The Dorothy J. McGinnis Reading Center and Clinic received a grant from Target for its Power of Early Reading and Literacy (PEaRL) Program. The clinic announced a partnership with Target in recognition of its efforts to provide community outreach literacy support through research-based and culturally relevant ways to help families support their child’s literacy development with a focus on both academic and life outcomes.

Through the PEaRL Program, the McGinnis Reading Center and Clinic will organize eight (8) family literacy celebrations during the one-year period of funding. These events will be hosted by reading specialists from the literacy studies graduate program at WMU. These community events will provide opportunities for families to learn about literacy in ways that value their life experiences. Families will participate with word games, cultural literacy practices, homemade materials, and many other reading, writing, and communication activities related to their daily lives. These events will support families to foster a love of reading with their children and will provide books and parent resources. Literacy resources, books and dinner will be provided for families.

“The Dorothy J. McGinnis Reading Center and Clinic is a service-learning non-profit reading center that advocates and supports family literacy as a powerful tool for building academic and life-long success for every learner,” said Dr. Susan Piazza, the reading clinic director.

This grant is part of ongoing efforts by Target to strengthen families and communities throughout the country. Since opening its doors, Target has given 5 percent of its income to organizations that support education, the arts, social services and volunteerism.

Today that equals more than $3 million every week.

“At Target, our local grants are making a difference in the communities we serve,” said Laysha Ward, president, community relations, Target. “We’re proud to partner with [nonprofit organization] as part of our ongoing commitment to give back to the communities where our guests and team members live and work.”
Welcome to this edition of the College of Education and Human Development quarterly newsletter. As a newcomer to Western Michigan University and the College of Education and Human Development, I am honored and pleased to serve as Dean of our college. I have been impressed with the quality of both our college and the university. The work we are engaged in within the CoEHD is top flight and the future looks very positive.

In an effort to keep you informed with the happenings and news within the college we have launched this publication under the very capable direction of Ms. Jillian Grosscup, Coordinator of Marketing and Communications. We also hope that this publication will serve as a means by which we can celebrate and share with each of you the accomplishments of our talented faculty, staff and students.

Given that fall semester is underway, there is much to celebrate within our college and we will bring attention to the many accomplishments within this issue. I am pleased to announce that Dr. Katharine Cummings has assumed the role as Director of Teacher Education for the college in addition to her role as Associate Dean and NCATE Coordinator.

If you have been on campus lately, you are most certainly aware of the construction of the new Sangren Hall. We are excited about the construction of our new facility and eagerly await each phase of construction.

We are also pleased with our latest report card received from the Teacher Preparation Performance Score identifying us as an Exemplary Program in teacher education. Many thanks to our faculty, advisors and staff associated with our teacher education program for their leadership in the preparation of our students.

I would also like to congratulate many of our faculty and staff members for their efforts in securing external funding to support our research and personnel preparation efforts. These include:

- Drs. Jianping Shen and Van Cooley who received a five-year, $3.5-million grant in order to collaborate with 12 high-need school districts in Michigan to conduct Learning-Centered Leadership Development.

- Marcia Fetters and Tabitha Mingus have been working with the Woodrow Wilson Teaching Fellowship that seeks to attract talented, committed individuals with backgrounds in the STEM fields—science, technology, engineering, and mathematics—into teaching in high-need secondary schools in Indiana, Michigan, and Ohio.

- Laura Ciccantell and Katharine Cummings’ 5-year $1.1 million TRiO project which is a federal grant to support the success, retention, and graduation of students in teacher education programs. Laura Ciccantell, Director of Advising, prepared the grant proposal which provides for services to qualifying students in any teacher education program.

- Jennipher Wiebold’s $748,843 Rehabilitation Long-Term Training -- Vocational Rehabilitation Counseling grant from the U.S. Department of Education, Rehabilitation Services Administration to support students seeking the rehabilitation counseling degree options at WMU.

In closing, the College of Education and Human Development is a college with quality programs and personnel. Our talented and caring faculty and staff strive to model the student-centeredness that is the campus culture at Western Michigan University. We are grateful for the opportunity to share news of our efforts with you and we look forward to your continued support.

Kind regards,

John J. Wheeler, Ph.D.
Weekly issues of “Over the Fence” are available on the College of Education and Human Development web site. The “Over the Fence” newsletter provides up-to-date information on the Sangren Hall building site including progress and photos.

Over the past two months, the remnants of south Sangren have been removed from the job site and all of the rubble and left over materials were cleared from the site. The drive between Henry Hall and existing Sangren was reworked in order to provide a clear path for deliveries and maintenance services. A new masonry wall was built to close off the space where south and north Sangren once connected.

