of the
Oklahoma Association for Supervision and Curriculum Development (OASCD) for which I received an Outstanding Service Award, planned OASCD conferences and was a committee chair for the Southwest Regional Reading Association and DKG conferences. I was among the first females invited to join Phi Delta Kappa and served as chair of the Lay Citizen Award and two years as newsletter editor. I also served two years each as the newsletter editor for OASCD, Alpha Mu Chapter, and ACD student organization.”

Lorraine Day Jimison, Ed.D. (Oklahoma State University, 1990) was a professor at the University of Central Oklahoma from 1992 to 2013. She previously taught at the University of Oklahoma and the University of Texas at Tyler.

Dr. Jimison completed her doctorate in curriculum and instruction with an emphasis on mathematics education. She holds lifetime certification from England. Dr. Jimison was in the Department of Curriculum and Instruction and taught courses for elementary education majors. She taught Teaching Mathematics in the Preschool and Primary Grades and Teaching Mathematics in the Intermediate Grades.

“I presented at local, state, regional, national, and international conferences on topics of both mathematics education and assessment. I provided service to state and national professional organizations by serving as an officer and serving on committees.”

Douglas C. Sprung, Ph.D. (University of Michigan 1973) was a faculty member at the University of Central Oklahoma (UCO) in the Department of Curriculum and Instruction. Previously he was an assistant professor at Central Missouri State University, taught high school science in Michigan, and was a science coordinator for a school district in Illinois. When he was first employed at UCO in 1976, he was a member of the Elementary and Early Childhood Department, which became part of the Department of Curriculum and Instruction in 1982.

Dr. Sprung’s doctorate was in science education, subsequently having experience working with all ages of learners from kindergarten to graduate students. He held teaching certificates in biology, life and physical sciences, and science teaching and supervision K-12. He taught university courses in biology and science education in Missouri and undergraduate and graduate science education courses at UCO. Dr. Sprung was the second chair of the department, serving from 1986 until 1998.

“Being a professor at UCO provided me the opportunity to be engaged in efforts to improve science teaching in Oklahoma. I co-chaired the committee that drafted the first Priority Academic Student Skills (PASS) in science. My focus was on the elementary grade standards, and I was pleased when the standards emphasized inquiry (science processes) equally with content. I also served on two PASS revision committees and assisted in developing and validating PASS tests. I had two cooperative grants with the Oklahoma Science Museum that funded summer institutes for elementary and middle school teachers and I directed numerous summer workshops sponsored by the Education Division of National Space and Aeronautic Administration for elementary and middle school teachers. I also served on the Oklahoma City Zoo Education Committee
working on enhancing informal science experiences, children’s programs, and opportunities for teachers.

“I was a member of the Oklahoma Science Teachers Association (OSTA), National Science Teachers Association and the American Association for the Advancement of Science (AAAS). I served on the OSTA Board of Directors for eight years, including one term as president. I reviewed numerous trade books, films, and textbooks for inclusion in the AAAS publication Science Books and Films.

“I have been married 48 years to my wife, Ella. We have two children and four grandchildren. Our son, Steven, is a school psychological examiner in Missouri, and our daughter, Andrea, retired from teaching mathematics to stay at home with her family.”

Kay Wall, Ed.D. (University of Oklahoma, 1988) was a professor at the University of Central Oklahoma (UCO) from the years 1985 to 2005. She was first hired as an assistant to Dr. Carl Downing on a grant aimed at increasing the participation of Native American students in higher mathematics. In that capacity, she supervised students and entry-year teachers, did research, and was a member of various committees. She was a founding faculty member of the student organization ACEI.

“In the 20 years I served at the university, many historical events occurred. I served under three presidents: Dr. Bill Lillard, Governor George Nigh, and Roger Webb.

“My first office was in Evans Hall, as were those of the entire department. I taught classes in the basement of that building and, at times, in Old North. Later, the offices of the department were moved to the ‘Presidents Old House’ where I had an office on the second floor.

“Under President Nigh, many new buildings were constructed, remodeled, and expanded, most notably for my department was the construction of the new education building and the addition to the library.

“Changes to our teaching also took place. To give assistance to our first-year teachers, the entry-year program was implemented. Accountability became a keyword.

“Technology went from electric typewriters and hand-cranked copy machines to computers, laser printers, a centralized media center, online testing, distance learning, and computer labs. My office went from having only a telephone to having a computer and printer with access to and by all of my students online.

“It was my pleasure and honor to serve as a faculty member at UCO. I give gratitude and praise to my department heads: Drs. Terry Horton, Doug Sprung, Lola Davis, and Paulette Shreck. It was their leadership that allowed me to be a successful faculty member.”
The Donna Nigh Department of Advanced Professional and Special Services (DNAPSS) has always been remembered as the department that has provided thousands of highly-qualified advanced educators to schools across the state of Oklahoma and the nation. This department has included several programs for those educators who wish to step out of the classroom and into an advanced level of student and faculty support.

The Advanced Professional Services (APS) and Special Services (SPS) departments began in the fall of 2000 when the Department of Curriculum and Instruction was restructured from a very large department to smaller, more manageable departments. APS was comprised of three graduate programs that include advanced teacher certification: educational administration, school guidance and counseling, and school library media education.

Dr. Joann McCarthy served as the first chairperson of APS and Ms. Glenda Todd was the first administrative assistant. The faculty included Dr. Patti Buxton, Dr. Sheldon Buxton, Dr. Jerry Chandler, Dr. Wanda Johnson, Dr. Dana Owens-DeLong, Dr. Pat Couts, Dr. Jill Rooker, Dr. Judith Wakefield, and Ms. Sherry Ward. The department was housed in a newly constructed suite of offices located on the first floor of the Max Chambers Library.

Dr. Barbara Green served as the first chairperson for the Special Services Department. Programs in this department included reading, special education, and speech language pathology. All three programs offer graduate degrees; special education and speech language pathology offer undergraduate degrees as well. The faculty included Dr. Barbara Green, Dr. Eleanor Maddox, Dr. Charlotte Myles-Nixon, Dr. Mary Montfort, Dr. Donna Kearns, Dr. Scott McLaughlin, Dr. Terry Spigner, Dr. Deanie Wright, and Dr. Jan Goldman. The department was housed in cubicles on the third floor of the Max Chambers Library.
In fall 2011, APS and SPS merged into one department, the Department of Advanced Professional and Special Services (APSS), chaired by Dr. Pat Couts. The composition of the department includes 17 faculty members, three administrative assistants, an audiologist, one clinical director, and multiple adjuncts. In addition to the degree programs, APSS provides free or minimal cost reading, counseling, and speech clinics for children of local patrons. The speech language pathology program partners with the State of Oklahoma and provides a child center for hearing impaired children.

This department currently offers two undergraduate programs of study leading to Bachelor of Science degrees. The first undergraduate degree program is a Bachelor of Science in Education with two options: mild-moderate disabilities and severe-profound/multiple disabilities. The second undergraduate degree program is a Bachelor of Science in speech language pathology.

The department also offers preparation for graduate students seeking professional careers in guidance and counseling, instructional media education, education leadership, reading, special education, and speech-language pathology.

Department chairs for this department have included Drs. Joann McCarthy, Cheryl Kelsey, Sheldon Buxton, Pat (Patterson) Couts, Barbara Green, Donna Kearns, and Cheryl Evans.

APSS was renamed the Donna Nigh Department of Advanced Professional and Special Services (DNAPSS) in March 2014. Throughout her tenure as Oklahoma’s and UCO’s first lady, Ms. Nigh championed services for special needs children and adults. Because the special education program is part of APSS, the Nighs selected APSS as their name designee. (Note: most information prior to 1990 is included in Volume 1 of this history.)

The programs included in this multi-dimensional department are: Speech-Language Pathology, School Counseling, Educational Leadership, Special Education, Reading and Instructional Media Education.

**SPEECH-LANGUAGE PATHOLOGY**

The origins of the UCO speech-language pathology program go back to the early 1960s and the special education department and the direction of Dr. Lillian Ivey. During the 1980s and much of the 1990s, the program was housed in the Department of Curriculum and Instruction under the leadership of Dr. Doug Spring and Dr. Lola Davis, who served consecutively as
chairpersons. In the late 1990s, the Department of Curriculum and Instruction was divided into several departments with one of them designated as the Special Services Department, which included the reading, special education, and speech-language pathology programs. Dr. Barbara Green served as chair of Special Services until fall 2005 when she was briefly replaced by Dr. Donna Kearns, who served until the end of the fall 2006 semester. Dr. Green reassumed the role of chair at that time and served until fall 2011, when the Special Services Department was subsumed into the Department of Advanced Professional Services with Dr. Pat Couts as chairperson. This new configuration became the Department of Advanced Professional and Special Services (APSS). Dr. Pat Couts served as chairperson until fall 2014 when her successor, Dr. Cheryl Evans, assumed that role.

National standards for the profession impacted state standards which in turn affected the UCO program. Prior to 1990, those who graduated with bachelor’s degrees to work in the public schools were certified by the State Department of Education as “speech therapists” and those who held master’s degrees were certified as “speech pathologists.” In the late 1980s, the name for both the bachelor’s and master’s degree programs was changed to speech-language pathology. Subsequently, the State Department of Education revised the teacher certification requirements for public school speech-language pathologists to require the master’s degree for all new certifications beyond that time. The UCO speech-language pathology program became one of the first programs to receive an endowed chair, the Inez Miller Endowment. Proceeds from the endowment have been used to supplement the salary of a faculty member in his or her early stages of professional development, to support graduate assistantships for students to assist the program in various capacities, and to support the annual Inez Miller Conference on Communication Sciences and Disorders.

With a new master’s degree in place, the program experienced enough growth to add a full-time tenure-track position. Dr. Roy Rowland became the second full-time tenure-track professor to serve in the program, replacing Dr. Ivey. Dr. Scott McLaughlin joined the faculty in August 1983. In addition to teaching four courses each semester, his responsibilities included serving as clinic coordinator during the 1980s and 1990s.

In June 1988, Mrs. Melanie Coldren assumed the position of director of what is now called the Oklahoma School for the Deaf Edmond Regional Preschool at UCO for children who are deaf and hard of hearing and technically served the speech-language pathology program since that time in an adjunct position. Mrs. Coldren also donated her services to teach sign language courses for program students and has welcomed speech-language pathology student clinicians into the preschool throughout her time on campus. The preschool presence on campus and its contractual support also provided for graduate assistantships throughout the years. As a result, the preschool has been an invaluable component of the speech-language pathology program, and Mrs. Coldren has been an integral adjunct faculty member who has been considered to be a “full-time” member of the program due to her full-time presence on campus and her dedicated contributions to the program.
In May 1999, Dr. Rowland retired from the program after 19 years of service. Dr. Jan Goldman (Jan Pryor at the time of this writing) was hired to fill his position as a full-time faculty member and the program audiologist in fall 1999. Following the 2003-2004 academic year, Dr. Goldman (Pryor) moved to Northeastern State University (NSU) in Tahlequah, Oklahoma. Her position was filled, in turn, by Dr. Kent Hawkins, who left NSU to join the UCO program in August 2004. Dr. Hawkins returned to NSU following the spring 2008 semester, and Dr. Michael McKaig came to UCO from Stephen F. Austin University in Nacogdoches, Texas, to assume that faculty position in fall 2008.

Following the 2009-2010 academic year, Mrs. Connie Williams left the program, and Mrs. Jennifer Williams, a 1995 graduate of the program, was hired to replace her. Jennifer Williams did not continue following the 2009-2010 school year, and Mrs. Elaine Martindale, a 2001 graduate of the program, was hired to replace her starting in fall 2010.

Dr. Brandon Vincent was hired to become the first full-time position designated as clinical audiologist starting in fall 2010. (Dr. Rowland and Dr. Goldman were both dual-certified in speech-language pathology and audiology and as full-time faculty each had taught several speech and language courses and supervised in both areas.)

At the end of the 2011-2012 academic year, Dr. Debbie Barker retired from the program after 23 years of service as the clinic coordinator from 1989 to 1995 and as a faculty member from 1995 to 2012. Beginning with the 2012-2013 academic year, Dr. Linda Sealey, a 1999 graduate of the program, filled Dr. Barker’s full-time faculty slot. At the end of the 2013-2014 academic year, Dr. Scott McLaughlin and Mrs. Rebecca Reynolds, the program coordinator and clinic coordinator, respectively, retired after serving the program for 31 years and 24 years, respectively. Dr. Sealey assumed the role as program coordinator beginning in May 2014. Dr. Susan Benson was hired to fill Dr. McLaughlin’s full-time faculty slot beginning in fall 2014. Mrs. Martindale was re-slotted to assume Mrs. Reynolds’ professional staff and role as clinic coordinator. Nicole (Loper) Mercer, a 2004 graduate of the program, was hired to assume Mrs. Martindale’s position and responsibilities in fall 2014.

Dr. McLaughlin, whose career spanned 35 years with the speech language pathology program at UCO, stepped away from UCO in May 2014. At this time, the program is at a turning point that is positively directed under new leadership toward further growth in a number of ways, including expanded client services, the potential of obtaining research or training grants, and
additional audiological services. At the request of the speech-language pathology faculty and with the support of Dr. James Machell, the dean of the College of Education and Professional Studies, as well as President Don Betz, on October 30, 2014, the program designated the clinic as the Scott F. McLaughlin Speech and Hearing Clinic.

Dr. Linda Sealey-Holtz, current program coordinator and faculty, came to this program in 2012, and is also an Inez Miller Endowed Chair.

SCHOOL COUNSELING

One of the first master’s degrees established at Central in 1953 was the option for school counselors under the Master of Teaching. By 1970, the structure changed with the M.Ed. degree separated into six programs, one of which was guidance and counseling. With the accreditation visit in 1989 the program developed an option for counselors in elementary schools and a second option for counselors in secondary schools and vocational technical schools.

In the summer of 1995, the guidance and counseling program received permission from the Board of Regents to implement a 48-hour M.Ed. in lieu of the previous 34-hour degree. In January 1997, the State of Oklahoma eliminated the different certification tracks for elementary and secondary counselors and went to the K-12 certificate. As a result of combining classes to cover the full span of development, two courses that were two hours each with an elementary and a secondary version became one course. For example, Advanced Child Psychology and Advanced Adolescent Psychology became the three-hour Advanced Development Psychology. This increased the total hours for the M.Ed. to 50 hours. At this time, the program met the requirements for the National Certified School Counselors (NCSC) designation and also requirements for the Licensed Professional Counselor (LPC) Act for licensure. In 2000, LPC requirements changed to 60 academic hours for licensure. In 2001, the department went to a 33-hour degree to be able to meet the school counselor shortage and meet the demand of the community. This program meets all the criteria set forth by the Oklahoma State Department modeled after the National American School Counselor Program Counselor requirements.

In fall 2013, the program was changed from guidance and counseling to school counseling in response to current educational trends. During the 2013-2014 school year, the school counseling program proposed an LPC track which included courses from other university programs which meet the academic requirements established by the Oklahoma Board of Behavioral
Health and Licensure (BBHL). These courses were preapproved by the BBHL and, as of fall 2014, the school counseling program offers two tracks: one track of 33 hours to continue to meet the National American School Program Model and a second track of 60 hours to meet the LPC academic requirements of our candidates. School counseling also has partnered with the Moore School District to form a cohort to prepare future school counselors.

Dr. Laressa Beliele, program coordinator and faculty, came to UCO in 2011, and Ms. Lea Ann Garcia, faculty, began in 2007.

**Educational Leadership**

The Master of Education in educational leadership offers a degree in school administration PK-12. The degree program is based on requirements for the elementary and/or secondary school principal standard certificate. The educational leadership degree program prepares school leaders who demonstrate the knowledge and skills required of future school administrators. The curriculum is designed in an integrated problem-based mode to promote an understanding of the relationships between the various knowledge and skill areas in educational leadership. Clinical internship relationships and field experiences provide the necessary transition from the study of content areas toward a more realistic workplace experience.

In 2006, Dr. J. Kirk Webster was named program coordinator after the departure of Dr. Cheryl Kelsey. The number of students in the masters of educational leadership was 44. In 2007, Dr. Cheryl Evans, former school principal and coordinator for student teachers, and in 2009, Dr. Paul Haxton, former principal and superintendent, were hired into the program. In 2007 our first cohort was established with the Mid-Del School System. We supply an instructor, and the cohort school system provides the other. This cohort partnership allows the school district to grow their own administrators. Since 2007, school cohort partnerships have included Oklahoma City, Putnam City, Yukon, Moore, Choctaw, and Edmond with over 200 graduates. The program also has implemented a certification sequence of courses to prepare future school superintendents.

In 2007, teachers and counselors with a master’s and having passed core and specialty tests could be certified as alternative. They have three years in which to complete an agreed upon plan of study with the program coordinator. In 2012, the program name changed from educational administration to educational leadership to better reflect the goal and mission of our program.

Dr. Cheryl Evans, faculty and department chair, received the Vanderford Award for Leadership and Civic Engagement. Dr. Paul Haxton received the Elizabeth Threatt Diversity Award for leading study tours to New Zealand.

**Special Education**

The faculty and staff in the special education program take pride in offering excellent, student-centered programs at the bachelor’s and master’s levels. All programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

Course work emphasizes the most up-to-date knowledge in the field. The placement rate of graduates has exceeded 95% over the past five years.
The graduate program in mild-moderate disabilities is designed to offer advanced study to those students interested in infants, early childhood, elementary, middle, secondary, and adult education of students with mild/moderate needs. The graduate program in severe-profound/multiple disabilities is designed to offer advanced study to those students interested in infants, early childhood, elementary, middle, secondary and adult education of students with severe-profound/multiple needs. Each program provides practicum experiences with children with disabilities in various settings.

The UCO Special Education “Boot Camp” (HB1233) is the State of Oklahoma’s current answer to the shortage of teachers for special education students. Completion of UCO Boot Camp allows individuals the opportunity to apply for provisional certification through the Oklahoma State Department of Education.

Dr. Barbara Green has been a member of the DNAPSS department since August 1991. She has received the Hauptman Research Award, Elizabeth Threatt Diversity Initiative Award, Ron McNair Mentor Award, and The Delta Sigma Theta Educational Awareness Award.

Dr. Terry Spigner began in 1997 and has served for 17 years.

Dr. Charolette Myles-Nixon was the first African American female hired for the program. When she was hired, the program had nine professors and Karen McGrath, a clinical supervisor for the preschool. Classes were held in the basement of Evans Hall on the same hall as Funeral Science. It was nothing to have classes across the hall from a stack of coffins and jars of unknown items.

**READING**

The origins of the UCO reading program go back to the late 1950s. At that time, graduate-level reading classes, along with other graduate courses, were part of a single graduate degree program entitled a Master’s in Teaching. In 1970, the Master’s in Teaching was renamed the Master’s in Education, and coursework/faculty were divided into six degree programs, one of which was reading. The program was certified by the State of Oklahoma and, following State recognition, the master’s degree program soon became nationally accredited by the International Reading Association. In 1982, the program existed under the Department of Curriculum and Instruction. Dr. Barbara Green served as chair of Special Services until fall of 2011, when it was subsumed into the Department of Advanced Professional and Special Services.

The reading specialist’s program was created in 1959. New full-time tenure track faculty positions were added to address the growing number of students. These faculty included Dr. Dale Jordan, Dr. Mary Ann Henderson, Dr. Bette Roberts, Dr. Cavannah Clark, Dr. Francis Stevens, Dr. Sheldon Russell, Dr. Gary Adams, and Dr. Jean Johnson, as well as Ms. Edith Poe and Ms. Anderson.

In the summer of 1982, with the retirement of Dr. Roberts, Dr. Mary Monfort was invited to join the faculty. New faculty included Dr. Eleanor Maddox, Dr. Deannie Wright, Ms. Barbara England, Ms. Phyllis Jarrett, Dr. Gladys Dronberger, and, more recently, Dr. Julie Collins and Dr. Sylvia Hurst.

Throughout the years, the reading specialist’s program had an array of curriculum coordinators. Dr. Jones was the pioneer. The next to take the helm was Dr. Dale Jordan. With his research...
involving reading disability as an organic deficit, the program gained an overwhelming number of followers. Following Dr. Jordan’s tenure, Dr. Bette Roberts became program coordinator. The next coordinator was Dr. Jean Johnson, followed by Dr. Sheldon Russell. Barbara England was next to take the helm. Dr. Gladys Dronberger was the coordinator for a short period of time, and Dr. Deannie Wright became the next program coordinator. The next person who directed the program was Dr. Mary Monfort. The professor currently at the helm is Dr. Julie Collins.

**INSTRUCTIONAL MEDIA EDUCATION**

Dr. Judith Wakefield came to UCO in September 1986 as media instructor. Library media education partnered with the city of Moore to form a cohort to prepare future school librarians. Dr. Jill Rooker, who started at UCO in the fall of 1992, was in the Department of Curriculum and Instruction until APS was created, and has sponsored study tours abroad. Dr. Pat Couts began as full-time faculty in the fall of 1992 and recently has been appointed by the American Association of School Librarians (AASL) to serve on the 2015 Association of American University Presses Book Selection Committee. The purpose of this national committee is to select suitable titles from approximately 500 books for secondary school use from the current publications from the members of the Association of American University Presses. Dr. Couts served as chair of the APS Department from 2005-2014.

The library media education master’s program prepares students to become school librarians and results in a Master of Education in Library Media Education degree. The program aligns with the American Library Association (ALA) and American Association for School Librarians (AASL) requirements and is accredited by ALA/AASL and the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE. While some of the classes are those taken by future public, academic or special librarians, the focus of the program is the school library—Oklahoma Library Media Specialist Certification is for PK-12.

Current DNAPSS faculty and staff, from back L to R: Jill Rooker, LeaAnn Garcia, Linda Sealey-Holtz, Sandy Hunter, Julie Collins, Judith Wakefield, Barbara Green, Nicole Mercer, Elaine Martindale, Paul Haxton, Susan Benson, Sylvia Hurst, Cheryl Evans, Patsy Couts, Cathy Blakley, Jeannine Hathcoat, J. Kirk Webster.

**CURRENT FACULTY**

Laressa D. Beliele, Ph.D. (Regent University, 2012) has been a full-time member of the Donna Nigh Advanced
Professional and Special Services Department at the University of Central Oklahoma (UCO) since 2011. Dr. Beliele is the program coordinator for the guidance and counseling graduate program. Previously, she taught adjunct in the guidance and counseling program from 2003 to 2008.

Dr. Beliele received her doctorate in counselor education and supervision, with specialization in assessment. She brings 29 years of experience in Oklahoma public schools, having served as both a teacher and school counselor with elementary through high school students.

In addition to certification as a teacher of special needs students and school counseling, Dr. Beliele is also a licensed professional counselor (LPC) and LPC supervisor. She is a member of several professional national organizations, including the American School Counselor Association, the American Counseling Association, the American Association of Christian Counselors, and the American Association for Counselor Educators and Supervisors.

Dr. Beliele is currently co-executive director and webmaster for the Oklahoma Counseling Association, president-elect for the Oklahoma Counseling Association Central Region, and post-secondary vice-president of the Oklahoma School Counselor Association. She is a member of Chi Sigma Iota, an international honor society for professional counselors and counselor educators. Dr. Beliele has served on the Advisory Board for Licensed Professional Counselors in Oklahoma and the Revision Committee for The School Counselors’ Guide of Oklahoma. She was the Oklahoma Counseling Association’s 2009 recipient of the Human Rights Award based upon her work in promoting mental health.

Dr. Beliele serves as program coordinator, teaches several graduate courses in the guidance and counseling program, and supervises interns at school sites and the on-campus clinic.

**Julie M. Kalbfleisch Collins, Ph.D.** (University of Oklahoma, 2007) has been a member of the reading education program in the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 2008. She became the coordinator of the program in June 2012.

Dr. Collins received her doctorate in instructional leadership and academic curriculum, with a focus in literacy education. She taught elementary school in the Oklahoma City Public Schools and Norman Public Schools, teaching kindergarten, first and second grades, and serving as a Title I reading specialist. She also worked at the Oklahoma State Department of Education in federal programs and as director of literacy in the curriculum office. She served as the elementary language arts coordinator for Putnam City Public Schools. She also served as an adjunct instructor at the University of Oklahoma.

Dr. Collins has been involved with research investigating engagement and opportunity to learn literacy with adolescent students with a colleague at the University of Oklahoma. She has made presentations at the Literacy Research Association Conference and the European Conference on Reading since joining the faculty of UCO. She also is involved with service to the profession by serving on the board of the Oklahoma Reading Association, including two years as president, as well as on two committees, and as a program reviewer for the International Reading Association.
Patsy M. Couts, Ed.D. (Oklahoma State University, 1995) has been a faculty member in the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 1992. She took on the role of department chair in 2008. She has served as program coordinator for the library media education program since 2004. In addition to her teaching at UCO, she served as an adjunct professor at Oklahoma State University (1999-2001).

Dr. Couts received her doctorate in curriculum and instruction with a minor in information/communication technology. She teaches courses in school library administration, young adult literature, children’s literature, and collection management. Dr. Couts was a pioneer for online classes at UCO and offered her first online class in 1998. She continues to teach online and institutes best-practice teaching methods for distant education. Her special areas of interest include censorship in school libraries and young adult literature. Her recent activities include research and presentations on multicultural literature with elements of music.

“Pairing music and multicultural literature can provide non-threatening learning experiences for the English language learner (ELL) because music is a universal language. Recognizing the rhythm and melody makes turning the page easier by removing some of the barriers often faced by ELL students. In today’s world of rap, rock, Christian music, heavy metal, and country, young people of every culture are exposed to music of all types. Street music, rap, YouTube, concerts, and iPods fill their ears with music, 24-7. Even students whose first language is not English recognize this ‘universal language.’ Young adults are literate in music, and use of music helps ELL students transfer known knowledge into their new language.”

“I am passionate about preparing quality school librarians as I value what the school library brings to the learning process. Multiple studies show a direct correlation between student achievement and good school libraries. For 20-plus years, I have tried to perpetuate this passion in my students and I am proud to say that schools throughout the western half of Oklahoma are filled with alumni who have completed our program.”

Dr. Couts is a member of the Comanche Nation and serves her tribe as chairperson of the Comanche National Museum and Cultural Center Board of Directors.

Cheryl L. Evans, Ed.D. (Oklahoma State University, 2004) has been a member of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 2007. Previous to this, she served for three years as coordinator for field experiences and instructor at Oklahoma State University (OSU), served as a public school principal for six years, and a classroom teacher for 10 years.

Dr. Evans’ doctorate was received in educational administration. She earned certifications in superintendent, principal, and in several subject areas. Dr. Evans has taught multiple graduate educational leadership courses for the educational leadership program. These courses include Fundamentals of Public School Administration, Principalship/Internship, Legal Issues in Public School Administration, Curriculum, Supervision, and Interpersonal Issues in Public Schools. She has also taught Success Central classes for UCO freshmen for several years.
“My publishing and presentation journey began with my dissertation, which was published in 2004. Since that time I have had multiple publications in educational journals across the nation. My presentations have included local, state, regional, and national conferences. I have a variety of research interests that include public school leadership, women in leadership, rural leadership, urban leadership, and school partnerships.

“I believe that involvement and membership in organizations that represent the areas of our chosen discipline is of great importance to my teaching, research, and service. I currently serve as president-elect of the Southern Regional Council of Educational Administration. I also serve on the board of directors for the National Social Science Association, and the Oklahoma Association of Supervision and Curriculum Development. I also hold memberships in the American Association of University Women and the Cooperative Council for Oklahoma School Administration. I also am completing my second term as a UCO faculty senator.

“I am married with three children, Joel, Dustin, and Ashley; granddaughter, Ash Elizabeth; and grandson, Grayson Lane. I love animals and complete volunteer service when possible. I also enjoy reading, researching, walking, and being with family and my dog.

“My mission as an educational leadership professor is to promote transformative learning, to provide learning that can be applied to all educational leadership real-life situations and schools, and to construct the unbreakable foundation for all my students’ lifelong learning.”

Lea Ann Garcia, M.Ed. (University of Oklahoma, 2003) has been a member of the Donna Nigh Advanced Professional and Special Services Department and the graduate guidance and counseling program at the University of Central Oklahoma (UCO) since 2007. Previous to this, she served for four years as a counselor at Norman High School (NHS) in Norman, Oklahoma and one year as the chair of that department. During her last two years at NHS, she also served as an adjunct instructor at UCO in the guidance and counseling program. Before joining the DNAPSS Department, she taught journalism, yearbook, and photography at NHS for five years. She began her teaching career at Choctaw High School in Choctaw, Oklahoma where she taught English, journalism, yearbook, newspaper, and photography for nine years.

She is currently working on her doctorate in counseling at Liberty University in Lynchburg, VA. Mrs. Garcia has taught multiple graduate counseling courses for the guidance and counseling program. She regularly teaches Principles of Guidance and Counseling, Theories and Techniques of Group Counseling, Multicultural Counseling, and Career Counseling. She developed the first online class in the guidance and counseling program and has developed and teaches three online classes. She also enjoys teaching Abnormal Behavior for School Personnel every other summer.

Her special areas of interest are children and adolescents. As a result, she maintains a small, private counseling practice that focuses on helping children and adolescents in the Moore-Norman area. “I believe I need to be an advocate for children. I am passionate about being a voice for the voiceless. This is also
the passion I hope to instill in every school counselor that graduates from the guidance and counseling program.”

Mrs. Garcia has been married to Genaro since 1979, and they have three children: Carissa, and her husband Brett; Courtney, and her husband Roman; and their youngest, Seth.

Mrs. Garcia is active in several professional organizations and is president of the Oklahoma Mental Health Counseling Association.

Barbara Green, Ph.D. (Oklahoma State University, 1992) has been a member of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 1991. Prior to this, she served for two years as an instructor at Oklahoma State University, a junior high school special education teacher for two years, elementary education teacher for four years, and taught music for one year at the elementary level.

