

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Educational Psychology

Educational Psychology  
Degree designation as on diploma (Level II)

M.S.  
Formal degree abbreviation (Level I)

Degree-granting academic unit School of Applied Health and Educational Psychology 406  
(Name) (Cost Center)

CIP code 4 2 1 7 0 1

HEGIS code 0 8 2 2

Instructional Program code 0 6 8

Name of department head  
(person who oversees degree program listed above) Dr. Al Carlozzi

Program holds specialized accreditation from \_\_\_\_\_

Name and title of contact person Dr. Kay Bull  
(Name)  
Professor  
(Title)

Date of Institutional Governing Board Review: \_\_\_\_\_

President \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

OKLAHOMA STATE UNIVERSITY  
ACADEMIC PROGRAM REVIEW  
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM:     Educational Psychology    

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports);, Please limit the summary to 1 or 2 pages.

**Description of review process**

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Drs. Kay Bull and Diane Montgomery prepared the review documents and manages the annual assessment process.

**Program objectives**

The program objectives of Educational Psychology are as follows: Students Demonstrate effective instruction in undergraduate or public school classrooms. Apply the practices in IETP through teaching internships or public school teaching. Demonstrate the ability to apply theoretical knowledge and skills in Educational Psychology through completion of the competency domain portfolio. Demonstrate the ability to apply inquiry and research skills in Educational Psychology through completion of the competency domain portfolio and participation in research teams. Demonstrate professional and ethical decision-making in Educational Psychology in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams. Create scholarly productions in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams. Demonstrate intra/interpersonal skills in Educational Psychology through interaction in classes and in professional settings. Document through completion of the competency domain portfolio. Demonstrate written and oral communication skills in Educational Psychology as part of teaching internship and as products in the competency domain portfolio. Demonstrate skills in working with students or clients in Educational Psychology. Document through internships/teaching and the competency domain portfolio. Demonstrate skill in using computers and computer technology in Educational Psychology through products in the competency domain portfolio.

**Student outcomes assessment**

Student outcomes assessment for the Educational Psychology M.S. Qualifying Experience Portfolio data were collected and examined by faculty on students committees, students attempted and were passed successfully and asserted that they had learned to competencies which they desired at the beginning of their programs. Feedback was collect from students informally during the individual reviews of the portfolios and both students were satisfied that they had accomplished the learning's needed to meet their program goals. Exit interviews were conducted by the area coordinator. Students were generally satisfied with their programs and were applying for jobs appropriate with their level of training. Data from the alumni survey was positive and showed that the graduates were generally satisfied with their educational experiences

**Program recommendations**

Program recommendations for educational Psychology are to implement goals for strategic plan. Listed below:

1. Evaluate the coursework and delivery models for the doctoral specialization in Educational Psychology online to ensure greatest distribution and, at the same time, highest quality of instruction and learning.
2. Evaluate all the core courses for the Program area that are currently online. This will allow improvement of course offerings for Educational Psychology students and other affiliated areas, online or in Tulsa.
3. Increase the number of sections of EPSY 1003 both in class and online. Begin in the next two years making it available in Tulsa.
4. Increase all undergraduate sections online as the reputation about their flexibility and user friendliness is known across programs, faculty and students.
5. Migrate undergraduate online courses to Tulsa as elective courses for undergraduate programs are needed. Specifically EPSY 3113, 3213 and 4063.
6. Create and offer the four course motivation option at the undergraduate level. These courses will be designed for the non-certification program and for the leadership certificate initially and will be used by other programs as they become known.
7. Secure Faculty positions to teach new and existing courses, supervise undergraduate courses and other academic necessities. New course development and course offering expansion will be contingent on having sufficient faculty to grow the program to the market demand.
8. Develop the MS in EPSY Human Development online and in class.
9. Increase the number of courses in Ph.D. program to include more instructional design and development, which will augment the Instructional Psychology concentration.
10. Develop plans for additional recruitment at MS and Ph.D. levels, contingent on additional faculty support.
11. The program has an inadequate number of faculty-to-staff the numbers of courses offered. As a result a number of courses are taught by faculty outside of the area and by adjuncts. The School of Applied Health and Educational Psychology should consider how best to deliver these courses in the future given the limited number of tenure track faculty in Educational Psychology.

Dean

  
(Signature)

Date 3-14-05

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Educational Psychology

Educational Psychology

Degree designation as on diploma (Level II)

M.S.

Formal degree abbreviation (Level I)

Degree-granting academic unit School of Applied Health and Educational Psychology 406  
(Name) (Cost Center)

CIP code 4 2 1 7 0 1

HEGIS code 0 8 2 2

Instructional Program code 0 6 8

Name of department head

(person who oversees degree program listed above) Dr. Al Carlozzi

Program holds specialized accreditation from \_\_\_\_\_

Name and title of contact person Dr. Kay Bull

(Name)

Professor

(Title)

Date of Institutional Governing Board Review: \_\_\_\_\_

President \_\_\_\_\_ Date: \_\_\_\_\_

(Signature)

## OVERVIEW

### A. Description of the Departmental/Program Review Process *(Briefly describe how the review was conducted and who was involved)*

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Kay Bull and Diane Montgomery prepared the review documents and manages the annual assessment process. This self-study process served as a primary source for information to be included in this program review. All faculty in Educational Psychology, doctoral and masters students in the program, and numerous professionals in the discipline participated in preparation of the self-study and the resulting program review.

### B. Recommendations from Previous Program Reviews. (Discuss actions taken to address the recommendations of program faculty from the last program review.) NA

## CRITERION I Program Centrality

### A. Goals & Objectives of Degree Programs

**Degree Program:** Graduate Programs in Educational Psychology

**Program Clientele:** Traditional graduate students at both Stillwater and Tulsa campuses and a large contingent of on-line non-traditional graduate students.

**Program Objectives and Expected Student Outcomes:**

- Demonstrate effective instruction in undergraduate or public school classrooms. Apply the practices in IETP through teaching internships or public school teaching.
- Demonstrate the ability to apply theoretical knowledge and skills in Educational Psychology through completion of the competency domain portfolio.
- Demonstrate the ability to apply inquiry and research skills in Educational Psychology through completion of the competency domain portfolio and participation in research teams.
- Demonstrate professional and ethical decision-making in Educational Psychology in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams.
- Create scholarly productions in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams.
- Demonstrate intra/interpersonal skills in Educational Psychology through interaction in classes and in professional settings. Document through completion of the competency domain portfolio.
- Demonstrate written and oral communication skills in Educational Psychology as part of teaching internship and as products in the competency domain portfolio.
- Demonstrate skills in working with students or clients in Educational Psychology. Document through internships/teaching and the competency domain portfolio. Demonstrate skill in using computers and computer technology in Educational Psychology through products in the competency domain portfolio.

- B. Linkage of the Program to Institution's Mission (Use the mission “Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities” or the final version of the OSU mission).

The mission of the College of Education
The College of Education, a community of scholars, prepares and develops professionals who facilitate life long learning and enrich quality of life for individuals in diverse settings. The college leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach.
The mission of the School of Applied Health and Educational Psychology
The School of Applied Health and Educational Psychology fosters the development, integration, and application of knowledge, theory, skills, and experiences to promote social, physical, psychological, educational, and environmental health.
The mission of the program in Educational Psychology
Educational Psychology is concerned with all aspects of psychology that are relevant to education, in particular, with the professions of Human Development, Education of the Gifted and Talented, and Instructional Psychology. The role of Educational Psychology is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching in any educational setting. The program is designed to prepare graduates to teach in college or university settings, public education, and/or to do research in university, business, and government settings.

## CRITERION II Program Curriculum and Structure

- A. Program Structure (Attach copies of the current degree requirements sheet)

### Statistics/Research Domain

1. Purpose: To become proficient in the ability to design, plan, and conduct research, including computer-based data analysis. To be able to read journal articles and determine if they are methodologically sound. To be able to teach introductory courses in design and research (60% of Educational Psychologists teach some statistics and research).
2. Supporting Coursework: REMS 5013 Research Design and Methodology, REMS 5953 Elementary Statistical Methods; REMS 6003 ANOVA; REMS 6013 Multiple Regression; REMS 6373 Program Evaluation; SCFD 6113 Theoretical Foundations of Inquiry; SCFD 6123 Qualitative Research I; REMS 6663 Multivariate Statistics
3. Qualifying Portfolio Experience: Participate in research teams and conduct several experiments and analyze and write up the data.
4. Qualifying Product: Conduct a study, analyze the data, present the study at a regional or national conference. Develop a paper for the conference proceedings.
5. Approval: Signed off by two faculty members on the committee.

### General Educational Psychology Domain

1. Purpose: To understand and apply the theories and concepts of Educational Psychology in teaching and in the development of curriculum.
2. Supporting Coursework: EDUC 5993 Instructional Effectiveness; EPSY 5463 Psychology of Learning; EPSY 5213 Advanced Educational Psychology; EPSY 6043 Adult Development; EPSY 5103 Human Development; EPSY 5663 Creativity for Teachers; EPSY 6533 Human Motivation in Education; EPSY 6163 Emotion and Cognition.

4. Qualifying Portfolio Experience: Develop and instruct a 2-3 credit hour university level undergraduate course including all course materials, presentations, and assessments.
5. Qualifying Product: Course in a box.
6. Approval: Signed off by two faculty members on the committee.

