Joe Fatheree began his teaching profession in 1990 as an English teacher at Effingham High School. In 1994 he became a history teacher and then in 2000 Joe accepted the position of technology instructor. On Saturday night, Joe became the 2006-2007 Illinois Teacher of the Year during the 32nd annual Those Who Excel banquet.

Growing-up in an impoverished community in Southern Illinois, Joe Fatheree didn’t share the majority belief that education was a hindrance to earning a living.

Joe said that a teacher helped him understand that education was a source of self-improvement. Because of this teacher, Joe said he was inspired to believe in people and to help other people achieve a sense of self worth. This belief has become Joe Fatheree’s personal mantra and one that he instills in his students.

Principal Mike McCollum says that Joe has a unique ability to teach any and all levels of students.

Joe Fatheree, 2006-2007 Teacher of the Year, is congratulated by last year’s Teacher of the Year, Jacqueline Bolger.

“He goes out of his way to recruit students of varied learning abilities for his program. He has a way of bringing out the best qualities in all his students and helps them do the same for other students.”

“Joe’s passion and commitment shine through in his teaching and the way he lives his life outside of the classroom,” said State Superintendent of Education Randy Dunn.

“You can’t help but be impressed, and inspired, by all that he has accomplished both in the classroom and within the community at large.”

Three years ago Joe started a program that exemplifies his passion for helping students become successful learners and citizens. The “No Barriers Project-creating opportunity [Continued on page 2]
“Through education” was designed to help students understand how extreme poverty impacts student success. His first effort was recruiting a group of students to pilot a poverty literacy program.

During the program’s first year, students collected over 2500 coats for homeless children living in the St. Louis Area. In the second year, the students collected over 4000 books and partnered with KCET, a PBS station in St. Louis, to find a literacy expert to take the books into homes of disenfranchised children to help them improve their reading skills. He also formed a partnership with a school in East St. Louis.

His students are strengthening their skills by teaching visual story telling skills to the students from East St. Louis. Now in its third year, students from both schools are working cooperatively to develop media projects. Students participating in this program are learning much both academically and socially by gaining insight into other cultures and breaking down the barriers of miscommunication and misunderstanding.

Joe is equally as impassioned in the classroom as he guides his students on the journey of learning. Joe talks about when he began teaching he used the lecture style but it didn’t take him long to realize that he wasn’t reaching his students so he talked to them. He was surprised by their level of frustration and vowed then and there to change things, and change he did.

His students starting reading plays, writing rap music and playing it on guitars, as well as breaking down grammatical sentence structures, his students were learning, attendance increased, grades soared, and discipline problems diminished.

Joe realized he was onto something very good. He has carried these experiences, and many, many more, with him as his teaching career has evolved. Today his accomplishments are numerous and many of his students have succeeded far beyond their own beliefs. Fatheree truly leads by example and his students are eager to follow.

Joe holds both a history degree and a master’s degree in Educational Administration from Eastern Illinois University.

As Illinois Teacher of the Year, Joe will have the opportunity to take some time off from teaching. He will spend the 2007 spring semester speaking at teacher workshops, educational conferences, and civic and community meetings.

Joe will receive a lifetime tuition waiver to state universities and a one-semester paid leave to pursue coursework or develop an educational project that will benefit students statewide.

In addition, Fatheree will represent Illinois at the NASA Space Camp in Huntsville, Alabama and in the National Teacher of the Year program sponsored by the Council of Chief State School Officers, Scholastic, Inc., and ING. In addition, Joe will receive products and services from Motorola and SMART, Technologies.

Tepee Classroom

At the end of the Fall semester, Mindy Neff will complete her student teaching at South Shores School in Decatur, Illinois, as a final requirement of E.I.U.’s Education program.

Recent holiday activities at South Shores School included a Thanksgiving feast and a unit about the origins of Thanksgiving. The full-length article on the festivities can be retrieved here.
Survey: Most New Teachers in Illinois Feel Well-Prepared, Happy with Career

The vast majority of first-year teachers in Illinois feel well-prepared for their jobs and plan to dedicate their careers to education, according to the 2006 results of an ongoing statewide survey of new teachers.