Dr. Green’s doctorate was received in applied behavioral studies. Teaching assignment include College Reading and Study Skills, Foundations of American Education/Field Experience, Teaching Individuals with Disabilities, Educational Strategies for the Young Child with Special Needs, Curriculum Development for Mild/Moderate Disabilities, Procedures for Mild/Moderate Learning Disabilities, Procedures for Mild/Moderate Mental Retardation, and Secondary Special Education.

“During my tenure at UCO, I have co-written and published one text supplement and two books for three required courses. I have had the honor of serving as a Ron McNair Scholar mentor for five undergraduate students, all of whom presented research findings at various conferences. Additionally, I have supervised three graduate students’ research studies, two of which were presented at national conferences and two of which were published in the ERIC Documents and the International Journal Diversity in Organizations. Lastly, I have had the opportunity to give approximately 25 international, national, and local presentations on emotional and social intelligence, learning styles, parent involvement in the educational process, and educational, emotional and social strategies to improve learning.

“Over the years, I have been a member of the Learning Disabilities Association, Oklahoma Federation of the Council on Exceptional Children, and the African American National Studies Association. During my journey, I received the Hauptman Research Award, Elizabeth Threatt Diversity Initiative Award, Ron McNair Mentor Award, and the Delta Sigma Theta Educational Awareness Award.

“It is my hope that my professional involvement has positively impacted students and society. I would like to encourage students to continue to seek knowledge, wisdom, and courage that would lead to fulfilling one’s potential and making the world a better place to co-exist.”

Paul R. Haxton, Ed.D. (Oklahoma State University, 2009) has been a member of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 2009. He currently serves as assistant professor and is in his fourth year of teaching at UCO, his eighth overall in higher education. He previously served for 19 years in the public schools of Oklahoma as a teacher, high school principal, and superintendent. In addition, he has 12 years of
experience in industry as an accountant, and was the director of clinical education at Northeastern State University, Tahlequah, Oklahoma. He also served as an adjunct instructor while working at Oklahoma State University.

Dr. Haxton received his Ed.D. in education administration. His teaching interests in educational leadership include school law, personnel, supervision, and finance. He is currently a member of the Southern Regional Council on Educational Administration, the Oklahoma Association of School Business Officials, American Association of Supervision and Curriculum Development, and the Oklahoma Society of CPAs.

Dr. Haxton has developed an interest in international learning, which is appropriate to the global and cultural competencies piece of the Central Six. Born in New Zealand, Dr. Haxton and a colleague travelled to New Zealand with 10 graduate students in March 2012. There the group worked with faculty and staff from the University of Waikato, Hamilton, New Zealand. The group also spent a week in the public schools of New Zealand. Dr. Haxton received the Elizabeth H. Threatt Diversity Initiative Award for his work with the Māori Tribe, the indigenous culture of New Zealand. He plans to host a group from the University of Waikato in the near future.

“Being a professor at any level is about teaching. The success of my students is the most important thing I do. By showing students the world around them, they learn that there is more than one way to educate. I am very proud of the fact that a large number of our students, both on campus and through teaching cohorts, have gone on to administrative positions in and around the Oklahoma City area.”

Sylvia K. Fletcher Hurst, Ph.D. (University of Oklahoma, 2007) joined the University of Central Oklahoma faculty in 2012 as part of the reading education program in the Donna Nigh Advanced Professional and Special Services Department.

Dr. Hurst began her teaching career in Oklahoma City Public Schools and taught first grade for two years at Star Elementary. After moving to Texas, Dr. Hurst began working with fifth grade reading at Vernon Intermediate School. Her passion for young adolescents and literacy continued to grow, and after completing her master’s degree, she returned to Oklahoma in 1981 and taught at Oakdale School as part of the middle school teaching staff until 2012. The small school environment allowed opportunities for teaching multiple subjects and age levels, but her primary focus and passion continued to be adolescent literacy. After completing her doctorate in instructional leadership and academic curriculum (reading education), Dr. Hurst remained in the regular classroom while teaching adjunct courses in literacy at the University of Oklahoma and Oklahoma City University.

Dr. Hurst has presented at the National Reading Conference, Oklahoma Reading Association Conferences, and provided multiple training sessions at local schools. She served on the board of directors of the Oklahoma Reading Association for five years. She also served on the board of directors for the Oklahoma Writing Project at the University of Oklahoma and is a teacher consultant for this program. Her research focus continues to be the literacy needs and motivation of adolescent learners.
James Machell, Ph.D. (University of Oklahoma, 1991) assumed his role as dean of the College of Education and Professional Services (CEPS) at the University of Central Oklahoma in 2005. Machell's career has been somewhat equally divided between serving students in PK-12 schools and those in higher education settings. Machell taught (primarily 3rd and 4th grade) at Ridgeview Elementary School in Oklahoma City Public Schools from 1974 until 1985. He served as principal at Rosary Catholic School in Oklahoma City between 1985 and 1992. In 1992, Machell was appointed assistant professor of educational leadership in the College of Education at the University of Wyoming, a position he held through 1997. In 1997, Machell was appointed associate professor and program coordinator of the Missouri Statewide Cooperative Doctoral Program in Educational Leadership at Central Missouri State University, a role that also included doctoral faculty status at the University of Missouri. Machell's service there extended through 2005, including service as chair of the Department of Educational Leadership and Human Development for five years.

Machell grew up in Oklahoma City, graduating from Bishop McGuinness High School in 1970, completing a bachelor's degree in elementary education at Oklahoma City University in 1974, a master's degree in elementary school administration from Central State University (now UCO) in 1984, and a doctorate in educational administration, curriculum and supervision from the University of Oklahoma in 1991.

Elaine L. Martindale, M.S. (University of Central Oklahoma, 2001) has been a member of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) since 2010. She is the speech-language pathologist and clinical supervisor at the Oklahoma School for the Deaf Edmond Regional Preschool at UCO, as well as an instructor in speech-language pathology.

Ms. Martindale received her M.S. in speech-language pathology and is licensed by the State of Oklahoma. She holds a certificate of clinical competence by the American Speech-Language-Hearing Association.

Upon graduation, she accepted a position with Edmond Public Schools as a speech-language pathologist in an elementary school where she remained until 2010. While working for Edmond Public Schools, she was the chairperson on a workload/caseload committee. After two years of research and data collection, she was instrumental in redefining the caseloads for school-based speech pathologists in the state of Oklahoma.

"In 2009, I received the Gwen Cacy Award from the Oklahoma Speech-Language-Hearing Association for excellence in clinical skills. I take great pride in striving to provide every child the opportunity to communicate.

"I am married to my wonderful husband Gregg, and we have two beautiful girls, Allison and Grace. I am a member of my church choir and involved in a class which promotes strengthening of marriages.

"Here at UCO, I feel like I have the best job. I get to work with preschool children to help them develop communication skills, but also get to mentor undergraduate and graduate students as they prepare for a career in speech-language pathology."
Michael D. McKaig, Ph.D. (University of Oklahoma Health Sciences Center, 1988) has been a member of the Donna Nigh Advanced Professional and Special Services Department at University of Central Oklahoma (UCO) since 2008. For the previous 20 years, he taught at Stephen F. Austin State University, where he served as director of the speech-language pathology program.

While in Texas, he was active in the Texas Speech-Language-Hearing Association, serving on the Committee on Graduate Education, the Finance Committee, and the Publications Board. For five years he served as managing editor of the *Texas Journal of Audiology and Speech-Language Pathology*. In 1988 he was made a fellow of the Texas Speech-Language-Hearing Foundation. He also is active in the American Speech-Language-Hearing Association (ASHA), where he served on the Council for Clinical Certification. He is a member of the Oklahoma Speech-Language-Hearing Association (OSHA) and has served on the OSHA Multicultural Council. He is licensed to practice speech-language pathology in Oklahoma and Texas and he holds the certificate of clinical competence in speech-language pathology from ASHA.

At UCO, Dr. McKaig teaches graduate and undergraduate courses in the area of speech-language pathology. In the speech and hearing clinic he supervises student practicum with a broad range of child and adult patients. He has served as a consultant in public schools, hospitals, and long-range care settings.

Because he grew up in Venezuela, Dr. McKaig is able to combine his interest in speech-language pathology with his knowledge of Spanish. He specializes in working with Spanish-speaking clients who have communication disorders, and his research focuses on this specialty. He has more than 30 peer-reviewed publications and presentations. In 2010, Dr. McKaig was nominated for the Neely Teaching Award at UCO.

Charolette Myles-Nixon, Ph.D. (Oklahoma State University, 1993) has been a member of the special education program in the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma since 1989.

Dr. Myles-Nixon holds a doctoral degree in special education with an emphasis in faculty and curriculum development with a post Ph.D. in school psychology. Dr. Myles-Nixon has written numerous textbooks, journal articles, and study guides in the area of special education. She has presented locally, regionally, nationally, and internationally in the area of special education.

Dr. Myles-Nixon has been in private practice as a school psychologist for many years. She holds a certified sentence mitigation specialist certification and is working on her licensed alcohol drug counseling certification, as well as currently completing course work to become a licensed professional counselor.

Dr. Myles-Nixon sits on many boards and committees, on campus and in the community, that pertain to her passion of obtaining a voice for the voiceless.

Jill Rooker, Ph.D. (Indiana University, 1995) joined the faculty in the library media area of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma (UCO) in 1992. Prior to coming to UCO,
she was director of instructional technology and instructor of library science at Northwestern Oklahoma State University in Alva. She has also taught high school English and journalism and in an earlier life worked in radio as a DJ and news/sports director.

Dr. Rooker’s doctorate is in instructional systems technology and library and information science. She teaches graduate courses to prepare future school librarians, including School Library Advocacy, School Library Technology, Materials Selection, Reference and Bibliography, School Library Foundations, and Information Literacy. In addition, she teaches sections of Technology for Teachers for the undergraduate teacher education program.

“Since the library media program changed to an online format, I have redesigned every course I teach, some multiple times, into online/hybrid format, and I was lucky enough to be awarded UCO’s eLearning Excellence Award in 2009. In addition to my UCO duties, I served as a master trainer for two different state-wide grants, helping train common school, vocational, and higher education faculty in the integration of technology into their teaching. During the 10 years of the two grants, it was rewarding to work with teachers, administrators, and school librarians from schools all over the state and help them learn the skills necessary to integrate technology across multiple areas of the curriculum. I helped write the curriculum materials, then helped train over 2500 educators, who are now affecting thousands of students every day.

“During my tenure at UCO, I have served on many committees, including all three sub-committees of the Graduate Council, Faculty Senate, Faculty Grievance, Grade Appeals, Copyright Policy, Pay Card Task Force, Merit Pay Task Force, Dean’s Search Committee, and Library Director’s Search Committee.”

“I have provided professional development training on educational copyright law to schools/faculty across the state. In addition, I have made over 50 presentations at state, regional, national, and international conferences and serve as a regular reviewer for different national library publications, including American Reference Books Annual and Reference Sources for Small and Medium-sized Libraries and Media Centers.”

Dr. Rooker’s family includes her parents, who are both retired educators; four siblings and their spouses; and ten nieces and nephews. When not at work, she lives in Stillwater and enjoys watching all OSU sporting events.

Terry Spigner, Ph.D. (Howard University, 1992) has been a faculty member in the special education program of the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma since 1998 and has served as a curriculum coordinator for the program. In addition to teaching at UCO, he has served as a visiting professor at Oklahoma State University, assistant to the dean at Langston University, and director of Special Education Services for the Oklahoma City Public Schools.

Dr. Spigner received a Ph.D. in communication sciences and disorders with an emphasis in neurologic disorders in children and adults. The doctoral program was sponsored via a grant from the National Institutes of Health in Bethesda, Maryland.

His research history is in the areas of discipline, second generational parenting, functional communication skills in
elderly populations, teaching math to special populations, equal rights for individuals with disabilities, and classroom modification. He has presented at various regional, national, and international conferences.

Dr. Spigner’s community work is extensive. He currently serves on the board of directors of the Oklahoma Disability Law Center, the Protection and Advocacy for Individuals with Mental Illness, and is a regular volunteer with the Oklahoma City Special Olympics.

In addition to his professional career, Dr. Spigner serves as an assistant director and board member for the renowned Ambassador’s Concert Choir. Dr. Spigner also serves as the director of Fine Arts for the St. John Baptist Church of Oklahoma City.

Brandon Richard Vincent, Au.D. (University of Oklahoma Health Sciences, 2008) has been a member of the speech-language pathology (SLP) program at the University of Central Oklahoma (UCO) since 2010. He previously served as the follow-up coordinator for the Newborn Hearing Screening Program for the State of Oklahoma for one year and was an audiologist at Hearts for Hearing for one year.

Dr. Vincent received his doctorate in audiology. He was subsequently licensed to practice audiology by the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology in 2008 (license #367). Dr. Vincent is a certified audiologist through the American Speech-Language-Hearing Association and a fellow of the American Academy of Audiology. Teaching assignments include Audiology and Aural Rehabilitation, while also serving as the audiologist for the SLP Clinic and the Hearing Impaired Preschool at UCO.

“Throughout my career as an audiologist, I had the great fortune to serve with some distinguished mentors and colleagues who have helped in creating various presentations and publications. Some of these include Effects of Automobile Noise on Speech Intelligibility, AudiologyNOW! 2009; Evaluation of Speech Recognition in Noise with Cochlear Implants and Dynamic FM, Journal of American Academy of Audiology, 2009; and A Professional’s Guide to Pediatric Audiologists in Oklahoma.

“I have had the opportunity to serve in several professional organizations, including the Oklahoma Audiology Taskforce (OKAT), the OKAT Pediatric Audiology Subcommittee, and the OKAT Childhood Provider Outreach Subcommittee. I volunteer at LifeChurch.tv as a children’s team leader and serve as a mentor and coach for the Inner City Warriors youth wrestling program.

“I am a native of Oklahoma and take great pride in this state. I volunteer as much time as possible to local organizations that pour into our youth because I believe a person’s future is never predetermined. A favorite quote of mine states, ‘Now, we must all fear evil men. But there is another kind of evil which we must fear most, and that is the indifference of good men.’ I hope I have not sat idly by and allowed the demise of those that needed someone to invest in them. I have faith that everyone has the ability to succeed if they are given a fighting chance.

“In my profession, we are taught that the earlier the intervention of a hearing loss, the more likely the child will obtain language. To put it simply, this breaks down to the earlier
you intervene, the more positive the outcome. Hopefully, I have not only applied this philosophy professionally, but also broadened it to encompass my personal life. I pray my legacy is not measured through mere grades I have given or papers and books I have written, but from the lives of children and young adults I have influenced and chose to intervene on their behalf. Do not forget to thank those who have helped you and love the ones who have loved you.”

Judith E. Wakefield, Ph.D. (University of Oklahoma, 1986) has been a member of the Donna Nigh Advanced Professional and Special Services (DNAPSS) Department at the University of Central Oklahoma (UCO) since 1986. She originally taught library/instructional media education courses, along with a dual assignment in industrial and organizational psychology within the Psychology Department.

Dr. Wakefield’s doctorate is in educational technology with emphases in psychology and computers. Upon acquiring full status in the library media education (LME) program at UCO, she now coordinates the program and continues to teach traditional and online educational technology and school library courses, including Audiovisual Proficiency, Microcomputers in Classrooms and Media Centers, Practicum in Industries and Organizations, Instructional Technology Foundations, Elements of Web Design, and Foundations in School Libraries. She also serves as coordinator for the master’s LME degree program in the applied technology option.

Dr. Wakefield’s publications include Classroom Technology: A Concise Overview for the Traditional and Nontraditional Student and Educational Procedures for the Mentally Retarded, a co-authored text on meeting the needs of special needs learners. She has written articles and textbook reviews and presented at many national, state, and local conferences. Her multimedia production experience has provided consulting opportunities for the Wadsworth Publishing Company. She wrote the Oklahoma State Regents for Higher Education Quality Initiative Grant Proposal submitted by the College of Education and Professional Studies. The college was successfully awarded this grant, which proposes to develop an Institute for New Educational Technology for the training of teacher preparation faculty and public school teachers on using computer technology in the classroom. She served on the advisory council for the subsequently named Faculty Development Center.

Dr. Wakefield has served on several campus, college, and department committees. She received the College of Education and Professional Studies Elizabeth H. Threatt Diversity Initiative Award for promoting diversity in teaching. She is a founder of the UCO Library Media Education Alumni Association and of the campus African American Faculty and Staff Association.

“While counseling in public schools, I became interested in technology and computers. My early interests were computer programming, authoring systems, and artificial intelligence. I soon began to focus on instructing teacher candidates on how best to use technology in the classroom, as well as how to teach their own students to implement technology. I primarily am interested in developing an instructional system for the Technology for Teachers course that will provide teacher candidates with additional experiences to meet the educational needs of their future students. My research interests continue to
be bridging the national digital divide for students who do not have equal access to computers and the Internet.

“I am married with three children and have taught grades K-12, which has helped to more fully appreciate my journey through the field of education. I thank the College of Education and Professional Studies and the DNAPSS Department for the opportunity to broaden the basic knowledge and skills necessary for teaching education candidates.”

J. Kirk Webster, Ed.D. (Oklahoma State University, 1990) has been a faculty member in the Donna Nigh Advanced Professional and Special Services Department at the University of Central Oklahoma since 2006. He took on the role of program coordinator in 2007.

Dr. Webster received his doctorate in educational administration. He teaches courses in fundamentals of public school administration, interpersonal relations in school administration, supervision and evaluation of instruction, and the internship. Dr. Webster has developed, along with colleagues, school cohorts (partnerships) with Edmond, Oklahoma City, Mid-Del, Putnam City, and Moore. This has created potential administrators who are “home grown” to their respective school districts.

His special areas of interest include preparing graduating students with the tools necessary to be prepared day one to accept an administrative position and be successful. Research interests vary from urban versus rural schools, school cohorts, and different styles of leadership.

“I am passionate about each student realizing their individual potential and practicing communication that is positive, two-way, and continuous. I feel a sense of accomplishment when our many former students begin their professional careers in school administration around our state.”

EMERITI FACULTY

Deborah “Debbie” A. Barker, Ph.D. (University of Oklahoma, 1995) was employed by the University of Central Oklahoma (UCO) from 1989 until her retirement in 2012. Before coming to UCO, Dr. Barker worked as a clinical supervisor for Oklahoma State University. She also worked for Oklahoma City Public Schools for 18 months. Originally hired as an assistant to Dr. Scott McLaughlin and clinical supervisor in the UCO Speech and Hearing Clinic, she subsequently became the clinic coordinator. Following completion of her doctoral degree, she became a faculty member in the speech-language pathology program.

Dr. Barker’s doctorate was received in communication sciences and disorders. She received the certificate of clinical competence from the American-Speech-Language-Hearing Association in 1988 and was licensed by the State Board of Examiners for speech-language pathology and audiology that same year. During her years at UCO, Dr. Barker taught 11 different courses. In addition to teaching, Dr. Barker provided clinical supervision for the UCO Speech and Hearing Clinic, specializing in service provision to non-native speakers of English and preschool children with hearing impairment.

“I was active in the Oklahoma Speech-Language-Hearing Association since my student days at UCO. I served on various committees, including publicity and public relations, publications, and nominations and elections. I was privileged to
serve as the president of the state association in 1997. While at UCO, I was honored with the College of Education and Professional Studies Diversity Initiative Award for 2006-2007 and received the Vanderford Distinguished Teacher Award in 2008.

“I am a native-born Canadian who married an American and now have American children and grandchildren. I was proud to receive my American citizenship in January 2006.

“I am strongly committed to the provision of service to those with communication disorders. As a professor, I encouraged my students to pursue the highest level of excellence while becoming dedicated professionals in their chosen field. I truly believe that learning should be a life-long experience and look forward to continuing to learn and experience new things.”

Judith Coe, Ed.D. (Oklahoma State University, 1985) joined the school administration (now educational leadership) program at the University of Central Oklahoma (UCO) in 1986. Prior to coming to UCO she taught five years at the elementary and secondary levels, served as a counselor for five years at the elementary and secondary levels, and served as an assistant principal and principal for three years.

Dr. Coe’s doctorate is in education administration. At UCO she taught undergraduate classes in teacher education and graduate classes in school administration. She coordinated field experiences in teacher education before leaving the University in 1989 to become superintendent of Piedmont Public Schools for three years. In 1992, she returned to UCO and taught undergraduate classes in teacher education. She also taught graduate courses in school finance, elementary curriculum development, supervision and instruction, and fundamentals of public school administration. She served as department chair of the Professional Teacher Education Department, assistant dean, and NCATE coordinator before becoming dean of the College of Education and Professional Studies in 1998. She retired in 2005 after 34 years’ experience as an educator.

Dr. Coe served on various boards at the state/national levels and represented Oklahoma on the Southern Regional Education Board for four years. She served as president for the Oklahoma Association of Colleges of Teacher Education and presented at numerous state and national conferences. She travelled to South Korea in 1996 to visit recent graduates from UCO who were teaching in the schools there. She also travelled to China in 2003 with a state delegation of legislators, public school officials, higher education officials, and state media representatives.

“It has been a wonderful learning experience working beside educators in various roles in kindergarten through higher education for 34 years. Hopefully, my passion, commitment, work ethic, and dedication to education have been shared by and instilled in others. Since my retirement, it has been a thrill to travel extensively and spend more time with my husband, grown children, and grandchildren. Each day is a gift!”

Edward C. Collins, Ph.D. (University of Oklahoma, 1976) was a faculty member in the special education program at the University of Central Oklahoma (UCO) from 1979 until his retirement as professor emeritus in 2009. He returned in an adjunct capacity in 2011.
Dr. Collins received his doctorate in educational psychology. During his tenure at UCO, he was a member of the Learning Disabilities Professional Advisory Board of Oklahoma; the Educational Advisory Board of the National Tourette Syndrome Association, receiving the distinguished Educator Award from the National Tourette Syndrome Association in 1999; the Executive Board Oklahoma Tourette Syndrome Association; the Professional Advisory Board; Latino Community Development Agency; and active on various Oklahoma State Department of Education and Special Education Services committees over the years.

Prior to joining UCO, Dr. Collins was an instructor with the Department of Psychiatry and Behavioral Medicine at the University of Oklahoma Health Sciences Center, 1974-1976; a special education teacher with Norman Public Schools, 1971-1974; a lieutenant in the U.S. Navy, having taken part in three Vietnam campaigns, 1967-1971; and a teacher intern with the National Teacher Corps in Kentucky and Oklahoma, 1966-1967.

Gladys B. Dronberger, Ph.D. (University of Oklahoma, 1973) became an assistant professor in the guidance and counseling program at the University of Central Oklahoma (UCO) in 1978. Before coming to Central, she taught and was a school counselor in elementary schools in the Oklahoma panhandle and in the central Oklahoma area. While a doctoral student, she worked in the education research office at UCO. Her next position was in the planning research and development section of the Oklahoma Department of Education where she worked with other professionals to implement and evaluate state programs.

Dr. Dronberger’s doctorate was in educational psychology with specializations in reading and educational tests and measurements. She taught tests and measurements throughout her years at UCO and added school guidance, psychology, and reading courses as assignments progressed. When the school was reorganized to combine small departments into fewer, more efficient units, Dean Dale Mullins obtained permission to select a faculty member to serve as his assistant, the first such position on campus. Dr. Dronberger was chosen to fill the position of assistant dean and held it from 1981 until 1990. She then requested to become a full-time teacher in the reading program and remained there until her retirement in 1994.

“Throughout my service at the Oklahoma State Department of Education and at UCO, I presented papers and provided consultation to educational organizations at school, state, and national levels. My topics were school guidance, readability, research and evaluation, organizational development, group process, program evaluation, and teacher effectiveness.

“Membership in professional organizations included the Personnel and Guidance Association and the American Educational Research Association. In the Oklahoma Association of Teacher Educators, I succeeded Dr. Gene McPhail as executive secretary. In Phi Delta Kappa, I served as historian and president. For the UCO chapter of Kappa Delta Pi, I was co-sponsor. Campus and college committee work included housing, graduate, three curriculum committees, chair of the committee for standards for off-campus employment, and many others.

“With the support of Deans Dale Mullins and Kenneth Elsner, as well as secretaries Jan Tuepker and Sharon Lowery, the assistant to the dean’s office developed the first campus use
of a computer-based faculty information system. Data submitted by faculty during each semester were organized to provide information for the dean of academic affairs and for state and national accreditation. As assistant to the dean, it was my task to explain to teacher education faculty across the campus our part in the education reforms in Oklahoma HB 1706 and how and why we needed a record of faculty participation. Our office then compiled reports answering the accreditation criteria and made them available for visiting teams. We were always accredited.”

Scott F. McLaughlin, Ph.D. (University of Oklahoma Health Sciences Center, 1983) was a member of the speech-language pathology program, which has been organized under several different departments, since he came to the University of Central Oklahoma (UCO) in 1983. Dr. McLaughlin became its program coordinator in 1990. In 1994, the program became nationally accredited by the American Speech-Language-Hearing Association, subsequently re-accredited in 1998 and 2006.

Dr. McLaughlin’s doctorate was received in communication disorders in 1983. He holds the certificate of clinical competence in speech-language pathology from the American Speech-Language-Hearing Association and is licensed by the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology. Over his tenure at UCO, he taught a variety of undergraduate and graduate courses. Most consistently, he taught Normal Language Development, Clinical Methods in Speech-Language Pathology, Special Populations in Speech-Language Pathology, Language Disorders, Fluency Disorders, Cleft Palate, Neuroscience in SLP, and Aphasia I.

“During my time at UCO, I authored several articles related to my interest in fluency disorders and language development. I made several presentations at state and local professional meetings. In 1998, my textbook Introduction to Language Development was published by Singular Publishing. This textbook was a labor of love and frustration. I was frustrated with having to continually explain to students that the material related to the behavioral model in available normal language textbooks was inaccurate to the point of being detrimental to the understanding of principles that are fundamental to the field. I became determined to remedy this by writing a text of my own.

“In 1989, I was chosen to become president-elect to the Oklahoma-Speech-Language-Hearing Association (OSHA). I also served as its publications chair from 1992 to 1998. In 1995, I was recognized by OSHA with an Honor of the Association Award. I served on the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology from 1999 to 2001, serving as chair from 1999 until 2001. As gratifying as the time and effort expended with state association and board issues were, they do not compare with the rewards of working with students. In 1990, I received NSSLHA Advisor Honors, an award based on being nominated by students. In 1996, I received the UCO Presidential Partners Excellence in Teaching Award, and in 2002, the UCO Faculty Enhancement Center-Excellence in Teaching Award. Then, in 2002, the National AMBUCS recognized my efforts in obtaining student scholarships with its National Therapist of the Year Award.

“When contemplating my teaching philosophy, three phrases come to mind: clear expectations, high standards, and expanding boundaries. I have always told graduating students that faculty
cannot teach them everything they’ll ever need to know—we can only hope to teach them everything they’ll need in order to grow. Most of our graduates have consistently reflected this: clear expectations of themselves, high standards for themselves and their colleagues, and boundaries that are constantly expanded as they learn and grow.”

Mary Monfort, Ph.D. (University of Oklahoma, 1982) became an assistant professor in the Department of Curriculum and Instruction in 1982. She subsequently became a member of the Department of Special Services and most recently was a member of the Donna Nigh Advanced Professional and Special Services Department. She served as clinic director and program coordinator for the reading program. Working experience prior to UCO included ten years of common education, including a five-year position as educational director for the Inpatient Psychiatric Unit, Children’s Hospital, and University of Oklahoma Health Science Center.

Dr. Monfort’s doctorate was received in educational psychology with an emphasis in reading education. She was certified in school psychology, psychometry, special education, emotional disturbance, elementary education, and reading education. For 30 years, Dr. Monfort taught courses pertaining to the foundation of reading education and the advanced diagnostic/clinical areas in the M.Ed. program in reading. Additionally, 15 of those years she taught the undergraduate Child Psychology course for the Professional Teacher Education Department.

“During my tenure at UCO, I had several articles published as first author in peer-reviewed, national and regional research journals. One of my highlights in research was the opportunity to publish as first author in the international journal Psychological Reports in the area of brain-based assessments and interpretation. I made over 30 paper presentations, locally, nationally, and internationally and over 25 public service presentations in the areas of reading and brain behavior.

“I am married and have a daughter, Melissa, who lives in San Francisco, California, and a step daughter, Marlowe, who lives in Dallas, Texas. We have four wonderful grandsons ranging from ages 5 through 18. My husband and I enjoy almost all activities that are conducted out of doors, including hiking, biking, and gardening. We both are retired and plan on spending our retirement years in San Francisco, California, Colorado Springs area in Colorado, and Oklahoma.”

“My teaching philosophy prevailed throughout my tenure. For 30 years, at the beginning of each semester I would tell my students that I have an unusually high bar for student performance and that my high expectation tells you that I have a firm belief that each one of you can succeed.”

Darwin E. Waterman, Ed.D. (University of Tulsa, 1973) taught in the special education program at the University of Central Oklahoma from 1972 until 2000. He previously taught in the public schools for eight years and was a school psychologist in California for seven years.

Dr. Waterman is a licensed psychologist in California and Oklahoma, as well as marriage and family therapist in those states. He possesses lifetime elementary and secondary credentials in California. "After retirement, I worked for several years as a school psychologist in Oklahoma, but now am fully retired and living in Bethany, Oklahoma. I have two grown children and three grandchildren.”
The department continues its historical commitment to the preparation of professional educators at both the undergraduate and graduate levels. We provide the pedagogy (via courses and clinical experiences) for all undergraduate teacher preparation programs and as such do not offer an undergraduate-level program/major. The graduate program offered by ESFR is the Master of Education in Secondary Education. We also provide several graduate courses to other graduate education programs within the College of Education and Professional Studies (CEPS). Beginning in fall 2013, the department began offering five online graduate courses in gifted education to support educators seeking Oklahoma Gifted Education Specialist (OGES) certification.