Distance Education (List the courses offered by electronic or other distance delivery methods)

EPSY 6613 Instructional Systems Design Spring 1999  
 EPSY 5720 Workshop in Computer Mediated Learning Spring 1999  
 EPSY 5720 Workshop in Computer Mediated Learning Summer 1999  
 EPSY 5720 Workshop in Computer Mediated Learning Fall 1999  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Fall 1999  
 EPSY 6613 Instructional Systems Design Spring (Tulsa and Stillwater) 2000  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Spring 2000  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Summer 2000  
 EPSY 6113 History and Systems of Psychology (Tulsa and Stillwater) Summer 2000  
 EPSY 5213 Advanced Educational Psychology (Tulsa and Stillwater) Fall 2000  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Fall 2000  
 EDUC 5990 Instructional Effectiveness Training program: Basic Teaching (Tulsa and Stillwater) Fall 2000  
 EPSY 6613 Instructional Systems Design Spring (Tulsa and Stillwater) Spring 2001  
 EPSY 5213 Advanced Educational Psychology (Tulsa and Stillwater) Spring 2001  
 EDUC 5910 Instructional Effectiveness Training program: Advanced Teaching (Tulsa and Stillwater) Spring 2001  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Summer 2001  
 EPSY 5463 Psychology of Learning (Tulsa and Stillwater) Fall 2001  
 HHP 3010 Learning to learn Fall 2001  
 EPSY 5213 Advanced Educational Psychology (Tulsa and Stillwater) Fall 2001  
 EDUC 5990 Instructional Effectiveness Training program: Basic Teaching (Tulsa and Stillwater) Fall 2001

Articulation Agreement (Identify the articulation (2+2) agreements the program has with community colleges) N/A

Multidisciplinary programs (Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)

Relationship with other OSU programs

Much of the coursework offered by Educational Psychology is provided both as coursework for majors and as service courses for other programs. Students from all of the areas in the College of Education take EPSY courses as well as students from Human Environmental Sciences, Arts and Sciences, Business, Engineering, Agriculture, and occasionally Veterinary Medicine. As a result we have relationships with a wide variety of programs. These relationships are documented by the large number of student graduate committees on which the faculty members have served or are currently serving.

Relationships to other specializations within the Educational Psychology Program are based on the large numbers of students from other specializations that take core courses from our program area.

### CRITERION III Program Resources

New facilities and major equipment (Describe major changes in facilities and major equipment added in the past 5 years) N/A

Academic and administrative efficiencies (In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)

The Master's program has gone through a complete make over due to the lack of faculty available to teach courses. This was conducted out of emergency rather than efficiency goals.

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. (Describe the changes in external funding during the past 5 years.)

### CRITERION IV Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)

Academic Year	Type	EPSY Lower Division	EPSY Upper Division	EPSY Master's	EPSY Doctoral	Total
99-00	OSU	0	1272	755	475	
99-00	Tulsa	0	0	510	33	
99-00	Extension	0	0	20	0	
99-00	<b>Total</b>	0	1272	1285	508	3065
00-01	OSU	0	1387	592	495	
00-01	Tulsa	0	0	371	25	
00-01	Extension	0	0	8	0	
00-01	<b>Total</b>	0	1387	971	520	2878
01-02	OSU	0	1488	610	529	
01-02	Tulsa	0	0	295	47	
01-02	Extension	0	0	150	33	
01-02	<b>Total</b>	0	1488	1055	609	3152
02-03	OSU	207	1407	460	626	
02-03	Tulsa	0	0	416	39	
02-03	Extension	99	717	457	66	
02-03	<b>Total</b>	306	2124	1333	731	4494
03-04	OSU	663	2265	646	539	
03-04	Tulsa	0	0	724	207	
03-04	Extension	0	144	67	18	
03-04	<b>Total</b>	663	2409	1437	764	5273



B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)

**2001-2002**

Name	Head Count	Credits
Bull, K	113	347
Harrist	62	186
Montgomery	116	374
Mesmer	0	0

**Total 291 907**

**Ratio 97:1 302:1**

**2002-2003**

Name	Head Count	Credits
Bull, K	155	471
Harrist	106	318
Montgomery	87	235
Mesmer	52	156

**Total 400 1180**

**Ratio 100:1 295:1**

**2003-2004**

Name	Head Count	Credits
Bull, K	114	348
Harrist	106	322
Montgomery	90	235
Mesmer	46	138

**Total 356 1043**

**Ratio 89:1 261:1**

**Grand**

**Total 1047 3130**

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. (Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)

<b>Graduation Rates</b>					
<b>Educational Psychology - MS</b>					
Term	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Summer	0	0	0	0	0
Fall	0	0	0	0	1
Spring	0	0	0	0	2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation

of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program. N/A

## CRITERION V Quality

### A. Program faculty qualifications

<i>Core Faculty</i>			
Name	Degree	Graduate Faculty Status	
<i>Educational Psychology</i>			
Kay S. Bull	Ph.D.	Full	
R. Steven Harrist	Ph.D.	Assistant	
Diane Montgomery	Ph.D.	Full	
Eric Mesmer (2002-2004)	Ph.D.	Assistant	

<b>Adjunct Faculty</b>		
Debra Hull	Ph.D.	Professional Development Director, CREATES, OSU-Tulsa
James R. May	Ph.D.	Research Associate, CREATES, OSU-Tulsa
Jill Rohrbacher	Ph.D.	Family Life, OSU
Pamela Hodges	Ph.D.	Museum Educator, Philbrook Museum, Tulsa
Dena Pinson	Ph.D.	Private consultant, Services to Children, Edmond

### B. Evidence of regional / national reputation and ranking

One of the outstanding indicators of the success of the Educational Psychology Program is the quality of the academic positions secured by our graduates. Although the Educational Psychology Program is not a large area (for example, the University of Wisconsin at Madison has 29 Educational Psychologists), we experience success in placing our graduates in academic positions in Oklahoma and in many other states.

### C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

### D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.

Graduate Programs in Educational Psychology are designed to assure the high-level professional competencies for students who successfully complete the doctoral program. Expectations in each of the following competency areas are commensurate with degree program.

- Effective Instruction (Demonstrate effective instruction in undergraduate or public school classrooms. Qualifying Portfolio Experience: Apply the practices in IETP through teaching internships or public school teaching.)

- Theoretical Knowledge (Demonstrate the ability to apply theoretical knowledge and skills in Educational Psychology through completion of the Qualifying Portfolio Experiences in teaching and research in the Qualifying Portfolio.)
  - Inquiry and Research Skills (Demonstrate the ability to apply inquiry and research skills in Educational Psychology through completion of the Qualifying Portfolio Experiences in research teams and the qualifying products or presentation and publication in the Qualifying Portfolio and participation in research teams.)
  - Professionalism and Ethical Decision-Making (Demonstrate professional and ethical decision-making in Educational Psychology through Qualifying Portfolio Experiences in publishing, speaking, presenting and on the Internet through completion of the Qualifying Portfolio and participation in research teams.)
  - Scholarly Production (Create scholarly productions in publishing, speaking, presenting and on the Internet through completion of the Qualifying Portfolio Experience in the Qualifying Portfolio and participation in research teams.)
  - Intra/Interpersonal Skills (Demonstrate intra/interpersonal skills in Educational Psychology through interaction in classes and in professional settings. Document through completion Qualifying Portfolio Experiences and in the Qualifying Portfolio.)
  - Written and Oral Communication Skills (Competencies are validated by the creation of a Qualifying Portfolio with documentation of performance of related professional activities such as presenting research at professional conferences or seminars, submitting a manuscript for publication, creative scholarly production of teaching materials, and the creation of the dissertation, etc.)
- [http://www.okstate.edu/education/graduatestudies/brochures/sahep/PHD\\_Ed\\_Psychology.pdf](http://www.okstate.edu/education/graduatestudies/brochures/sahep/PHD_Ed_Psychology.pdf)

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. (To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)

#### **Results from program outcome assessments 2000-2004**

Qualifying Experience Portfolio data were collected and examined by faculty on students committees. Students attempted and were passed successfully and asserted that they had learned to competencies which they desired at the beginning of their programs.

Feedback was collect from students informally during the individual reviews of the portfolios and both students were satisfied that they had accomplished the learning's needed to meet their program goals.

Exit interviews were conducted by the area coordinator. Students were generally satisfied with their programs and were applying for jobs appropriate with their level of training.

Data from the alumni survey was positive and showed that the graduates were generally satisfied with their educational experiences A copy of the 2003 OSU Graduate Program Alumni Survey is attached.

#### **Uses of Assessment Results:**

Assessment results and portfolio outcomes are used to judge the effectiveness of coursework, internship experiences, teaching experiences and field work which shapes the development of graduates. On the basis of informal feedback from this and prior years the portfolio process was

modified to be more specific about the types of products which are desired as proof of accomplishment.

E. Feedback from program alumni / documented achievements of program graduates (Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)

Percentage Employment	<b>100%</b> full time
Employer	<b>83.3%</b> educational institution <b>16.7%</b> small business
Annual Salary	<b>50.0%</b> 46-55K <b>16.7%</b> 26-35K <b>16.7%</b> 56-65K <b>16.7%</b> 100k+
Educational Preparation	<b>66.7%</b> very well <b>33.3%</b> adequately
Grad. Studies/ Current Position Relationship	<b>66.7 %</b> highly related <b>33.3%</b> moderately related
Employer Names	American Indian Associates Univ. Central Oklahoma Southern Illinois Univ. (Edwardsville) Perry Elementary School OSU Oklahoma City School District
Continuing Ed.	<b>33.3%</b> completed a degree <b>16.7%</b> currently enrolled <b>00.0%</b> none
Degrees (pursued/completed)	<b>100%</b> Doctorate
Preparation for Continuing Ed.	<b>100%</b> Very Well
Alumni grad./professional schools	<b>33.3%</b> OSU <b>16.7%</b> UCO
Satisfaction w/ ed. Experience	<b>16.7%</b> neutral <b>16.7%</b> satisfied <b>66.7%</b> very satisfied
Residence	<b>15.7%</b> Illinois <b>84.3%</b> Oklahoma

F. Other Program Evaluations (Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.) NA

### CRITERION VI Program Demand/Need

- A. Occupation Manpower Demand  
 Advisory Committee Membership  
 Advisory Committee Recommendations  
 School Response to Recommendations  
 Other sources and documents indicating demand

## B Societal Needs for the Program

The Educational Psychology Program has trained many of the Educational Psychologists in the state of Oklahoma who teach in its public and private universities and many who work in agency and school settings. In this way we continue to serve the needs of the state of Oklahoma.

We have spent a great deal of time developing a competency based, cognitive-field oriented social constructivist programmatic experience for our students. We teach in the way we believe students learn so that they have models to pattern their teaching on. To this end the core faculty has initiated and teaches in the university-wide Instructional Effectiveness Program designed for teaching assistants and new faculty to learn essential knowledge and skills in Instructional Psychology. Additionally, most of the doctoral students complete this program as prerequisite or foundation coursework. Students witness appropriate instructional models of faculty members who demonstrate appropriate teaching methods in large group settings, strategies we cannot implement in small doctoral level classes.