The Teacher Graduate Assessment project, now in its second year, is coordinated by Eastern Illinois University in Charleston.

Nearly 98 percent of new teachers reported satisfaction with their career choices, and more than 93 percent were happy with the quality of their colleges’ education programs.

The survey also found that more than 99 percent of new teachers plan to stay in education, with more than 94 percent planning to remain in a teaching role.

In a collaborative effort among 12 state educational institutions, the Teacher Graduate Assessment project collected input from new teachers and their supervisors to gauge how well college prepared the teachers for their jobs and how to improve that effort.

“This follow-up survey of our graduates, after their first year of teaching, and their immediate supervisors allows each public college of education to assess specific aspects of their programs and to ensure that we adequately prepare new teachers to meet the challenges of today’s classrooms,” said Bonnie Smith-Skripps, chair of the Illinois Association of Deans of Public Colleges of Education and dean of Western Illinois University’s College of Education and Human Services.

“We were pleased with the feedback and are committed to continuous program improvement as a result of this data.”

Overall, teachers were very positive about their preparedness for their jobs.

Lowest-scoring areas included preparedness for teaching English-language learners, working with administrators, working with parents and guardians, and utilizing existing community resources.

Four out of five new teachers were supported by a mentor, with 68 percent finding the benefit to be moderate or great. Eighty-eight percent of the supervisors responding reported having mentoring programs available.

More than 84 percent of the supervisors who responded said they had visited new teachers’ classrooms at least four times in the past year.

Responses indicated that most teachers often use the Illinois Professional Teaching Standards (87 percent) and the Illinois Learning Standards (91 percent).

The Illinois Professional Teaching Standards refer to key skills and competencies for all teachers, while Illinois Learning Standards refer to core skills and competencies for all students to develop.

Additionally, 84 percent of new teachers report that they understand the state’s instructional technology standards, and 57 percent integrate technology into their instruction on a regular basis.

Findings were reported in aggregate, but each participating institution also received data specific to its graduates to assist the universities with efforts to improve their programs.

“Ongoing assessment of our teacher education programs in Illinois is critical. The feedback we receive provides the data for continuous program [Continued on page 4]
[Continued from page 3] improvement by everyone involved in teacher education,” said Diane Jackman, dean of the College of Education and Professional Studies at EIU.

“This is an exciting project, and I am pleased that Eastern is taking the lead in the project. We have collected two years of data and initial analyses are indicating some trends.”

The Teacher Graduate Assessment project is a cooperative effort of the Illinois Association of Deans of Public Colleges of Education and the Illinois Teacher Data Warehouse.

The participating institutions in IADPCE and the project are Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign and Western Illinois University.

Funding was provided by the Illinois Board of Higher Education, the Illinois State Board of Education and the participating institutions.

ECE/ELE/MLE Professor attends Oxford Reading Round Table

Lucia Schroeder of the Early Childhood, Elementary, & Middle Level Education Department, was asked to join in the Oxford Reading Round Table this past July. Although she still does not fully understand why she received an invitation, she says “This was a once-in-a-lifetime experience for me, and the memories I have will last my lifetime.”

Dr. Schroeder was one of 36 participants whose abstracts were accepted to be presented at the Reading Round Table, all very diverse in nature. Dr. Schroeder stated that her topic was on “the enhancement of language learning through the integration of poetry in content areas.” There was much enthusiasm behind her presentation and she was asked to submit writings to several journals while at the Reading Round Table.

Dr. Schroeder also made mention of her time spent outside of the presentations. She was able to meet educational leaders from all over the world and within a variety of fields. One such leader she spoke of is actually used in the Language Arts text at Eastern Illinois University. She spoke of the different opinions and ideas each leader held and the lengthy discussions on various topics held from morning through night.

“When one is able to meet and visit with people, the experience of travel goes far beyond sightseeing,” says Dr. Schroeder.

Her experience was definitely a learning one, returning with new ideas for class discussions, personal views, world views, and a whole new vocabulary. In fact, she says “my classes here at Eastern have already benefited from the experience.”
Korah Winn, a graduate of Eastern Illinois University's Elementary Education program, tells of her experiences in Northern Ireland, as a recipient of the Rotary Ambassadorial Scholarship.