Since its inception, the department was known as the Department of Professional Teacher Education (PTE). Eventually, that name no longer adequately conveyed the department’s mission due to changes in the programs offered within the department and the restructuring of departments in the College in the early 1990s. In 2012, the department’s name changed to Educational Sciences, Foundations and Research (ESFR) to more accurately identify our core of courses, our emphasis on providing a socio-historical understanding of education, and our emphasis on and commitment to educational research.

For many years the ESFR Department and faculty offices were located in Old North. At the beginning of August 2002, two weeks before classes began for the fall semester, Old North had to be vacated because of major construction safety issues. The building was effectively condemned, and all CEPS faculty and staff moved out of the building. Faculty members in ESFR moved into cubicle work spaces that had been quickly constructed on the west side of the third floor of the Max Chambers Library. This was a rapid, major moving event for everyone who was housed in Old North. The cubicle work spaces in the library soon earned a variety of nicknames, including “cubicle farm,” “cubicle booths,” etc., due to the tight quarters and lack of privacy. The department was housed in the cubicle “suite” until fall 2010, when the department was relocated to faculty offices in the newly constructed Center for Transformative Learning on the east side of campus.
There was much rejoicing as faculty members again finally had offices with doors, walls, and even windows!

Historically, the secondary education program has had a strong reputation for advancing educators’ knowledge and skills, for developing candidates’ research capacities, and for preparing candidates for doctoral work. A steady decline in enrollment in the program from 1990-2003 led to new efforts by department faculty to revitalize the program and increase student enrollment. These revitalization efforts began in 2004 and continue today as part of our continuous improvement plan. Part of the decline in enrollment was attributed to the increasing popularity statewide and nationwide of National Board Certification (NBC) for K-12 teachers. This was a process to reward exceptional teachers with a financial bonus of $5000 for ten years, as well as other recognition and awards, upon receipt of NBC status. Students who formerly pursued courses toward a master’s degree diverted their attention to pursuing NBC status, a very rigorous and demanding process. In order to re-capture those students for the program, the Secondary Education Committee formally adopted the National Board of Professional Teaching Standards (NBPTS) in 2004 as our program standards, an act that necessitated the development of program assessments in addition to our existing capstone product. With the input of a committee of National Board Certified teachers, department faculty developed program artifacts that were first implemented during the 2005-2006 academic year. The alignment of our program to the NBPTS provided more focus for the scope and sequence of our courses and resulted in deliberate program activities that better prepare students for this advanced level of certification should they choose to pursue it.

At about the same time, there was an increasing need within Oklahoma for “alternatively certified” teachers to address the fast-growing teacher shortages in public secondary schools. (Alternatively certified teachers are those who hold bachelor’s degrees in a content area needed by K-12 schools, but who lack the appropriate pedagogy and clinical education experience and training provided in undergraduate teacher education degree programs.) The department responded to this statewide teacher shortage by creating several “guided electives” for the program, an innovative way to allow students seeking alternative certification to learn the pedagogical and content knowledge and skills and meet the limited professional education hours required by the Oklahoma State Department of Education for such alternative certification. The guided electives focused on classroom management, meeting students’ needs (a combination of adolescent and instructional psychology), secondary class assessment, and designing instruction for secondary students. Faculty hoped that by providing guided electives to address the need for more teachers, students who enrolled in the classes would be motivated to continue taking other graduate courses in the program and ultimately, complete their masters of secondary education. Additionally, faculty hoped that realignment with NBPTS would also entice more students to the program, since they could work simultaneously on a master’s degree and National Board Certification. Happily, this is exactly what happened. Program majors had dropped from a high of 110 in 1991 to a low of 9 by 2003. After the realignment of program standards and instituting the “guided electives,” enrollment began a steady growth each year, and is currently thriving, with 132 program majors as of spring 2014.
Faculty in the department are committed to providing research opportunities for both undergraduate and graduate students. Several courses provide opportunities for presentation of student projects and research. Under the mentorship of ESFR faculty, undergraduate and graduate students have presented at state and national conferences. Program candidates in our department have a history of producing quality research capstone products and presenting at local, statewide, regional and national conferences. Capstone students, under the guidance of Dr. Malinda Green (now retired) and Dr. Mike Nelson, have presented at the American Educational Research Association and had their work published in refereed journals. In the past several years, department faculty have increased their involvement in mentoring undergraduates and graduate candidates in applying for internal and external grants and conducting research outside the requirements of coursework.

Additionally, opportunities for graduate student research assistantships have increased in recent years due to grant awards and the mentorship of Dr. Mike Nelson, Dr. Linda Rittner, Dr. Regenia James, and Dr. Tyler Weldon.

ESFR faculty continue a commitment to working with students outside of the classroom environment. Several faculty serve as sponsors of a variety of student organizations, mentoring students through opportunities for service, professional development, and leadership. Kappa Delta Pi (KDP), the international honor society for education majors, is open to undergraduates with a 3.25 GPA and graduates students with a 3.5 GPA. Current advisors are Dr. Diane H. Jackson, Dr. Lisa H. Lohmann, Dr. Kathy A. Brown, and Ms. Karen M. Davis (from Teacher Education Services). The Student Oklahoma Education Association (SOEA) is open to all students who wish to affiliate with a professional organization in education, is
affiliated with the National Education Association, and currently is sponsored by Dr. Susan Scott. Dr. Mark Maddy sponsors the Students for an Accessible Society (SAS), open to all students who support access and opportunity for all students with disability challenges. Dr. Frederick Hammond sponsors the Kappa Alpha Psi (KAP) fraternity, a member of the National Pan-Hellenic Council, which is dedicated to service, scholarship, leadership and brotherhood.

Several scholarships are distributed by the department each year to support students’ progress toward their education degrees. In addition, the department distributes departmental fee waivers to eligible students to help reduce their financial burdens while attending the university. Several courses require students to complete service learning projects to develop leadership skills and gain volunteer experience. Service opportunities include projects with alternative schools, elementary and secondary schools, teacher recruitment efforts, and international students at UCO. In addition, the student organizations mentioned above provide numerous opportunities for UCO students to be engaged in service to various communities through special projects.

Many men and women have contributed to the Department’s mission, and their legacies continue as the department responds to contemporary issues and needs in educator preparation. The previous history of the College describes the contributions of faculty during 1971-1987 (Chapter V “Central State University 1971-1987” in Central State University: The College of Education). Important contributions since 1987 were made by department faculty who have left the university, retired, or are now deceased: John Westerman, Joanne Necco, Janet White, Bonnie Voth, Cheryl Lovett, Randy Brown, Lloyd Roettger, Melanie Fields, Jennifer Endicott, and Malinda Green.

Currently, the department has 12 full-time faculty members, including two assistant deans of the College. All of the department faculty members hold doctorates in education and/or philosophy in the areas of curriculum and instruction, educational/instructional psychology, applied behavioral studies, foundations of education, or educational leadership and policy studies. Additionally, they have extensive teaching experience in K-12 classrooms. Faculty are recognized in the profession as evidenced by publishing in refereed journals, acquiring state and federal grants, serving as officers in professional organizations, receiving awards for excellence in teaching and service, serving on state and national advisory boards, and consistently earning high ratings from students regarding academic rigor, intellectual challenge, instructional innovation, and fairness.

Brief individual biographies of current and recently retired faculty members are listed later in this document. Additionally, the department has benefitted from the support and contributions of many dedicated administrative assistants, including DeAnna Dean, Staci Allen, DeeDee Dirk, Paula Fowler, Kara Lampe, Shana Duke, and JoAnn Morton.

**Department Chairpersons (1990-present)**

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2010-2012  Dr. Bryan Duke
2012-present Dr. Diane H. Jackson


CURRENT FACULTY

Kathy Ann Brown, Ph.D. (Oklahoma State University, 1994) has been a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) since 1997. Currently she serves as curriculum coordinator and assistant dean for the College of Education and Professional Studies. Prior to joining the faculty at UCO, she served as the program coordinator for the school guidance and counseling program at Southeastern Oklahoma State University. Before entering higher education, Dr. Brown spent 14 years working in the Mid-Del School District as a school counselor and physical education teacher.

Dr. Brown’s doctorate is in applied behavioral studies with an emphasis in human development and counseling. While at UCO, she has taught a variety of undergraduate classes, including Child Psychology, Developmental Psychology, Educational Psychology, Contemporary Issues, and Classroom Management, as well as supervising student teachers. At the graduate level, Dr. Brown often teaches the Advanced Developmental Psychology class.

“During my tenure at UCO, I have made numerous local, state, regional, and national presentations in the areas of teacher education, classroom management, teacher leadership, teacher effectiveness and student retention. I, along with Dr. Cheryl Steele, co-founded the Especially for Educators lecture series in 2006. In 1999, Dr. Susan Scott and I co-founded the UCO Teacher Cadet Program, which was designed to get high school students interested in pursuing teaching as a career. This program, which is now directed by Dr. Scott, has evolved into a yearly Teacher Connection Program.

“I have been very active in Kappa Delta Pi (KDP) International Honor Society, serving as a faculty sponsor for the UCO Gamma Omega Chapter. In 2006, I was awarded the KDP Southwest Regional Counselor of the Biennium Award and the Lucinda Rose International Counselor of the Biennium Award. I served on the KDP Executive Board as vice-president and as member-at-large. I also completed the Oklahoma Educator’s Leadership Outstanding Professor Academy.

“It is truly an honor to teach at the university in which I received both my bachelor’s and master’s degrees. I had
wonderful professors and mentors, such as Dr. Virginia Peters, who inspired me to always strive for excellence and instilled in me the love of teaching and learning. She, and many others, helped me to realize that learning is a life-long journey. In 2012, I completed my Master of Divinity degree and am currently serving as a part-time minister in the Oklahoma United Methodist Conference.

“Teaching future teachers is rewarding beyond measure. There are few professions that have the potential to positively impact society with the magnitude that teaching does. The question I continually pose to students is ‘What did you do today to make a difference?’ My hope is that through my teaching and mentoring, I have indeed made a difference.”

Bryan L. Duke, Ph.D. (University of Oklahoma, 2003) has been a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) since 2002. Currently, he serves as director of Educator Preparation and assistant dean of the College of Education and Professional Studies. Prior to his appointment at UCO, he spent 11 years teaching English and serving as an administrator in the public schools. In 2002, he was selected as Moore Public Schools’ Teacher of the Year.

Dr. Duke’s doctorate was received in instructional psychology and technology. Currently, he teaches the graduate courses Advanced Educational Psychology, Advanced Developmental Psychology, and Managing Secondary Classrooms. He is certified by the State of Oklahoma, 6-12, in grammar and composition, American literature, English literature, world literature, speech and drama, and secondary principal.

“Since joining UCO, I have presented nationally and published articles regarding student cognition and motivation and their influence on classroom management and learning. I have been a researcher with Oklahoma A+ Schools® for over seven years. Prior to my time at UCO, I wrote curriculum and participated in national institutes for teaching Shakespeare with the Folger Shakespeare Library (Washington, D.C.), Shakespeare and Company (Lenox, MA), and the Globe Theatre (London, England).

“I have served as president of the Oklahoma Association of Teacher Educators, as the third vice-president of the Oklahoma Council of Teachers of English, and as the historian for the Oklahoma Association of Supervision and Curriculum Development. I was awarded the distinguished UCO Vanderford Teaching Award (2006) and the Young Educator Award from the Jeannine Rainbolt College of Education at the University of Oklahoma (2009).”

Fredrick D. Hammond III, Ph.D. (University of Oklahoma, 2006) has been a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma since 2007. Previous to this, he served as principal for Agape International Academy in Ramstein, Germany, for four years; music director/teacher for the Department of Defense Dependent Schools, Europe and Panama, for six years; and instructor for the United States Air Force (active duty) for 10 years.
Dr. Hammond received his doctorate in organizational leadership. Teaching responsibilities include Foundations of American Education, Development Psychology, Adolescent Psychology, Classroom Management, Instruction/Foundations of Educational Research, and lead professor for Education Assessment. Additionally, he serves as faculty sponsor for Kappa Alpha Psi fraternity.

Dr. Hammond was elected to serve a two-year term on the UCO Faculty Senate in 2013 and was subsequently elected as vice-president of the Faculty Senate. In spring 2013, Dr. Hammond received one of two Merit Awards for Teaching in recognition by department peers for his innovative instructional strategies.

**Linda A. Harris, Ed.D. (Northeastern University, 2014)** began her career as a member of the Department of Educational Sciences, Foundations, and Research at the University of Central Oklahoma (UCO) in 2014. Prior to joining the faculty at UCO, Dr. Harris was chair of the middle school humanities department and a middle school instructional coach at Danbury Public Schools in Connecticut for five years. She also served as an elementary classroom teacher at Christian Heritage School in Trumbull, Connecticut for 15 years.

Dr. Harris received her doctorate of education with a concentration in curriculum leadership in 2014. She was awarded Effective Teaching Strategies certification through the 2004 Connecticut Accountability for Learning Initiative (CALI). Prior to working exclusively with middle school teachers to improve instructional practice and improve student performance outcomes, Dr. Harris was a first grade classroom teacher.

“Prior to joining the faculty at UCO, I published my dissertation study, *An Examination of 8th Grade Students’ Perceptions of Learning Environment in Relation to Their Academic Performance*, and served as a contributor and one of the editors to the devotional *For His Glory*. I was awarded the Outstanding Thesis Award (2010) for my unpublished study *Assessing the Effectiveness of Writer’s Workshop in Middle School*.

“While I have enjoyed student membership in ASCD, Phi Delta Kappa International, Phi Lambda Theta National Honor Society, and Golden Key National Honor Society, as a new academe, I look forward to making greater contributions by building upon my initial publishing experience to further explore students’ perceptions as a vehicle to engage students as partners of their own learning and sharing those findings with others.

“As the second of four children growing up in a single-parent home during the “Happy Days” era, life was hard and seemed unfair. However, my mother encouraged me to seek opportunity and self-sufficiency through education. When I was similarly widowed and became a young, single parent, my mother’s message resonated deeply, and I returned to college, first for my master’s, ultimately for my doctorate.

“It was during that time as a single parent, student, and teacher that I learned what it meant to be transformed by education. My faith gave me hope and direction, but education empowered me to thrive. I came to understand that the key to learning resides in the learner, and we do ourselves and our students a grave injustice not to leverage this power and potential within the learner. It is with similar hope and anticipation that I look forward to a long and enriching career at UCO empowering those who will empower future generations.”
Diane H. Jackson, Ph.D. (University of Oklahoma, 1997) has been a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) since 1998. She served as department chair from 2006 until 2010, resuming that position beginning in June 2012. Prior to her appointment at UCO, she taught in the School of Education and Behavioral Sciences at Cameron University. Her K-12 teaching experience as a music teacher and media specialist includes schools in Mobile, Alabama; San Antonio, Texas; Jeddah and Riyadh, Saudi Arabia; and Wertheim, Germany.

Dr. Jackson received her doctorate in instructional psychology and technology. She has taught a variety of graduate courses, including Advanced Educational Psychology, Designing Instruction, Principles of Tests and Measurements, and Foundations of Educational Research. She has taught several undergraduate courses, including Educational Psychology and Education Assessment. She has been quite actively engaged in developing and leading international study tours for UCO students. In spring 2013, Dr. Jackson received one of two Merit Awards for Teaching in recognition by department peers for her innovative instructional strategies and work with students.

“I served for two years as a member of the UCO Faculty Senate. In 2003-2004, I completed the Oklahoma Educator’s Leadership Outstanding Professor Academy. I also have published and presented research at national, regional, and state levels and have served as a researcher with Oklahoma A+ Schools® for over seven years.

“Among professional organizations in which I have served as an officer are the Oklahoma Association for Supervision and Curriculum Development (OASCD) as longtime board member, historian, president-elect, and president and the Beta Phi chapter of Delta Kappa Gamma as parliamentarian, recording secretary, and vice-president. Additionally, I have served as a faculty sponsor for the UCO Gamma Omega Chapter of Kappa Delta Pi, the International Honor Society, from 2002 until present day.

“Teaching is one of the noblest professions in which one can engage. I have taught students in a variety of school settings: K-12 schools (urban, suburban, international, private, Department of Defense Dependents’ Schools, and university. Regardless of the age of the learners or the content to be learned, all students deserve to be treated with respect, challenged to excel, and supported in a student-centered environment.

“One of my guiding principles is shared often with students: You are not your grade! Too often students confuse their worth as individuals with the grades they receive on a test or in a course. This internalization of their ‘worth’ often affects their self-efficacy as learners in ways that are detrimental. It is important to help students balance the values imposed by society with the values held as worthy members of the human race. Many dedicated faculty members contribute to the development, sustainability, and constantly improving learning environment at UCO. Being part of such an endeavor, with such potential to influence the future, is a true joy.”

Regenia C. James, Ph.D. (Oklahoma State University, 2000) joined the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) in January, 2008. Prior to this, she served on the faculty.
of Oklahoma Baptist University for eight years and taught middle school and high school special education for eight years.

Dr. James’ doctorate was received in applied behavioral studies in education with an emphasis in special education and school psychology. She teaches undergraduate courses in child development and classroom management and a graduate course in developmental theory. She is certified by the Oklahoma State Department of Education in the areas of school psychometry, secondary counseling, and special education.

“One while at UCO, I have had one article published in Teacher Education and Special Education, a peer-reviewed journal. I have made several presentations related to teaching students in urban schools at the state and national levels. I have served on a number of departmental and college committees. I served on the original planning committee for the Urban Teacher Preparation Academy and subsequently supervised a number of student teachers and taught courses for the academy.

“I have been a member of the Association of Teacher Educators, as well as the Oklahoma Association of Teacher Educators, serving as president there for one-and-a-half years. I currently hold the position of editor of the OATE Journal.

“I consider it a great privilege to teach at UCO. The faculty and administrators are professionals who consistently display servant leadership. I am proud to be among educators who always keep in mind that our first priority is our students. The students at UCO are some of the greatest blessings in my life. They are kind and respectful and generously share their lives with me. I never grow tired of hearing their life stories. Their commitment to learning and to becoming excellent teachers encourages me, and their persistence inspires me.

“In my personal life, I enjoy spending time with my husband and my cats. I also enjoy sewing and needlework. I like country music and I hope to learn to play the banjo someday. I love to be outdoors hiking, riding a bike, or sitting and marveling at God’s creation. God has blessed me with His grace and mercy beyond measure, and my deepest desire is to honor Him.”

Lisa Holder Lohmann, Ed.D. (Oklahoma State University, 2004) has been a member of the Educational Sciences, Foundations and Research Department at the University of Central Oklahoma (UCO) since 2012. Prior to her appointment at UCO, she worked as the director of Teacher Education for the Oklahoma Teacher Connection at the Oklahoma State Regents for Higher Education. Additionally, Dr. Lohmann served as an assistant professor of education and the director of Teacher Education at Northwestern Oklahoma State University (NWOSU) in Alva, Oklahoma. She has K-12 teaching experience at Northwest Technology Center and at Alva High School in Alva, Oklahoma.

Dr. Lohmann received her doctorate in curriculum and instruction and currently holds a valid Oklahoma teaching license. Her UCO teaching load includes the undergraduate courses Educational Psychology and Classroom Management and the graduate course Designing Instruction for Secondary Students.

“During the past several years, I have presented at numerous conferences and events, including the annual Oklahoma Association of Colleges of Teacher Education conference, the Student Oklahoma Education Association Conference, multiple legislative task forces, the Assessment Day conference at
NWOSU, and state and national Career Technology conferences. I have chaired two annual conferences for the past four years: the Oklahoma State Regents for Higher Education Annual Reading Conference and the Character First Summer Academy for Teacher Candidates. I also serve as a member of the Teacher Competency Review Panel for the Oklahoma State Department of Education.

“I have held memberships in the American Association of Colleges of Teacher Education and the Oklahoma Association of Colleges of Teacher Education, as well as other professional organizations aligned with my teaching responsibilities at the time. In 2008, I was selected as NWOSU’s nominee for the Innovation in Teaching and Learning Award and I was selected to attend the Oklahoma Educator’s Leadership Outstanding Professors Academy in 2005.

“After working at a state agency for four years, I began to experience a gnawing feeling that something was absent in my life. I had taught in some capacity for over 20 years, so I knew the missing link was my ability to do what I know I do best—teach. I am honored to once again be on a campus where I have the opportunity to help create tomorrow’s teachers. No other job requires as much or carries as much responsibility as does teaching since almost all contributors to society emerge from their K-12 classrooms. Therefore, teaching future teachers is a task that I take very seriously and one in which I take much pride. The emphasis on transformative learning at UCO aligns perfectly with research-based teaching practices, so carrying this philosophy into my own classrooms will only benefit my current students—tomorrow’s teachers!”

Mark D. Maddy, Ed.D. (Fielding Graduate University, 2007) has been an assistant professor in the Department of Educational Sciences, Foundations and Research since the fall of 2009. Prior to this, he was an elementary school counselor in Brownsville, Texas.

Dr. Maddy holds a doctorate in educational leadership and change with a concentration in grounded theory and action. He holds a Texas professional certificate in guidance and counseling and teaching certificates in English, bilingual education, and special education. His typical course load includes Child Psychology, Adolescent Psychology, and Developmental Psychology.

Dr. Maddy has collaborated on research with Mike Nelson and Linda Rittner and continues to pursue research interests. He has presented at local, state, and national conferences. Additionally, Dr. Maddy served on the Faculty Senate from 2011-2013 and is currently faculty sponsor for the student organization Students for an Accessible Society. He is also a member of the American Counseling Association and Oklahoma Association of Colleges for Teacher Education.

R. Michael Nelson, Ph.D. (University of Oklahoma, 2003) has been a member of the Department of Educational Sciences, Foundations, and Research (formerly Professional Teacher Education) at the University of Central Oklahoma (UCO) since 2003. Prior to working at UCO, he was the technology integration specialist at Putnam City High School in Oklahoma City and taught science at the secondary level in Oklahoma and California.
Dr. Nelson received his doctorate in instructional psychology and technology. He has taught the undergraduate courses Educational Psychology, Instructional Design, and Education Assessment. More recently, his teaching assignments have been at the graduate level, including Educational Research, Meeting Secondary Students’ Needs, and Secondary Classroom Assessment.

During his tenure at UCO, Dr. Nelson has served as program coordinator for the master’s in secondary education. He has received several in-house grants and has served as faculty mentor for students doing original research. He has contributed to the research literature on student motivation and teacher development through presentations at national, regional, and state levels, and through a number of publications. In his tenure at UCO, he has made an effort to involve students as active participants in his research agenda. Dr. Nelson received a Merit Award for Research in recognition by department peers for his work.

Dr. Nelson has been a member of the American Educational Research Association where he has been active in Division C—Learning and Instruction, the Motivation Special Interest Group, and the State and Regional Educational Research Association. Participation in these organizations has included presenting scholarly research, reviewing research proposals, serving as session chair and discussant. He has been a member of Rocky Mountain Education Research Association where he has regularly involved students in the presentation of research. Finally, he has been a member of the National Consortium on Cognition and Instruction, whose primary focus is on mentoring graduate students and providing opportunities for graduate students to network with researchers in their field of interest.

“My goal as a classroom teacher and a college instructor has been two-fold: (1) to create an environment where the focus is on growth and improvement and not on the completion of assignments and (2) to provide targeted feedback that builds on students’ personal experiences and current understanding of course content.”

Linda L. Rittner, Ph.D. (University of Northern Colorado, 2009) became a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma in 2009. Before coming to UCO, she taught at the University of Northern Colorado. Dr. Rittner teaches Educational Psychology and graduate level educational research at UCO. She has extensive experience in the K-12 educational environment as both a teacher and school director. She was director of a private school for over 20 years.

Dr. Rittner is active with research in multiple areas of learning and teaching, presenting and publishing regionally, nationally, and internationally on her work in working memory development and in objective measurement.

Dr. Rittner is an active member of several professional organizations, including the International Association for Cognitive Education and Psychology where she serves as a member of the international executive committee. “Involving students in high quality research is a passion! My guiding philosophy has always been as William Butler Yeats observed: ‘Education is not the filling of a pail, but the lighting of a fire.’”
Susan C. Scott, Ed.D. (Oklahoma State University, 1998) has been a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) since 1998. Prior to this, she was an adjunct at UCO in teacher education, an instructor at Rose State College, and a supervisor of student teachers at Oklahoma State University. She taught eight years in the Choctaw-Nicoma Park School District in the fifth and sixth grades.

Dr. Scott’s doctorate is in curriculum and instruction with an emphasis in the social foundations of education. She holds teaching certificates in elementary education, middle school language arts, and social studies. Teaching assignments at Central include Foundations of American Education, the first course in the professional sequence for teacher education, and the last course, Classroom Management and Instruction. In addition, her teaching assignments have included the graduate course Advanced Developmental Psychology. Dr. Scott received a Merit Award for Service in recognition by department peers for her service.

“While at UCO, I have had the distinct privilege of participating with colleagues in several research projects. These projects include looking at what the teachers in the field believe new teachers need to know and service learning. I have co-published several articles and co-presented at multiple professional organizations.

“I am an active member in Oklahoma Association of Teacher Educators, having served as president, journal reviewer, and in other positions. I have received several awards, including the UCO Modeling the Way Award, CEPS Award for Collaborative Team Work, and AAUP Distinguished Teaching Award. I also completed the Educator’s Leadership Academy: Outstanding Professor’s Academy in 2008. I have been part of the Oklahoma State Regents for Higher Education’s Oklahoma Teacher Connection, working with high school students who are interested in becoming teachers. I also am a student sponsor for Students of Oklahoma Education Association and the American Democracy Project.

“I am a first-generation graduate of Rose State and UCO. Since that time, my husband and three daughters graduated from UCO, as have many other family members. I am very proud to be the first in this long line of college graduates.

“I love teaching and especially teaching future teachers. I feel this is an important responsibility and I must do everything I can to provide teacher candidates with the best possible education, as our future depends on it. I embrace team teaching and research, because it provides for diverse points of view and leads to better instructional ideas. In my classroom, I believe in experiential learning, as we must move beyond just thinking about topics to the actual application of how these things work in the real world. My students are active in and outside the classroom. When students take my class, they better be ready to be involved in learning for a transformative experience.”

Tyler L. Weldon, Ph.D. (University of New Mexico, 2013) joined the Department of Educational Sciences, Foundations and Research in 2014. Prior to joining the department, she served as Operations Director for Oklahoma A+ Schools®, as an adjunct instructor at the University of Central Oklahoma (UCO) since 2010, and was an associate member of the graduate faculty in the Jackson College of Graduate Studies since 2012. Prior to
joining the UCO family, Dr. Weldon served as the director of Planning and Research for the New Mexico Higher Education Department.

Dr. Weldon’s doctorate was received in educational psychology. She teaches both graduate and undergraduate courses, and current assignments include Foundations of Educational Research and Classroom Assessment.

“My academic and professional careers have led me to present at over 20 professional conferences around the United States and abroad. I have written nine technical and policy papers with manuscripts for peer review in progress. I have also been principal investigator (PI), Co-PI or primary author on federal, state, and philanthropic grants totaling over two million dollars in awards. These projects have included extensive cross-content and cross-sector collaborations that have encouraged a budding interest in my consultation on education policy and research matters.

“My professional organization affiliations include an officer’s position on the Oklahoma Women of Higher Education Board, as well as memberships with the American Educational Research Association, International Primatological Society, and the American Association of Community Colleges. I am proud to sit on the board of Empowerment for Excellence, a group whose work empowers UCO women to thrive.

“I am a Colorado native with a love of animals, travel, and the outdoors. My journey to becoming an educator began in the middle of a jungle while researching chimpanzee and tropical forest conservation education. The experience led me to realize, more fully than I ever had before, the importance, value and power of an education. A project with research at its center turned into a teaching experience that changed my life by providing essential perspective on teaching and learning that led me to become an educator and that still guides my work today. I embrace teaching as an opportunity to inspire, empower, and continually learn. Central to my philosophy of teaching is the understanding that students come to class with life experiences and preconceived notions that have been shaped by social and political forces. My goal is to help students sharpen their creative and critical thinking skills, challenge them to think beyond the boundaries of what they know, and question what they believe to be true about the world.”

**EMERITI FACULTY**

Jennifer Jane Reynolds Endicott, Ph.D. (University of Oklahoma, 1987) was a member of the Department of Educational Sciences, Foundations and Research from 1988 until her retirement in 2014. Her professional career in education began in the Norman Public Schools, where she served as a classroom teacher and principal.

Dr. Endicott’s doctorate was earned in educational leadership and policy studies. Her undergraduate teaching assignments included Education Assessment, Classroom Management, Early Childhood Psychology, Adolescent Psychology, and Introduction/Foundations of Education. Her graduate experiences included school administration, history, philosophy, and sociology. Dr. Endicott published articles and made numerous presentations at the state, regional, national, and international levels. Research in the years preceding her retirement involved data analysis of a longitudinal study involving practitioners and development of a Delphi instrument.
for practitioner input on the realities of teaching. She served as curriculum coordinator and program developer for school administration and the undergraduate sequence courses. At the college level, she served on NCATE and policy committees, as well as university-level task forces in academic affairs.

Dr. Endicott was active in several professional organizations, with leadership roles at the state, regional, and national levels: Society of History and Philosophy of Education, Society of Professors of Education, Philosophy of Education Society, American Educational Research Association, Rocky Mountain Educational Research, Phi Delta Kappa, Kappa Delta Pi, Oklahoma Association of Teacher Educators, and Association for Supervision and Curriculum Development. Professor Endicott has served as editor and member of the review board of the *Oklahoma Teacher Education Association Journal*. In addition, she served on the review board of the *Society of History and Philosophy Journal* and the advisory board of *Annual Editions, Education*.

“I believe a balanced approach in teaching, service, and research has best utilized my skills and been most personally satisfying in my work at the university. I have enjoyed the varied opportunities and hope that my contributions have been effective in all areas.”