We help students develop experiences that will allow them to meet career needs and goals through interactive, collaborative research, teaching internships in Educational Psychology, and other forms of authentic experiences depending on the foci of the student's career goals. We provide integrated training in both teaching and research, as all graduates in Educational Psychology are likely to be in positions where both teaching and research skills will be required. We require a minimum of 110 hours of graduate course work. Most students exceed this minimum when they plan their competencies. Students follow an individualized plan of study that is crafted in consultation with the student's dissertation committee and the area faculty. This individualized plan integrates academic course work, internship experiences, research and research team experience to produce a highly educated creator and consumer of research and teaching practice in the discipline.

Students want to learn what they need to know to be effective and to obtain employment in the field. These expectations are met based on the jobs that our students receive. We can place any doctoral graduate who is geographically mobile. Graduates who are tied to a specific community require greater time and flexibility in job expectations. Yet, it has been our experience that even those graduates who cannot relocate because of family or community ties usually find appropriate employment in two to three years. Advisement in the doctoral program includes counsel with geographically tied applicants to insure that they understand the possibility of greater time or flexibility in career options so that their expectations are not violated upon graduation.

Each of the core faculty has an enviable teaching record with impressive evaluations. All of the core faculty serve as demonstration teachers in the university-wide Instructional Effectiveness Program (IEP) which was started with a grant obtained from the Higher Regents. The proposal was co-authored by the senior core faculty, evaluation data were presented and published. Presently there are 37 modules which are available online as an online course.

A research-teaching university is one in which research by faculty is an essential component for students to become researchers. The highly integrated and reciprocal relationship of research and teaching is fully acknowledged in our program: research is the basis for learning and learning is the basis for research. Learning as a socially constructed process includes the creation of knowledge as a learning process. Research teams are used as an institutionalized model for academic development. A research team is usually composed of one or more faculty and a number of students with common interests in a topic. The group engages in research as an

extracurricular activity, providing research competency experience and opportunity to collaborative with faculty. This means that the student team members are not usually enrolled in a research course. The rationale for not awarding credit hours is to foster mutual collaboration among all team members. Such mutuality is difficult in a graded situation. From the standpoint of the faculty the team is a teaching vehicle for communicating research methods, skills, and ethics to the students while at the same time creating new knowledge for the field. Typically, we set up research teams of four to ten members, including the teacher or an advanced learner, or a mentor who can function as a facilitator, and resource provider/finder. Research teams draw on the expertise of all members, may recruit additional members or solicit external experts, and complete a research-based product that is submitted to a professional audience rather than a locally contrived outlet.

C. Graduate student applications and enrollment changes. Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. (Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

Faculty numbers will not withstand an increase in enrollment as is at this time.

Educational Psychology, MS		Gifted and Talented, MS	
Active	14	Active	3
Admitted/Never Enrolled	11	Admitted/Never Enrolled	1
Applicant	12	File Purged	3
Declined Admission	1	FP - Other	2
Denied	12	Inactive	1
File Purged	2	Memo	2
FP - Other	9	<b>Total</b>	<b>12</b>
Inactive	5		
Memo	2		
Withdrew Application	4		
<b>Total</b>	<b>72</b>		

Accepted To Program Educational Psychology, MS		Gifted and Talented	
Active	13	Active	3
Admitted/Never Enrolled		Admitted/Never Enrolled	
Enrolled	11	Enrolled	1
Declined Admission	1	Graduated	2
FP - Other	1	Memo	2
Graduated	20	<b>Total</b>	<b>8</b>
Inactive	3		
Memo	2		
<b>Total</b>	<b>51</b>		

## CRITERION VII Program Duplication

Identify other degree programs at OSU with similar titles or functions (include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)).

For similar programs, describe how each degree program fulfills unique student needs (A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.)

### Summary and Recommendations

Note: Information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

#### A. Strengths

The master's programs have several strengths. The development of the fully online MS will provide an MS program to students in rural Oklahoma who have not as yet had the opportunity to increase their education in Educational Psychology. This, coupled with the fact that the program is made up of strong faculty members who are highly capable teachers and researchers, and who provide courses for the MS on a regular basis, allows this program to boast of a strong pedagogy. Faculty members have used feedback from students to modify the teaching process, leading to the online MS and the addition of several new courses. The assessment process has become one of the strengths of the program as we consistently monitor student progress through the program. Students in the MS program often participate in research teams, which sharpens their publication skills and prepares them for the doctoral programs to which they may wish to apply. Practica and internship opportunities are provided which allow students to use their skills in "real world" environments. We have one of the few options in Gifted Education in Oklahoma and in the region. As these courses are made available at a distance we will increase the number of students who will attain the MS in Educational Psychology. Assessment results and portfolio outcomes are used to judge the effectiveness of coursework, internship experiences, teaching experiences and field work which shapes the development of graduates.

#### B. Areas for Improvement

The program has an inadequate number of faculty to staff the numbers of courses offered. As a result a number of courses are taught by faculty outside of the area and by adjuncts. This potentially can lead to a lack of continuity in presentation of the material, not tying it to the overall scope and sequence of the degree plan. As a result there can be no direct recruitment of students to the MS program, and it is not widely advertised.

#### C. Recommendations for Action

Implement goals for strategic plan

#### D. Five-Year Goals for the Program

##### **Goals 5 Year Strategic Plan Educational Psychology**

1. Evaluate the coursework and delivery models for the doctoral specialization in Educational Psychology online to ensure greatest distribution and, at the same time, highest quality of instruction and learning.
2. Evaluate all the core courses for the Program area that are currently online. This will allow improvement of course offerings for Educational Psychology students and other affiliated areas, online or in Tulsa.
3. Increase the number of sections of EPSY 1003 both in class and online. Begin in the next two years making it available in Tulsa.
4. Increase all undergraduate sections online as the reputation about their flexibility and user friendliness is known across programs, faculty and students.
5. Migrate undergraduate online courses to Tulsa as elective courses for undergraduate programs are needed. Specifically EPSY 3113, 3213 and 4063.
6. Create and offer the four course motivation option at the undergraduate level. These courses will be designed for the non-certification program and for the leadership certificate initially and will be used by other programs as they become known.
7. Secure Faculty positions to teach new and existing courses, supervise undergraduate courses and other academic necessities. New course development and course offering expansion will be contingent on having sufficient faculty to grow the program to the market demand.
8. Develop the MS in EPSY Human Development online and in class.
9. Increase the number of courses in Ph.D. program to include more instructional design and development, which will augment the Instructional Psychology concentration.
10. Develop plans for additional recruitment at MS and Ph.D. levels, contingent on additional faculty support.



## Appendix A

### External Grants, Contracts, and Gifts Awarded to Program Faculty.

#### Grants Written

##### 2004

**Montgomery, Diane.** Project CREATES Year III continuation for 2004-2005. Barthelmes Foundation (Funded for 320,000).

**Montgomery, Diane.** Talent Development Music Administration. Barthelmes Foundation (funded for Fall, 2004 for \$10,000).

**Harrist, R.S.** (2004). Proposal to COE RESEARCH SUPPORT PROGRAM FISCAL YEAR 2005: *Benefits of online expressive writing: Can the expressive writing Paradigm work in an online environment?* Funded: \$4378

##### 2003

**Bull, Kay.** Strengthening Research Capacity Using Innovative Dietary intervention to Increase Phytochemical Awareness Among College Students with Johnson, McGee southern University, Perkins-Veazie, Collins, USDA South Central Agricultural Research Laboratory

**Bull, Kay.** Course, curriculum, and Laboratory Improvement (CCLI) with Gedra and Ramakumar

**Harrist, R.S., Ruwe, W., Robbins, R., & MacDonald, N.** (2003). *The psychological and health benefits of expressive talking via videophone for American Indians in physical rehabilitation.* OSU – College of Education Associates Research Award - \$2000.

##### 2002

**Montgomery, Diane.** OSU collaboration with Barthelmes Foundation for the Annual Barthelmes Prize for Significant Contributions to the field of Creativity. Barthelmes Foundation (\$25,000 yearly for 2002-2007).

**Montgomery, Diane.** Principal Investigator, Project CREATES: Connecting Community Resources to Encourage All Teachers to Educate with Spirit. Barthelmes Foundation (funded \$252,000 for 2002-2003; continuation for 2003-2007 funded for \$1 million).

##### 2001

**Bull, Kay.** Undergraduate Laboratory in Photonics Using Case Studies and other Non-traditional Methodologies with Cheville

**Bull, Kay.** Great Plains Network (GPN) Distributed Laboratory for Collaborative Technology Research (with Guenzi and others 13 university consortium) \$343,000

**Bull, Kay.** Two OSU small development grants through COE

**Montgomery, Diane.** Principal Investigator, Arts in Education Q Research Project, Kirkpatrick Foundation and Center of the Plains (\$12,000 funded for 2001-2002).

**Montgomery, Diane.** *Operant Subjectivity* on CD-Rom Project, Barthelmes Foundation donation to OSU Foundation for the International Society for the Scientific Study of Subjectivity (\$1,000 funded for 2001).

**2000**

**Bull, Kay.** Hands-on Undergraduate Laboratory in Photonics using /Case Studies and other Non-traditional Methodologies. (With Allen Cheville) \$99,599

**Bull, Kay.** Information and Communication Science in Support of Advanced Graduate Education: Creating a Distributed Learning Experience via Internet2 (with a four University consortium) \$537,683

### **Appendix B**

### **Record of Significant Scholarly, Artistic and/or Creative Work**

#### **Internet Books**

**2005**

Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) (2005) *Preparing Future Faculty--An Instructional Hypertext*. Stillwater, OK: Oklahoma State University Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/PFFmodulesneeded>

**2002**

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) (2002) *College Success: Online* <http://home.okstate.edu/homepages.nsf/toc/NUDC1000index> Oklahoma State University, Stillwater, OK.