It was a serendipitous encounter that helped me to first discover the Rotary Ambassadorial Scholarship. I ran into a woman named Cindy whose daughter was just returning from South Africa through a Rotary program. I sighed and told Cindy how I would have loved to have done something like that in high school. She informed me that Rotary has scholarships for all types of university students.

Rotary is an organization that wants to better the world and one of the ways they do it is by investing in people trusting that at some point they will give back and make the world a better place. I looked in the phone book and contacted my local Rotary club in Rock Falls, Illinois and that is where the ball started rolling.

I found out that my own Rotary district had a deadline in June. I applied and was then interviewed. I find it sad to say but there were actually only four applicants for two $23,000 scholarships. To me, this was the opportunity of a lifetime and I could not believe there was not a line for a mile straight waiting outside the door.

Rotary is looking for people who are involved in their community whether it be volunteering, church activities, local kids clubs or the like. They expect for you to do presentations at Rotary clubs in your host country during your year abroad and then also do several presentations for local Rotary clubs once you return home.

You can be at any stage of your education such as your undergraduate, post grad or doctorate.

The interview went well and within two months I was informed that I was selected as an ambassadorial scholar for 2006-2007. I applied to several different universities. The scholarship requires that you study outside of [Continued on page 6]
[Continued from page 5] the United States which I had absolutely no problem with at all.

In January, I was told that Queen’s University in Belfast was the school that Rotary preferred I attend so I just waited from that point on to see if I was accepted. It was an exciting day when I finally received my acceptance letter and began making arrangements to move to Belfast in September.

I had to secure a visa, travel insurance and work through a myriad of other details but it was all worth it once I was on the plane to begin a new life in the United Kingdom.

I arrived on September 14, 2006 and my life has been a constant, exciting whirlwind since that time.

I love my course of study which is Teaching English to Speakers of Other Languages (TESOL). I’m involved with the Antrim Rotary club here and am pursuing volunteer opportunities through them.

I live with a group of 15 amazing women from different parts of the world. They challenge me to see life differently and learn about different cultures.

I am currently a part of the Queen’s Canoe/Kayak club and I already went with them on a fun water weekend to Gortin.

I teach swing dancing once a week with a local Belfast man and

I also got involved with a nearby church. It’s my hope that I will be able to travel to different parts of Europe while I am here and perhaps teach English in Prague for a month or so next summer. I will be gone for a total of one year and I know that will pass more quickly than I could ever imagine.

I want to make the most of this experience because I want to be the kind of teacher who can open the world to her students because others have unlocked it for her.

If you are interested in the scholarship that I am here on then here is a link with all the relevant information pertaining to the Rotary Ambassadorial Scholarship. http://www.rotary.org/foundation/educational/amb_scho/index.html

Also, I am currently writing stories about my experiences in Northern Ireland. If you are interested in learning more you can check my stories out at www.dovewithin.com which is my personal website.

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**Lisowski Hosts Trip to the Bahamas**

According to Dr. Marylin Lisowski, professor of Early Childhood, Elementary, and Middle Level Education, countless opportunities exist for exploring the vast ecosystems of Andros Island in the Bahamas as well as learning about the educational system of the Bahamas during this study abroad program. The Bahamian culture, natural environment and schools will be the focal points for this study abroad offering.

Interested students can apply for the study abroad trip to the Bahamas, which is scheduled for May 25-June 2, 2007. Costs for the trip are estimated at $1,410 which includes all lodging, meals, transportation, all events, boat trips and land trips. The following courses will be offered: ELE 3290, ELE 5660, ELE 5900, ELE 4741, and/or STG 4000.
Ashleigh Graff is a two-time graduate of Eastern Illinois University. In 2003, Graff earned a bachelor’s degree in Health Studies and obtained a Master’s degree in Exercise Science with a concentration in Cardiac Rehabilitation and Adult Fitness in 2005.

After graduation, Graff worked as an Exercise Physiologist and Cardiology Specialist at the Memorial Heart and Vascular Institute within the Memorial Medical Center in Springfield, Illinois.

Graff currently works for the SIU School of Medicine as an Exercise Specialist for a research project involving breast cancer survivors called “An Intervention for Breast Cancer Patients” (BEAT Cancer Trial). The patients Graff works with are typically 30 years old or older and are living with varying stages of breast cancer.