Malinda H. Green, Ph.D. (University of Oklahoma, 1989) was a member of the Department of Educational Sciences, Foundations and Research at the University of Central Oklahoma (UCO) from 1989 until her retirement in 2014. Prior to her appointment at UCO, she taught high school in Kansas and Texas, as well as serving as a school counselor in Kansas.

Dr. Green received her doctorate in educational psychology and was granted a license for the practice of psychology by the State of Oklahoma in 1994. Her teaching load typically included graduate courses in Educational Statistics, Problems in Teaching in the Secondary Schools, and Capstone Research Experience. She served as program coordinator for the M.Ed. in Secondary Education program for 12 years.

She had 29 publications in scholarly journals, including *Current Psychology*, *Journal of Affective Reading Education*, *Journal of Philosophy and History of Education*, and the *OATE Journal of the Oklahoma Association of Teacher Educators*. Additionally, she reviewed articles in the *Seventeenth Edition of the Mental Measurements Yearbook*. Dr. Green served six years as the editor of *OATE Journal of the Oklahoma Association of Teacher Educators* and four years as the editor of the *Central Forum*. In the area of scholarly presentations, she presented at the American Educational Research Association (AERA), American Psychological Society, American Association of Colleges of Teacher Education, Society of Philosophy and History of Education (SOPHE), Rocky Mountain Educational Research Association (RMERA), and Oklahoma Association of Teacher Educators (OATE).

From 2008 to 2011, she served as the vice-president for annual programs with the Consortium of State and Regional Research Associations, which provides the distinguished paper sessions of the award-winning papers from the member associations as part of the Annual Meeting Program of the AERA. She also served as president of the OATE and as member of the Executive Board, and was active in the RMERA (25 years) acting as conference coordinator/president the four
years the association met on the campus of UCO. She twice received the Hauptman Award for Research from the Joe Jackson Graduate College and was elected Outstanding Teacher by students in the College of Education and Professional Studies in 1990.

When she served as coordinator of M.Ed. of Secondary Education and as director of the capstone for all the program’s graduating students, Dr. Green took great pride in the transformative experience the capstone became for the students, not only making original research contributions to their fields of expertise, but also going on to present their work at national (AERA, SOPHE), regional (RMERA), and state (OATE) research conferences, as well as a dozen having had their work published in peer-reviewed journals.

**E. Joanne Necco, Ph.D. (Oklahoma State University, 1993)** became a member of the Department of Professional Teacher Education at the University of Central Oklahoma (UCO) in 1993. Prior to this, she was hired at UCO as a lecturer to teach special education classes and supervise pre-service teachers in the public schools, while simultaneously working on her doctorate. Previously, she was CEO and director of the Learning Development Clinic, a private educational facility for children and adults with developmental disabilities. Dr. Necco taught special education/learning disabilities for five years at Sequoyah Middle School in Edmond, Oklahoma. Dr. Necco retired from UCO in 2007 with a teaching career that spanned 30+ years.

Dr. Necco's doctorate is in applied behavioral studies focusing on educational and child psychology, human development, and special education. She taught courses in child psychology, developmental psychology, and educational psychology throughout her years at UCO, as well as advanced child psychology at the graduate level.

"While at UCO, I published several articles in peer-reviewed teaching journals, including the *Journal of Alcohol and Drug Education*, *The OASCD Journal*, *Proceedings from the 18th Annual National Conference-Coming Together: Preparing for Rural Special Education in the 21st Century*, and *Perspectives on the self: Proceedings of the Second Biennial Conference on Dabrowski’s Theory of Positive Disintegration*. Throughout my tenure at UCO, I gave numerous presentations at the state, regional, and national levels related to serving students with diverse racial, ethnic, and cultural backgrounds. I provided educational consultation on developmental disabilities to educational organizations as well as to public and private schools in the greater Oklahoma City area.

“I was honored with a number of awards, including being the recipient of the prestigious UCO Modeling the Way Award in 2004, first director of the UCO American Democracy Project from 2005 to 2007, Educators’ Leadership Academy; Outstanding Professors’ Academy, and named as the Outstanding Educator by Kappa Delta Pi International Honor Society in Education, UCO Gamma Omega Chapter.

“I am a life member of the UCO Alumni Association. Membership in professional organizations included Association for Supervision and Curriculum Development, Association for the Scientific Study of Subjectivity, president of the Central Oklahoma Council for Children with Learning Disabilities, Council for Exceptional Children Edmond Chapter, and president of the Association for Children with Learning...
Disabilities, Oklahoma School Psychological Association, and Phi Delta Kappa.

“I eased into retirement by continuing to teach courses in child psychology for a number of years. I completed certification as a master gardener in 2008. I am a member of P.E.O., Chapter FK in Edmond. In 2009, the UCO Emeritus Faculty Association was created, and I became its second president in 2012. My connection to Central began as a student in 1985. I have made many lifelong friends and I am reminded every day how important Central has been and continues to be in my life.”

**John “JW” Weatherford**, Ph.D. (Ohio State University, 1972) was a member of the Department of Vocational Education from 1972 to 1987, serving as chair from 1976 to 1987. In 1987, he was named chair of the Department of Professional Teacher Education and served in that capacity until 1994 and again in 1998-1999. He served the University of Central Oklahoma (UCO) for 27 years. Prior to this, he was the state supervisor of distributive education for the State of Ohio, educator in distributive education at the University of Georgia, and was a high school teacher for five years.

“During my tenure at UCO, I had six publications primarily dealing with the area of marketing education. I also had more than 24 articles and papers presented in refereed journals and at national conferences. In 1985, I assisted in the development of an Apprenticeship Instructor Training Program for the International Ironworkers Union and for 20 years taught units of instruction at the Summer Apprenticeship Instructor Training Program at the University of San Diego.

“While at UCO, I was active in several professional and service organizations. I am a life member of the American Vocational Association and an honorary life member of Marketing Education Clubs of America. I also served on the Faculty Senate, Council on Teacher Education, YMCA Board of Directors, Edmond Chamber of Commerce, Phi Delta Kappa, Delta Phi Epsilon, and was the faculty compliance officer and athletic representative to the NCAA. In 2003, I was inducted into the Oklahoma Vocational Education Hall of Fame.”
The Home Economics Department first opened in 1961 at the University of Central Oklahoma (UCO; formerly Central State College in 1939 and Central State University in 1971). It was renamed the Human Environmental Sciences Department in 1978. The current building, constructed in 1967, provided the space needed for the beginning of the Child Study Center (CSC), led by Donna Edwards as faculty and director of the CSC. Diane Buchanan was the first teacher of the CSC, followed by Lori Johnson Beasley.

The first Master of Science in Home Economics began in 1992; it was renamed the Master of Science in Human Environmental Sciences in 1997.

The dietetic internship graduate program received its first accreditation status in 1998.

The living room renovation to honor Virginia Lamb, former Human Environmental Sciences (HES) department chair, was provided by a generous donation from her brother, Charles Lamb. All programs within the department, as well as other campus groups have enjoyed the facility for parties, meetings, luncheons, and entertaining dignitaries since its completion in 2001.

Central Station, a café located within the department, first began in 2001 with a grant received by Dr. Marilyn Waters. It is managed, planned, and implemented by undergraduate nutrition students and operates from 10:00 AM until 2:00 PM two days each week. Spring semester golf management majors also take the undergraduate course which operates Central Station, allowing it to open three days each week during the spring.

The Master of Science in Family and Child Studies program began in the 2001-2002 academic year, as well as the undergraduate program in gerontology. In 2007, students were able to graduate as family life educators and licensed marriage and family therapists. The infant child specialist program was added to the repertoire in 2008. Since then, the department has continued to grow and now offers a range of specialized educational programs for students seeking professional degrees in fields related to human environmental sciences.
The department is currently working on plans to reconfigure the CSC playground to be barrier free and environmentally friendly, as well as complete the remodel of Central Station which began in 2011.

PROGRAMS
The Department of Human Environmental Sciences currently offers preparation for professional careers in three major undergraduate areas. These programs lead to a Bachelor of Science degree in family life education—child development, family life education—marriage and family, family life education—gerontology; fashion marketing; and nutrition, dietetics and food management.

The department also currently offers four Master’s of Science degrees which include family and child studies: family life education, licensed marriage and family therapist, infant child specialist, and also nutrition and food management. The Child Study Center in the Human Environmental Sciences Department serves as an integral teaching/learning facility for students. The department has eight full-time faculty members, who all hold an earned doctorate, and four full-time staff.

All Human Environmental Science majors are interdisciplinary, including a range of required courses from psychology, mass communication, business, sociology, early childhood education, kinesiology, health, and chemistry.

MISSION STATEMENT
The mission of the Department of Human Environmental Sciences is to prepare individuals for professional roles and responsibilities through transformative learning experiences in the fields of family life education and family and child studies; fashion marketing; and nutrition, dietetics, and food management.

CHILD STUDY CENTER
The Child Study Center serves as a laboratory school program and provides half-day programs for young children using best practices based on established quality standards and research in the field. It also supports the education, training and research efforts of UCO students and faculty while offering valuable learning experiences for our children and families. The children participating in the program are children of faculty, staff, students, and members of the community. They are
separated into morning and afternoon groups based on their age. The three- and four-year-olds participate in the morning, and the afternoon children are four to five years old.

**STUDENT PROFESSIONAL ORGANIZATIONS**

- **Student Association of Nutrition and Dietetics**  
  The Student Association of Nutrition and Dietetics is for any student who is interested in nutrition. Students will learn new nutrition policies, hear from dietitians working in the field, and learn from peers.

- **Fashion Troupe**  
  The UCO Fashion Troupe is a student organization related to the fashion marketing program. Its main purpose is to promote fashion awareness among students of UCO and to provide an outlet for fashion-minded students in which to exchange ideas and plan activities for fashion study.

- **Central Council on Family Relations**  
  The organization is a student affiliate of the National Council on Family Relations (NCFR) and also works cooperatively with the Oklahoma Council on Family Relations (OKCFR). The Central Council on Family Relations seeks to provide a forum for students and faculty to share in the development and dissemination of knowledge about families and family relationships, establish professional standards and work to promote family well-being.

- **Early Childhood Association**  
  The UCO Early Childhood Association is a student organization that is affiliated with the Early Childhood Association of Oklahoma and the Southern Early Childhood Association. The purpose is to bring UCO students together in order to further their professional development and to broaden their educational experiences with young children and families.

- **Phi Upsilon Omicron**  
  Phi Upsilon Omicron is the national student honor society for five disciplines in Human Environmental Sciences. Its purposes are to recognize and encourage academic excellence, develop qualities of professional as well as personal leadership, provide opportunities for service to the profession, and encourage professional and personal commitment in order to advance family and consumer sciences and related areas.

**CERTIFICATIONS**

The Child Study Center has maintained accreditation by the National Academy of Early Childhood Programs affiliated with the National Association for the Education of Young Children.
The Center is also licensed by the state of Oklahoma with the "3 Star" credential. The three family life education undergraduate majors and the family and child studies graduate program have received national Academic Program Approval by the National Council on Family Relations as a CFLE approved program. The national approval began in 2003, and the programs are recertified every five years.

The nutrition, dietetics, and food management (undergraduate) and nutrition and food management (graduate) programs are both accredited by the Accreditation Council for Education of Nutrition and Dietetics (ACEND).

**FACULTY LEADERSHIP**

The HES Department at this time has six professors, two assistant professors, and three staff members. All have held leadership roles on local, state, regional, national, and international organizational and advisory boards and continue to contribute to these groups. The department provides general education courses for many students, including Introduction to Nutrition, Marriage, Child Development, and Global Protocol and Diversity.

**FACULTY AWARDS**

**Kaye Sears**
- Distinguished Service Award – 1991, Oklahoma Association for Children Under Six
- Appreciation for Love and Service to Young Children Award – 1992, Oklahoma City Association for Children Under Six

**Glee Bertram**
- Oklahoma Council on Family Relations Distinguished Service Award – 2008 and 2010
- Vanderford Teaching Award
- Neely Excellence in Teaching Award

**Susan Miller – Faculty Sponsor**
- Phi Upsilon Omicron National Honor Society Program Award – 2011, Gamma Gamma Chapter of the Phi Upsilon Omicron Honor Society’s National Professional Project Award
- Two Phi U National Scholarships, totaling $5,000.

**Adrianne Adams**
- Annual Exceptional Performance Award – 2011

**OTHER ACHIEVEMENTS & RECOGNITIONS**

**Nutrition/Dietetics**
- Dr. Tawni Holmes – Community Involvement Award
- Dana Tilford – Emergent Faculty Award
- Tiffany Shurtz – Outstanding Staff Award
- Professional of the Year – 1993, Oklahoma Council on Family Relations
- Neely Excellence in Teaching Award – 2002
- Friends of Children Lifetime Achievement Award – 2004, Oklahoma Institute for Child Advocacy
- Vanderford Teaching Award – 2007
- Senior Faculty Award for Professional Contribution CEPS – 2012
- Mace Bearer for commencement – Fall 2012
- Oklahoma Council on Family Relations Distinguished Achievement Award – 2013
- “Modeling the Way” – 2013 Provost Award

**Kaye Sears**
- Distinguished Service Award – 1991, Oklahoma Association for Children Under Six
- Appreciation for Love and Service to Young Children Award – 1992, Oklahoma City Association for Children Under Six
STUDENT AND STUDENT PROGRAM AWARDS

• UCO Outstanding Child Abuse Prevention Program Award, Family Life Education Program – 2012, Interagency Task Force For Child Abuse Prevention
• College of Education and Professional Studies (CEPS) Outstanding Undergraduate Student – 2011; CEPS Outstanding Graduate Student and Undergraduate Student runner-up – 2013
• Three students won National Phi Upsilon scholarships (all nutrition majors)
• Phi U won the National Philanthropic Project Award for “Empowering Futures, One Child at a Time” Touchtone Youth Program OKC
• Two Community Partner Awards: City/County Health Department and Epworth Villa
• One OKCFR Outstanding Service Award – 2013

PROGRAMS IN REVIEW

Family Life Education

• Outstanding Graduate Student and the first runner up in CEPS
• Revised curriculum and submitted catalogue changes
• Faculty participated on state, national and international professional boards; have an elected member on International Play Association Board – infant play liaison
• Faculty presented regularly at national conferences
• Added a part-time adjunct instructor to visit practicum students and interns

• Preparing to submit five-year recertification materials for the family and child studies graduate program and to submit a request for a new CFLE certification for the infant child specialist graduate program

Fashion Marketing

• Study tours to Dallas and New York
• Dallas Career Day – Student winners in Trend Board Competitions and student entries in Design Competition
• Fashion shows – Two each year: Passport program and Spring Creek Plaza
• Study tour to France and Italy 2013
• Industry visits and speakers: Coach CEO and Metroplex retailers
• International practicum – Two in Japan; one in China
• Faculty study tour preview trip to Paris and Milan
• Remodeled Clothing Construction Lab to be a multipurpose classroom, 2011 with additional lighting added 2013.
• Phi U Parent University project in which all three areas participating won the National Professional Project Award.

Nutrition

• Reaccreditation accepted and approved without revisions by the Accreditation Council for Education of Nutrition and Dietetics – 2011
• Central Station remodel began for a two-year renovation beginning in 2012
• Faculty participating in Wellness Now projects and activities
• Food Science Workshop for high school students with
  Dr. Cheryl Frech
• Dietetic internship received full reaccreditation
• 100% placement rate in the field for recent graduates
• Dietetics internship director made four TV appearances
  on nutrition related topics; invited to speak at a national
  conference to address nutrition for coaches of Special
  Olympics athletes
• 13 states represented in fall 2011 and spring 2012 interns

Department Chairs for Human Environmental Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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<tr>
<td>Kaye Sears</td>
<td>2007-Present</td>
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<tr>
<td>Lori Beasley</td>
<td>2006-2007</td>
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<td>Tana Stufflebean</td>
<td>2001-2006</td>
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<td>Valerie Knotts</td>
<td>1999-2001</td>
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<td>Darlene Kness</td>
<td>1990-1998</td>
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<td>Donna Watson</td>
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<td>Virginia Lamb</td>
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FACULTY WHO RECENTLY LEFT THE DEPARTMENT

Dr. Lori Beasley moved to the position of assistant vice-

      president for Academic Affairs at UCO in 2007.

Dr. Nate Cottle accepted a faculty position at a university in

Utah in 2011.

CURRENT FACULTY

LaDonna Atkins, Ed.D. (Oklahoma State University, 2002)

has been a member of the Human Environment Sciences

Department since 1998. Before coming to the University of

Central Oklahoma, she taught in public schools and worked for

non-profit agencies that serve children and families.

Dr. Atkins’ doctorate is in curriculum and instruction with

an emphasis in early childhood education. She is certified as a

family life educator, and while at Central serves as the advisor in

the child development area, as well as conducts training for

public school teachers, head start programs, and child care

centers.
Her areas of specialization are play research, early childhood curriculum, and infant development. Her publications have been in the area of children’s play, child development issues, and infant mental health.

Dr. Atkins serves on the United States Board for the International Play Association and the Oklahoma Association for Infant Mental Health. She is on the Rose State College, Oklahoma City Community College, and Oklahoma State University child development advisory boards. She has also served for several years on various state-wide committees to improve education and care for young children. She often is on News Channel Four television as a child development specialist covering a variety of child related topics. She has been a faculty advisor for the Early Childhood Association for 12 years.

“I have been married for 21 years and have two children plus 14 nieces and nephews. My hobbies include running, traveling, reading, and playing with my children.”

Glee Bertram, Ph.D. (Oklahoma State University, 2005) became an adjunct member of the Department of Human Environmental Sciences at the University of Central Oklahoma (UCO) in 1983, while also serving as a nutrition educator for the Oklahoma City Public Schools. Dr. Bertram became full-time faculty in 2005.

Dr. Bertram’s doctorate was received in human environmental sciences with an emphasis in human development, family studies, and gerontology. She is a certified family life educator and also a certified child and parenting specialist. She teaches courses primarily for marriage and family and gerontology majors at the undergraduate level. Dr. Bertram also serves as the graduate internship coordinator for licensed marriage and family majors, family life education majors, and infant child support specialist majors. She also teaches the graduate course Family Dynamics and Sexuality.

“My publications in peer-reviewed journals include Lecture Ideas for Courses on the Family: Contributions from Instructors around the Country, ‘Marriage and/or Singlehood’ (contributed to chapter), Relationships: Divorced Grandparents and Their Grandchildren and ‘Feeding the Generations: A Unique Intergenerational Nutrition Program,’ in the Journal of Family and Consumer Sciences. I have presented several times at a variety of national, state, and community professional meetings sharing research in my major field of study of grandparent and grandchild relationships.

“During my years at UCO, I have served as president and member at large on the Oklahoma Council on Family Relationships and am also serving on the Oklahoma Family Resource Council State Board as membership chair. I have served on a variety of committees for the Association of Gerontology for Higher Education. For UCO, I am presently serving as ambassador and am a member of the Graduate Council. In the past, I have served as senator and in a variety of other capacities at the college and departmental levels of service.

I have the honor of receiving the Vanderford Distinguished Teaching Award and the Neely Teaching Award. Also, I was selected to attend the Outstanding Professors’ Academy. It has been a great honor to be one of the faculty advisors for the student professional group, the Campus Council on Family Relationships.
“This is the greatest environment to work in that I could ever imagine. The civility, character, and true atmosphere of transformative learning abound here at UCO. Our faculty and students are like family because we truly care about each other in a productive, nurturing environment. My hope is to be one small part of this amazing place that makes a difference in the lives of the students and community that we serve.”

Kanika Bhargava, Ph.D. (Wayne State University, 2013) joined the Department of Human Environmental Sciences at the University of Central Oklahoma (UCO) in 2013. Dr. Bhargava previously worked in the field of food science and technology by gaining research, teaching and industrial experiences in various professional settings.

Dr. Bhargava’s doctorate is in nutrition and food science with an emphasis in food safety and microbiology. She is a certified food scientist and certified hazard analysis critical control point (HACCP) auditor. Before coming to UCO, she taught at Wayne State University and Delhi University, served as a food quality manager, nutrition consultant and food analyst.

While at UCO she has developed and teaches introductory to advanced food science courses. Her research interest is in food safety and development of value added healthy products. She enjoys advising students in research and scholarly activities. Overall, she has published four peer-reviewed papers and presented over 15 abstracts at various local and national meetings. She has received several awards, grants and fellowships to aid her research.

Dr. Bhargava is a professional and active member of the Institute of Food Technologists and Phi Tau Sigma Honorary Society of Food Technologists and actively serving on their committees. She has also served as an editorial board member for Journal of Food Packaging and Shelf Life, reviewer of national journals in the field of food science, and panel member for the United States Department of Agriculture.

Branden Burr, Ph.D. (Oklahoma State University, 2010) became a member of the Department of Human Environmental Sciences at the University of Central Oklahoma (UCO) in 2012. Before coming to UCO, he taught at Stephen F. Austin State University.

Dr. Burr holds a doctorate in human environmental sciences, specializing in human development and family science. He primarily teaches in-class, blended, and online courses for family life education majors, which include Marriage, Child Development, Introduction to Family Life Education, and Leadership.

Dr. Burr enjoys working with and mentoring students in the research process. He has worked with students in presenting at local, state, and national conferences. Dr. Burr also enjoys carrying out research for publication on family relationships. He has contributed to manuscripts published in the Journal of Family Theory & Review, Marriage and Family Review, the Journal of Couple and Relationship Therapy, and Contemporary Family Therapy.

Over his time at UCO, he has served in several capacities, including serving as a member of the College Awards Committee, and currently serves on the College Grants Council and is a co-advisor to the Central Council on Family Relations.
student organization. Dr. Burr also currently serves as the president of the Oklahoma Council on Family Relations.

Tawni Holmes, Ph.D. (Oklahoma State University, 2001) became a member of the Department of Human Environmental Sciences at the University of Central Oklahoma in 2004. She was a professor at San Jose State University for three years before coming to Central.

Dr. Holmes’ doctorate was received in nutritional science, and she is a registered and licensed dietitian. She teaches courses primarily for nutrition majors, including introductory courses, life span nutrition, community nutrition, medical nutrition therapy, nutrition education, and advanced nutrition. At the graduate level she teaches sports nutrition and advanced clinical nutrition. She also teaches Success Central which is a course for incoming freshman.

While at Central, Dr. Holmes has mentored students in undergraduate research and has made many presentations in the community on a variety of nutrition topics. Most recently she has been working with the YMCA of Edmond, in cooperation with a community garden, to educate children in an after-school program about nutrition, and the Edmond Fire Department to coordinate nutrition assessments.

“During nine years of tenure, I have served the university and my department on a number of committees, including Bronze and Blue, Core Curriculum, CEPS Assessment, and the Healthy Campus Leadership Team, which was instrumental in getting Central to become tobacco free and bring healthy vending to campus. I also have been directing the employee wellness program—Broncho Be Fit—from the nutrition side and coordinating student nutrition coaches for employees at Central. I have served as PR chair for the Oklahoma Academy of Nutrition and Dietetics and am very active on the Board of Directors for Edmond Mobile Meals.

“I enjoy the experience of teaching and seeing students mature and develop into successful dietetic professionals. I also enjoy spending time with my family, including my five-year-old, as well as traveling and reading.”

Darlene Kness, Ph.D. (Pennsylvania State University, 1973) became a member of the Department of Human Environmental Sciences (HES) at the University of Central Oklahoma (UCO) in 1982. Before coming to Central, she taught at Texas Tech University, the University of Delaware, and the University of Montevallo in the fashion marketing and textile science areas.

Dr. Kness’ doctorate was received in man-environmental relations and an interdisciplinary program in textiles and clothing. She teaches courses primarily in fashion marketing and textiles. She was chair of the department from 1990 to 1998, and served as fashion marketing curriculum coordinator for several years.

“I have co-authored two college textbooks (Joseph' Introductory Textile Science and Introduction to Interior Design) as well as authored articles and received grants. During my 30 years at Central, I have served on several committees: Faculty Senate, Promotion and Tenure, Global, Technology, and Social and Library Liaison for HES. I have been campus faculty advisor to three honor societies: Order of Omega, Phi Upsilon Omicron and Delta Kappa Gamma. For 30 years, I have been sole or co-sponsor of Fashion Troupe, a student major club. I
petitioned and started Phi Upsilon Omicron on campus. I was the regional director for Fashion Group of Oklahoma City in the 1990s. At various times, I have served on committees of the International Textiles and Apparel Association, the American Association of Family and Consumer Sciences, and the Costume Society. “I was married to Douglas R. Jones for 29 years until his death. We have one child, Kristin Jones Fordenbacher, a UCO nursing graduate.

“One of the best things about my career at Central has been all the students with whom I have had the opportunity to interact. They have truly enriched my life. My other wonderful experiences have been to lead numerous student fieldtrips to New York City and Dallas because I get to know students on a more personal level.”

**Susan Miller, Ed.D. (Oklahoma State University, 2003)** became a member of the Department of Human Environmental Sciences (HES) at the University of Central Oklahoma (UCO) in 2007. Before coming to UCO, she taught at East Central State University in Ada, Oklahoma.

Dr. Miller holds a doctorate in adult and continuing education. She primarily teaches in-class and online courses for fashion marketing majors, including Fashion Advertising and Promotion, Fashion Buying and Analysis, Apparel Entrepreneurship, Creative Problem Solving, and Global Protocol and Diversity. In addition, she coordinates study tours to New York and Dallas.

While at UCO, she developed and teaches business and professional etiquette seminars for credit, as well as speaks on this topic in other courses across the curriculum and at conferences and local businesses. Along with fashion marketing students, she has conducted the coordination of four fashion shows. In addition, her students coordinate a community-wide fashion show each year for Spring Creek Plaza with proceeds benefitting a charity in the area.

During her tenure at UCO, she has served on several committees, including Core, Faculty Welfare, Development, Student Conduct, Cultural Diversity and Social. She has served four years as co-advisor for Phi Upsilon Omicron Honor Society and Fashion Troupe in the department.

“An advantage of teaching at UCO is the wonderful colleagues that I work with on a daily basis in the HES department, as well as faculty, staff and administrators all across campus. Most of all, I am grateful for the students who have touched my life and allowed me the opportunity to be a part of their continued education. It is especially rewarding to watch them grow academically and transition into the workplace.”

**Donna Kaye Sears, Ed.D. (Oklahoma State University, 1978)** became a member of the Human Environmental Sciences Department at the University of Central Oklahoma (UCO) in 1972. She served as graduate advisor for the child study master’s program for 10 years and administrator of the Child Study Center in HES for 32 years.

Dr. Sears’ doctorate was in higher education with an emphasis in family and child development. She taught as an adjunct from 1972 to 1975, becoming a full-time faculty member in the department in 1975.

Before coming to UCO, she was a consultant to the Oklahoma State Department of Health, Maternal and Child Health Division, and pediatric consultant in nutrition education.
for children from 1970 until 1975. Previous to that, she was a consultant for the Kickapoo Head Start Regional Training Center in McCloud, Oklahoma. Dr. Sears became chair of the department in 2007, continuing in that position while teaching in the field of child guidance.

Dr. Sears is a licensed marriage and family therapist, certified family life educator, and certified child and parenting specialist. She is a clinical member of the American Association of Marriage and Family Therapists and holds a mediation certificate.

“I have been a board member in several capacities throughout the years, including president, more than once, of several state organizations: Oklahoma Council on Family Relations, Early Childhood Association, and Oklahoma Association for the Education of Young Children. I was on the committee to start the Council on Family Relations and the Association for the Education of Young Children. I have been a sponsor of two UCO student professional organizations, the Central Council on Family Relations and the Early Childhood Association, for all of the years I have been a faculty member.

“During this time at UCO I have been honored to receive a number of UCO awards and am truly humbled by them. Some of them include the Neely Excellence in Teaching Award, 2002; Friends of Children Lifetime Achievement Award, 2004, Oklahoma Institute for Child Advocacy; Vanderford Teaching Award, 2007; Senior Faculty Award for Professional Contribution CEPS, 2012; “Modeling the Way” 2013 Provost Award.

“I was married for almost 50 years to Glenn Sears, who was a coach at Casady School for 35 years. I have three children, two daughters and a son, as well as six grandchildren. One daughter and I have graduate degrees from UCO. Two grandchildren are working on degrees, a B.A. and an M.S. Other family members, including father-in-law, three nephews and four nieces, have graduated from UCO.”

**CURRENT PROFESSIONAL STAFF**

**Angela Holmes-Krober,** M.S. (University of Central Oklahoma, 2002) became a member of the Department of Human Environmental Sciences at the University of Central Oklahoma in 1999. She completed a bachelor’s degree in Family and Child Development from the University of Central Oklahoma in 1998. During her time as a student at Central, Ms. Holmes-Krober was a recipient of the College of Education Outstanding Graduate Student, the Sue McCauley Leadership Award, and the Girdie War Memorial Award.

While at UCO she serves as Curriculum Coordinator/Teacher in the Child Study Center. Her duties include providing developmentally appropriate learning opportunities for the children and mentoring college students who utilize the Child Study Center. She also serves on the UCO Child Study Center Advisory Board and the Family Life Education Advisory Board. Ms. Holmes-Krober is a current sponsor for the Early Childhood Association student organization. She is a member of the National Association for the Education of Young Children (NAEYC), the Southern Early Childhood Association (SECA), the Early Childhood Association of Oklahoma (ECAO), and the Oklahoma Association for Infant Mental Health (OK-AIMH).
Ms. Holmes-Krober conducts child development presentations on the state level. She also served two terms on the ECAO State Board as co-chair of Week of the Young Child. Ms. Holmes-Krober has 27 years of experience working directly with children and families.

**Tiffany Hull,** M.S. (University of Oklahoma, 1997) started as an adjunct instructor in the nutrition department in 2005. She became the director of the dietetic internship program in 2006. After becoming a registered dietitian in 1992 and licensed in the state of Oklahoma, Ms. Hull earned her master’s degree in nutritional sciences from the University of Oklahoma. She teaches at all levels in the nutrition program with her specialty area being in clinical dietetics. Her courses include Introduction to Nutrition, Application of Nutritional Care, Nutrition Assessment, and Nutrition Education, among others.