Bear, T. and **K.S. Bull** (Eds.) (2002) *Innovative Studies: Effective Study Skills for School Success* . <http://home.okstate.edu/homepages.nsf/toc/UNIV2510hypertext> Oklahoma State University, Stillwater, OK.

**2001**

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) (2001) Learning to Learn. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003chapterindex> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2001) *Quality University Instruction: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University. <http://home.okstate.edu/homepages.nsf/toc/EDUC5993iepinde> (revised 2004-2005)

**Bull, K.S., Harrist, R.S., and Montgomery, D.,** (2001) *Advanced Educational Psychology Reader*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213index> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**2000**

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) *Instructional Systems Design on the Internet*, (contains 26 chapters) Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPSY5720cmlindex> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) *Quality University Instruction Online: A Teaching Effectiveness Training Program*, (Presently contains 21 chapters) Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/IEPTOC> . Oklahoma State University, Stillwater, OK.

## PUBLICATIONS

### National Journals (Peer Reviewed)

#### 2004

**Montgomery, D.,** Kaufman, J. S., & Hodges, P. S. (2004). An exploratory study of the relationship between mood states and creativity self-perceptions. *Creativity Research Journal*, 16, 341-344.

**Montgomery, D.** (2004). Courageous and conscious teaching. *Tempo*, 24(2), 5-6, 16-18.

**Montgomery, D.** (2004). Broadening perspectives to meet the needs of gifted learners in rural schools. *Rural Special Education Quarterly*, 23, 3-7.

Carlozzi, B. L., Carlozzi, A.F., & **Harrist, R. S.** (2004). Developmental considerations in university-school collaborative research. *The Qualitative Report*, 9(3), 376-391

#### 2003

**Montgomery, D.** (2003). Selecting a textbook for an introductory course in gifted education: Matching content to goals. *Teacher Education Special Education*, 26, 251-253.

#### 2002

**Carlozzi, A. F., Bull, K.S.,** Stein, L. B., Ray, K., and Barnes, L.. (2002) Empathy Theory and Practice: A Survey of Psychologists and Counselors. *The Journal of Psychology* 136 (2), 161-170.

#### 2001

**Montgomery, D.** (2001). Increasing Native American Indian involvement in gifted programs. *Psychology in the Schools*, 34(5), 467-475.

Kaufman, J. S., Ewing, M. S., Hyle, A. E., **Montgomery, D.,** & Self, P. A. (2001). Women and nature: Using memory-work to rethink our relationship to the natural world. *Environmental Education Research*, 7(4), 359-377.

Delnero, J., & **Montgomery, D.** (2001). Perceptions of work among California agricultural teachers. *Journal of Agricultural Education*, 42, 56-67.

Barnes, L. L. B., **Bull, K.S.,** Campbell, N. J., and Perry, K. (2001) Discipline related

Differences in Teaching and Grading Philosophies among Undergraduate Teaching Faculty.  
*Research in Higher Education*

**2000**

**Montgomery, D.**, Miville, M. L., Winterowd, C., Jeffries, B., & Baysden, M. F. (2000). American Indian college students: An exploration into resiliency factors revealed through personal stories. *Cultural Diversity and Ethnic Minority Psychology*, 6, 387-398.

### **Peer-reviewed Conference Proceeding**

#### **Book Reviews**

**2004**

**Harrist, R. S.** (2004). *Loss and recovery from loss: A review of Grief counseling and grief therapy: A handbook for the mental health practitioner, Third Edition by J. William Worden.* *Death Studies*, 28, 173-177.

**2003**

**Harrist, R. S.** (2003). Recognition for marginalized losses: A review of *Disenfranchised Grief: New Directions, Challenges, and Strategies for Practice*. Kenneth J. Doka (Ed.). *Death Studies*, 27, 280-285.

Kaufman, J. S., Ewing, M. S., **Montgomery, D.**, Hyle, A. E., & Self, P. A. (2003). *From girls in their elements to women in science: Rethinking socialization through memory-work*. New York: Lang. [book of nine chapters]

**2002**

**Bull, K.S.**, Jacobs, S.C., Reid, J., Miville, M., and **Carlozzi, A.** Preparing Future Faculty, Annual Conference of the Rocky Mountain Educational Research Association, 2002, Stillwater Ok, October.

**2001**

**Harrist, R. S.**, Overton, R., and **Bull, K.S.** (2001) Online Scaffolding Strategies for Adult Learners Using Four Teaching/Learning (Paulsen) Formats. The National Conference on the Adult Learner, New Orleans, LA, June.

Overton, R., **Bull, K.S.**, and **Harrist, R. S.** (2001) Product-based Online Courses for Adult Learners: Examples of Development Techniques and Products. The National Conference on the Adult Learner, New Orleans, LA, June.

**2000**

**Bull, K.S.**, Overton, R., and **Montgomery, D. L.**, (2000) Strategies from Instructional Effectiveness Applicable to Training Regular Teacher for Inclusion. Published in the

Proceedings of the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Hull, D., **Bull, K.S., Montgomery, D. L.**, and Overton, R. (2000) Designing an Online Introductory Gifted Education Course. Published in the Proceedings of the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Overton, R., **Bull, K.S.**, and Overton, T. (2000) Using the Internet and Interactive Hypermedia to Provide Inclusion Support for Regular Classroom Teachers. Published in the Proceedings of the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Overton, T., Overton, R., and **Bull, K.S.** Tourette's Syndrome—A Misunderstood Neurological Disorder. Classroom Strategies and Techniques for Regular Educators. Published in the Proceedings of the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Overton, R., **Bull, K.S.** and Overton, T. (2000) Internet Site Resources (for Rural access) Dedicated to Affordable and Expedient Preparation and Training of Classroom Aides, Necessary and a Result of Mandated Inclusion. Published in the Proceedings of the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

**Bull, K.S.**, Overton, R., Ryter, K., **Carlozzi, A.**, Powell, W., Salyer, B. K. (2000) Migrating an Instructional Effectiveness Training Program from the Classroom to the Internet. Published in the conference Program and Proceedings at the Adult Learner Conference, Atlanta, GA, May

Ryter, K., **Bull, K.S.**, **Carlozzi, A.**, Powell, W., Salyer, B. K. , and Overton, R. (2000) Procedures for Implementing and an Evaluation of Oklahoma State University's Instructional Effectiveness Training Program. Published in the conference Program and Proceedings at the Adult Learner Conference, Atlanta, GA, May

### **Online Book Chapters and Encyclopedia Entries**

#### **2003**

**Kay S. Bull**, Sue C. Jacobs. (2003) Being an Academic Mentor. In Jacobs, S. C., **Bull, K.S.**, and Carlozzi, A. (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFacademicmentor> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay Bull**, Sue C. Jacobs, Debra Hull, (2003). Assessing Teaching: How do I know if my Teaching is Good? In Jacobs, S. C., **Bull, K.S.**, and Carlozzi, A. (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFassessteach> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay Bull**, Barbara Carlozzi, **Steve Harrist**, Dena Pinson, Sue C. Jacobs (2003) Academic Collaboration. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext.

<http://home.okstate.edu/homepages.nsf/toc/PFFcollaboration> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay Bull**, Barbara Carlozzi, **Steve Harrist**, Dena Pinson, Sue C. Jacobs (2003) Team Development and Faculty Work. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*.

<http://home.okstate.edu/homepages.nsf/toc/PFFteamwork> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs (2003). Making Oral Presentations. In Jacobs, S. C., **Bull, K.S.**, and Carlozzi, A. (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*.

<http://home.okstate.edu/homepages.nsf/toc/PFForalpres> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs (2003). Making Poster Presentations. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*.

<http://home.okstate.edu/homepages.nsf/toc/PFFmakeposter> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs (2003). Preparing Different Types of Oral Presentations. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFdifferentoral> Stillwater, OK: Oklahoma State University. (Revised 2005)

Kay S. Bull, Sue C. Jacobs (2003). Using Media Technology in the Classroom. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFusemedia> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs, Rhonda Menlove (2003). Creating Handouts to Accompany Presentations and Posters. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*.

<http://home.okstate.edu/homepages.nsf/toc/PFFcreatehandouts> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs, **Alfred Carlozzi**, (2003) Negotiating Job Offers. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFstartup> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs, **Alfred Carlozzi** (2003) Letters of Recommendation. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFlettersofrec> Stillwater, OK: Oklahoma State University. (Revised 2005)

Sue C. Jacobs, **Kay S. Bull**, (2003) Preparing Academic Mentors Partner/Faculty Preparation. In Jacobs, S. C., **Bull, K.S.**, and **Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFmentorpartners> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs, (2003) Understanding Faculty Governance and University Policies. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFunderstanding> Stillwater, OK: Oklahoma State University. (Revised 2005)

Sue C. Jacobs, **Kay S. Bull**, (2003) Being an Academic Mentee. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFacademicmentee> Stillwater, OK: Oklahoma State University. (Revised 2005)

**K.S. Bull**, M. Middlebrook, S.C. Jacobs, (2003) Being a Faculty Advisor In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFfacultyadvisor> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs (2003) Teaching, Research, and Service: Writing the Statements. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFrsstatements> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull** , Sue C. Jacobs, Lowell Canaday, & Bert Jacobson (2003) Appraisal and Development, the Tenure Process, and Tenure Criteria. . In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology—An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFtenure> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Sue C. Jacobs, **Alfred Carlozzi** (2003) What Academic Psychologists Might do? In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFwhatpsychdo> Stillwater, OK: Oklahoma State University. (Revised 2005)

Dena Pinson, **Kay S. Bull**, Sue C. Jacobs, **Alfred Carlozzi**, (2003) Being an Academic Advisee In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFacademicadvisee> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Alfred Carlozzi**, Sue C. Jacobs, **Kay S. Bull**, Dena Pinson (2003) Mentoring Junior Faculty and Post-Docs. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFmentjunfac> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay S. Bull**, Terry Stinnett, Sue C. Jacobs (2003) Research Teams: Group/Collaborative Research. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) Preparing Future Faculty in Psychology--An Instructional Hypertext. <http://home.okstate.edu/homepages.nsf/toc/PFFresteam> Stillwater, OK: Oklahoma State University. (Revised 2005)