Those involved in the project help determine whether exercise is feasible and effective in aiding those who are fighting breast cancer. Graff, along with others, make sure each patient is well monitored and tested before the project begins to ensure their health and safety. The program takes approximately eight months to complete and includes supervised exercise sessions, meetings, and physicals.

Graff hopes to continue her education and complete the American Council on Exercise (ACE) Personal Training certification. This certification will allow her to perform exercise instruction in smaller one-on-one settings, possibly in homes, health clubs, or at a private agency.

Graff would also like to obtain the American College of Sports Medicine (ACSM) Exercise Specialist Certification. This form of certification is sought by most who work in cardiac and pulmonary rehabilitation.

This certification focuses on exercise assessment, training, rehabilitation, risk factor identification, and lifestyle management. It also allows for exercise-related counseling in clinical, non-clinical, and public health services.

Graff currently resides in Springfield, Illinois, with her husband, who is also an Eastern Illinois University alum.

Local Teacher Honored as Distinguished Educator

A black gerbil, a green lizard and an eastern-chain king snake each live in one of the 10 aquariums Linda Kirby has set up around her classroom at Charleston High School.

Kirby came to Eastern Illinois University in the early 1970s as a freshman never dreaming she’d become part of the community.

Now, more than 30 years later, Kirby teaches science at the high school and is an adjunct professor at Eastern in the special education department.

“I’m doing exactly what I want to do,” she said. “I think that’s the great value. You don’t ever want to stop learning.”

During Homecoming, the Alumni Association recognized Kirby with the Distinguished Educator Award.
Education Fair Teaches Students Philosophy

Students from all walks of the education major, ranging from the psychology of education to secondary education and even students from the gateway education program, attended Eastern’s first Undergraduate Research Fair. Several department deans and chairs attended, as well.

The College of Education and Professional Studies, as well as the Department of Secondary Education and Foundations presented the research fair where students presented highlights of their research papers about their philosophies of education.

Nine undergraduate education majors, representing a variety of education majors ranging from art education to physical education to elementary education, applied theories to how a classroom should run.

“Without teaching how to teach, you only know your content, not how to get it across (to students),” said Patricia Fewell, chair of the Department of Secondary Education and Foundations.

Gustavo Albear, assistant professor of the Department of Secondary Education and Foundations, said the nine students presenting their research papers were chosen from 150 students, and four have a chance to compete against both public and private colleges in Illinois.

Albear said “philosophitis” should be eliminated, meaning the philosophies discussed in the research papers should actually be implemented, rather than just talked about.

“(Education majors need to know) ‘Why I want to teach’ beyond ‘I like kids,’” Albear said.

“They know (why they’re teaching) before they leave the classroom,” he said.

Among the topics explored were existentialism and metaphysics to self-control and self-discipline.

Michelle Brown, an art major, gave a speech called “Defining Their Own World: Nietzsche in the Philosophy of Education.”

In her presentation, she explored how “people need to define their own lives” and said students should have complete and utter control of the world around them.

“Students need to be led to a mindset that they want to learn for themselves. It’s important for students to want to learn,” Brown said.

“Success relies heavily on being able to stand out…be different and remembered,” she said.

Brown also stressed that students should be put into an environment free from fear of rejection and prosecution.

Brown wrapped up her 15-minute speech by implementing her own theory about how she would like to “create an environment that a student is more apt to thrive in,” for students who lack basic skills and for students who wish to excel.

Charlotte Habing, an elementary education major, talked about instilling moral values, such as honesty and integrity, into students in their learning environment.

Habing suggested in her philosophy that teachers “prepare the young to educate themselves throughout their lives.”

She said that a quality education is taking the traditional curriculum and going “back to the basics.”

Habing’s philosophy is to instill basic moral values in students by punishing cheating.

Responsibility is learned through homework and self-control and self-discipline are learned when students [Continued on page 9]
[Continued from page 8] raise their hands or wait in line, she said.

“My responsibility is to the student. Their success and failure depends on my responsibility,” Habing said.

Nicholas Wright, a physical education major, stressed self-responsibility and determination in his speech, based on an existentialist approach to American public schools in the 21st century.