While at the University of Central Oklahoma, Ms. Hull has served as the faculty advisor for the Student Association of Nutrition and Dietetics and participated in Phi Upsilon Omicron honor society. She also has been active in the Passport program presenting on the eating culture of represented countries.

Ms. Hull’s research “Prospective case-cohort study of intestinal colonization with enterococci that produce extracellular superoxide and the risk for colorectal adenomas or cancer” was published in the *American Journal of Gastroenterology.* Also, she has conducted several interviews for television and radio, published an advice column for a newsletter of an international women’s fraternity, and given several community-based presentations each year.

In her career, Ms. Hull has been active in the Oklahoma Academy of Nutrition and Dietetics (OkAND), formerly the Oklahoma Dietetic Association (ODA), and the Oklahoma City District Dietetic Association (OCDDA). At the University of Central Oklahoma, she has worked on several committees: recruitment and retention, curriculum advisory, program advisory, pounds for poverty, and social committee representative. Honors she has received during her tenure at UCO include Outstanding Staff Member, Staff Award for Outstanding Service, and Family of the Year recognition from the Alumni Association. Mrs. Hull was named a Fellow of the Academy of Nutrition and Dietetics in 2014.

**Cristy Smith,** M.S. (University of Missouri, 1989) began working at UCO as interim director of the Child Study Center in 2001. She became full-time director in 2002. Her duties include co-teaching in the classroom, enrollment, and keeping informed of OKDHS licensing regulations and NAEYC accreditation criteria. In addition, Ms. Smith supervises students majoring in child development and early childhood education who work in the classroom as a lab experience. Cristy has her B.S. degree (Northwest Missouri State University, 1979) and a M.S. degree (University of Missouri-Columbia, 1989) in family relations and child development. She has worked for three decades in child care programs, including university and hospital settings. Cristy began working as an adjunct instructor in 1990 in the Oklahoma City area teaching child development courses. She has provided teacher training for Head Start teachers obtaining their CDA credential. Cristy currently teaches as adjunct at UCO in HES.
During her career, Cristy has been a member of the early childhood organizations National Association of the Education of Young Children, Southern Early Childhood Association and Early Childhood Association of Oklahoma. She has served two terms with the state organization as Week of the Young Child co-chair. Cristy received the ECAO Girdie Ware Memorial Award in 2005. She has presented various child development topics at state and local conferences. She assists with sponsoring the UCO Early Childhood Association student organization.

Dana Tilford, M.S., RDN/LD, CDE (University of Central Oklahoma, 1998) has been an adjunct professor at the University of Central Oklahoma since the fall of 2005. She has also taught at Southern Nazarene University and Oklahoma City University working with nursing students teaching nutrition classes. She has taught all levels of nutrition-based classes at UCO. Her current responsibilities at UCO include managing the departmental student-run café, Central Station, and teaching upper level nutrition management classes. Most recently she has become a certified ServSafe Instructor and proctor for the universally known food safety program.

Her passion for nutrition education began in earnest in 1987 when her oldest child, then age three, was diagnosed with Type 1 diabetes. Despite the responsibilities of three small children, all of whom later developed Type 1 diabetes, and a full-time job, she began attending UCO to achieve a second degree in nutrition as a means of educating herself and ultimately others about living a healthy lifestyle. She received her Bachelor of Science degree in nutrition in 1997 at the University of Central Oklahoma and was accepted into the internship program and earned the Master of Science degree in 1998.

Initially after graduating with her M.S. degree, Dana became a registered dietitian and worked as a registered clinical dietitian at Mercy Hospital. In 2002 she formed an ongoing private practice counseling clients in her Edmond office, based on physician referrals, specializing in diabetes education and weight loss management. In 2008 she became a certified diabetes educator (CDE) and also is certified in both pediatric and geriatric weight loss management.

Ms. Tilford has served as a volunteer dietician for Ministries of Jesus (MOJ), a non-profit health care organization, since 2004. Currently she is involved in working with a grant awarded to MOJ by Oklahoma City Community Foundation. The grant is a year-long research project based on educating individuals and teaching management techniques targeted to insulin-dependent Type 2 diabetics. Other volunteer activities include working with Boy’s Ranch of Edmond, Oklahoma as their dietician and helping with state-required nutritional licensure for the facility. She has been actively involved in the Oklahoma Academy of Nutrition and Dietetics as a committee chairperson for several of their yearly events. Dana was awarded the UCO Emergent Faculty Award for 2013.

EMERITI FACULTY

Marilyn B. Waters, Ph.D. (Oklahoma State University, 1992) became a member of the Department of Human Environmental Sciences at the University of Central Oklahoma (UCO) in 1992. Before coming to UCO, she taught in the
Nutritional Sciences Department at Oklahoma State University for eight years.

Dr. Waters’ doctorate was received in food science. Primarily she taught food science and food management undergraduate and graduate courses at UCO. She was the director of the nutrition, dietetics and food management program and is a registered/licensed dietitian.

“As part of a research grant, I was able to open ‘Central Station,’ a student-operated and managed food service operation in the human environmental sciences building. After two years of research and planning, the doors first opened in January of 1999 with nothing more than a rebuilt espresso coffee machine and a new bar. Several campus groups helped with the start-up, including graphic arts students who designed the logo and interior design students who designed the room.

“Students in three different classes helped, and are helping, to operate the business while gaining experience in all operational/management positions. The department was able to buy several pieces of commercial equipment with the income, and since 2004 has been able to offer student scholarships. Indeed, students enrolled in nutrition, dietetics and food management, hotel and restaurant management, and golf course management made Central Station a success.”

Dr. Waters was active in professional activities on campus, locally, state-wide, and nationally, including serving as vice chair, chair, and board member of the Oklahoma Section of Institute of Food Technologists and serving as a board member of the national organization Foodservice Management Education Council. She edited the book *Manual of Medical Nutrition Therapy* and worked with food science students to test recipes for Labensky, Hause and Martel, *On Cooking: A Textbook of Culinary Fundamentals*.

“Teaching at UCO has been most rewarding when I see former students serve their profession locally, state-wide, and nationally. Our students are the future of the profession. They forge new trails and they will help to provide a healthier nation.”

Dr. Waters retired in 2012.
The Department of Kinesiology and Health Studies (KHS) and its predecessor, the Department of Health, Physical Education, Recreation and Dance, have enjoyed a long and notable history at the University of Central Oklahoma (UCO), previously Central State University. It is now home to 722 undergraduate majors, 98 graduate students, and 21 faculty members. The amount of change that has taken place since 1990 and the amount of information available for this period of time is overwhelming. Some readers may be disappointed by what was not included; others may disagree with what was included. An apology is extended for any such omissions or commissions.

In chapter 5 of this volume’s predecessor, A Centennial History of the Central State University College of Education, 1890-1990, documented some of the department’s earliest pioneers as Nina Eugenia Johnson, Boyd A. Hill, Charles Wantland, Carrie Wantland, Emma Plunkett, and Dale Hamilton. Virginia Peters, Homer Coker, Phil Ball, Kathleen Black, Ann Shanks, Gertrude Myers, Joan Bottger, Carol Parker, Gary Howard, Francis Baxter, Muriel Herbrand, and others, continued this tradition, achieving leadership roles at local, state, regional and national levels. The tradition furthered through the contemporary efforts of others, including Gerry Pinkston, Karen J. Dowd, Dorothy Marotte, Freeta Jones-Porter, Donna Cobb, and Jamie Jacobson. These are but a few of the many men and women who have served this department and whose names are forever inscribed in KHS history. Current faculty member biographies, documenting a legacy of leadership at all levels, appear at the end of this section, followed by the biographies of our distinguished professor emeriti faculty members.

The name of the Department of Health, Physical Education, Recreation, and Dance changed to the Department of Kinesiology and Health Studies in 1999 to reflect program changes and to place an emphasis on the discipline instead of the profession. The names of department chairpersons during the 1991 to 2012 period are listed below in chronological order.

1980-1993 Dr. Homer Coker
1993 Dr. Sheldon Buxton
1993-1999 Dr. Karen J. Dowd
1999-2011 Dr. Donna Cobb
2012-present Dr. Debra Traywick

During the last decade, curricula in the Department of Kinesiology and Health Studies evolved into a multi-disciplinary academic unit with an emphasis on specialization. Teacher preparation continued to play a dominant role, but specializations in newer kinesiology and health related areas were developed. Today, KHS offers undergraduate degrees in community/public health, exercise and fitness management,
outdoor and community recreation, and physical education/health. Graduate programs offered include wellness management and athletic training education. In addition, the department offers a service program of physical activity and a Healthy Life Skills course that service all UCO students as part of the university core curriculum.

**PROGRAMMATIC ENDEAVORS**

- Majors in recreation management and in exercise and fitness management were approved in 1993.
- Master of Science in Wellness Management with majors in health studies and exercise science began in 2001-2002.
- Recreation management major was changed in 2005 to outdoor and community recreation to reflect an emphasis on outdoor recreation programming and the utilization of new university resources at Lake Arcadia.
- Master of Science in Athletic Training Education was approved in 2008-2009. Initial accreditation from the Commission on Accreditation of Athletic Training Education was granted in 2010.
- Bachelor of Science in Education-Physical Education received national recognition and reaccreditation from the National Council for Accreditation of Teacher Education in 2010.
- Bachelor of Science in Kinesiology-Exercise and Fitness Management received initial accreditation from the Commission on Accreditation of Allied Health Education Programs in 2011.
- Community health major was changed to community/public health in 2011 to reflect a shift in professional emphasis and to prepare to seek national approval. The community/public health program received SABPAC approval, which is the current credentialing body for stand-alone community/public programs, in 2014.

In early 2013, faculty members captured the university’s commitment to transformative learning in its mission statement: "The Department of Kinesiology and Health Studies will provide an environment which contributes to the enhancement of a healthy and active society through the professional preparation of students in the fields of Athletic Training Education, Community Health, Exercise and Fitness Management, Outdoor and Community Recreation, Physical Education/Health, and Wellness Management." This was an intentional process and programs of study were revised to include transformative learning experiences for all Kinesiology and Health Studies majors expressed in the tenets of the Central Six: discipline knowledge; leadership; research, scholarly and creative activities; service learning and civic engagement; global and cultural competencies; and, health and wellness.

**FACULTY LEADERSHIP**

Kinesiology and Health Studies faculty members have provided leadership to local, state, regional, and national associations and organizations throughout the years. Numerous faculty members have held office in the American Alliance for
Health, Physical Education, Recreation, and Dance (AAHPERD), Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance (SDAAHPERD), the Oklahoma Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Oklahoma Public Health Association (OPHA), and the Oklahoma Athletic Trainers’ Association (OATA) and various other discipline-specific organizations. Due to the numerous offices held by KHS faculty members, please refer to individual faculty biographies for more information. It is most noteworthy that in 1993, Dr. Karen J. Dowd assumed the presidency of the SDAAHPERD, covering a 13-state region and serving 8,000+ members. She is only the second Oklahoman in 68 years to preside over the region. In 1995, Dr. Dowd was elected president-elect of the American Alliance for Health, Physical Education, Recreation and Dance. She was the first Oklahoman in the 110-year-history of AAHPERD ever elected to that position, serving from 1995 until 1998. Fourteen (14) UCO faculty members have served as President of OAHPERD:

- 1931 Emma Plunkett
- 1964 Barbara Ryan
- 1966 Dorothy Marotte
- 1968 Muriel Herbrand
- 1969 Homer Coker
- 1973 Virginia Peters
- 1979 Kathleen Black
- 1981 Emma Plunkett
- 1983 Karen J. Dowd
- 1988 Phil Ball
- 1997 Donna Cobb
- 2001 Darla Fent
- 2005 Gerry Pinkston
- 2009 Trey Cone
- 2009 Tucker Cowan
- 2011 Jerel Cowan
- 2014 Stephanie Canada-Phillips

**Faculty Honors**

As evidenced by individual biographies, multiple KHS faculty members have been recognized by their peers in local, state, district and national professional associations. The following OAHPERD awards are not all inclusive, but serve to exemplify the honors received and the outstanding roles our faculty members have played in the state during the last decade:

- Carol Parker and Sunshine Cowan received the OAHPERD Health Educator of the Year Award in 2000 and 2007 respectively;
- Donna Cobb and Jerel Cowan received the OAHPERD Recreational Professional of the Year Award in 2000 and 2005 respectively;
- Freeta Jones-Porter and Trey Cone received the Virginia Peters Higher Education Award, named in honor of UCO Professor Emeritus Dr. Virginia Peters to recognize outstanding professionals in teacher preparation, in 2008 and 2011 respectively;
- Jeff McKibbin received the 2011 National Athletic Trainers’ Most Distinguished Athletic Trainer Award, Mid-America Athletic Trainers’ Association Hall of Fame Award (2011), and was inducted into the OATA Hall of Fame (2006);
- Diane Rudebock received the George Prothro Award from the American Lung Association for Excellence in Community Health Education at the state level;
- Debra Traywick was recognized as the Outstanding Mentor of the Year for Sport and Physical Education by the National Association for Sport and Physical Education (2009);
• Mr. Ed Sunderland received the 2013-2014 Athletic Trainer of the Year Award from the Oklahoma Athletic Trainers Association;
• Mr. Gary Howard received the 2013-2014 Merv Johnson Integrity in College Coaching Award from the Oklahoma Chapter of the National Football Foundation and College Hall of Fame;
• Dr. Melissa Powers received the Outstanding Researcher Award from the Council on Aging and Adult Development in 2011;
• Dr. Jennifer (Sunshine) Cowan received the Davinci Fellow Award in 2013;
• Dr. Jerel Cowan and the Outdoor Community Recreation Program was awarded the Paul Petzoldt 2013-2014 Outstanding Leadership Chapter award from the Wilderness Education Association;
• Numerous other faculty awards (see individual KHS faculty biographies).

Numerous student scholarships have been established in honor of various faculty members as follows:
• Emma Plunkett Physical Education Undergraduate Scholarship;

At the state level, OAHPERD established scholarships to honor former faculty members Emma W. Plunkett and Karen J. Dowd. In addition, the OAHPERD Virginia Peters Higher Education Award was established in 2008 to recognize outstanding contributions by members to the teacher preparation program. A scholarship in memory of Ryanne Hauschild, a 2001 graduate from the exercise and fitness management program, was established by her family. A Community/Public Health Scholarship was established in 2012 to provide assistance to students majoring in community/public health. Outdoor community recreation alumni in 2013 established a scholarship for Outdoor Community Recreation majors.

**TRANSFORMATIVE LEARNING ACTIVITIES**

Student involvement in professional activities has long been a tradition in the department. In earlier years, KHS participation in regional or national student conferences was typically limited to conventions that were held in relatively close locations such as Tulsa, Dallas, and Kansas City. The policy of providing financial assistance for students to participate in local, state, national, and international conventions continues today as
increased college and department funds become available for this purpose. Students now are frequent presenters at state and national conferences including AAHPERD, APHA, NATA, WEA, and NRPA. Many have assumed leadership roles in their respective professional associations. Exercise and fitness management majors have partnered with the UCO Wellness Center to provide wellness coaching as a component of the UCO employee wellness program. Activities by other majors include participation in numerous community activities in all degree programs in the department.

**DEPARTMENTAL ACTIVITIES**

The following section highlights a sample of various department changes, accomplishments, and endeavors:

- The Wantland Hall facility underwent its first major structural change since opening in 1927.
- A computer lab was established in Wantland Hall for use by UCO students, faculty, and staff in 1995.
- Bachelor of Arts in Dance and the Kaleidoscope Dance Company moved from the KHS Department to the newly formed College of Fine Arts in 2001.
- The UCO Wellness Center opened in 2003 and included a new state-of-the-art Human Physiology Laboratory for classroom instruction and research studies.
- UCO coaching staff moved to full-time status in the Athletics Department in 2004.
- The first KHS Symposium was held in 2008 as an avenue to highlight students’ transformative learning achievements.
- Dr. Melissa Powers received a three-year grant from the Oklahoma Center for the Advancement of Science & Technology in 2009 to study “Exercise for the Treatment of Sarcopenia and Osteoporosis.”
- The Millennium Physical Education Project secured funding by Dr. Freeta Jones-Porter (1999). Joint programs with metro public schools initiated from this grant continue to the present.
- KHS students and faculty annually volunteer for the Capital Area Special Olympics Track & Field Meet.
- The UCO Labyrinth was completed in May 2013. The Labyrinth was the vision of Dr. Diane Rudebock and is located to the north of Wantland Hall.
DEPARTMENT OF KINESIOLOGY AND HEALTH STUDIES OF TOMORROW

- All academic programs will seek and receive national accreditation and/or approval.
- A state-of-the-art facility for students to learn; department and faculty that are housed in one location meeting the needs of programs and students; and program partnerships with the community that engage students in the community and reflect our position as a department within a metropolitan university.

CURRENT FACULTY

Stephanie Canada-Phillips, M.Ed., NBCT (East Central University, 1997) joined the Department of Kinesiology and Health Studies in August of 2012. Before coming to UCO, she was a faculty member at East Central University. From 2008-2009 Stephanie served in Washington, D.C. as a teaching ambassador fellow to the U.S. Department of Education and was an elementary physical education teacher at Shawnee Public Schools from 2003-2008 where she was named the 2008 Oklahoma Teacher of the Year. She currently is finishing her Ph.D. at the University of Oklahoma in instructional leadership and academic curriculum.

While at UCO, Stephanie has taught major courses for the Bachelor of Science in Education in Physical Education. She serves as the physical education program coordinator. Along with fulfilling her duties as program coordinator, Stephanie serves on several UCO committees, such as Council for Teacher Education, Institute for Coordinated School Health, and Professional Teacher Education Assessment Committee.

“During my professional career, I have been involved in professional associations such as the Oklahoma Association for Health, Physical Education, Recreation and Dance (OAHPERD), where I served as president in 2014 and received the Honor Award in 2009. I am also an active council member of the National and State Oklahoma Teachers of the Year Organization and served as a committee member in the development of the National Board for Professional Teaching Standards in Physical Education (Second Edition, 2014).

“Additionally, I have contributed scholarly to the profession by making state and national presentations. My scholarship
interests are physical education pedagogical practice, critical pedagogy in physical education teacher education, teacher leadership, and teacher efficacy. I have presented on several occasions on these topics at state and national levels.

“My mission at UCO is to serve and partner with students to help them realize their potential and discover new possibilities. This mission is grounded in the belief that all students arrive teeming with knowledge and experiences rife with unknown potential from which we can all learn. I work to participate in education through a dialogical and transformative learning process built on respectful and trusting relationships that can challenge students to explore, err, critically analyze and engage, achieve, and dream. My hope is that this transformational experience creates students situated in their worlds as thoughtful, critically engaged citizens, enhancing the quality of their lives and the world in which they live. I am fortunate to be part of an amazing team at UCO and work with excellent students and colleagues.”

**Donna S. Cobb,** Ed.D. (Oklahoma State University, 1991) joined the Department of Health, Physical Education, Recreation, and Dance, now known as the Department of Kinesiology and Health Studies (KHS), in August 1994. Before coming to UCO, she was a faculty member at East Central University.

Dr. Cobb completed a Doctor of Education in Higher Education from Oklahoma State University in 1991. At UCO, she has taught major courses for the Bachelor of Science in Kinesiology and for the Master of Science in Wellness Management. For six years, Dr. Cobb served as the program coordinator for the exercise & fitness management and the recreation management programs. In 1999, Dr. Cobb was appointed as the chair of the Department of Kinesiology and Health Studies. During her tenure as chair, two new graduate programs (athletic training education and wellness management) were implemented. In addition, Dr. Cobb has served on numerous UCO committees and task forces including the Revision of the General Education Committee, the Program Prioritization Task Force, Academic Affairs Curriculum Committee, and Faculty Senate. She transitioned into the position of Associate Dean of the College of Education and Professional Studies in January 2012.

“During my professional career, I have been involved in professional associations such as the Oklahoma Association for Health, Physical Education, Recreation, and Dance (OAHPERD), where I served as president in 1997 and received the OAHPERD Honor Award in 1998. I have also served as Vice President of Recreation for the Southern District AAHPERD in 1999.

“My purpose at the university is to serve the students. This service is focused on the long-term best interests of the students, not only in classroom learning but also in career choices and life decisions. This begins with respecting students as individuals who can make worthwhile contributions to my learning and others’ learning as well. I want the students and my colleagues to know that I value them.”

**Sara L. Cole,** Ph.D., MCHES (Indiana University, 2004) has been a member of the Department of Kinesiology & Health Studies at the University of Central Oklahoma (UCO) since
2009. Previous to this, she was an assistant professor at Illinois State University.

Dr. Cole’s doctorate was received in health behavior in 2004. She also received her Certified Health Education Specialist (CHES) credentialing in 2004. She subsequently was among the first cohort to earn the distinctive Master CHES in 2011.

Teaching assignments for a semester typically include a combination of the following: Prevention and Control of Disease, Substance Prevention Education, Human Development, Social Health and Sexual Interactions, Environmental Health, and Healthy Aging. Dr. Cole has also taught nearly 20 different health-related courses in her career. Dr. Cole received an Outstanding Faculty Member Award for her commitment to diversity in her previous faculty position and she is just as committed to diversity on UCO’s campus.

Dr. Cole’s scholarship has included a textbook chapter, peer-reviewed journal articles and numerous presentations at international, national, state and local conferences. Her research interests include the intersection of community and sexual health, such as how risk behaviors impact personal and community health. She also is passionate about the elimination of health disparities and has published in these areas.

Dr. Cole has served her university, profession and community in multiple ways. “Among the professional organizations in which I have served as an officer are the Illinois Chapter of the Society for Public Health Education (ISOPHE) and the Society for Public Health Education (SOPHE) as a national delegate and delegate trustee respectively.” Dr. Cole holds memberships in the Oklahoma Public Health Association and the Society for Public Health Education. She received the Excellence in Service Award in her previous faculty position and continues her passion to serve at UCO.

“I feel so blessed to be a part of the UCO family. My experiences here have been amazing. I am fortunate to work with some of the nicest people I know. This community of faculty, staff and students is unlike any other I’ve experienced. While I am certain that people come to UCO for myriad reasons, I believe we stay because of the people.”

Trey Cone, Ed.D., (Texas A&M University-Commerce, 2001) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma in the fall of 2001. Prior to joining the faculty at UCO, he worked at the Zeppa Recreation Center on the Campus of Texas A&M University-Commerce while finishing his doctorate.

Dr. Cone’s doctorate was earned in curriculum and instruction of higher education and his master’s in physical education. He teaches courses primarily for physical education majors, including Measurement and Evaluation, Fitness Applications, Introduction to Physical Education, and Adapted Physical Education. He has also taught classes for the exercise fitness management and outdoor and community recreation management programs on facility management.

“During my time at the university, I have provided service to the university and profession in many capacities. I have served as the faculty athletic advisor, faculty senator, advisor to the KHS Club, advisor to the Track Club, and served as vice president, president, and member of the advisory board for the
Oklahoma Association for Health, Physical Education, Recreation, and Dance to name a few.

“Additionally, I have contributed scholarly to the profession by making state, regional, and national presentations. My scholarly interests include physical education pedagogy, adapted physical education, and recreational facility management. I have presented numerous times on these subjects at the local, state, regional, and national levels. I also have been invited to present at various places across the country including professional conferences in California, Texas, Massachusetts, North Carolina, South Carolina, Virginia, and the U.S. Paralympic Training Center in Colorado Springs, Colorado.

“I came to UCO in the fall of 2001 with the intention of gaining some experience and then seeking a faculty position closer to family and friends in either Arkansas or Texas; however, it didn’t take me long to realize how lucky that I was to have the opportunity to live and work in such a special place. The leadership and tradition in the College of Education and Professional Studies and the Kinesiology and Health Studies Department are part of what makes my job so enjoyable and rewarding. I have been privileged to work with some of the finest teachers and administrators in the business; however, the true pleasure in my chosen profession comes from touching the lives of the many students who come to UCO to become professionals. In my free time, I enjoy raising two kids, spending time with my wife, and keeping fit by running marathons and participating in triathlons.”

**Jerel Cowan, Ph.D.** (Oklahoma State University, 2009 & 2004) has been a member of the Department of Kinesiology & Health Studies (KHS) at the University of Central Oklahoma (UCO) since 2004. Prior to beginning his tenure track at Central, he was a program coordinator for the Wellness Center and teaching as an adjunct faculty member at UCO.

Dr. Cowan began his tenure-track position in 2004 as an instructor in the KHS Department with teaching responsibilities primarily in the recreation management program. In addition to teaching courses, he served as the program coordinator (2006-current) while working on his doctorate. Dr. Cowan received his doctorate in 2009 in environmental science with an emphasis on environmental impacts related to recreational activities. His dissertation focused on the impacts, sociologically and economically, of the Rails-to-Trails project in Oklahoma in the late 80s and early 90s related to the abandonment of the 123-mile Dewar to Durant railroad line. Some of the classes taught include Leadership, Group Dynamics, Outdoor Recreation, Outdoor Education, Community Recreation, Legal Aspects, and Therapeutic Recreation among others.

“During my time at Central I have given numerous state, regional, national, and international presentations on recreation topics regarding trails and geographical informational systems, environmental ethics, outdoor leadership and others. I have contributed to my profession by writing a chapter in a backpacking text utilized by the Wilderness Education Association (WEA) and other organizations. I enjoy professional and community service and have served as president of the Oklahoma Association for Health, Physical Education, Recreation and Dance (OAHPERD), treasurer on the Board of Trustees for WEA, vice president of Touchstone (which serves under-privileged youth in outdoor activities), state advocate for
the Center of Outdoor Ethics (Leave No Trace), and chair of the Oklahoma Trails Advisory Board (OTAB), as well as service to other regional and state organizations.

“During my seven-year tenure, I have served my department, college, and university in several capacities, including memberships on the KHS Symposium Program Committee, the CEPS Curriculum Review Committee, university Faculty Senate, and the university Faculty Athletic Council. I have also served as a co-sponsor of the Kinesiology and Health Studies Club, sponsor of the Outdoor and Community Recreation majors club, University of Central Oklahoma Recreational Experiences, UCO Climbing Club, and faculty advisor for a social fraternity.

“One of the greatest things that I receive from teaching is what I get back from the students. The transactional learning that occurs is what is so meaningful. The dialogue that is produced from discussions that occur in and out of the classroom is one of the paramount staples of my profession. The genuine care that I have for my students goes beyond the classroom and extends into their professional careers and beyond. I hope that I impact students by developing critical thinkers and learners across the lifespan, while assisting those who want to serve others in the field of recreation.”

J. Sunshine Cowan, Ph.D., MPH, MCHES (Oklahoma State University, 2009; University of Oklahoma, 2002) has been a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) since 2004. Prior to beginning her tenure track at Central, she was a health educator for the school health program at the Oklahoma State Department of Health, serving as the state coordinator for the Youth Risk Behavior Survey (YRBS) and teaching as an adjunct faculty member at UCO.

Dr. Cowan began her tenure-track position in 2004 as an instructor in the KHS Department with teaching responsibilities primarily in the community health program. In addition to teaching courses, she coordinated the Healthy Life Skills course (2007-2010) while working on her doctorate. Dr. Cowan received her doctorate in 2009 in environmental science with an emphasis on environmental justice. Her dissertation research focused on public housing in New Orleans following Hurricane Katrina. She became coordinator of the community health program in 2011. Having held certification as a Certified Health Education Specialist (CHES) since 2002, Dr. Cowan became a Master Certified Health Education Specialist (MCHES) in 2011. Classes taught include Human Development, Consumer Health and Media Advocacy, Health Assessment and Evaluation, Community Intervention, Health Equity and Determinants of Health, among others.

“While at Central, I have given numerous state, regional, and national presentations on health topics regarding health equity, culture, environmental justice and others. I have contributed research and writing to a governmental guidebook on emergency management for people with disabilities and have provided a keynote address over the topic at a Homeland Security regional workshop. I enjoy professional and community service and have served as president of the Oklahoma Public Health Association (OPHA), chair of the Oklahoma Turning Point Council (OTPC), and assisted students in conducting interventions among diverse and underserved populations.
“So far, during my seven-year tenure, I have served my department, college, and university in several capacities, including memberships on the KHS Symposium Assessment Committee, the CEPS Cultural Diversity Committee, the university Creative Council, and as chair of the university Core Curriculum Committee. I also have served as a co-sponsor of the Community Health Club.

“I enjoy involving students in research and scholarly activities and have had the opportunity to work with a number of students on interesting research projects. Interaction with students both in and out of the classroom is by far the greatest joy of my work. I learned early on that I will never fully complete the process of learning to teach. I am continually learning and working to improve these skills and will do so until I retire from teaching. It is in my interactions with students that I feel most comfortable. I seek to make genuine connections with them. Like so many of my colleagues, I learn the names of all my students and make attempts to positively impact their lives, provide assistance for their career paths, and challenge their current thinking and biases. I hope to be a mentor to many of my students and to encourage them to become critical thinkers and lifelong learners who are ready and able to serve diverse populations in the community and public health field.”

Darla R. Fent, Ed.D. (Oklahoma State University, 1997) has been a member of the faculty in the Kinesiology and Health Studies (KHS) Department at the University of Central Oklahoma (UCO) since 2004. Prior to her current position at UCO, she taught 11 years at Oklahoma City University (OCU) in the Department of Kinesiology and Exercise Studies, serving two of those years as department chairperson. Before securing faculty positions at the college level, she taught physical education and mathematics and coached at Heritage Hall School for three years.