Preparation of the site and underground excavation work was completed including a new steam line and electrical conduits which house the electrical wiring for the new building. The site has been prepared for the beginning of the foundation and footings, which first consisted of the mass excavation of the top six feet of soil. First, the molds are installed which will provide the proper shape for the footings. The footings are poured, then the walls for the foundation are installed. Once complete, the cement is the poured to form the foundation walls. This process will take the next several weeks to complete.

With demolition now complete, and the fence in place, we anticipate construction starting on the new Sangren Hall in early November.
In early August, Dietetics students Shweta Ingle and Pam Bartley from the Department of Family and Consumer Sciences in conjunction with the Lewis Walker Institute on campus organized a booth with the theme, “Eat Well, Kalamazoo.” The event, organized by the Mothers of Hope, was part of the “Ultimate Family Reunion” in Kalamazoo. The free event combined food and fun, with services to improve public health.

Congratulations to Mary Roobol, alumna, who earned her National Board Certification from the National Board for Professional Teaching Standards. Her certificate is in the area of Early Adolescence Science. Roobol, who serves as Science Department chair and Environmental Club co-sponsor at North Middle, is now one of only four faculty members in the Portage Public School District with NBCT certification. At WMU she earned a B.S in elementary education (1991) and a M.A. in career and technical education (2003). Roobol has been on the NMS faculty since 1993 teaching math, language arts, and science.

CECP Counselor Education doctoral student Tiffany K. Lee, MA, was recently awarded a competitive research grant from the Association of Counselor Education and Supervision to support her dissertation research, titled “Implementation of the 2009 CACREP Standards Substance Abuse Competencies.” She will survey program directors of accredited programs around the country and interview leaders in the area of Substance Abuse Counseling in this mixed-method study. Dr. Gary Bischof serves as doctoral chair.

CECP Counseling Psychology doctoral student Alyssa Ford has recently been named to receive the George and Beatrice Fisher Gerontology Dissertation Prize for 2010. This annual endowed University award recognizes doctoral dissertations that best advance the study and understanding of the process of aging. Alyssa’s dissertation is on “Variables Impacting Psychological and Social Well-being among Adults 65 and Older Receiving Family Care.” Her doctoral chair is Dr. Mary Z. Anderson.

Dr. Teresa Lance, Dr. James Croteau and Dr. Mary Z. Anderson in the Department of Counselor Education and Counseling Psychology have published an article on “Improving measurement of workplace sexual identity management” in Career Development Quarterly. Teresa is graduate of the counseling psychology doctoral program and the research is based on her dissertation research under the direction of Drs. Croteau and Anderson.

Drs. Eric Sauer and Mary Z. Anderson in the Department of Counselor Education and Counseling Psychology along with counseling psychology doctoral student alumni Chris Richmond and Lara Preacco have a paper in press in Psychotherapy Research: “Client attachment orientations, working alliances, and responses to treatment: A psychology training clinic study.”

Doctoral student Jiangang Xia of Educational Leadership in the Department of Educational Leadership, Research and Technology was selected and attended the 2010 International Database Training Seminar in Washington, D.C. from August 23, through August 25, 2010. This 3-day seminar was sponsored by the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education, on the use of NCES International Databases: the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study(TIMSS), and the Progress in International Reading Literacy Study (PIRLS). This seminar is open to advanced graduate students and faculty members from colleges and universities nationwide and to researchers, education practitioners, and policy analysts from state and local education agencies and professional associations. The overall goal of the seminar is to provide researchers with opportunities to gain access to some of the most comprehensive education data resources in the nation and to use the PISA, TIMSS, and/or PIRLS data in substantive research.

Congratulations to Janine Putnam, fifth-year student, Elementary Education major and Social Studies and Language Arts minor for being crowned 2010 Homecoming Queen! She was nominated by Omicron Sigma Lambda. Janine is currently involved in many activities including, National Residence Hall Honorary (2009 – present), New Student Orientation Intern (2010–present), Omicron Sigma Lambda, President (2010 – present), Western Student Association Senator (2010 – present). Interesting Fact: “My dream is to be a part of and a leader in a stronger and prospering education system for our nation’s youth.”
In a forthcoming publication of the Journal of Educational Research, Drs. Jeffrey Jones, Gary Miron, and Allison Kelaher-Young of the College of Education and Human Development report on “The Kalamazoo Promise and Perceived Changes in Teacher Beliefs, Expectations, and Behaviors.” High teacher expectations are an essential component of quality education, and are known to lead to positive outcomes for students. Perceptions of change were accessed through interpretive interviews with principals, counselors, teachers, and through interviews and surveys with students in the school district. Educators and students report marked improvements in teacher attitudes and behaviors since the announcement of the Kalamazoo Promise. This paper discusses the implications of research findings and the potential of this scholarship program as a catalyst for systemic change in the district.