Wright pinpointed the problem with public schools as being “too functional” and “lecture-based,” leaving little room for creativity.

“Students should understand that experience is their best teacher,” Wright said.

As a physical education major, Wright implemented his experience theory to learning through sports. By “creat(ing) a free learning environment,” Wright said he would be able to accentuate individual effort in competitive team settings and accept student input in the classroom.

The most important point Wright made, however, was that a teacher should be able to “relate to students openly and honestly.”

Judges are choosing four of the nine students to compete at a higher level.

The four students chosen will move on to the Midwest Philosophy of Education Society Annual Meeting at National Lewis University.

There, the students will compete against schools across the Midwest, including schools ranging from University of Illinois and Northwestern University to private colleges like DePaul and University of Chicago.

Albear said 119 people attended the fair, but he expected about 175. The fair will be held again in the spring for students and faculty, alike.

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**Cook receives 2006 Illinois Teacher Education Excellence in Teaching Award**

Rebecca Cook, professor, was awarded the 2006 Excellence in Teaching Award by the Illinois Teacher Education Division.

The Illinois Teacher Education Division recognizes excellence in higher education special education teacher preparation.

Dr. Cook’s love and expertise is in the area of Early Childhood Special Education. Dr. Cook joined the Department of Special Education as a faculty member in 1993.

Dr. Cook was one of the primary designers of the recently implemented dual early childhood and early childhood special education programs. The first graduates of these two programs are part of the EIU classes of 2006.

During her tenure at Eastern, Dr. Cook has strengthened and sustained the vitality of the early childhood special education course sequence and the courses she teaches.

The Department of Special Education applauds Dr. Cook for her excellence and her always present enthusiasm for helping prepare the very best early childhood special educators in the State of Illinois.

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**Rebecca Cook** is the recipient of the 2006 Excellence in Teaching Award.
According to Judy Barford, professor for Early Childhood, Elementary and Middle Level Education, and one of the two sponsors of the Toronto for Teachers study abroad trip, benefits from the Toronto study abroad are many. Travelers are immersed in one of the world’s most ethnically diverse cities, Toronto, which is home to more than 80 ethnic communities.

While in Toronto, E.I.U. students participate in multicultural classrooms and work with teachers in model schools, where 50 percent of the students have a primary language other than English. Literacy, drama, and curriculum workshops are offered by experts from the Faculty of Education at York University, the third largest university in Canada.

"Canada is truly a foreign country, but available to education students because, except for French immersion classrooms, schools teach in English. We can understand the children and the teachers and see curriculum designed with and for diversity," said Barford.

"Through the children and their teachers we are able to experience global multicultural classrooms. Our study abroad trip is about gaining new perspectives for us personally and for us as teaching professionals."

EIU students also explore the city and neighborhoods and are hosted by teacher candidates from York. In addition to immersion in multicultural communities and schools, EIU students have time to also enjoy the endless cultural offerings of Toronto.

The Toronto for Teachers study abroad trip was first planned in 2004 through department and college level support as well as an international initiative grant from Dean Augustine. The first trip took place May 9 – 19, 2005, and the second, May 8-18, 2006. The third Toronto for Teachers excursion is scheduled to occur May 7 – 17, 2007, and will cost $1640 (tuition and fees are additional).

Toronto travelers must be admitted to Teacher Education and have their first criminal background check (required by the Toronto District School Board). ELE3350, Language Arts in the Elementary School, which is part of the Block I sequence, may be taken before, during, or after enrollment in the other Block I courses. STG4000, the Multicultural [Continued on page 11]
Disability practicum, is an ideal course selection for Toronto. This course is open to all teacher certification candidates, elementary as well as secondary and special area certification candidates such as special education, foreign language, and music education majors.

Many travelers have also selected to do independent studies in Canada. ELE4741 and the graduate independent study, ELE5990, are open to EIU Toronto travelers.

“One amazing difference for the Toronto cohort, 2007, is that our program director from York, a faculty workshop leader, and an internationally known drama/literacy specialist are coming here to EIU in mid-April,” said Barford.