Elizabeth Stewart, **Kay Bull**, Sue C. Jacobs, **Alfred Carlozzi** (2003) Collegiality and Its Opposites. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFcollegiality> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay Bull**, Dena Pinson, Sue C. Jacobs, **Alfred Carlozzi** (2003) Experiential Learning. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFexperiential> Stillwater, OK: Oklahoma State University. (Revised 2005)

**Kay Bull**, Dena Pinson, Sue C. Jacobs, **Alfred Carlozzi** (2003) Service Learning. In Jacobs, S. C., **Bull, K.S., and Carlozzi, A.** (Eds.) *Preparing Future Faculty in Psychology--An Instructional Hypertext*. <http://home.okstate.edu/homepages.nsf/toc/PFFservice> Stillwater, OK: Oklahoma State University. (Revised 2005)  
2002

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (2002) Introduction to College Success: Online In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading1>

**Bull, K.S., and Harrist, R. S.** (2002) *Advantages, Differences, and Perceptions of Online Courses*. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading2>

**K. S. Bull, R. S. Harrist, and S. L. Kimball** (2002) *Processes for Online Course Participation*. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading3>

**Bull, K.S.** and Kimball, S. (2002) Tool Skills and Communication Procedures on the Internet. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading4>

**Bull, K.S., Harrist, R. S.,** and Kimball, S. (2002) Gaining Success Skills. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading5>

**Bull, K.S., Harrist, R. S.,** and Kimball, S. (2002) Processes for Analyzing Class Materials. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at <http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading6>

**Bull, K.S., Harrist, R. S.,** and Kimball, S. (2002) Assessing Teacher Expectations. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State



University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading7>

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2002) Introduction to Developing Instructional In Oklahoma State University, Quality University Instruction: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Located at  
<http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep1>

**Bull, K.S., Montgomery, D., Harrist, R. S.,** and Kimball, S. L. (2002) Interacting with the Teacher. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading8>

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2002) Techniques for Getting Good Grades. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading9>

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2002) Developing Personal Motivation. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading10>

Bear, T., **Bull, K.S., Harrist, R. S.,** and Kimball, S. (2002) Developing Self-Understanding: Measures to Understand Yourself. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading11>

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2002) Strategies for Reviewing for and Taking Multiple-choice Tests. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *College Success: Online* Oklahoma State University, Stillwater, OK. Located at  
<http://home.okstate.edu/homepages.nsf/toc/NUDC1000reading12>

**Bull, K.S.,** Bear, T., **Harrist, R. S.** and Kimball, S. L. (2002) Introduction to Innovative Studies: Effective Study Skills for School Success. In T. Bear and **K.S. Bull** *Innovative Studies: Effective Study Skills for School Success* . Located at  
<http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading1>

Bear, T., **Bull, K.S., Harrist, R. S.,** and Kimball, S. (2002) How Do You Learn Best. In T. Bear and **K.S. Bull** *Innovative Studies: Effective Study Skills for School Success* . Located at  
<http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading2>

**Bull, K.S.,** Bear, T., **Montgomery, D., Harrist, R. S.,** and Kimball, S. L. (2002) Interacting with University Teachers. In T. Bear and **K.S. Bull** *Innovative Studies: Effective Study Skills for School Success* . Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading3>

Bear, T., **Bull, K.S.,** Bear, T., **Harrist, R. S., Montgomery, D.,** and Kimball, S. (2002) How to Get Alone With Your Teachers. In T. Bear and **K.S. Bull** *Innovative Studies: Effective Study Skills for School Success* . Located at  
<http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading4>

**Bull, K.S., Bear, T., Harrist, R. S., and Kimball, S.** (2002) Critical Reading for Information In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading5>

**Harrist, R. S., Bull, K.S., Bear, T., and Kimball, S. L.** (2002) Strategies for Note-taking and Reviewing. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading6>

Bear, T., **Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2002) Preparing for Examinations. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading7>

**Bull, K.S., Bear, T., Harrist, R. S., and Kimball, S. L.** (2002) Taking Objective Tests Effectively. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading8>

Bear, T., **Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2002) Taking Subjective Tests Effectively. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading9>

**Bull, K.S., Bear, T., Harrist, R. S., and Kimball, S. L.** (2002) Techniques for Getting Good Grades. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading9>

**Bull, K.S., Harrist, R. S., and Kimball, S.** (2002) Assessing Teacher Expectations. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading11>

Marie L. Miville, Jill M. Rohrbacher, and **Kay S. Bull** (2002) When Others Don't Understand You. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading12>

**Kay S. Bull**, Jill Rorbacher, and Marie Miville (2002) Deconstructing the System: Figuring out How it Works. In T. Bear and **K.S. Bull** Innovative Studies: Effective Study Skills for School Success , Located at <http://home.okstate.edu/homepages.nsf/toc/UNIV2510reading13>

**Bull, K.S., Harrist, R. S. and Kimball, S. L.** (2002) Introduction to Human Learning in Educational Psychology. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy4223reading1>

**Bull, K.S., Harrist, R. S. and Kimball, S. L.** (2002) Introduction to Psychology of Adolescence. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy3213reading1>

**Bull, K.S., Harrist, R. S. and Kimball, S. L.** (2002) Introduction to the Psychological Foundations of Childhood. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy3113reading1>

**Bull, K.S., Harrist, R. S. and Kimball, S. L.** (2002) Introduction to Learning to Learn on the Internet. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading1>

2001

**Bull, K.S.** (2001) Identifying and Retaining At-risk Students. In Oklahoma State University, *Quality University Instruction: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep6> Stillwater, OK, Oklahoma State University. (revised 2004-2005)

**Bull, K.S.** (2001) Dealing with Problems and Classroom Disruptions. In Oklahoma State University, *Quality University Instruction: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep29> Stillwater, OK, Oklahoma State University. (revised 2004-2005)

**Bull, K.S.** (2001) Traditional Instructional Design. In Oklahoma State University, *Quality University Instruction: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep11> Stillwater, OK, Oklahoma State University. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (2001) Introduction to Learning to Learn on the Internet. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading1> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (2001) Gaining Learning to Learn Skills In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading2> . Oklahoma State University, Stillwater, OK. Gaining Learning to Learn Skills (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Learning in Your Discipline In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading3> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Processes for Analyzing Class Materials In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading5> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Assessing Teacher Expectations. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading6> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Montgomery, D. L., Harrist, R. S.,** and Kimball, S. L. (2001) Interacting with Teachers In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading7> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L.,** and Kimball, S. L. (2001) How not to Irritate Teachers. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*.

Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading8> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L. (2001) Techniques for Getting Good Grades. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading9> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Harrist, R. S., and Kimball, S. L. (2001) Finding Online Help in your Discipline. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading10> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Harrist, R. S., and Kimball, S. L. (2001) Developing Skills in Reflection. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading12> Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Harrist, R. S., and Kimball, S. L. (2001) Developing Skills in Metacognition. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading13> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Montgomery, D. L., Harrist, R. S. and Kimball, S. L. (2001) Strategies for Problem Solving. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading14> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Montgomery, D. L., Bull, K.S. and Kimball, S. L. (2001) Creativity and Innovation: Processes and Techniques. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading15> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Harrist, R. S., and Kimball, S. L. (2001) Becoming a Collaborative Learner. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading16> Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Montgomery, D. L., and Kimball, S. L. (2001) Developing Personal Motivation. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading17> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Montgomery, D. L., Harrist, R. S., and Kimball, S. L. (2001) Processes for Making the Abstract Concrete. In Bull, K.S., Harrist, R. S. and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading18> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)**

**Bull, K.S., Harrist, R. S., Montgomery, D. L., and Kimball, S. L.** (2001) Processes and Techniques for Classroom Participation and Discussion. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading19> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Developing Authenticity in Courses. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading20> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Learning Styles Understanding the Theory. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading21> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Harrist, R. S., Bull, K.S.** and Kimball, S. L. (2001) Strategies for Reviewing. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading22> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

Kimball, S. L., **Bull, K.S.** and **Harrist, R. S.** (2001) Participation in Laboratory Courses. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading23> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Strategies for Reviewing for Tests. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading24> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Developing Self-Understanding: Measures to Understand Yourself. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading25> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** (2001) Introduction to Technology (EPsy 6613) In **Bull, K.S., Montgomery, D.L.** and Kimball, S.L. *Instructional Systems Design on the Internet*. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613introtech>

**Bull, K.S.** (2001) Introduction to Technology (EPsy 6133) Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6133introtech>

**Bull, K.S.** (2001) Introduction to Psychology of Learning on the Internet. Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5463chapterzeroBb>

**Bull, K.S.** Introduction to Advanced Educational Psychology on the Internet: Introduction to the Technology. (2001) Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213readingzero>

**Bull, K.S.** Introduction to Human Development in Psychology on the Internet: Introduction to the Technology (2001). Located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5103introtech>

Kimball, S. L. and **Bull, K.S.** (2001) Introduction to ENVR 5400 Environmental Problems Analyses Located at <http://home.okstate.edu/homepages.nsf/toc/ENVR5400techtutorial>

Kimball, S. L., and **Bull, K.S.** (2001) Web Tour and Research Tutorial for Environmental Science 5300. Located at <http://home.okstate.edu/homepages.nsf/toc/ENVR5400modulezeroBb>

Miville, M. Rohrbacker, J. M., and **Bull, K.S.** (2001) Finding Your Culture in the School. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading32> . Oklahoma State University, Stillwater, OK. (Revised 2004-2005)