Dr. Fent’s doctorate is in higher education with an emphasis in exercise science and health. She also maintains certification via Oklahoma State Department of Education in K-12 physical education/health/safety, 7-12 algebra, and 7-12 general mathematics. At UCO, she currently teaches undergraduate courses, including Physiology of Exercise, Motor Learning, Introduction to Kinesiology Studies, and Healthy Life Skills. In addition, she supervises interns in the exercise and fitness management undergraduate program during the fall, spring and summer semesters. She also teaches one graduate course, Wellness Intervention Strategies and Skills.

“During my time at UCO, I have presented at numerous national, state, and local level conferences. In several of these presentations, students were incorporated in the research process and development of the poster presentations. Similarly, in several presentations, I collaborated with colleagues across campus in preparation of presentations over topics spanning multiple departments and colleges. I was also selected as an Academic Leadership Fellow for 2010-2011.

“Over the last seven years, I had the opportunity to serve the KHS Department, the College of Education and Professional Studies (CEPS), and the university in many capacities. Since 2006, I have served as the program coordinator of the exercise and fitness management program. Most recently, I served as program director in securing national accreditation of our program via the Commission on Accreditation of Applied Health
Education Programs (CAAHEP). In addition, I currently serve as the co-advisor for the student Exercise Science Club. At the college level, I serve on the CEPS Faculty Handbook Committee and I have served on the CEPS Social Committee. I have also had the privilege to represent KHS/CEPS on university committees including the Graduate Council, the Faculty Merit-Credit Committee, the Academic Affairs Curriculum Council, and Faculty Senate. On the Senate, I had the privilege to serve as parliamentarian one year.

“In the content area of ‘health and wellness,’ a common concept is addressing individual needs from a ‘holistic’ perspective. This is a principle that I feel strongly about regarding teaching/leading/interacting with students. Learners bring their unique perspectives, backgrounds and experiences to the learning experience. I strive to enable students to think deeply, applying the information/knowledge to their situations/lives in hopes that it not only prepares them to make a living but to enrich their own lives, the lives of their families, and the lives of the people with whom they in turn will be working—teaching/leading/educating. In this way I hope to ‘make a difference’; to ‘have an impact’ on the department, college, university and profession.”

Rachelle Franz, Ed.D. (Walden University, 2013) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma in 2007. Before coming to Central, she taught physical education and health classes in Putnam City Public Schools and Fairfax County Public Schools, along with coaching basketball and track at the middle school and high school level.

Dr. Franz’s education specialist degree was received in teacher leadership. She teaches primarily core curriculum health classes and courses for physical education majors, including Healthy Life Skills, and Fitness Development and Assessment. Currently, she serves as coordinator of Healthy Life Skills.

“During my time at Central, I have made numerous presentations related to physical education, health, and wellness at the state level. I also have offered a number of professional development presentations on Central’s campus.

“It’s been a pleasure to serve Central and my department in several capacities, including leadership roles on the Oklahoma Association of Health, Physical Education, Recreation, and Dance Board and Council, the Healthy Campus Leadership Committee, the Core Curriculum Committee, and the Learning Management System (LMS) Task Force.

“I am passionate about modeling a healthy, active lifestyle, and Central provides continuous opportunities for me to impact faculty, staff, and students in this regard. One of my favorite things about working at Central is its commitment to health and wellness. As one of the six tenets of transformative learning, health and wellness is promoted on our campus as an essential component for success and allows me to promote healthy living in every aspect of my faculty role.”

Paul House, Ph.D. (Oklahoma State University, 2009) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) in 2006. Before coming to UCO, he taught physical education at Deer Creek Elementary School for eight years.
Dr. House’s doctorate is in exercise science. He teaches courses primarily for exercise science and physical education majors, including Applied Anatomy, Mechanical Principles and Analysis of Human Movement, and a variety of Techniques of Teaching Sports activities labs; at the graduate level, Biomechanical Analysis of Human Movement and Physiological Basis of Human Performance.

“Since my employment at UCO, I have made seven presentations relating to resistance training responses, supplements and metabolism, physical education elementary activities, and overall life success with Paralympic athletes at the state, regional, and national levels. I have authored or co-authored five abstracts in the American College of Sports Medicine’s (ACSM) Supplemental Journal that is put together each year at their annual meeting.

“During my time at Central, I have served the College of Education and Professional Studies (CEPS) and the KHS Department in several capacities, including serving on the following committees: NCATE Standard Five Committee, the Social and Awards Committee, and the College Assessment Committee. Additionally, I served one year as the adaptive chairperson for the Oklahoma Association of Health, Physical Education, Recreation, and Dance organization.

“Life is very short, so the most valuable asset you can share with others is your time. You actually share your life with those around you. A large portion of the last five years of my live have been spent with students, staff, and faculty here at UCO. I can honestly say that most of the time has been not only pleasant, but outright fun. I have spent time here at UCO learning, sharing knowledge, mourning, celebrating, and laughing with others. As we grow in years, we should exponentially grow in appreciation of life, both ours and others.

“I am a man who strongly believes in God. As such, I feel that all humans are created by God; therefore, all humans should be valued. Humans are complicated and they vary greatly from one to another. Where learning is concerned, everyone can. Every human here at UCO can gain some measure of knowledge. As complicated creatures of God, they respond to different methods of instruction. As complicated creatures of God, all humans need some level of correction, support, and motivation. I believe students will learn the most if an educator uses a variety of methods while instilling confidence and cultivating interest in the topic. Amazing growth can occur if students believe they can learn and have a desire to do just that. As a professor, my ultimate teaching goal is to instill in students an intrinsic desire to know more beyond the time confounds of the course. This continued learning permeates one’s life and can lead to changed behavior.”

Gary Howard, M.S. (University of Central Oklahoma, 1967) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) following a stellar football coaching career at UCO.

Coach Howard’s (as most know him) coaching tenure at UCO began in 1968, in which he served as the defensive coordinator for the Bronchos until 1975, after which he took the lead role as head coach from 1977-2002. His accomplishments as head coach included seven playoff appearances in nine years, 1979 runner-up National Champions, 1982 NAIA “Coach of the Year,” 1982 NAIA National Champions, and the first UCO team

Gary Howard’s master’s degree is in education. Coach Howard received his B.S. from the University of Arkansas in 1965. He was also a starting lineman for the “Hogs” (Arkansas Razorbacks) while working on his bachelor’s degree. He teaches Theory of Coaching Football and activity classes for the KHS department. Coach Howard is currently a member of the Coaches Association Awards. Most recently, Howard was awarded the Merv Johnson Integrity in College Coaching Award given by the Oklahoma Chapter of the National Football Foundation and College Hall of Fame.”

Jeffrey Lynn McKibbon, M.Ed. (University of Central Oklahoma, 1978) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) in 2004. In the UCO Athletic Department, he served one year as associate athletic director, 12 years as head athletic trainer/assistant athletic director and 11 years as the head athletic trainer.

Mr. McKibbin’s master’s degree was received in business education in 1978. He was awarded national certification in athletic training in 1984 (certification #369) and subsequently was licensed as an athletic trainer by the Oklahoma State Board of Medical Licensure and Supervision to practice in the State of Oklahoma (license #23). He had numerous semesters of teaching, which included courses such as Treatment of Athletic Injuries, Assessment of Athletic Injuries, Rehabilitation Techniques, Therapeutic Modalities, Athletic Training Administration and other graduate level courses.

“During my career at UCO, I have made several presentations to local, state and national organizations. Some of those include Prepare Yourself for Springtime Activity, Humidity Takes Toll on Workers, Preventing Sprains Better Than Treatment After Injury, Athlete Safety Legislation and over 20 other presentations. I have served as an advisor to the Oklahoma Medical Board and promoted athlete safety legislation at the Oklahoma Legislature and in Washington, DC.

“I have served as a member and officer of the Oklahoma Athletic Trainers Association (OATA), Mid-America Athletic Trainers Association (MAATA), National Athletic Trainers Association (NATA) and Oklahoma Coaches Association (OCA). I received the OATA Athletic Trainer of the Year Award in 1996, College Athletic Trainers Association (CATS) Outstanding Service Award in 1999, Lone Star Conference Distinguished Service Award in 2005, MAATA Hall of Fame Award and the NATA Most Distinguished Athletic Trainer Award in 2011. I also have contributed at the university level by serving on the Athletic Association Board of Directors during which I helped develop the UCO Athletic Hall of Fame.

“I started at UCO in 1980 as single young man, but in 1982 I married Brenda Louise Flanary. In 1983, my first daughter, Brooke Elisha McKibbon, was born May 10th in Edmond, Oklahoma. She is a 2008 graduate of UCO. In 1985, my son, Nicholas Chase McKibbon, was born June 13th in Edmond, Oklahoma, and in 1987 my youngest daughter, Ashlie Briana
McKibbin, was born June 15th in Edmond, Oklahoma. She graduated from UCO in 2011.

While in the Athletic Department and later the Kinesiology and Health Studies Department, I was privileged to be associated with exceptional teachers, coaches and players, and many have become very close friends. Some of those closest friends have helped me and my family along my career in various capacities.

“I believe that most people will not remember everything you teach them, but they will always remember how you made them feel. I believe that if you give someone the appropriate knowledge and tools, there is nothing they cannot achieve. I hope that those that I helped along the way will always remember that they owe me nothing. I also hope that I have touched each student in some way that will help them at some point in their life.”

Susan McLemore, M.Ed. (University of Central Oklahoma, 1993) became a member of the Kinesiology and Health Studies Department at the University of Central Oklahoma in the fall of 2007. Before coming to UCO, she taught physical education for 18 years in the Putnam City Public Schools.

Mrs. McLemore also holds a National Board Certification in physical education, early to middle childhood. Courses that Mrs. McLemore teaches are mostly those for health and physical education majors, adapted physical education, health concepts, effective teaching strategies, and supervision of student teachers.

“While at UCO, I have presented at both the state and national levels in the areas of health, teacher education, and adapted physical education. Collaborating with a music composer to publish a resource book with a collection of songs and activities, I wrote the accompanying lesson plans centered on exercise and nutrition for elementary age students.

“During my time at UCO, I have served as chair of the Cultural Diversity and Globalization Committee for the College of Education and Professional Studies, Special Olympics chair for my department, and sponsor of the Physical Education Majors club.

“With the belief that my profession is standing on those who came before me and will continue with those who come after, I am a member of the Oklahoma Association of Health, Physical Education and Dance; the National Association of Sport and Physical Education; and the American Alliance of Health, Physical Education, Recreation and Dance. I have served at the state association level in many positions, also being awarded the State Elementary Physical Education Teacher of the Year after first coming to UCO.

“Of all the awards I have received, I think the best one as a teacher is the feeling or realization that what you do matters to a student. I have been fortunate that several former students have contacted me and made it known that what I taught them made a difference in their lives. All too often, teachers do not get to see the result of their work as it may not present itself for years to come. I believe that passion for what you do is the key to success in any field and the teaching profession is the best example. I came to teacher education to hopefully make a difference in my profession for the future as education evolves and changes. Having attended UCO as a student and working in professional organizations alongside those at UCO who were the leaders in our state and profession, afforded me a unique
perspective, which is what I draw from when teaching those teachers of tomorrow today.

“I wish to always be teaching in some form or fashion, but in my spare time I love to travel with my family. When traveling, I like to visit schools to learn something new. I also spend time playing tennis, antique shopping, gardening, reading, spending time with family and playing with my three rescue mastiffs.”

**Jacilyn M. Olson**, Ph.D. (University of Arkansas, 2012) joined the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma in August 2012. In addition to her doctorate, she received a graduate certificate in educational statistics and research methods.

She teaches courses for the exercise/fitness management program, including Exercise Programming for Special Populations, Exercise Prescription, Group Exercise Techniques, and Applied Anatomy. She also teaches Exercise Applications for Special Populations for the wellness managements/exercise science master’s program. Dr. Olson’s Exercise Prescription class serves the UCO faculty and staff by providing a free semester-long personal training program that matches upper-level exercise science students with faculty or staff members interested in improving their fitness.

Dr. Olson’s research interests include the interaction of biological markers of stress and fitness as well as exercise programming for special populations. She has presented numerous times at national and regional conferences and has peer-reviewed publications. She holds memberships in the National and Central States chapters of the American College of Sports Medicine (ACSM) as well as the Oklahoma Association for Health, Physical Education, Recreation, and Dance and is certified by ACSM as a health fitness specialist.

“UCO’s mission of providing a transformative educational experience has greatly impacted me professionally and personally since I arrived on campus. From that first day, the culture of UCO (other faculty and staff, educational workshops, campus activities) has enhanced my teaching, helping me to promote a learning environment that benefits students now, while they are in college, and, more importantly, when they start working in the field.”

**Melissa Powers**, Ph.D. (University of Arkansas, 2007) joined the faculty in the Department of Kinesiology and Health Studies at the University of Central Oklahoma (UCO) in the fall of 2007. Prior to this, she was a distinguished doctoral fellow and worked as the program coordinator in the Office for Studies on Aging at the University of Arkansas. Dr. Powers also worked for seven years as an exercise specialist and personal trainer at a hospital-based fitness center.

Dr. Powers’ doctorate was received in exercise science in 2007. She also completed a Graduate Certificate in Education Statistics and Research Methods. Her typical teaching assignments include graduate and undergraduate research methods courses and statistics courses, as well as courses in aging, group fitness, body composition, and exercise programming for special populations.

“During my time at UCO, I have tried to engage students in research and scholarly activities through many different avenues including research assistantships, student research grants, and class assignments. I have made over 20 professional
presentations, most with students as the first author. I worked with other faculty in the Kinesiology and Health Studies Department (KHS) to establish our KHS Symposium where over 120 students share their creative works each semester.

“While at Central, I have represented our college on the Research Advisory Council and the Healthy Campus Initiative Employee Wellness Committee. I also have served as the secretary of the Council on Aging and Adult Development, which is part of the American Alliance for Health, Physical Education, Recreation and Dance, and have served on the membership committee for the Association for Gerontology in Higher Education.

“Learning is a process that changes, challenges, and leads us to a new and deeper understanding of the world around us. The experience of learning is deeply personal and different for each individual. Students do not come into a class as a blank slate. They bring their own set of experiences, opinions, and ideas which contribute to the learning environment. The role of the teacher in learning is to be a guide. An effective teacher provides rigor with flexibility, fairness with understanding, and activity combined with reflection. The learning environment should contribute to an atmosphere of trust and mutual respect where students’ opinions and ideas are valued. Learning truly occurs when both teacher and student actively participate in the learning process. In the end, both teacher and student leave the class with a new understanding of the world. It is my goal to incorporate into each course opportunities that challenge students to consider new ideas and offer an outlet for creative expression.”

Kimberly Duck Quigley, Ph.D, R.D. (Oklahoma State University, 2005) has been a member of the Department of Kinesiology and Health Studies at the University of Central Oklahoma (UCO) since 2006. Previous to this, she served for 12 years as adjunct faculty (6 years) at the University of Central Oklahoma in the Human Environmental Sciences Department and as a Nutrition Therapist IV (12 years) for the Aging Services Division of the Oklahoma Department of Human Services.

Dr. Quigley’s doctorate was received in nutrition in 2005. During the same period, she received a certificate in gerontology. Dr. Quigley received both her bachelor’s degree (1988) and her master’s degree (1990) from the University of Central Oklahoma. She became a licensed dietitian in 1990. She is a Registered Professional Human Environmental Specialist and Registered Professional Sanitarian with the Oklahoma State Department of Health. Her teaching assignments for a typical semester include Nutrition for Sports and Fitness, Program Design and Management, Management Principals, Healthy Life Skills, and Group Dynamics. Her research has been published in the Journal of Nutrition Education and Behavior, the Journal of Nutrition for the Elderly and the Journal of Consumer and Family Sciences.

“Among the professional organizations in which I serve are the Oklahoma Dietetic Association (ODA) and the American Dietetic Association (ADA). I currently serve on the Board of the Wesley Foundation and God’s Food Bank of Guthrie.

“I love learning. The relationships with my students are what make my career choice rewarding. My passions include working with the elderly, working with athletes, sustainability, and community gardening, but my biggest passion is my
daughter, McKinzie Kaylann Quigley, and the time we spend together with our horses.”

**Brady Redus**, Ph.D. (Oklahoma State University, 2004) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma in 2002. Before coming to Central, he taught as a graduate assistant for at the University of Oklahoma and Oklahoma State University for a number of years.

Dr. Redus worked in the field of exercise sciences for approximately 12 years before deciding to go back to school and pursue a doctorate degree in health and human performance. He has taught over fifteen different courses for the KHS Department. He teaches courses primarily for exercise fitness management majors, including Exercise Physiology, Applied Exercise Physiology, Applied Anatomy and Introduction to Kinesiology at the undergraduate level.

“I enjoy working with undergraduate students and watching their progression from that of an uncomfortable freshman to a confident professional. A quote in which I try and live my life is from Martin Luther King Jr.: ‘The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.’”

**Jill Robinson**, M.S. (University of Central Oklahoma, 2003) became a member of the Department of Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) in the fall of 2011. Before coming to Central, she was a strength and conditioning coach at the University of California Los Angeles (UCLA), University of Louisiana at Monroe, and Tulane University.

Ms. Robinson’s master’s degree was received in wellness management. She is a Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association. She also holds a Strength and Conditioning Coach Certification (SCCC) through the Collegiate Strength and Conditioning Coaches Association. Additionally, she is a certified U.S.A. Weight Lifting Level 1 Club Coach. At UCO, she teaches courses primarily for exercise/fitness management, including Introduction to Kinesiology, Performance Training Concepts, and Healthy Life Skills.

Ms. Robinson represented UCO at the Oklahoma Physical Education, Recreation, and Dance conference in 2011 by presenting with Coach Tom Ward on “Incorporating Strength and Conditioning into Physical Education Programs.” In the spring of 2011, she collaborated with KHS Dr. Melissa Powers on a research project to assess changes in UCO students’ attitudes towards older adults after fitness-related intergenerational interactions.

While at UCLA, Ms. Robinson’s teams won three National Collegiate Athletic Association (NCAA) championships. Additionally, her teams were the National Championship runner-up three times and had two third place NCAA finishes. Furthermore, basketball made two final four appearances and football played in two bowl games.

“It is very exciting to be back at UCO around people who are incredible role models with high levels of integrity, work ethic, and leadership. These mentors have greatly contributed to
my personal growth and professional success as I have attempted to model my coaching and teaching based on their influence.”

C. Diane Rudebock, Ed.D., R.N. (Oklahoma State University, 2001) joined the Kinesiology and Health Studies (KHS) faculty at the University of Central Oklahoma in 2003 after a 17-year career in public health nursing management at the Oklahoma City County Health Department. Dr. Rudebock completed her graduate studies in education in applied educational studies; she is also a registered nurse with a Bachelor of Science in Nursing from the University of Oklahoma.

Dr. Rudebock is the coordinator of the graduate wellness management/health studies program. She teaches two graduate courses: Organizational Behavior and Leadership in Health and Contemporary Issues in Health and Wellness. She also teaches in the undergraduate community health program. Dr. Rudebock coordinated the community health program from 2004-2010 and taught a variety of courses to students entering the health education profession. Courses taught included Introduction to Community Health, Prevention and Control of Disease, Leadership and Value Formation, Substance Abuse Education, and Social and Sexual Health.

“During my time at Central, I served on the Graduate Council and the Internship Advisory Board, as well as co-facilitated a campus Transformative Learning Team. I am the UCO Faculty Advisor for the Wesley Foundation Board and have served on college and department committees during my tenure. I have made numerous presentations at state and international levels on various topics of health and wellness. I also had the opportunity to become certified through the Oklahoma State Health Department to co-teach “Tai Chi: Moving for Better Balance” as a part of the Oklahoma State Health Department’s statewide fall prevention initiative.”

“I have had the pleasure of mentoring both undergraduate and graduate students in their research, as well as their capstone experiences. It is a joy to see students catch the spirit of promoting health in the community and move into careers in health and wellness. I work with many gifted faculty in KHS and benefit greatly from their openness and willingness to work as a team promoting health and wellness in the classroom, in the community, and in the state.

“One of my passions is to introduce people to the labyrinth, a walking meditation. In this fast-paced world we live in, it is important to find pockets of time to refresh and rejuvenate, and faculty and students have found the labyrinth experience very beneficial. I am a part of the campus labyrinth research team, and we have conducted several research studies using the labyrinth. Each spring and fall, I facilitate campus labyrinth events in conjunction with the Stress Reduction Series that is offered through the UCO Counseling Center. I also volunteer with several community groups to offer labyrinth walks. In 2011, I became the chair of the Research Committee for the Labyrinth Society, an international organization which promotes the use of labyrinths as moving meditations. In this role, I worked with professionals around the world to promote the use of labyrinths in universities, schools, parks, and businesses.”

John E. “Ed” Sunderland, M.S. (University of Arizona, 1979) joined the faculty of the Department of Kinesiology and Health Studies at the University of Central Oklahoma (UCO) in
Pervious to this, he served as a faculty member and director of the athletic training education program at Texas A&M University-Commerce from 2001-2007. Before that, he was the head athletic trainer and instructor at East Texas State University for 16 years. He also served as head athletic trainer at New Mexico State University for four years and Odessa Junior College for two years. He has been a certified member of the National Athletic Trainers Association (NATA) since 1978.

Mr. Sunderland received his Master of Science degree in physical education with a specialization in athletic training in 1979. He received his Bachelor of Science degree in physical education and health with a specialization in athletic training from The Pennsylvania State University in 1978. Also that year, he received his Board of Certification in Athletic Training. Over his 33 years in athletic training, he has held three state athletic training licenses: Texas, New Mexico, and Oklahoma. He is currently state licensed in Oklahoma (#501) and Texas (#528). He has served as both a state and national test examiner for the Advisory Board for the Board of Athletic Training for the State of Texas and the Board of Certification for the National Athletic Trainers’ Association. From 1984-1985 Mr. Sunderland was the NATA District Seven Board of Certification representative.

During his 33 years in higher education, Mr. Sunderland has taught a variety of physical education, health, sports medicine and anatomy/physiology courses. He currently holds the position of clinical coordinator for the graduate athletic training education program at the rank of instructor. His current teaching load is three graduate-level courses in the athletic training major and he supervises the clinical program for students in the field. His specialty is traditional athletic training and sports medicine techniques. He has spent most of his professional life caring for and helping collegiate athletes compete.

Mr. Sunderland is an active member of the National Athletic Trainers’ Association, the Mid-American Athletic Trainers Association, the Oklahoma Athletic Trainers’ Association, and the Texas State Athletic Trainer’s Association. He currently serves on the curriculum committee of the Texas State Athletic Trainers’ Association for the Sports Medicine Instructor’s Workshops, volunteers at the NATA National Convention, and is a member of the sports medicine staff of the Susan G. Komen Day Breast Cancer Walk in Dallas Texas. Since coming to UCO, Mr. Sunderland has volunteered, along with his students, for the Oklahoma City Memorial Marathon held each April and the Redman Triathlon in September. He is also working on becoming a life member of the Oklahoma Blood Institute.

“I am passionate about being an athletic trainer! I feel there is not a better profession to help young people compete and perform in sports. My profession has given me the opportunity to help student athletes succeed and to mentor young professionals in the art and science of being a sports medicine health care provider. I love teaching, which also means I love learning. The more I learn the better I can teach and mentor future professionals.

“I married my high school sweetheart, and we have two wonderful grown children with one grandchild. I am a second-generation American with both set of grandparents coming over from Europe in the early 20th century. I was born in Philadelphia, PA, but raised in Central and Western New York State where the majority of the family still live. I moved out west to attend the University of Arizona and have never left the
southwest. We love living and working in Edmond and hope to retire here at UCO.”

**Debra Lynn Traywick, Ed. D. (St. Louis University, 2000)** has been a member of the Kinesiology and Health (KHS) Studies Department at the University of Central Oklahoma (UCO) since 2004. Previous to this, she served for 16 years as the head volleyball coach and associate professor at Missouri Southern State University and was a high school physical education teacher for four years.

Dr. Traywick’s doctorate is in educational leadership with a concentration in higher education. Teaching assignments for a typical semester, as a member of the faculty, include Secondary Methods of Physical Education, Introduction to Physical Education, graduate courses in Sport Psychology and Sociology. “As well as serving as the physical education program coordinator, I have served the KHS Department on the Council on Teacher Education, Admissions Committee, and chair of the Assessment Committee. I also was a member of Faculty Senate for two years and sponsor of the Physical Education Majors Club for 6 years.” Dr. Traywick presently serves as chair of the Kinesiology and Health Studies Department.

“Among the professional organizations in which I have served as an officer are the Oklahoma Association Physical Education, Recreation and Dance and the Oklahoma Commission Program Review Board. I also am a member of the Alliance for Health, Physical Education, Recreation and Dance and the National Association of Sport and Physical Education (NASPE). I was named the Outstanding Mentor of the Year for NASPE in 2009.

“I want to open the door of possibilities for my students, creating passion for the profession and communities they will serve. ‘A loving, caring teacher took a liking to me. She noticed and wanted to help shape it.’ Tom Bradley.”

**Tiffany Wise, MPH (University of Oklahoma Health Sciences Center, 2005)** has been a member of the Department of Kinesiology and Health Studies at the University of Central Oklahoma (UCO) since 2013.

Mrs. Wise is a graduate of the UCO community health program, which is now the UCO community/public health program. She currently is working toward a doctorate of education, with an emphasis in adult education, from Walden University. Teaching assignments for a semester typically include a combination of the following: Program Planning, Environmental Health, Health and Aging, Consumer Health and Media Advocacy, Healthy Life Skills, and Introduction to Community Health Practicum.

Mrs. Wise holds a membership in the Oklahoma Public Health Association. She received, along with her colleagues, the College of Education and Professional Studies 2014 Collaborative Team Work Award.

“I am fortunate to work with such talented, caring people who collaborate together to serve our students and community. I am thankful for the opportunities I have been given at UCO.”

**Emeriti Faculty**

**Kathleen Black, Ed.D. (University of Oklahoma, 1971)** became a member of the Department of Kinesiology and Health Studies at the University of Central Oklahoma (UCO) in 1966. Previous to this, she was a special instructor in the Physical
Education Department at the University of Oklahoma and a high school teacher for two years at El Reno, Oklahoma.

Dr. Black’s doctorate was awarded in higher education administration with emphasis in physical education. During her tenure at UCO, she taught courses from the freshman level through the graduate level, sometimes teaching 30 different courses. She was UCO’s tennis coach for women from 1977-81. She served as the coordinator of the physical education health program, and was sponsor of the HPERD Club for 25 years.

Dr. Black belonged to numerous professional organizations, including the American Alliance for Health, Physical Education, Recreation and Dance, Southern and Oklahoma districts. She served as president, newsletter editor, and legislative chair of that organization. She received a Service Award from the National Association for Physical Education Professors, as well as the President’s Award for the National Association for Girl’s and Women’s Sports. She received the Pathfinder Award for Oklahoma in 1995 and the OAHERP Honor Award in 1976. She served on numerous committees for the department and university from 1966 to 2001, the year she retired, including the committee to establish the constitution for the Central State College (CSC) Faculty Senate.

“My first semester at CSC I taught nine different courses, advised eight junior majors, and was fortunate to be named to the Academic Committee of the college. I enjoyed my professional opportunities at CSC/CSU/UCO, especially 35 years in teaching. I had very enjoyable students over the years. My colleagues have become my life friends and, therefore, became an extended family. Since retiring, I have enjoyed traveling throughout the United States, making several trips to Egypt, cruising the Mediterranean, and touring China. I now have time to play golf in two local golf associations and enjoy greatly the competition and social exchange. I continue to enjoy time at UCO as an active member of the Emeritus Faculty Association.”

Homer Coker, Ed.D. (University of Arkansas, 1974) came to what was then Central State College in 1969, subsequent to teaching for 12 years at the University of Tulsa. His teaching responsibilities in men’s physical education were primarily upper division and graduate courses, as well as supervision of student teachers.

In 1976, the Departments of Men’s Physical Education and Women’s Health, Physical Education and Recreation combined to form the Department of Health, Physical Education and Recreation. “My responsibilities remained basically unchanged until 1980 when I was elected as chairperson of the department—a position I held until June, 1993, when I retired.

“During my tenure as department chair we added three new undergraduate degree programs: exercise physiology, recreation management, and dance education. Further, I appointed a coordinator for each of the department’s core areas.

“During this 24-year stay at UCO, I served the university and my profession in numerous capacities, including president of the Oklahoma Association for Health, Physical Education, Recreation and Dance (1969-70); co-manager of the Southern District for HPERD Convention (1971); member of the University Evaluation and Planning Committee (1973-74); member of the Council on Teacher Education; member of the Council on Academic Affairs; member and chair of the Faculty Grievance Board; member of the Faculty Senate (1972-74, 1975-
chair or member of several department committees—Curriculum, Plan for the ‘80’s, Developing a Master of Science Degree in HPER, Activity Sports Lab for Majors, and co-sponsor of the department’s student HPER Club (1969-80).

“While teaching and soon after my retirement, I received the following honors: promotion to the rank of professor (1977), chosen by my peers as Central’s OEA Teacher of the Year (1978), selected as commencement speaker at Berryhill, Oklahoma High School (1986, and awarded the rank of professor emeritus upon retirement. The Homer Coker Scholarship Fund for Juniors and Seniors preparing to teach health and physical education was established by the Aldridge Foundation—the family of two of my former students (1996).”


Dr. Jones-Porter completed her Doctor of Education degree in applied educational studies from Oklahoma State University in 1997. During her 23 years at UCO, she taught a variety of activity and theory courses both in general education and in the professional teacher preparation program. She established a model professional development program for undergraduate students working with public and private school teachers and students. The Millennium Physical Education Program began in 1999 as an on-campus project. In 2002, the project was expanded off campus into the Mid-Del Public Schools system, when the UCO Gymboree was started. In addition to holding a standard teaching certificate, Jones-Porter is certified in water safety, lifeguard training, water exercise, Pilates and yoga.