“These educators want to know the culture from which our students are coming, and to provide the Toronto for Teachers orientation for the 2007 travelers here on the EIU campus before departure for Toronto and York University.”

Interest forms are available in the main office, Department of Early Childhood, Elementary, and Middle Level Education. Students who want to reserve their place on the Toronto roster for May 2007 may fill out registration packets available on-line at www.eiu.edu/~edabroad.

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2006 Achievement and Contribution Award Recipients

Listed are the faculty who received 2006 Achievement and Contribution Awards. The award recognizes outstanding contributions to the University during the 2005-2006 academic year.

- Teaching:
  Richard Cavanaugh, Health studies;
  Teresa Freking, Secondary Education and Foundations
- Service:
  John Henry Pommier, Recreation Administration
- Balanced:
  Marilyn Lisowski, Early Childhood/Elementary/Middle Level Education

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University Admission to Teacher Education Meetings

Students must attend a meeting to formally apply for university admission to teacher education and to initiate the selection process. The College of Education and Professional Studies schedules meetings each semester.

The required formal application form is distributed and collected at the meetings and the rules and regulations concerning selection, admission to and retention in teacher education are explained. Students who have not previously applied must attend a meeting.

The following meeting is available during the Fall 2006 semester to initiate the selection process: 3 to 3:50 p.m. Monday, Dec. 4.

The next opportunity to initiate the selection process and apply for university admission to teacher education will be during the Spring 2007 semester.
Faculty and Student News

Sham’ah Md-Yunus, assistant professor, Early Childhood, Elementary, and Middle Level Education, presented a session, “Culturally Appropriate Practice for Infants and Toddlers: Providing Culturally Sensitive Care to Asian Families” at the National Association of Education for Young Children Annual Conference, Nov. 8-12, in Atlanta, Georgia.

Tess Bennett presented (with colleagues Lilian Katz, Ann Marie Clark and Sallee Beneke), at the NAEYC (National Association for the Education of Young Children) conference in Atlanta, Ga., Nov. 10. The title of the presentation was “The Role of the Preschool Teacher in the Project Approach.” The session was attended by 440 professionals.

Mildred M. Pearson presented at the National Association for Multicultural Education (NAME) Conference on the topic “Moving Voices from the Margin to Center Stage” on Nov. 10 in Phoenix, Arizona.

Linda Loy, Tim Croy, Gail Lockart and former Eastern student Elisabeth Steele attended the National Middle School Conference in Nashville, Tenn., Nov. 1-5. Loy and Lockart presented a joint session, “Connections in the Curriculum.” Five Eastern students, members of the Middle Level Educators’ Club, also attended the conference. The conference had 10,000 in attendance and is the annual conference for middle-level educators.

Scott A.G.M. Crawford, physical education, had an “Issues” response published in the November 2006 Journal of Physical Education, Recreation and Dance. The topic was, “Is it possible, within a four-year undergraduate program, to prepare students adequately to teach both health education and physical education?”

Mihoko Ogawa presented at the 32nd annual conference of Research on Women and Education, Detroit (MI), October 26-28. The presentation was titled, “Lesson from an Invisible Cat’s Cradle: Critical Examinations of Lives of Eight Japanese Women International Students.” The presentation discussed the way in which the eight Japanese women international students play their metaphor cat’s cradles: how they make sense of their lives by examining their perceptions of the interconnected nature of identities (gender, race, class, and nationality) within Japanese and American culture.

Pat Fewell presented two sessions at the October 6th Regional Office of Education #11 Institute Day; “PowerPoint Revisited” and “Introduction to Access database” providing examples and techniques that teachers can use to use these Office products in their classrooms.

Vicki Harrison, Kelli Ervin, Elisha Robertson participated in the first annual American Association for Health Education “Case Study” Competition in Salt Lake City, Utah, in Spring 2006. In March of 2007, a team of students will represent EIU at the 2nd annual Case Study Competition in Baltimore.

Ollie Mae Ray, Ph.D., health studies department, [Continued on page 13]
Faculty and Student News, continued.

[Continued from page 12] presented two stress management workshops. The workshops “Stress the Constant Challenge of Life: How Are You Coping?” were presented on Oct. 2 in Buzzard Auditorium, and on Oct. 9 in the Roberson Auditorium at EIU. More than 130 students, assistant students, faculty and staff members attended the presentations.