**Kay S. Bull**, Jill Rorbacher, and Marie Miville (2001) . Deconstructing the System: Figuring out How it Works. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading33> . Oklahoma State University, Stillwater, OK. (Revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Presentation Skills I In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading40> . Oklahoma State University, Stillwater, OK. (Revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Presentation Skills II. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading29> . Oklahoma State University, Stillwater, OK. (Revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Strategies for Taking Objective Tests. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading26> . Oklahoma State University, Stillwater, OK (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Strategies for Taking Subjective Tests. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading27> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) Critical Reading. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading28> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.,** and Kimball, S. L. (2001) The Role of Planning and Goal setting in the Learning Process. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading30> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Matching Techniques for Learning to Your Learning Style. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading31> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Kimball, S. L., and Harrist, R. S.** (2001) Reasoning and Characteristics of Critical Thinkers. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading34> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Creating a Positive Attitude Toward Learning. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading35> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Montgomery, D., Harrist, R. S.** and Kimball, S. L. (2001) Techniques for Writing and Asking Questions in Class. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading36> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Critical Thinking Practices and Strategies. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading37> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S.** and Kimball, S. L. (2001) Bases of Critical Thinking and Examples From Different Disciplines. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading38> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L. & Kimball, S. L.** (2001) Learning as Transformation. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading39> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Ethics and Academic Policies. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading41> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Studying Science. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading42> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Studying Mathematics. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at

<http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading43> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Presentation Skills I In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading44> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., and Kimball, S. L.** (2001) Presentation Skills II. In **Bull, K.S., Harrist, R. S.** and Kimball, S. L. (Eds.) *Learning to Learn*. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy1003reading45> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

## 2000

**Bull, K.S.** (2000) Introduction to Computer Mediated Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Introduction to Instructional Systems Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Developing Skills in Reflection. In Oklahoma State University, Quality University Instruction: A Teaching Effectiveness Training Program, <http://home.okstate.edu/homepages.nsf/toc/EDUC5110iep35> Stillwater, OK, Oklahoma State University. (Revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Learning in a Discipline. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Instructional activities under control pedagogy. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Examples to show what can be done on the web. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Searching the Internet. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.



**Bull, K.S.** and Kimball, S. L. (2000) Development of intergenerational communities and curricula. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Tools in constructivist instructional design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Instructional design not tied to pedagogy. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Designing Cooperative/Collaborative Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Instructional design related to learning with a collaborative group. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Collaborative teaching. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Designing Instructional Content: Traditional Instructional . In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Principles of Instructional Design control. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Designing Instructional Content: Constructivist Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Assessment, Evaluation and Measurement. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems

Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Development of an Online Computer Mediated Learning Syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Development of a Collaborative Online Syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S. and Kimball, S. L.** (2000) Design principles for beginning a course. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Motivation. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Student Learning Styles and Differences in Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S. and Kimball, S. L.** (2000) Adaptive Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S. and Kimball, S. L.** (2000) Just-in-time learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S. and Kimball, S. L.** (2000) Scaffolding in CML. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Problem Based Learning Processes. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the

Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Adult Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy6613pc> . Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Assessment, Evaluation & Measurement. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep13> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Student Learning Styles and Differences in Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep5> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating a collaborative online syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep28> (revised 2004-2005)

**Bull, K.S., Montgomery, D. L.,** and Kimball, S. L. (2000) Conducting Discussion Classes In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep17> (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Designing Instructional Content: Constructivist Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep12> (revised 2004-2005)

**Bull, K.S. and Montgomery, D. L.** (2000) Psychologically Secure Environments. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep3> (revised 2004-2005)

**Bull, K.S. Montgomery, D. L.,** and Kimball, S. L. (2000) Designing Instructional Content: Traditional Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep11> (revised 2004-2005)

**Bull, K.S. Montgomery, D. L.,** and Kimball, S. L. (2000) Grading: Examining Alternative Grading Systems and Evaluation. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.),

Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep25> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating a webpage syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep27> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating an Active Learning Environment. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep16> (revised 2004-2005)

**Bull, K.S.** (2000) Adult Learner Characteristics. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep7> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Developing Teaching Portfolios (Pp.) In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep2> (revised 2004-2005)

**Bull, K.S., Montgomery, D.** and Kimball, S. L. (2000) The Lecture. **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep15> (revised 2004-2005)

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Preparing for the First Day of Class In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep30> (revised 2004-2005)

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Case and problem based learning processes. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep19> (revised 2004-2005)

**Bull, K.S., Montgomery, D.** and Kimball, S. L (2000) Questioning Techniques. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep20> (revised 2004-2005)

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Writing Items for Assessment. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction: A Teaching

Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep14> (revised 2004-2005)

**Bull, K.S., Montgomery, D. L.** and Kimball, S. L. (2000) Designing Collaborative/Cooperative Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), Quality University Instruction Online: A Teaching Effectiveness Training Program, Stillwater, OK, Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep10> (revised 2004-2005)

**Bull, K.S.** and Kimball, S. L. (2000) Introduction to Advanced Educational Psychology on the Internet. In **Bull, K.S., Harrist, R. S.** and D. L. Montgomery (Eds.) Advanced Educational Psychology Reader. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213readingzero> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L., & Overton, R.** (2000) Levels of Scaffolding Provided by One-to-One Teaching Techniques on the Internet. In **Bull, K.S., Harrist, R. S.** and **D. L. Montgomery** (Eds.) Advanced Educational Psychology Reader. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213Reading4a> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L., & Overton, R.** (2000) Levels of Scaffolding Provided by One-to-Many Teaching Techniques on the Internet. In **Bull, K.S., Harrist, R. S.** and **D. L. Montgomery** (Eds.) Advanced Educational Psychology Reader. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213Reading4b> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L., & Overton, R.** (2000) Levels of Scaffolding Provided by Many-to-Many Teaching Techniques on the Internet. In **Bull, K.S., Harrist, R. S.** and **D. L. Montgomery** (Eds.) Advanced Educational Psychology Reader. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213Reading4c> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S., Harrist, R. S., Montgomery, D. L., & Overton, R.** (2000) Levels of Scaffolding in One-Alone teaching Materials/Activities on the Internet. In **Bull, K.S., Harrist, R. S.** and **D. L. Montgomery** (Eds.) Advanced Educational Psychology Reader. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213Reading4d> Oklahoma State University, Stillwater, OK. (revised 2004-2005)

**Bull, K.S.** (2000) How to use the Internet to take this course. In **K. S. Bull** Current and Historical Learning Theory. Oklahoma State University, Stillwater, OK. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EPsy5213readingzero> (revised 2004-2005)

**Bull, K.S.** (2000) Introduction to Computer Mediated Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Introduction to Instructional Systems Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) Instructional Systems Design on the Internet,

Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Learning in a Discipline. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Instructional activities under control pedagogy. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Examples to show what can be done on the web. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Searching the Internet. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Development of intergenerational communities and curricula. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Tools in constructivist instructional design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Instructional design not tied to pedagogy. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Designing Cooperative/Collaborative Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Instructional design related to learning with a collaborative group. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Collaborative teaching. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Designing Instructional Content: Traditional Instructional . In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Principles of Instructional Design control. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Designing Instructional Content: Constructivist Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Montgomery, D., Bull, K.S., and Kimball, S. L.** (2000) Assessment, Evaluation and Measurement. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Development of an Online Computer Mediated Learning Syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Development of a Collaborative Online Syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Design principles for beginning a course. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Motivation. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D., and Kimball, S. L.** (2000) Student Learning Styles and Differences in Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Adaptive Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Just-in-time learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S.** and Kimball, S. L. (2000) Scaffolding in CML. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Problem Based Learning Processes. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Adult Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.) *Instructional Systems Design on the Internet*, Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/ISDI>. Oklahoma State University, Stillwater, OK.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Assessment, Evaluation & Measurement. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University. This paper is also located at <http://home.okstate.edu/homepages.nsf/toc/IEP/Assess>

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Student Learning Styles and Differences in Instruction. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep5> Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating a collaborative online syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep28> Stillwater, OK, Oklahoma State University.



**Bull, K.S., Montgomery, D. L.,** and Kimball, S. L. (2000) Conducting discussion Classes. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep17> Stillwater, OK, Oklahoma State University.

**Bull, K.S.** and Kimball, S. L. (2000) Designing Instructional Content: Constructivist Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep12> Stillwater, OK, Oklahoma State University.

**Bull, K.S. and Montgomery, D. L.** (2000) Psychologically Secure Environments. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep3> Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D. L.,** and Kimball, S. L. (2000) Teaching and Motivating Adult (Non-traditional) Learners. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep7> Stillwater, OK, Oklahoma State University.

**Bull, K.S. Montgomery, D. L.,** and Kimball, S. L. (2000) Designing Instructional Content: Traditional Instructional Design. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep11> Stillwater, OK, Oklahoma State University.

**Bull, K.S. Montgomery, D. L.,** and Kimball, S. L. (2000) Identifying & Retaining At-Risk Students. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S. Montgomery, D. L.,** and Kimball, S. L. (2000) Grading: Examining Alternative Grading Systems and Evaluation. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating a webpage syllabus. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Creating an Active Learning Environment. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S.** (2000) Adult Learner Characteristics. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S.** (2000) Teaching Problem Solving and Problem Based Learning. In K. S. Bull, D. Montgomery, and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Developing Teaching Portfolios (Pp.) In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.** and Kimball, S. L. (2000) The Lecture. **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Preparing for the First Day of Class In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Case and problem based learning processes. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.** and Kimball, S. L. (2000) Questioning Techniques. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Montgomery, D., Bull, K.S.,** and Kimball, S. L. (2000) Writing Items for Assessment. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D. L.** and Kimball, S. L. (2000) Designing Collaborative/Cooperative Learning. In **K. S. Bull, D. Montgomery,** and S. L. Kimball (Eds.), *Quality University Instruction Online: A Teaching Effectiveness Training Program*, Stillwater, OK, Oklahoma State University.