She served her department, college, and university as a community liaison, student organization sponsor, and McNair Scholar mentor. She chaired and worked on numerous committees, served as an advisor and supervisor of student teachers, served on residency teacher committees, and contributed to the development of the professional preparation curriculum in physical education. Her students regularly presented at OAHPERD. She holds memberships in AAHPERD, SDAAHPERD, OAHPERD, American Association of University Professors, and the UCO African American Faculty and Staff Association (AAFSA).

“I have a passion for teaching, bringing people together for a common cause, and being a presenter. Beginning in 1988, I made over 300 international, national, regional, state, and local presentations on physical education activities on land and in the water. I was instrumental in implementing the Super Kids Day Program statewide. During my tenure at UCO, I received over 25 honors and awards. I am a two-time national water aerobics champion. My three most recent awards were the 2008 OAHPERD Virginia Peters Higher Education Award, the 2009 SDAAHPERD Ethnic Minority Diversity Award, and the 2010 OAHPERD Honor Award. I am extremely proud of the fact that my husband, John Porter (1977), daughter, Deirdra Roberts (2000), and I (1983) are UCO graduates. I am also proud to be a
University of Oklahoma graduate—so, I am a Sooner Broncho Cowgirl.

“My philosophy of teaching is based on the age-old Chinese proverb, ‘Give a man a fish, you feed him for a day; but teach him how to fish, and you feed him for a lifetime.’ I try to teach my students to fish. I realize and embrace the idea that life’s journey contains mountains and valleys, how you handle situations is an attitudinal choice. You can choose to be better or bitter. I hope my service has been a blessing to my many students and colleagues, as much as they have been a blessing in my life.”

Virginia L. Peters, Ph.D. (Florida State University, 1968) joined the faculty of the Department of Health & Physical Education (HPE) at the University of Central Oklahoma (UCO) in 1958 after teaching one year in the Oklahoma City Public Schools.

Dr. Peters’ doctorate is in physical education with an emphasis in administration. In addition to teaching general education health courses and physical education activity classes, she taught a number of undergraduate professional preparation courses, including Anatomy, Kinesiology, Motor Learning, Physical Education in the Elementary School, and Physical Education in the Secondary School. At the graduate level, she taught Research Methods, Sports Psychology, Public Relations, Trends and Issues, History and Philosophy, and Psychological Bases of Human Performance.

Dr. Peters served her department and the university as department chair, coach of women’s intercollegiate sports, director of women’s athletics, and coordinator of HPE graduate studies. She sponsored several student organizations and served as director of women’s intramurals, facility and staff recreation and the children’s summer sports program. She also was the director of high school girls’ tennis, volleyball and basketball tournaments; women’s intercollegiate state championships; Amateur Athletic Union basketball and softball state tournaments; and the Oklahoma State Special Olympics.

She was honored with a number of awards, including Outstanding Woman Faculty Member, Distinguished Former Student, National Pathfinder in Women’s Sports, UCO Athletic Hall of Fame, Jim Thorpe Athletic Hall of Fame, and Oklahoma Higher Education Hall of Fame. She received the Honor Award and the Scholar Award from the Oklahoma Association for Health, Physical Education, Recreation and Dance. That association also created the “Virginia Peters Higher Education Award,” which is presented annually to an outstanding Oklahoma college/university teacher who teaches in a professional preparation program in health and physical education.

“During my 34 years at Central, I served on many college and university committees, including Academic Affairs, Graduate Council, Promotion and Tenure, and others. I authored a number of professional articles and edited several professional publications, made numerous presentations and speeches to professional and community organizations, and served as a member and officer in state, regional, and national professional associations.

“Since my retirement in 1992, I have continued to serve the university on the UCO Foundation Board of Directors, the Athletic Department Strategic Planning Committee, and the
Executive Committee of the Emeritus Faculty Association. I also continue to give educational, motivational and humorous speeches and workshops to community groups and organizations and have taken advantage of the opportunity to travel both at home and abroad.

“My life has been closely intertwined with UCO since I enrolled as a freshman in 1953. If I had a chance to live my life over, I would choose to live it exactly the same way—as a teacher, coach, and administrator at Central. I hope that I have been a positive influence in the lives of my students—especially those who have become teachers.”

Gerry C. Pinkston, Ed.D. (Oklahoma State University, 1982) became a member of the Department of Health and Physical Education (HPE) now Kinesiology and Health Studies (KHS) at the University of Central Oklahoma (UCO) in 1975. She previously worked at St. Anthony Hospital in the Physical Therapy Department from 1972 to 1975, taught physical education at Chickasha Junior High School, and coached senior high tennis in 1971-72.

Dr. Pinkston’s doctorate is in higher education administration with emphasis in athletic administration. In addition to activity classes, she taught undergraduate courses such as Applied Anatomy, Kinesiology, Care and Prevention of Athletic Injuries, First Aid and CPR, and Motor Learning. She taught graduate courses in Athletic Administration, Sports Psychology, Sports Ethics, Biomechanical Analysis of Human Performance, Psychological Basis of Human Performance, Public Relations in HPE, and Organization and Administration of HPER.

“I served on several master’s thesis committees, as well as numerous department committees, such as program review, scholarship, new course development, sports lab, etc. Within the university, I served on the teacher education faculty, the Graduate Council, as well as several committees: tenure review, promotion review, NCATE, curriculum review, and several others. In relation to my coaching duties, I presented or was a guest speaker to many professional groups. I chaired NCAA Regional Ranking Committees, chaired the NCAA II Softball National All American Selection Committee, and helped the transition at UCO in women’s sports from AIAW to NAIA in 1983 and to the NCAA in 1990.

“On the teaching side of my duties, I was a member of the state, district, and national associations for my profession. In the state association, I served as chair of many committees and held several offices including president. On the coaching side, I have been a member of the National Fastpitch Softball Coaches Association and have served as the Division II Representative on the executive board. I was honored with a number of awards, including UCO Panhellenic Outstanding Educator Award in 2003, UCO AAUP Distinguished Teaching Award in 2004, and the UCO John Kessler Spirit Award in 2003. I was inducted into the National Fastpitch Coaches Association Hall of Fame in 1995, the Oklahoma State University College of Education Hall of Fame in 2005, and the UCO Athletic Association Hall of Fame in 2011. In addition, I have received a National Pathfinder Award and the OAHPERD Honor Award.

“In retirement, I continue to be a member of the Governor’s Council on Physical Fitness and Sports, UCO Club, the UCO Foundation Board of Trustees, the Emeritus Faculty Association,
and the Kickingbird Women’s Golf Association. I am an active member of my church, the United Methodist Church of the Servant. I enjoy getting to travel, as well as attending theatre productions and UCO, OSU and OU sporting events.

“It has been my passion to teach, coach, and serve. I hope that through role modeling to my students and colleagues, they will be encouraged to take an active role in serving their profession as well.”

**Emeritus faculty on UCO Night at Bricktown Ball Park, L to R: Virginia Peters, Marvin Leven (guest), Gerry Pinkston, Ann Shanks, Kathy Black, Dot Marotte**

**DEPARTMENT OF PSYCHOLOGY, 1990-2014**
Compiled by Mark Hamlin

Since 1990, the Department of Psychology has continued to develop those policies and programs that commenced in the mid-1960s and grew throughout its first 35 years of existence, as chronicled in previous histories. The graduating class of six students in 1965 was the first full class to receive the Bachelor of Arts degree after a major was designated in 1963. Twenty-four recipients of the degree in 1969 were the first to graduate from the newly approved psychology department.

The 28th annual graduating class of 1991 was composed of 60 undergraduates and 23 postgraduates. Demographics for the past three years, revealed in the latest Self Study for Continuous Improvement Using Quality Benchmarks, show enrollment in the department to be quantitatively vibrant and growing with between 600 and 750 undergraduate majors; an increase of over 30 percent. Moreover, the number of graduate majors of about 100 mirrors a similar percentage of growth. Relative to core values, the psychology program was consistently found to be effective and distinguished.
In 1964, six undergraduate classes were offered in the fall semester. These were taught by four psychology faculty member plus four instructors from other departments. No graduate courses were offered. Four years later, when the department was founded and functioning, offerings had been increased to nine, along with two graduate courses.

In 1991, 13 faculty members taught over 60 sections, including 25 graduate offerings. Sixteen full-time faculty members presently teach a curriculum that has evolved into a multi-area academic unit with emphasis on specialization in counseling, experimental, school, general, or forensic. Interestingly, at present more graduate than undergraduate courses are offered, indicating the clear direction taken by the department in past few years.

Number of Graduates Since 1991

The Psychology Department awards graduate and undergraduate degrees. Below is listed the total number of graduates from each program from 1991 to the present. Graduates from 1964 to 1990 are listed in the department’s earlier histories.

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>47</td>
<td>15</td>
</tr>
<tr>
<td>1992</td>
<td>74</td>
<td>17</td>
</tr>
<tr>
<td>1993</td>
<td>71</td>
<td>40</td>
</tr>
<tr>
<td>1994</td>
<td>81</td>
<td>22</td>
</tr>
<tr>
<td>1995</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>1996</td>
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<td>47</td>
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<tr>
<td>1997</td>
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<td>39</td>
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<tr>
<td>1998</td>
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<tr>
<td>1999</td>
<td>89</td>
<td>17</td>
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<tr>
<td>2000</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td>2001</td>
<td>95</td>
<td>25</td>
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<tr>
<td>2002</td>
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<td>15</td>
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<tr>
<td>2003</td>
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<tr>
<td>2004</td>
<td>99</td>
<td>20</td>
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<tr>
<td>2005</td>
<td>113</td>
<td>26</td>
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<tr>
<td>2006</td>
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<td>28</td>
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<tr>
<td>2007</td>
<td>73</td>
<td>30</td>
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<td>2008</td>
<td>69</td>
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<td>2009</td>
<td>86</td>
<td>29</td>
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<tr>
<td>2010</td>
<td>80</td>
<td>15</td>
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<tr>
<td>2011</td>
<td>93</td>
<td>91</td>
</tr>
<tr>
<td>2012</td>
<td>107</td>
<td>33</td>
</tr>
<tr>
<td>2013</td>
<td>93</td>
<td>26</td>
</tr>
</tbody>
</table>

*Psychology chairs since 1968 L to R: Mark Hamlin, Bill Frederickson, Mike Knight.*
Involvement by students in scientific and professional activities has long been a priority in the psychology department. From its earliest years to the present 50th anniversary year, participation in national, state, and local conferences has been a tradition. Accordingly, the department has bestowed awards of various kinds to a few exceptional students from its inception.

As of 1991, awards are named after two of the department’s early faculty members: Marita B. Handley Outstanding Undergraduate Award and the Gertrude Fay Catlett Outstanding Graduate Award. A Psi Chi Service Award is also bestowed. In 2012 three additional awards were created: the Fredrickson Mentoring Award, Counseling Psychology Award, as well an award in school psychology. These were presented to Tiffany Russell, Amber Sullivan, and Arpana Dalaya respectively.

Awards from 1964 to 1990 are listed in the department’s earlier histories.

<table>
<thead>
<tr>
<th>Year</th>
<th>Handley Award</th>
<th>Catlett Award</th>
<th>Psi Chi Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>Carla Hackworth</td>
<td>Greg Dykstra</td>
<td>Nancy Bernardy</td>
</tr>
<tr>
<td>1995</td>
<td>Laura Theis</td>
<td>Karen Naylor</td>
<td>Angie Knight</td>
</tr>
<tr>
<td>1996</td>
<td>Linda Hunt</td>
<td>Krista Schmitz</td>
<td>Julie Bradford</td>
</tr>
<tr>
<td>1997</td>
<td>Cristi Twenter</td>
<td>Beth Jeffries</td>
<td>Kevin Hommel</td>
</tr>
<tr>
<td>1998</td>
<td>Cynthia Corbett</td>
<td>Angie MacKewn</td>
<td>Stacy Downing</td>
</tr>
<tr>
<td>1999</td>
<td>Jami Bartgis</td>
<td>Chad Watts</td>
<td>Hannah Comstock</td>
</tr>
<tr>
<td>2000</td>
<td>Russ Bark-Wagner</td>
<td>Hannah Comstock</td>
<td>Hannah Comstock</td>
</tr>
<tr>
<td>2001</td>
<td>Melanie Fulton</td>
<td>Hannah Comstock</td>
<td>Yvette Lighborne</td>
</tr>
<tr>
<td>2002</td>
<td>Tamara Pugh</td>
<td>Andrea Harper</td>
<td>Carla Davis</td>
</tr>
<tr>
<td>2003</td>
<td>John Seagraves</td>
<td>Megan Patterson</td>
<td>None</td>
</tr>
<tr>
<td>2004</td>
<td>Lauren Schwartz</td>
<td>Suzanna Hefflin</td>
<td>None</td>
</tr>
<tr>
<td>2005</td>
<td>Kelli Vaughn-Blount</td>
<td>Carla Johnson</td>
<td>Amy Elvington</td>
</tr>
<tr>
<td>2006</td>
<td>Amber Romo</td>
<td>Satinder Walia</td>
<td>Amy Elvington</td>
</tr>
<tr>
<td>2007</td>
<td>Conrad Mueller</td>
<td>Heather Rabalais</td>
<td>Amy Elvington</td>
</tr>
<tr>
<td>2008</td>
<td>Aaron Likens</td>
<td>Kelli Vaughn-Blount</td>
<td>None</td>
</tr>
<tr>
<td>2008</td>
<td>Robert DiGiovanni</td>
<td>Hannah Holloway</td>
<td>Brandi Striegel</td>
</tr>
<tr>
<td>2010</td>
<td>Whitney Lawton</td>
<td>Aaron Likens</td>
<td>Tyler Burns</td>
</tr>
<tr>
<td>2011</td>
<td>Erin McReynolds</td>
<td>Jason Ferrell</td>
<td>Lauren Winston</td>
</tr>
<tr>
<td>2012</td>
<td>Crimson Mason</td>
<td>David Weed</td>
<td>Crimson Mason</td>
</tr>
<tr>
<td>2013</td>
<td>Tiffany Russell</td>
<td>Erin McReynold</td>
<td>Tiffany Russell</td>
</tr>
<tr>
<td>2014</td>
<td>Yasmin Shirali</td>
<td>Kathryn Schrantz</td>
<td>Yasmin Shirali</td>
</tr>
</tbody>
</table>

The department’s earliest history was documented in Psychology at Central: A History of the University of Central Oklahoma Department of Psychology, 1998 and 2000, as well as this volume’s predecessor: A Centennial History of the CSU College of Education, 1890-1990.
The below is a list of the men and women who served the profession and science of psychology at Central and whose names are forever inscribed in department history.

FORMER FACULTY

- 1902-25 Ed Murdaugh
- 1904-45 Lorena Hinder
- 1916-50 Louis B. Ray
- 1923-47 Fred McCarrel
- 1927-41 John Butcher
- 1928-54 E.L. Cantrell
- 1931-48 Roland Beck
- 1948-68 Marita Handley
- 1949-51 B. L. Gotham
- 1949-56 Jessie Ray
- 1954-71 Harrison Way
- 1955-61 Virgil Hill
- 1961-68 Joe Griggs
- 1963-65 Bernard Lax
- 1964-09 Bill Fredrickson
- 1964-73 Darrell Gilliland
- 1964-68 Kenneth Dick
- 1966-68 David Bennett
- 1968-94 David Chance
- 1968-86 Al McCormick
- 1968-86 Edgar Petty
- 1969-80 Faye Catlett
- 1969-72 Joh Steele
- 1971-83 Stewart Beasley
- 1973-10 Mike Knight
- 1976-77 Jack Nation
- 1977-85 Ronn Johnson
- 1980-98 David Mitchell
- 1984-86 Joe McGahan
- 1984-86 Bridget Perry
- 1986-88 Kathleen Donovan
- 1991-10 Chalon Anderson
- 1991-95 Larry Mullins
- 1993-95 Logan Wright
- 1996-01 Albert Bouquet
- 1998-04 Jill Scott
- 2007-12 Alicia Limke
- 2010-11 C. Muhamedagic

Guidance/Gerontology

- 1982-90 Engel Grow
- 1982-91 Don Helberg
- 1982-86 Edgar Petty
- 1982-96 Gene Russell
- 1982-96 M. Whittemore
- 1986-91 Judith Wakefield
- 1988-91 Wanda Johnson

As shown above, 14 individuals taught a select few psychology courses over a 60 year period of pre-department history. Since 1963, a total of 38 former members of the faculty taught an ever increasing number of majors, including those
from the guidance and gerontology program who were listed under the supervision of the psychology department from 1982 until 1991. The brief biographies below chronicle histories of those who resigned or are known to have died after 1990.

**DECEASED OR RESIGNED FACULTY SINCE 1991**

Albert Boquet, Subsequent to completing a Ph.D. degree from Southern Mississippi University in 1991, in the area of cardiovascular psychophysiology, Dr. Albert Boquet was awarded a post-doctoral fellowship at the University of Oklahoma Health Sciences Center. While there he was permitted to teach, his preferred choice, although his main focus was on research.

“While at the Health Sciences Center, I noticed an advertisement for a teaching position at UCO. I interviewed for the job and was hired in 1996.

My immediate goal at Central was to establish a psychophysiology laboratory in order to train undergraduate and graduate students in behavioral medicine. This enterprise proved to be a success in that our laboratory produced over 100 research papers, posters, and several publications in the five years I was there.

“I can’t say enough about the faculty in the psychology department. The atmosphere was congenial, supportive, and professional. I left to take a higher paying research position at the Federal Aviation Administration.”

David Chance, holds the distinction of being UCO’s first and, for several years thereafter, only Ph.D. degreeed social psychology professor. While in the department, he specialized in teaching History of Psychology, Personality, Computer Applications, and various social psychology electives. Dr. Chance is well remembered for his pioneering contributions to the then neophyte artificial intelligence movement. During the 1970s and early 1980s, he served as director of the Oklahoma branch of the national AI organization. He was considered a “renaissance” man in the true sense of that word. A graduate of Yale University, he played several instruments in a symphony orchestra, published poetry, and studied under some of the leading theologians of the day—Niebuhr, Barth, and Tillich. He and his family retired to the state of Missouri where they lived on a large lake near Branson. He moved to Pauls Valley, Oklahoma, in 2005 to be near his wife’s family. He died there in 2009.

Kathleen Donovan, The countless undergraduate psychology students and faculty joining the department after 2006 have little idea that some of the core practices of the department, which have contributed to its distinction, were the brain children of one woman, Kathleen Donovan, a Ph.D. graduate of the University of Kansas in 1978. She initiated the general psychology subject pool in 1991 that we still use today. A related accomplishment was the first-time organization of our fall research colloquium. Students had no better mentor and supporter than Dr. Donovan.

She served as an officer in enumerable psychology organizations. She was chair of the Oklahoma Psychological Society for many years. She was named a fellow of the American Association for the Advancement of Science, an exceptional distinction.
She was the executive chair of the YWCA, treasurer of the Crisis Intervention Council, a president of the Girl Scouts of America, and long-time advisor for Psi Chi.

Dr. Kathleen Donovan is missed by many, but her accomplishments live on through her students, the Psychology Department at UCO, and those she helped in her far too short a life. (This entry is a summary taken from a lengthy written eulogy by Dr. Jill Devenport.)

Frances Everett, a Ph.D. clinical psychology graduate of the University of New Mexico, taught at Oklahoma State University, the University of Arkansas, and was director of guidance services for the Oklahoma State Department of Health, prior to becoming a member of the UCO faculty in 1987. Her primary teaching responsibility at UCO was to instruct Developmental Psychology, Theories and Techniques of Counseling, and Legal Aspects of Counseling. For several years, she was director of the community psychology program. Dr. Everett was instrumental in moving the counseling program from a 32-hour degree to a 45-hour program, then, to meet more stringent requirements, to the present 60-hour program to accommodate expanded state licensure standards.

She and her husband, George (a professor at the University of Oklahoma), and their two sons, retired to the Eugene, Oregon, area in 2001, where she carries on a small psychology consulting business with local school districts. Mostly, she and George travel a lot, sometimes even to Edmond, Oklahoma.

Bill Fredrickson, was quoted on several occasions as saying, “. . . with my wife and 14-month-old daughter we moved to Edmond, Oklahoma, in 1964 to teach statistics and experimental psychology. We fully intended to move on as soon as I finished my doctorate in educational psychology at OU in 1967; however, during that time UCO had its first election for a department chair. I tossed my hat into the ring and won.” Thus began a 45-year-long career at UCO.

Dr. Fredrickson served as the department’s first chair for 18 years. His successor as chair wrote of him: “Under Bill the
department was most productive, a fatherly figure. He saw himself as first and foremost a faculty member, but for many of us he was also a mentor. He taught me, as a professor, to always be the best student in class.”

By virtue of an almost five-decades-long tenure, professor Fredrickson observed and participated in the development of psychology from a marginally relevant, often feared, abstruse academic field to the socially relevant, pervasive profession and science that it has become. He was among only a handful of pioneers to witness Oklahoma psychology’s twentieth century metamorphosis. Many former students and colleagues cherish his memory. View further information about Dr. Frederickson on page 165 in Volume 1 of the college history.

Dr. Fredrickson was often also heard to say: “I don’t ever plan to retire; when I die I will still be a full-time professor at Central.” His wish was granted.

Mike Knight, Subsequent to obtaining an undergraduate degree in psychology at Central State College, John “Mike” Knight gave the rest of his life to serving his alma mater as a professor and, for the final 28 years of life, as chair of the department.

Professor Bill Fredrickson wrote: “From the first day Mike set foot on the campus as a professor in 1973, after obtaining a doctorate in experimental psychology at OU, he was deeply committed to the development of the department . . . He had a tremendous impact on what the department is today.” One former student’s opinion is typical: “Dr. Knight’s classes were nothing short of spectacular, eye opening . . . where students’ core ideas were challenged and they learned to see the world differently. I have never experienced a teacher who could so captivate a room of listeners and intellectually entertain them with such complex ideas.” View further information about Dr. Knight on page 174 in Volume 1 of the college history.

John M. Knight died at the comparatively young age of 63. It is reported that one of his favorite sayings to students, at the beginning of each semester, was: “What you are I was, what I am you will be. There is no end as there is no beginning, only a becoming. I want you to be all that you are capable of becoming. May you enjoy the journey of life as I have.”

David Mitchell, a Ph.D. recipient in counseling psychology from the University of Oklahoma, taught at the University of Central Oklahoma from 1982 until 1998. He instructed primarily upper division and graduate courses in psychopathology, methods of counseling, and ethics. He served for several terms as coordinator of the counseling psychology program.

Dr. Mitchell is widely remembered for his efforts to assist Logan Wright to establish The North American Association of Masters in Psychology. His secretary’s office served as logistics headquarters for the new group for several years. Additionally, along with Dr. Wright, he played a pivotal role as a leader in administering the newly formed American Psychological Society, which operated out of UCO for a few years.

He resigned from Central to devote full time as administrator of an enterprise to maintain records and lists of qualified psychologists nationally. He presently resides with his family in Santa Fe, New Mexico.
Larry Mullins, a licensed clinical psychologist and graduate of the University of Missouri, is the only known former UCO faulty member to become the chairperson of a major university department. He left UCO in 1995 to become psychology clinic director at Oklahoma State University, and then assumed the chair position at that institution in 2009. While at UCO, Dr. Mullins’ primary area of teaching responsibility included Child and Adult Psychopathology, Introduction to Clinical Practice, and psychometrics, including the Wechsler and Binet Intelligence Tests.

“I truly enjoyed my stay at UCO,” he states. “Although my years at OSU have been productive and meaningful, I miss the camaraderie of a smaller faculty and the enthusiasm of undergraduate students. I still commute from Edmond to Stillwater four days a week, and perhaps I can return to UCO in the future.”

Jill Scott, was another of a considerable number of Ph.D. counseling psychology graduates of Oklahoma State University to teach at UCO. During a tenure of six years, she served as practicum coordinator and eventual director of the psychology center, while teaching a broad range of graduate counseling courses. Among other organizations, she was active in the Oklahoma Psychological Association as its editor of publications and chair of the social action committee. She authored a series of monthly articles on mental health issues for The Edmond Monthly newspaper and was a co-author of The Psychology Student Writer’s Manual. She states, “In 2004, my well-mentored years as a professor laid a firm foundation for transition to full-time clinical practice, where I had great delight, on occasion, to consult with my former students who had become licensed and were at practice in the community.

“June, 2010 marked my (as well as my husband, Greg’s) retirement, while the ensuing years set a new life course for us and our three daughters.”

Gloria G. Shadid, graduated with a master’s in counseling psychology from Central State University in 1978, where she was granted the Fay Catlett Award as the Outstanding Graduate Student in psychology for that year. Subsequent to working as a licensed professional counselor for several years, she began teaching on an adjunct basis for the department in the fall of 1995, becoming a full-time instructor in 2001. For the next 10 years she continued to teach classes in General Psychology, as well as sections of Abnormal Psychology and Personal Adjustment.

She states, “I retired in 2011 with many positive memories of my time at Central with students and with faculty.”

Logan Wright, a past president of the American Psychological Association in 1986, was a full-time professor in the psychology department at UCO from 1993 through 1995, subsequent to retiring from the University of Oklahoma in Norman.

He wrote: “When former governor of Oklahoma, George Nigh, took over as president of the University of Central Oklahoma, he asked me to become a faculty member. I was more than willing in that we were in the process of trying to create a mechanism to more fully utilize the credentials of the master’s level clinical/counseling psychology graduate in private practice and elsewhere. With the assistance of several members of the UCO department faculty, we were allowed to set this up
using its facilities to establish an office to recruit members for our newly founded North American Association of Master’s in Psychology. This national association lobbied to license master-degreed psychology graduates in all 50 states. I must say that this effort met with rather unusual success. It opened the ‘barn door’ so to speak for several groups to lobby state legislatures resulting in such divergent licenses as licensed professional counselor, licensed marriage and family counselor, drug counselor, and more. Regrettably, some resulting licensing laws did not require high standards for training as a master’s in psychology to qualify. But at least it was a start to break free from the long established biases of the APA.”

Wright left UCO in order to devote full time to this new association. He died in December of 1999 and was buried in Norman.

CURRENT FACULTY

The 16 current full-time faculty members have all received the doctoral degree in their specific area of applied or experimental psychology. Counseling and school psychologists are all fully licensed and/or certified. All have contributed to and provided leadership in local, state, regional, and national organizations and associations since 1991. Nearly all have served as officers in numerous professional and fraternal organizations in psychology and/or education: the American Psychological Association, the American Psychological Society, and their state affiliates; the Society for Teaching of Psychology; National Association of Counseling Psychologists, and others. Several were the recipients of national, state, and university level awards for outstanding teaching, research, and service. The below autobiographies show that most are heavily published in peer-reviewed journals, and/or are authors of books in professional and trade book markets.

Robert E. Doan, Ph.D. (University of Oklahoma, 1986) has been with the University of Central Oklahoma (UCO) since 1986 with the exception of a three-year stint in New Mexico as a school psychologist. He has consulted with various community mental health agencies and was in private practice for 10 years. Other employment includes being the psychologist at Union City Adolescent Prison in Union City, Oklahoma. He also works as a school psychologist on a part-time basis.

Dr. Doan holds a doctorate in counseling psychology and did his doctoral internship at The Family Therapy Program in Calgary, Alberta, Canada. He holds Oklahoma licenses as a counseling psychologist and school psychologist. His primary teaching assignments at the graduate level include Family Therapy, Psychopathology, and Group Therapy. He also teaches the undergraduate classes of General Psychology and Abnormal Psychology.

“I have published approximately 25 articles and papers and co-authored a book on the narrative approach to conducting therapy. Each year I present at least twice to national and regional conferences, usually on narrative therapy or family systems.

“In 2001, I was awarded the Ralph Neely Award for Teaching Excellence at UCO. Additional recognitions include the Certificate of Achievement in Scholarly Activity, nominee and finalist for the Distinguished Award UCO Chapter of the American Association of University Professors (1999), Patron of Therapists Award (1994) presented by the Oklahoma

“My interests include performing as a singer/songwriter and playing the guitar. I have directed a music festival in Northern New Mexico for 10 years and can honestly say it is the most fun I have in life. I love the Rocky Mountains and spend all of my free time exploring the beauty that can be found there. I am an avid bicycle rider and also enjoy watercolor and oil painting.

“I have a simple philosophy of teaching that can be briefly stated as ‘the effective use of self in the transmission of knowledge.’ If one desires to become a better teacher, it helps to become a better human being. I don’t believe that technological proficiency results in good teaching; rather, teaching is something that happens ‘between people.’ It is my belief that most of the problems that occur in the classroom are not academic or technological, but rather are interpersonal issues that involve ineffective communication and lack of ‘people skills.”’

**Janelle Grellner**, Ph.D. (University of Oklahoma, 2001) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2000. Previous to this, she worked in the neuropsychology department as a psychological technician at St. Anthony Hospital Rehabilitation Center for six years and was a high school learning disabilities teacher at Piedmont High School for three years.

Dr. Grellner’s doctorate was received in counseling psychology. She was subsequently licensed to practice psychology by the Oklahoma State Board of Examiners of Psychologists in 2002 (license #1015). Most of her time is spent training counselors in the master’s counseling psychology program. She teaches Advanced Counseling, Competency-Based Counseling, Advanced Developmental Psychology, Legal and Ethical Aspects of Psychology, Gender and Cultural Aspects of Counseling, and other courses as well. She likewise enjoys teaching General Psychology and other undergraduate level courses.

She served on the Board of Licensed Behavioral Practitioners, serving as chair for two years. She is the director of the UCO Psychology Clinic, which is the training clinic for master’s students located in the education building. She is the assistant director of the American Democracy Project, an interdisciplinary campus initiative that promotes civic engagement. She is also the faculty liaison to the Volunteer and Service Learning Center with the goal of increasing the use of service-learning projects on campus and in metropolitan and surrounding communities. She and her students develop groups for undergraduates to help them receive support while in college. This group, based on empirically validated treatments, has been offered each fall and spring since its inception in 2008 and is supported by a suicide prevention grant. She is a co-author of the *Civic Health Index*, which is a report on the civic life and practices of Oklahomans. The report allows a comparison of our own state from year to year, as well as comparisons to other states on issues such as voting and participation in other political and nonpolitical acts. She was trained in the research
methodology of deliberative polling and conducted a deliberative poll on the UCO campus in 2009.