Marylin Lisowski presented two sessions at the North American Association for Environmental Education in St. Paul, Minn. Her presentations were titled “Teaming with Technology for Environmental Monitoring” and “Population and Resources: Growing, Growing, Gone?” In addition, she was on two distinct panels representing the Research Commission and the International Programs Commission.

Scott A.G.M. Crawford, physical education, wrote an “Issues” response for the October issue of the “Journal of Physical Education Recreation and Dance.” The topic was “Should after-school programs be structured as an extension of the school day?”

Andrew M. White, associate professor in the mathematics and computer science department, was a presenter at the Regional Conference for Teachers held at Charleston High School on Oct. 6. White discussed how to interpret and construct graphs and various mathematical displays in accordance with the Illinois State Standards. The conference was attended by EIU students and teachers from the eight counties served by the Regional Office of Education No. 11.

Sham’ah Md-Yunus, Mihoko Ogawa and Kiran Padamaraju, College of Education and Professional Studies, presented a session, titled “Immigrants’ Parents: Their Voices as Strangers,” at the Fall Classic Institute Day on October 6.

Barbara Walters, health studies, presented at the National American School Health Association Conference in St. Louis in October of 2006. Her presentation was titled A Discussion on Youth Violence. Rich Cavanagh was the co-presented.

David Bartz, educational administration, recently completed a feasibility study for the Arkansas Department of Education. The purpose of the study was to conduct an analysis to evaluate and determine the most feasible public school district structure to meet the educational needs of students in Pulaski County and to provide recommendations as to how the ongoing school desegregation litigation in Pulaski County might be ended. Bartz was part of a five-person team involved in the project.

Kathleen Phillips, Richard Cavanaugh, and Sheila Simons, health studies, presented at the 80th Annual Poster Session for the Annual American School Health Association Conference in St. Louis, MO. The poster, presented in October of 2006, was titled Pharming: The misuse and abuse of prescription and OTC drugs by teens.

Scott A.G.M. Crawford, physical education, wrote an “Issues” piece for the September 2006 Journal of Physical Education, Recreation and Dance. The topic was “What are some valid [Continued on page 14]
Faculty and Student News, continued.

[Continued from page 13] ways to assess interests in athletic participation for Title IX compliance?”

Linda Morford, educational administration, was inducted as president of the National Council of Professors of Educational Administration on Aug. 4, 2006, at the NCPEA Summer Conference in Lexington, Kentucky.

Marylin Lisowski had a review published in the Journal of Environmental Education. The book reviewed was “Using a Logic Model to Review and Analyze an Environmental Education Program.”

Richard Cavanaugh, Barbara Walker, Kathleen Phillips, and Shelia Simons, health studies, had a review published fall of 2006 in the Illinois Journal of Health, Physical Education, Recreation, & Dance. The article was titled Weighing in on backpacks.

Richard Cavanaugh, Kathleen Phillips, and Sheila Simons, health studies, presented at the 80th Annual American School Health Association Conference in St. Louis, Mo. The presentation, given in October of 2006, was titled The “Good Humor” Teacher: Fostering Positive Humor Development.

Vicki Harrison, Kelli Ervin, and Elisha Robertson, health studies, were participants in the first annual American Association for Health Education “Case Study” Competition. The competition was held in Salt Lake City, Utah in Spring of 2006.

Gloria Leitschuh, Steven Conn, and Lynda Kayser, Counseling and Student Development, are currently working towards getting an article published in the Illinois Counseling Association Journal titled “Client perceptions of counselor multicultural competencies: A pilot.” The article will be published at the end of Fall 2006 or early Spring 2007.

Richard Cavanaugh, along with Sheila Simons and Kathleen Phillips, health studies, presented a workshop at the American Speech-Language-Hearing Association. The workshop was titled “The Good Humor Teacher: Fostering Positive Human Development.”

Kathleen Phillips, Julie Dietz, Mark Borzi, and G. Harrison, health studies, were published in the International Electronic Journal of Health Studies. The review was published in 2006 and titled I Sing the Body Electric: Description of an Innovative Health Promotion and Fine Arts Program for Adolescents.