**Bull, K.S., Montgomery, D.,** and Kimball, S. L. (2000) Introduction to Developing Instructional Effectiveness. In **K. S. Bull, D. L. Montgomery,** and S. L. Kimball (Eds.) *Quality University Instruction Online: A Basic Teaching Effectiveness Training Program--An Instructional Hypertext*. Stillwater, OK: Oklahoma State University. Hypertext located at <http://home.okstate.edu/homepages.nsf/toc/EDUC5910iep1> (revised 2004-2005)

## PROFESSIONAL PRESENTATIONS

### National and Regional

2004

- Bull, K.S.** and others (2004) Building new and future faculty programs in tight economic times, Symposium presented at the American Psychological Association, Honolulu, HA. August.
- Harrist, R.S.** & Richardson, F.C. (2004, August). Levinas and hermeneutics on ethics and the other. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Harrist, R. S.**, Carlozzi, B. L., McGovern, A. R., & Harrist, A. K. (2004, August). *Psychological and health benefits of writing and talking about life goals*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI
- Montgomery, D.**, Otto, S., Long, C., Thorman, J., & Hull, D. (2005, January). *The Confluence of Research and Arts Programming Working Toward Innovation in Each*. Presented to the 18<sup>th</sup> Annual conference on Interdisciplinary Qualitative Studies. Athens, Georgia.
- Gunzenhauser, M. G., **Montgomery, D.**, Mtshali-Slamini, S., Raouda, N., Malaby, M., & Anderson, G., (2005, January). *Making Arts the Focus in Education: Add-on, Fit-in, or Glue*. Presented to the 18<sup>th</sup> Annual conference on Interdisciplinary Qualitative Studies. Athens, Georgia.
- Otto, S., **Montgomery, D.** VanEman, L, Aydynyan, A., & Circa-Webb, P. (2004, November). *The Unthought Known: Seduced by the Traditional Model of Program Evaluation Even as We Try to Escape It*. Presented to the American Educational Studies Association. Kansas City, Missouri.
- Morella, K. A., Higa, K., Otto, S., & **Montgomery, D.**, (2004, November) *Visiting the Zoo: The Other Side of Inequity in Gifted Education*. Presented to the American Educational Studies Association. Kansas City, Missouri.
- Moon, J., **Montgomery, D.** & Miller, J. (July, 2004). *Profiles of Overexciteabilities for Korean College Students Clustered by Indicators of Multiple Intelligences*. Presented to the 8<sup>th</sup> Biennial Asian-Pacific Conference on Gifted. Korea.
- Gunzenhauser, M. G., Knapp, D., Malaby, M., **Montgomery, D.** & Mtshali-Dlamini, S. (April, 2004). *School-wide Reform through Arts Integration: Cultural Change and Internal Accountability*. Presented to the American Educational Research Association. San Diego, California.
- Barry, N. H., & **Montgomery, D.**, (February, 2004). Arts in Education Teacher Survey. Presented to the Texas Association of Music Educators. Dallas, Texas.
- Cashel, C., & **Montgomery, D.**, (January, 2004). *Wisdom Leadership: Perceptions from the Field*. Presented to the Coalition for Education in the Outdoors Research Symposium, Bradford Woods, Indiana.
- Kaufman, J. S., Ewing, M. E., **Montgomery, D.**, & Hyle, A. (January, 2004). *Memory-work Research: A Methodological Discussion*. Presented to the Qualitative Inquiry in Education, Athens, Georgia.

2003

Lindon, D., & **Montgomery, D.** (October, 2003). *How Business Professionals View Creativity*. Presented to the International Society for the Scientific Study of Subjectivity. Kent State University, Stark, Ohio.

Eason, E. A., & **Montgomery, D.** (August, 2003). *An Exploratory Study of Transpersonal Experience: Meaning, Emotion, and Integration*, Symposium by Daniel Helminiak, Takes on Transpersonal Psychology: Emphases within the Field. Presented to the American Psychological Association, Toronto, Canada.

Hull, D. F., & **Montgomery, D.** (April, 2003). *Effects of Social Justice Holistic-based Curriculum on Advanced Placement English students*. Presented to the International Council for Exceptional Children. Seattle, Washington.

**Montgomery, D.**, Bull, K., Middlebrook, M., & Reid, J. (March, 2003). *A Course for Preparing Rural Students for College: Recruiting Ethnic Teachers and Those Who are First in Their Family to go to College*. Presented to the American Council on Rural Special Education, Salt Lake City, Utah.

**Montgomery, D.**, Jacobs, S., Reid, J., & **Bull, K.** (March, 2003). *Preparing Future Faculty: Rural Settings and Rural Students*. Presented to the American Council on Rural Special Education, Salt Lake City, Utah.

**Montgomery, D.** (January, 2003). *Understanding Subjectivity with Q Methodology*. Presented to the Society of Park and Recreation Educators, Stillwater, Oklahoma.

Winterowd, C., Thomason, N., Worth, S. & **Harrist, R.S.** (2003, November). The relationship of spiritual beliefs and involvement with the experience of anger and stress in college students. Paper presented at the annual convention of the Association for Advancement of Behavior Therapy, Boston, MA.

Robbins, R. & **Harrist, R.S.** (2003, August). American Indian constructionalist family therapy. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Gelfand, S. & **Harrist, R.S.** (2003, March). The ethics of care: A better foundation for social justice. Paper presented at the annual meeting of Psychologists for Social Responsibility, Washington, DC.

Overton, R.L., **Montgomery, D.**, Overton, T. **Bull, K.S.** (2003) Teaching Online Courses in Rural Areas: Ways to Interact. Paper presented at the 23<sup>rd</sup> Annual Conference of the American Council on Rural Special Education, Salt Lake City, UT March.

Overton, R.L., and **Bull, K.S.** (2003) Developing Multilevel Discourse: Technology to Scaffold Learners in Need. Paper presented at the 23<sup>rd</sup> Annual Conference of the American Council on Rural Special Education, Salt Lake City, UT March.

2002

**Bull, K.S.,** Jacobs, S.C., Reid, J., Miville, M., and **Carlozzi, A.** (2002) Preparing Future Faculty, Annual Conference of the Rocky Mountain Educational Research Association 2002 Stillwater Ok, October.

**Montgomery, D.,** & Focht, W. (September, 2002). *Introduction to Q Methodology.* Presented to the International Society for the Scientific Study of Subjectivity, University of Durham, Durham, United Kingdom. [invited pre-conference training session]

**Montgomery, D.,** Hull, D., Hodges, P., & Cathey, J. (September, 2002). *The Role and Meaning of Arts in Education: Perceptions among Oklahomans.* Presented to the International Society for the Scientific Study of Subjectivity, University of Durham, Durham, United Kingdom.

**Montgomery, D.,** & Moon, J. H. (August, 2002). *Profiles of Overexcitabilities (Dabrowski) for Korean High School Students According to Gender and Domain of Study.* Presented to the 7<sup>th</sup> Asia-Pacific conference on giftedness, Bangkok, Thailand.

**Montgomery, D.** (June, 2002). *Meeting the Needs of the Gifted Learner.* Invited to Keynote Gifted Conference, Municipal University of Taipei, Taipei, Taiwan.

**Montgomery, D.,** Hull, D. F., Hodges, P. A. (April, 2002). *Increasing African American Gifted Students Classroom Satisfaction by Infusing Music in the General Curriculum.* Presented to the International Council for Exceptional Children. New York City, New York.

Office of Civil Rights and The Association for the Gifted of the Council for Exceptional Children (April, 2002). Diversity, Gifted and the OCR. **Montgomery** presented on National Legislation). Presented to the International Council for Exceptional Children. New York City, New York. [invited pre-conference institute]

Panel of authors for *Psychology in the Schools, Special Issue, 34(5).* **Montgomery, D.** (February, 2002). *Giftedness and Native American Indian Involvement.* Presented to the National Association of School Psychologists. Chicago, Illinois.

Hodges, P., **Montgomery, D.,** Hull, D. F. (February, 2002). *Arts in Education: Politics in Oklahoma.* Presented to the American Popular Culture Association. Albuquerque, New Mexico.

**Harrist, R. S.** & Gelfand, S. (2002, August). Life history dialogue and the ideal speech situation. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL

Taylor, T., **Harrist, R. S.,** & Carlozzi, B. (2002, October). *The expressive writing paradigm.* Paper presented at the Annual Conference of the Rocky Mountain Education Research Association, Stillwater, OK.

Garner, J., **Harrist, R. S.,** & Carlozzi, B. (2002, October). *Web-based Research Techniques.* Paper presented at the Annual Conference of the Rocky Mountain Education Research Association.

McGovern, A., **Harrist, R. S.**, & Carlozzi, B. (2002, October). *Future directions for research on expressive writing*. Paper presented at the Annual Conference of the Rocky Mountain Education Research Association (October, 2002).

## 2001

CEC team (**Montgomery, D.**) (November, 2001). *Unveiling the CEC Diversity Plan*. Presented to the National Association for Gifted Children, Cincinnati, OH. [invited]

**Montgomery, D.** (October, 2001). *Introduction to Q Method*. Presented to the International Society for the Scientific Study of Subjectivity, Ball State University, Muncie, Indiana. [invited pre-conference institute]

**Montgomery, D.** (May, 2001). *Linking Rural Community Resources to Benefit Their Gifted Students*. Presented to the Wallace Family Conference on Rural Gifted Students, University of Iowa, Cedar Rapids, Iowa. [invited]

**Montgomery, D.**, Ewing, M. E., Kaufman, J., Hyle, A., & Self, P. A. (April 2001). *Girls and Nature: Using Memory Work as a Research Method to Reveal Connection to the Environment through the Senses*. Presented to the American Educational Research Association Annual Conference, Seattle, Washington.

Carlozzi, B., Overton, R. B., **Carlozzi, A.**, and **Bull, K.S.** (2001) Institutionalized preparation of faculty using technology in instruction. Paper presented at the Rocky Mountain Educational Research Association, Las Cruces, NM, November

Carlozzi, B., Overton, R. B., **Carlozzi, A.**, and **Bull, K.S.** (2001) The lack of institutionalized preparation for the next generation of faculty for the used of technology in instruction: A focus on Teaching Assistants. Paper presented at the Rocky Mountain Educational Research Association, Las Cruces, NM, November

Overton, R. B., Carlozzi, B., **Carlozzi, A.**, and **Bull, K.S.** (2001) A comparison of institutionalized commitment to train faculty and teaching assistants for the use of technology in the 21st century. Paper presented at the Rocky Mountain Educational Research Association, Las Cruces, NM, November

**Harrist, R. S.**, Overton, R., and **Bull, K.S.** (2001) Online Scaffolding Strategies for Adult Learners Using Four Teaching/Learning (Paulsen) Formats. The National Conference on the Adult Learner, New Orleans, LA, June.