Dr. Grellner is a divorced mother of four daughters including one set of triplets, Jaclyn, Jordan, and Jessica, now 24. Her oldest daughter and son-in-law, Jana and Zac McDaniel, have a 21-month-old baby, Zara, and they are expecting their second child, a boy, in July 2012. She lives in the home in which both she and her father were raised—on the family farm in Okarche.

Mark E. Hamlin, Ph.D. (Oklahoma State University, 2001) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 1994. Previous to this, he worked as a research technician at the Civil Aerospace Medical Institute for the Federal Aviation Administration where he assisted in constructing, conducting, and analyzing large institutional surveys on job satisfaction and alternate work schedules.

Dr. Hamlin received his doctorate in educational psychology with an emphasis in research, evaluation, measurement, and statistics. His normal course load at UCO includes Psychological Statistics, Multivariate Statistics, Psychological Measurement, Motivation and Emotion, Psychology of Learning, and the History of Psychology.

“I have coauthored articles published in the Journal of Psychological Practice and the Journal of Intercultural Disciplines, reviewed articles for the Journal of Statistics, and presented research with students at international, national, and state conferences. I have served on numerous committees for the department, college, and university, but the more memorable ones include a search committee (with the successful hiring of Dean Machell) and my service in the Faculty Senate. In May 2010, I took over as chair of the department after the acute illness and unexpected death of Dr. Mike Knight, who had been chair of the department since 1985. On the state level, I have been an active member of the Oklahoma Psychological Society (OPS) since 1989 when my service began as a student officer during my undergraduate years.

“In 2002, I received UCO’s Alpha Lambda Delta Favorite Professor Award, and received the OPS Outstanding Teacher of the Year Award, an award that I helped develop as a student officer in 1991. I also received the Angel Award from the Latino Development Community Agency in 2005.

“There are two pieces of advice that I have valued during my teaching career. The first piece of advice was given to me by Dr. Bill Frederickson, who told me that if I learned to do something well that no one else liked to do, I would always have a job (he was referring to teaching statistics). The second piece of advice was from Dr. Knight, who would often say that as a teacher, I should be the best student in the class.

“My hobbies and interests outside of UCO include woodworking, running, fishing, and hiking/camping. I also enjoy studying and training in the martial arts with my wife and three children and, as of 2011, three of us have earned a black belt in a blended system that combines several styles of martial arts from Indonesia, Korea, China, Japan, Brazil, Thailand, and the Philippines.”

Thomas W. Hancock, Ph.D. (University of Georgia, 2002) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2010. Previous to
this, he served at several institutions in the University System of Georgia (Georgia Gwinnett College, Gainesville State University, and Gordon College). He worked in the legal system prior to choosing a career in academics.

Dr. Hancock’s doctorate was received in cognitive/experimental psychology. Teaching assignments for a typical semester include Theories of Learning and Cognition, Advanced Statistics, Experimental Psychology, History and Systems, and/or Behavioral Economics. He is also certified to teach the Phi Theta Kappa Leadership seminar.

“Over the past 10 years I have co-authored an introductory psychology text and written four instructor’s resource manuals. In addition to this work, I have 66 presentations and publications in refereed journals and conferences. I have published in a wide variety of journals: Journal of Higher Education Outreach and Engagement, Memory, American Journal of Psychology, Psychological Bulletin & Review, Memory & Cognition, and Applied Cognitive Psychology.

“Among the professional organizations to which I belong are the Southwestern Psychological Association, Oklahoma Network for the Teaching of Psychology, Society for the Teaching of Psychology, Applied Experimental and Engineering Psychology, and the Association for Psychological Science. While at Georgia Gwinnett College, I served as the first Faculty Senate president in 2008 and coauthored the bylaws to create the first University System of Georgia’s faculty council consisting of 38 institutions. In 2006, I was voted by my colleagues to represent the faculty of Gainesville State College for the University System of Georgia Regents Teaching Excellence Award. I also received the Herbert Zimmer Research Scholar Award and the Outstanding Teaching Assistant Award from the University of Georgia in 2002.

“My research interests range from studying false memories, prospective memory (memory to complete intentions), source monitoring (memory for when and where events took place), leadership, collaborative cognition, and pedagogy. I am also active in promoting awareness of vestibular disorders and their impact on cognitive processes. Outside of UCO, I enjoy spending time with my wonderful wife Kendall and three amazingly talented step-children, Chloe, Claire, and Daniel.”

Tephillah Jeyaraj, Ph.D. (University of Georgia, 2011) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2011.

Dr. Jeyaraj received her doctorate in psychology specializing in primate cognition and behavior. Teaching assignments include Biological Psychology, Statistics, and General Psychology.

“I have presented research at several conferences including the annual conventions of the American Primatological Society and the Comparative Cognition Society. I am a member of the International Primatological Society, the American Psychological Association, the Society for the Teaching of Psychology, and the Southwestern Psychological Association.

“I started research in animal behavior during my master’s degree program in India where I did field observations on wild monkeys. Since then, I have continued research on the various cognitive, social, and behavioral aspects of non-human primates in different captive settings.”
Donna J. Kearns, Ed.D. (University of Missouri-Columbia, 1992) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since January 2010. Previous to this, she served for 18 years in the Special Services Department at UCO. She additionally had served as the assistant director of Missouri LINC at the University of Missouri for six years and taught in both public and private schools for an additional nine years.

Dr. Kearns’ doctorate was received in learning disabilities and special education administration. A typical teaching semester at UCO initially included coursework in behavioral/classroom management, learning disabilities, autism, and numerous others. Upon joining the psychology department, assignments most often include coursework in applied behavior analysis, autism, and developmental psychology.

“During my tenure at UCO, I have written and had published several articles in professional journals and books. In addition to publications during my employment here, I had several articles and manuals published while at the University of Missouri. I have presented research at more than 300 professional conferences, including serving as an invited speaker for the Oxford Roundtable in Oxford, England, in 2007. I also served as editor of the Licensed Practical Nurse Journal for five years due to my nursing background and experiences.

“Among the professional organizations in which I have served as an officer are the Oklahoma, Missouri, and Hawaii Councils for Exceptional Children. I also served as an officer in the Learning Disabilities Association in each of those states. At UCO, I served for five years as faculty sponsor for the Student Council for Exceptional Children, as well as the Association for Supervision and Curriculum Development. In 2010, I received an Outstanding Special Educator Award in Oklahoma and was named the National Outstanding Learning Disabilities Teacher for 1986.

“I am the mother of one son, Alex, who is the joy of my life. As a young child, he accompanied me on many occasions as I worked on the research for my doctoral dissertation. At one point, he even offered to write my ‘dishertation’ for me!

“My philosophy of teaching is that everyone can learn, but it is up to the teacher to find the most effective methods to use with each child. My 35 years of teaching experience have helped me to more quickly ascertain appropriate research-based techniques to utilize in order to improve the lives of those children and adults who come to me to learn.”

Caleb W. Lack, Ph.D. (Oklahoma State University, 2006) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2009. Prior to this, he taught for three years in the Department of Behavioral Sciences at Arkansas Tech University, in addition to co-owning a successful private practice in Russellville, Arkansas.

Dr. Lack’s doctorate was obtained in clinical psychology, with a pre-doctoral internship at the University of Florida Health Sciences Center in 2005-2006. He was licensed to practice psychology in Arkansas in 2007 and Oklahoma in 2011 specializing in anxiety and repetitive disorders. Primary courses taught at UCO have been General Psychology, Abnormal Psychology, and Science vs. Pseudoscience at the undergraduate level, and Psychological Science, Advanced Counseling, and Competency-Based Counseling at the graduate. In addition, in
2010 he became the practicum coordinator for counseling psychology.

“Since 2006, I have published over 30 peer-reviewed articles, book chapters, or books, in addition to over 40 paper or poster presentations at regional, national, and international conferences. Primary areas of focus include the assessment and treatment of psychological problems such as obsessive-compulsive disorder (OCD), Tourette’s syndrome, posttraumatic stress, and innovative teaching and training methods. Several of my articles were cited in the opinion papers for the development of the DSM-V criteria for OCD and Hoarding Disorder, in addition to over 100 citations in peer-reviewed publications. My books include *Tornadoes, Children, and Posttraumatic Stress* (VDM Verlag), *Anxiety and Mood Disorders* (ElevenLearning), and *Abnormal Psychology: An Interactive Text* (National Social Science Press). I am also a consulting editor for *Journal of Scientific Psychology* and associate editor for *World Journal of Psychiatry*.

“Professionally, I am affiliated with the Association for Behavioral and Cognitive Therapies, the Southwestern Psychological Association, and the Oklahoma Psychological Society. In addition, my interest in supporting science and reason led me to become the founding advisor of the UCO Skeptics, a campus group whose purpose is to promote an evidence-based outlook on the world, especially towards claims that involve supernatural, paranormal, and pseudoscientific elements.

“From as early as I can recall, I wanted to be an ‘ologist.’ In high school, I decided that biology and genetics were where it was at, and entered OSU as biochemistry major. I quickly became involved in ongoing research, learning the proper way to run assays and gels, culture yeast, autoclave instruments, and wash a flask using (what seemed like) 42 different types of water. I proceeded to then become quite disillusioned with biochemistry after having to wake at 3:00 AM each day for a week, proceed to the lab, and check on the growth of some yeast cells because, despite my best efforts, they were not scintillating conversationalists. Luckily, in my second semester I took an Introduction to Psychology course. There it was! Science! Interaction with other humans! The lack of yeast cells! I changed my major to psychology and have not looked back since.”

**Robert Mather**, Ph.D. (Texas Tech University, 2006) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2006. Before joining UCO, he taught at the University of Texas at Dallas and at Texas Tech University, after holding a lecturing position at UCO while a graduate student.

Dr. Mather earned his doctorate in experimental psychology with an emphasis on social psychology. Currently he serves on the UCO Institutional Review Board and the Undergraduate Research and Creative Activities Team. He also is the program coordinator for the forensic psychology graduate program, department representative for the assessment committee and the director of the Interpersonal Processes and Social Cognition Laboratory since 2006. In an average semester, he teaches at the undergraduate level Social Psychology, General Psychology, Social Automaticity, Advanced Statistics, and at a graduate
level, instructs Advanced Social Psychology and Social Automaticity.

“I have had the pleasure to work alongside many brilliant scholars at UCO to produce three books. I have had over 30 published scholarly articles. I also have had the pleasure to give several major keynote addresses.

“I am a member of the Society for Personality and Social Psychology, Oklahoma Academy of Science, Association for Psychological Science and Society for Personality and Social Psychology. In my academic career, I was honored to receive the Best Researcher in Experimental Psychology Award in 2004 from Texas Tech and the Young Alumni Achievement Award in 2011 from Westminster College.

“I grew up in Chickasha, Oklahoma. My parents were both professors at the University of Science and Arts of Oklahoma. Although I had always assumed that I would earn a doctorate in something and become a professor, I didn’t know what I wanted to study until my senior year of high school. I quickly decided that I would study psychology in college. In graduate school I matriculated at UCO, which at the time, was heavily enamored with evolutionary psychology. This was a perfect fit for me, as I was much more versed in evolutionary theory than most of my cohorts. Subsequent to receiving my graduate degree, I was invited to teach at Central. I have always been impressed by the departmental culture and the motivation of most psychology majors at UCO. I look forward to many great things from the new faculty hires, and I have particularly enjoyed working with Dr. Alicia Limke, whom I first knew as a graduate student at the University of Oklahoma. Despite the great things that will come from our current faculty, I will yet miss Drs. Frederickson and Knight, as teachers, colleagues, and friends.

“I believe that when students are treated with respect, are given explanations of why it is important to do something, and are given high expectations, they will work hard to succeed.”

Gabriel V. Rupp, Ph.D. (University of Oklahoma, 2006) has been teaching at the University of Central Oklahoma (UCO) for the last eight years. Prior to coming to UCO, he worked at a variety of colleges, from Pittsburg State University in Kansas, to Dine College (formerly, Navajo Community College), to Redlands Community College in Oklahoma. Never content to study in a single discipline, he has studied and worked in both the humanities and social sciences, always with an eye on the function of language in consciousness.

Along the way, he has taught anthropology, psychology, sociology, literature, history, business communication, and many forms of writing, ranging from discipline-specific writing for art history, philosophy, biology, and psychology, to creative writing, including poetry and fiction. Almost accidentally, he picked up four degrees along the way, in either psychology or language, with a terminal degree in composition/rhetoric/literacy. His dissertation, The Police in Different Voices: Isaac Newton and his Programme of Purification, focused on 17th century science and religion, with a tentative foray into contemporary scientific epistemologies in the exact sciences.

He has published and/or presented in a number of areas, from psychology, to classical rhetoric, to Navajo philosophy, to history of science, to systems theory, to comparative literature. He has had the certain and signal honor to work with students on
a variety of topics, ranging from human sexuality, to psychology of humor, to human ethology, to linguistics and translation studies. At present, his primary interests are philosophy of language, evolutionary psychology, late modern literature, and continental psychodynamics.

“The human is simply too full,” he maintains, “for any one discipline to provide, as Neils Bohr might say, an ‘exhaustive description’ of the complex interplay between language, culture, and consciousness.” In light of his increasing sense of the complexity of the human, and the need for an array of epistemological frames, Dr Rupp has recently been studying interdisciplinarity and transdisciplinarity for clues as to how we should construct a viable human science for the 21st century. To that end of blurring the lines between disciplines, his latest published work examines the relationship between literature, consciousness, and the Enlightenment Self in late 19th century, early 20th century fiction and philosophy.

**B. Scott Singleton,** Psy.D. (California Southern, 2006) has been a full-time member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2011. Prior to his full-time appointment to UCO, he served as an adjunct professor for the school psychology programs at both UCO and Oklahoma State University. He began his career as a school psychologist working for school districts in Oregon, California, and Oklahoma.

Dr. Singleton’s doctoral training is in clinical psychology, attendant to a requisite Ed.S. in school psychology from the University of Nevada, Las Vegas. He has obtained school psychology credentials in Nevada, California, and Oklahoma. He received certification as a Nationally Certified School Psychologist, as well as certification as a Board Certified Behavior Analyst. Dr. Singleton is licensed in the state of Oklahoma as a Behavior Analyst (#1-09-5038). His primary teaching responsibilities at UCO are in the applied behavior analysis and school psychology programs.

“I have provided several presentations and workshops in the areas of response to intervention (RtI), positive behavior support, functional behavioral assessment, and the measurement of treatment outcomes. Additionally, I have written articles on treatment validity, the use of curriculum based measurement to predict high stakes testing scores, and RtI.

“Among the professional organizations in which I have served as an officer are the Oklahoma School Psychological Association (OSPA), Kern Association of School Psychologists, and the Frazier Park Community Mental Health Advisory Committee. I also served as president of OSPA in 2009. I served on the Oklahoma State Department of Education Learning Disabilities Policy and Procedures Group in 2007 and the Response to Intervention Stakeholders Group in 2009.

“My primary academic interests include the application of behavior analysis in educational settings and school-wide systems of prevention and intervention.”

**Mary Sweet-Darter,** Ph.D. (University of Oklahoma, 1993) has been a member of the Department of Psychology at the University of Central Oklahoma (UCO) since 2004. Previous to this, she served for five years as psychology professor at Northeastern State University, three years as a clinician at Kennedy Krieger Institute, three years as director of The Family...
Center, and seven years at Phillips University. Prior to her experiences in clinical services and university teaching, she was a middle school math teacher and later a school psychologist serving schools in several states due to family military obligations.

Dr. Sweet-Darter’s doctorate was in school/educational psychology. She was a post-doctoral fellow at Johns Hopkins School of Medicine, serving in the Kennedy Krieger Institute in Baltimore, Maryland, where she subsequently remained as a clinician until returning to Oklahoma.

She was honored with UCO’s Modeling the Way Award and the Oklahoma School Psychology Association’s Faye Catlett School Psychologist of the Year Award. “During my tenure at UCO, my energies have been focused on the school psychology major within the Psychology Department, taking school-based assessment and evaluation services into the community, and building an infrastructure for serving the needs of children with autism in Oklahoma.”

Dr. Sweet-Darter worked to improve the training of master’s level school psychologists leading UCO to national NCSP accreditation and establishing, at legislative request, an advanced program preparing Board Certified Behavior Analysts specializing in autism services. With others, she was part of a planning effort that established a private-public partnership between Mercy Hospital and UCO to form the Good Shepherd School at Mercy, which is a specialty school for children on the autistic spectrum and related disorders. Her recent research has been primarily at the state and national level as she served as primary researcher and evaluator in a three-year, statewide “Best Practices in Oklahoma Schools,” which led to three books written by her and Dr. Bruce Howell. As part of a nation-wide research project based at Frank Porter Graham Institute in North Carolina, she serves as Local Evaluation Partner for Educare Oklahoma City, which is an early childhood school for low-income children.

“My husband, The Reverend Jerry A. Darter, and I are a blended family with eight children, 18 grandchildren, and five great-grandchildren. I was raised in western Oklahoma and wherever I lived, a part of me remained in the red soil of Oklahoma. My favorite quote and foundation for my work is Mother Theresa’s statement, ‘I am called to be faithful, not successful.’”

Mickie Vanhoy, Ph.D. (Arizona State University, 1997), joined the University of Central Oklahoma (UCO) psychology department in 2004 after a Public Health Service National Research Service Award (from NIH/NIHCD) postdoctoral fellowship at the University of Connecticut (1998–2001) and a stint in pharmaceutical marketing research. She is currently an associate professor and her roles include directing the psychology laboratory and coordinating the graduate program option in experimental psychology.

Her doctorate in experimental psychology came from the cognitive systems and behavioral neuroscience program at ASU; her area of concentration was complex adaptive systems. Her doctoral advisors were Gregory O. Stone, Guy C. Van Orden, and Sue Somerville. At UCO, she is responsible for required courses in sensation, perception and action, research methods, and statistics elective courses in the psychology of persuasion and eyewitness memory.
“My publications concern the dynamical nature of cognition, and I include undergraduate and graduate students in all phases of research on cognition from the theoretical perspective of radical embodied cognition. Dynamics Lab students have co-authored more than 20 presentations at the state, national, and international levels and have won numerous research awards. So far, five have gone on to doctoral programs in experimental psychology where they have won numerous fellowships and scholarships. I have mentored more than a dozen student grant projects supported by the UCO Office of Research & Grants and have received several faculty research grants from the same office.

“I am a member of the Oklahoma Psychological Society, the Association for Psychological Science, and I serve as the chair of the membership committee of the International Society for Chaos Theory in Psychology and Life Sciences and as an ad hoc reviewer for the Journal of Scientific Psychology.

“All my mentors influenced my approach to scholarship—scholars are autonomous agents responsible for shaping their educational/scholarly experiences and pursuing goals according to their personal philosophies. The purpose of a university education is to provide opportunities for intellectual development that supports the progression of students from being passive recipients of information gleaned from authoritative sources to being critical consumers of information and creators of original knowledge (Drew Appleby, Spring 2003 issue of Eye on Psi Chi, Vol. 7, No. 3, pp. 34-37).”

**Lorraine K. Youll,** Ph.D. (University of Oklahoma, 1994) is a tenured, full professor of psychology at the University of Central Oklahoma (UCO). She began as an adjunct instructor at UCO in 1992 while completing her dissertation. As part of her doctoral degree, Dr. Youll completed an internship in clinical psychology at the University of Oklahoma Health Sciences Center and has been a licensed psychologist since 1996.

Dr. Youll has held several positions within the Psychology Department, including the program coordinator for the counseling psychology program. Her responsibilities grew as she took on the role of practicum coordinator, subsequently leading the initiative to develop a clinic within the department where counseling students could begin their clinical experiences. Dr. Youll then served as clinic director for several years in addition to roles as program and practicum coordinator. Today she continues to serve as the program coordinator of the counseling psychology program.

Dr. Youll served as a faculty sponsor for the UCO chapter of Psi Chi, the National Honor Society in Psychology, for 10 years. During that time, the UCO Psi Chi chapter hosted the annual Oklahoma Psychological Society conference for several years. Since 2010, she has served on the Licensed Behavioral Practitioner Board of Directors for the state of Oklahoma.

“I have made several presentations at the American Psychological Association and Association for Psychological Science national conferences. Much of my research has broadly addressed training issues with graduate students. More specifically, I have been interested in following the current professional literature which indicates that developing and maintaining a therapeutic relationship with clients is crucial for client change. In my teaching, I emphasize the importance of
our students learning to develop that relationship with their clients.

“Health psychology is an area of great interest to me. For literally hundreds of years, western medicine has focused on the biological mechanisms of disease and illness, which served society well for hundreds of years. But today, we now know that the mind and body have a very close, interdependent, reciprocal relationship with each other. What and how we think has a tremendous influence on physical health, and how we feel physically has a significant impact on mental health. As a licensed psychologist and professor, it is important that I communicate that to our students for both their professional and personal well-being.”

1998 Psychology Faculty, front row L to R: Bill Frederickson, Albert Boquet, Frances Everett, Peggy Kerr, Kathy Donovan, Mike Knight. Back row: Jill Scott, Mark Hamlin, Jill Devenport, Lorry Youll, Charles Whipple, guest, Rob Doan.

EMERITI FACULTY
Chalon Anderson, Ph.D. (Oklahoma State University, 1989) began teaching at the University of Central Oklahoma (UCO) in the fall of 1991, at about the same time the school changed its name from Central State University to UCO. She typically taught General Psychology, Physiological Psychology, Adult Development, and Psychology of Aging. She was only the second faculty member to teach in the gerontology option in the psychology department. She later taught graduate courses in the areas of lifespan development and ethnic diversity.

“At that time, the department had 13 full-time faculty members. I was very happy to return to my alma mater where I earned both my undergraduate and master’s degrees.

“During my 18 1/2 years at UCO, I received three awards for teaching, the Hauptman Fellowship Award for Research, the McNair Scholars’ Research Grant Mentor Award, the Dordick Award (as an outstanding mentor to students), a Certificate of Appreciation from the President's Club for Service and Guidance to Students (two years), and the Elizabeth H. Threat Diversity Initiative Award in teaching. In addition, I was recognized as Sponsor of the Year by the Faculty Student Organization, was selected as Favorite Professor by the Alpha Lambda Delta Academic Honor Society, and received the African American Faculty and Staff Association’s ‘You Made A Difference’ recognition. I was selected as a fellow in the University of Oklahoma’s Multicultural Leadership Institute. I was also awarded a Research Fellowship for the National Institute on Aging’s Summer Institute on Minority Aging, held in Bethesda, Maryland.
“I published three books and 19 articles. My presentation résumé includes over 70 presentations at the national, regional, state, and local levels covering minority health, aging, cultural diversity, lifespan development, biological and psychological aspects of aging and numerous other subjects. I received grant funding for research from state and federal agencies. I was a peer reviewer for four national publications and currently serve as a peer reviewer for McGraw Hill’s *Annual Edition Aging* and *The Journal of Scientific Psychology*.

“I began my teaching career at Rose State College and have taught in higher education for 25 years, retiring from UCO in 2010. I look back fondly on my years in academia and hope that I can yet be of service.”

**Jill A. Devenport**, Ph.D. (University of Oklahoma, 1986) became a faculty member in the Department of Psychology at the University of Central Oklahoma (UCO) in 1987. In addition to her employment at UCO, she was an adjunct professor of psychology at the University of Oklahoma since 1991.

Dr. Devenport received her doctorate in experimental psychology with a minor in zoology. Her area of specialization was animal behavior. She taught several courses in psychology, primarily in the biological area, including Comparative Psychology and Psychopharmacology, and in Modern Learning Theories.

“My research in comparative cognition is in the area of decision making. Using a combination of field and laboratory settings, I studied the environmental and cognitive factors that influence animal decisions. I investigated the effect of time on decisions, spatial memory, hoarding, foraging, and cognitive adaptations for competition between species. Most of my publications are in animal behavior, comparative psychology, and behavioral ecology journals. I have a long-standing interest in science education. My approach has been to develop and test an extracurricular science enhancement program for middle school students and more recently an interdisciplinary study of science and mathematics teaching with pre-service and in-service elementary teachers. The latter, in collaboration with Dr. Linda Rittner, was to examine the relationship between content knowledge, pedagogical knowledge, and self-efficacy. Eventually, we hope to propose curriculum changes based on recent advances in cognitive development. I also have an ongoing investigation of the perception of nature. For a number of years, my students and I have studied the visual, cognitive, and emotional components that influence perceptions and preferences for the natural environment.

“Due to my interest in research, I served as assistant dean of the Joe Jackson Graduate College in 2007. That position changed in 2008 into the assistant director of the Office of Research and Grants and in 2010, director of Research Compliance. In that capacity I served as chair of the UCO Institutional Review Board and Institutional Animal Care and Use Committee. Since the fall of 2010, I served in that capacity while continuing to teach half time in the Psychology Department. I sat on the Research Advisory Council, the Undergraduate Research Creative and Scholarly Activities Committee, and served on numerous departmental, college, and university committees. One of my proudest accomplishments was to organize the UCO Darwin Day Celebration in 2009.”
“I see education as the best and most effective solution for most of the problems of the world and, although it was not originally my intention to be a teacher, I found it to be the most noble and rewarding profession. I was greatly inspired by my mentors and tried to pass the joy of learning and research on to my students.”

**Peggy Alexander Kerr**, Ph.D. (Oklahoma State University, 1989) was a member of the Department of Psychology at the University of Central Oklahoma (UCO) from 1987 to 2006. Previous to this, she was a teacher of learning disabilities and mathematics in the public schools of Oklahoma and Colorado for 12 years.

Dr. Kerr’s doctorate was received in applied behavioral studies. She was certified by the Oklahoma State Department of Education as a school psychologist in 1986. At UCO, she served as the coordinator of the M.A. in school psychology degree and the psychometry and school psychology certificate programs, and directed the Special School Services Center. She primarily taught three courses: Introduction to School Psychology, Diagnostic Testing Techniques, and Psychodiagnostic Survey.

“During my tenure at UCO, I developed a listening comprehension test, authored several publications and presentations and was awarded five grants. These included The Kerr Test of Listening Comprehension, The Three R’s of Intervention, The Referral-Assessment-Intervention Process, Learning Disabilities Interventions, and others.

“I am a member of the Oklahoma School Psychology Association (OSPA) and the National Association of School Psychologists. I have received the OSPA President’s Award, the Faye Catlett Award, the Deer Creek Teacher of the Year Award, and OSPA’s Lifetime Achievement Award. I also served as editor of OSPA’s newsletter, *OSPA Today*.

“Although I have worked outside the classroom in a family-owned business, law firm, and private clinic, my professional life was really all about teaching. As a retiree, I now enjoy many more divergent activities, including oil painting, jewelry making, writing, travel, and especially spending time with family.

“Sigmund Freud said that love and work were the cornerstones of our humanness. On a personal level, I have both love and work in my life and count myself as most fortunate.”

**Charles M. Whipple**, Ph.D. (University of Oklahoma, 1968) was a member of the Psychology Department at the University of Central Oklahoma for 35 years. Previous to this, he served for five years as an academic dean and psychology/philosophy/religion professor at Southwestern University and Seminary and was a high school science teacher for four years.
Dr. Whipple was the recipient of six college degrees, including three doctorates in the fields of psychology, theology, and literature. His doctorate in psychology was obtained from the University of Oklahoma with a dissertation on the use of psychotherapy with juvenile recidivists. He was subsequently licensed to practice psychology by the Oklahoma State Board of Examiners of Psychologists in 1977 (license #225). His private practice interests concentrated in the areas of psychometrics, consulting and organizational psychology. Teaching assignments for a typical semester in later years, as a senior member of the faculty, included Psychology of Religious Experience, History and Systems, Mating and Dating Compatibility, Industrial Psychology, or a testing course.

“During my tenure at CSC/CSU/UCO, I wrote and had published 16 books for the academic and trade book market. Inclusive of the years 1973 through 2004, I published such divergent titles as *The Compatibility Test, Contemporary Psychological and Educational Assessment, Psychology Applied to Business, The Exceptional Individual, Psychology of Myth, Oklahoma Psychology in the 20th Century*, and others—with over 30 presentations and publications in refereed journals and conferences. I particularly enjoyed being the lead compiler and editor of this updated history of the College of Education and Professional Studies and will treasure the rewarding experience of laboring with new and old colleagues and friends.

“Among other professional organizations in which I served as an officer were the Oklahoma Psychological Association (OPA) as a long-time board member, editor of publications, and president; co-founder, board member, and president of the Oklahoma Psychological Society; founder and president of the division of academic and research psychology for OPA; and president of the Oklahoma City Council of Churches. I received distinguished service citations from the state psychological association in the years 1982 and 1996, and was named Oklahoma’s ‘Most Distinguished Psychologist’ by that organization for 2003.

“I ask my emeritus colleagues: Do you remember having to go to the dean’s office in order to make a long distance telephone call to Oklahoma City? Having to tolerate that derelict 100-feet-high smoke stack? Or being forced to teach upstairs in Evans Hall at 7:30 AM in the winter? Or the near total lack of paved parking anywhere on campus, and other such indignities? Indeed, those were primitive days!

“In retirement years, I taught at a college in the state of Rhode Island, while conducting research and publishing three genealogical books on my family. I am a widower with two children, Christian and Michelle Deck; grandsons, Collyn and Skylar Whipple; and two great-grandsons, Joseph and Robert Whipple. At present, I work quietly in my garden in Edmond, Oklahoma, conduct volunteer work in the community, and play sports with my great-grandsons.”
Originally located in Old North (right), the department is now located in the Education building (left), but will return to Old North in 2016.