Overton, R., **Bull, K.S.**, and **Harrist, R. S.** (2001) Product-based Online Courses for Adult Learners: Examples of Development Techniques and Products. The National Conference on the Adult Learner, New Orleans, LA, June.

## 2000

**Bull, K.S.** and **Carlozzi, A.** (2000) Research, generativity, and the Professorate. Symposium presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

**Harrist, R.S.** (2000). Legacy: Conducting life history interviews to cultivate community and a sense of belonging. Invited presentation at the 2000 Native Pathways to Wellness Conference. Oklahoma City, Oklahoma.

**Harrist, S., Bull, K.S.** and Overton, R. (2000) A Model of the Development of Discourse Community: Implications for Understanding Individuals and Groups in Psychology. Presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

**Harrist, R. S.,** Carlozzi, B., de los Santos, J. C., & Bulut, S. (2000, August). An Inquiry into Identity Development via Life History Narratives. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Robbins, R., Miville, M., **Bull, K.S.,** Burriss, M., Harrist, S., Overton, R., and Griffin, J. (2000) An Analysis of Cultural Diversity in Computer Mediated Learning: What we do and do not Know. Symposium presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

Hull, D., **Bull, K.S.,** May, J., Overton, R., **Montgomery, D. Harrist, R. S.,** Griffin, J., and Shuler, P., (2000) Applying Constructivist Design Principles to the Development of a Computer Mediated Learning Course. Presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

**Bull, K.S.,** Barnes, L., **Harrist, R. S.,** Overton, R., Griffin, J., and Shuler, P. (2000) The Process of Developing an Evaluation Instrument to Assess the Quality of Interaction in Video/Internet Instruction: Assessment of Content and Psychological Qualities. Symposium presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

**Harrist, R. S., Bull, K.S.,** and Overton, R. (2000) Exploring the Boundaries of Discourse Communities. Symposium presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

Ryter, K., Overton, R., **Carlozzi, A.,** Harrist, R. S., and **Bull, K.S.** (2000) The OSU Instructional Effectiveness Training Program: Results and Prospects. Presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

Carlozzi, B., **Harrist, R.S.,** Bulat, S., & de los Santos, J. (2000, August). "An examination of life history narratives using Kegan's developmental model." Poster presentation at the American Psychological Association Annual Meeting, Washington, D.C.

**Harrist, R. S. &** Richardson, F. C. (2000, August). Power, Human Action, and Hermeneutic Dialogue: Implications of Habermas' 'Ideal Speech Situation' for life history interviewing. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Overton, R., **Bull, K.S., Harrist, R. S.,** Griffin, J., and Shuler, P. (2000) An Analysis of Component Differences in Syllabi (Traditional Classroom, Internet-based [Supported, Partial, and Fully online] and Web Collaborative) with Implications for Differences in Possible Kinds of Concomitant Learning. Presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

Burris, M., Williams, D., Miville, M., Robbins, R., **Bull, K.S.**, Overton, R., **Harrist, R. S.**, and Griffin, J. (2000) An Analysis of Native Americans in Computer Mediated Learning Classes: What we do and do not Know-- Problems and Opportunities. Presented at the Rocky Mountain Educational Research Association annual meeting, Edmond, OK, November.

**Bull, K.S.** (2000) Four Courses on the Internet: Examples of Differences and Commonalties. Presented at the annual conference of the National Universities Degree Consortium, Washington DC April

**Bull, K.S.**, and Overton, R. (2000) AAUP on the Web: Components and Resources for Developing State Conference Websites, Presented at the American Association of University Professors annual conference, Washington, DC, June

**Bull, K.S.**, and Overton, R. (2000) Developing Campus Chapter Websites: Components and Possible Resources, Presented at the American Association of University Professors annual conference, Washington, DC, June

Overton, R., **Bull, K.S.**, and Harrist, S. (2000) Improving Instructional Effectiveness, Sites which Provide Training in Teaching and Presenting on the Internet, Presented at the American Association of University Professors annual conference, Washington, DC, June

**Bull, K.S.**, Overton, R., Ryter, K., **Carlozzi, A.**, Powell, W. Salyer, B. K. (2000) Migrating an Instructional Effectiveness Training Program from the Classroom to the Internet. Presented at the Adult Learner Conference, Atlanta, GA, May

Ryter, K., **Bull, K.S.**, **Carlozzi, A.**, Powell, W., Salyer, B. K. , and Overton, R. (2000) Procedures for Implementing and an Evaluation of Oklahoma State University's Instructional Effectiveness Training Program. Presented at the Adult Learner Conference, Atlanta, GA, May

Hull, D., **Bull, K.S.**, **Montgomery, D., L.**, and Overton, R. (2000) Designing an Online Introductory Gifted Education Course. Paper accepted for presentation at the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Overton, R., **Bull, K.S.**, and Overton, T. (2000) Using the Internet and Interactive Hypermedia to Provide Inclusion Support for Regular Classroom Teachers. Paper accepted for presentation at the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

Overton, T., Overton, R., and **Bull, K.S.** Tourette's Syndrome—A Misunderstood Neurological Disorder. Classroom Strategies and Techniques for Regular Educators. Paper accepted for presentation at the 20th Annual Conference of the American Council on Rural Special Education, Alexandria, VA, March.

### **State Organization/Convention Presentations**

**2004**

**Bull, K.S.** (2004) Academic Freedom and Governance at the following locations  
Seminole College



Bacone College  
Langston University—Tulsa  
State Conference Summer Institute

**Bull, K.S.** (2004) Grievances and Terminations: AAUP Perspectives. Presentation and the annual conference of the Oklahoma Association of American University Professors, April, Oklahoma City, OK.

**Bull, K.S.** (2004) Grievance Procedures at Oklahoma State University. Presentation and the annual conference of the Oklahoma Association of American University Professors, April, Oklahoma City, OK.

**Bull, K.S.** (2004) Faculty Responsibilities, Preparing faculty university wide presentation, OSU, January

**Montgomery, D.**, *Talent Identification and Development in the Arts*. With Aida Aydinyan, Pam Webb, and Linnea VanEman. Presented to the Oklahoma Association for Gifted, Creative, and Talented. Tulsa, Oklahoma, February, 2004.

### 2003

**Bull, K.S.** (2003) Issues in Post-tenure Review. Summer Institute Oklahoma Conference of the American Association of University Professors, Edmond, OK, July 19.

**Bull, K.S.** (2003) Preparing Future Faculty for Tenure, Promotion and Review. Annual Conference of the Oklahoma Conference of the American Association of University Professors, Edmond, OK, 5 April.

### 2000

Bull, K.S., Caneday, L., and Jacobson, B. (2000) Reappointment, Tenure, and Promotion, College of Education Faculty Development Program, Oklahoma State University, Stillwater OK September.

Montgomery, D., African-American Talent Development with Project CREATES (Connecting Community Resources Encouraging All Teachers to Educate with Spirit). Presented to Texas Diversity Conference, Baylor University, Waco, Texas, October, 2000. . [invited

Montgomery, D., Responding to Perfectionism; Advocacy Techniques for Gifted Education. Presented to the San Diego State Association for Gifted Children. San Diego, California, November, 2000. [invited]

Montgomery, D., Applying Constructivist Design Principles to the Development of a Computer Mediated Learning Course. With Debra F. Hull, Kay S. Bull, James R. May and Robert Overton. Presented to the Rocky Mountain Educational Research Association. Edmond Oklahoma, November, 2000.

Montgomery, D., Girls in their Elements: Women and Science; Memory and Memory-work in the Classroom. Presented to the faculty of the Indiana Academy for Science, Mathematics, and the Humanities. Muncie, Indiana, November, 2000.

Montgomery, D., Discovering and Nurturing Gifts and Talents with Native American Children and Youth. With Debra F. Hull. Presented to Indian Health Service Annual Meeting, Adapting Therapeutic Principles in Native American Communities, Tulsa, Oklahoma, August 2000.

Montgomery, D., Understanding Attention Deficit Disorder in Native American Children and Youth. With Melanie Burris. Presented to Indian Health Service Annual Meeting, Adapting Therapeutic Principles in Native American Communities, Tulsa, Oklahoma, August 2000.

Stinnett, T. A., Bull, K.S., Oehler-Stinnett, J., Cruce, M., and Palmer, L. (2000) Using research teams for graduate and undergraduate psychology students. Annual Faculty Development Mini-Conference on Research and Pedagogy, Oklahoma State University. Stillwater, OK. April.

Bull, K.S., and Overton, R. (2000) AAUP on the Web: Components and Resources for Developing State Conference Websites. Presented at the Oklahoma Conference of the American Association of University Professors annual conference, Edmond, OK, April

Bull, K.S., and Overton, R. (2000) Developing Campus Chapter Websites: Components and Possible Resources. Presented at the Oklahoma Conference of the American Association of University Professors annual conference, Edmond, OK, April

Overton, R., Bull, K.S., and Harrist, S. (2000) Improving Instructional Effectiveness, Sites which Provide Training in Teaching and Presenting on the Internet. Presented at the Oklahoma Conference of the American Association of University Professors annual conference, Edmond, OK, April

### **Miscellaneous Presentations**

**K.S. Bull** (2004) Responsibilities of the Professorate, Training in the Professorate program (two presentations)

**K. S. Bull** (2004) Mentoring PFF

**K. S. Bull** (2004) Alternatives to Behavioral Instructional Design, Tech Tuesday, Sponsored by Faculty Support

**K. S. Bull** (2004) Quantitative Methodology. Educational Psychology Club.

**K. S. Bull** (2004) AAUP and Unions, Spring General Faculty Meeting, April.

**K. S. Bull** (2004) Developing Philosophy Statements (two presentations) PFF

**K. S. Bull** (2004) Questions You may be Asked and Should be Prepared to Answer. PFF, April

**K. S. Bull** (2004) Interviewing a New Department Questions to Ask Before and During the Interview, PFF, April

**K. S. Bull** (2003) Portfolios and Philosophies, PFF, December

**Bull, K.S.** (2000) Three Courses on the Internet: Examples of Differences and Commonalties.  
Presented at the Internet Course Development Brown Bag, Oklahoma State University, February.