Dr. Carla Adkison-Bradley, Professor, Department of Counselor Education and Counseling Psychology, has been invited to be a presenter/faculty in a 2011 Johns Hopkins University Summer Seminar Program. This program selects counselor education faculty from various parts of the United States to share their expertise with graduate students, practitioners returning to accumulate the post-Masters credits to obtain a license as a counselor, and licensed counselors interested in continuing education for the purpose of license renewal.

Dr. Robert Leneway, associate professor of educational technology gave an invited opening keynote address to about 550 attendees at the national College Computer and Electronic Show (C2ES) in Madison, Wisconsin on June 9. His presentation, sponsored by Adobe, Inc. to college book store/campus computer store managers and campus computer product resellers, was titled "Serving the Rewired College Student in a Wireless World of Back-lit Books.

Dr. Robert Bensley (Department of Health, Physical Education and Recreation) recently published Travels with Livingstone: An American Family’s Journey into South African Culture, a travelogue that follows his professional and personal experiences while engaging in a six-month sabbatical experience working at what is now the Nelson Mandela Metropolitan University in Port Elizabeth, South Africa. His book chronicles his professional and personal experiences as both he and his family delve into post-Apartheid South Africa. He humorously tells the story of his exploits in transforming his own “third-culture kid” yearnings onto his children as they dive head first into the heart of South African culture. The adventure begins as the Bensley family first learns of the opportunity; follows their exploits as they engage in, embrace, and experience South Africa; and carries through to when they return back to the U.S. Simple daily living—including fascination with South African schools, a myriad of new and interesting foods, off-road adventures and mishaps in their adopted Land Rover “Livingstone,” wild animals, crisscrossing the countryside, and a deep dive into the poverty and shacks that are a bold remnant of a once oppressive government system—becomes a central focus of this story.

Dr. Esther Cappon Gray, associate professor of Literacy Studies in the Department of Special Education and Literacy Studies, recently published a chapter in Literacy, the Arts and Multimodality (2010, Peggy Albers and Jennifer Sanders editors, National Council of Teachers of English [NCTE], Urbana, IL.) The chapter, “Inventing a Drama World as a Place to Learn: Student Discoveries While Speaking and Writing in Role as Fictional Workers,” analyzes the impact of improvised drama episodes on the understandings of the Holocaust which high school juniors and seniors developed during a Holocaust literature unit which Gray co-taught with Susan Thetard, a high school English and theater teacher. After their five-week intervention, Gray and Thetard concluded that, “The success of students…whose previous marginal work in the course improved with drama, and whose students whose heritage languages were not English, would support the use of process drama with students who find reading and writing challenging, including those for whom English is a new language.” (p. 107.) Literacy, the Arts and Multimodality, includes classroom-based pieces about integrating opera into literature study, composing through both art and writing, bringing filmmaking into the language arts classroom, and exploring the experiences of digital video production by students. The book was developed by members of the NCTE Commission on Arts and Literacies [COAL] on which Gray has been active since she was one of its founders in 2004. Students in schools today have diverse learning styles and inhabit a multimodal world in which they are both readers and creators of texts. The NCTE Commission on Arts and Literacies has assumed the mission of advancing teaching, research, and theory in the arts, multimodalities, and new literacies in ways that embrace such meaning-making approaches as essential components of literacy learning. COAL works to identify pedagogically sound strategies that integrate the arts, multimodalities, and new literacies with traditional literacy education to promote successful learning.

Eta Sigma Gamma is pleased to present the 2010 Distinguished Service Award to Amos O. Aduroja, associate professor of health education at Western Michigan University. Dr. Aduroja exemplifies what the DSA award recognizes; working tirelessly to further the ideals of the honorary through teaching, service, and research. Amos also continues to serve the national office of Eta Sigma Gamma as an associate editor and reviewer for the Health Educator: Journal of Eta Sigma Gamma. Because of his tireless efforts, Dr. Aduroja has received numerous awards, two of which are from Eta Sigma Gamma. He was a 2007 recipient of the Warren Schaller Presidential Citation Award and the 2009 faculty sponsor of the year award.
Dr. Adam Manley, Assistant Professor of CTE, has been appointed to the Association of Career and Technical Education (ACTE) Perkins Reauthorization Committee. This committee of individuals from around the country, will decide what ACTE recommendations will be for the reauthorization of the Carl D. Perkins Career and Technical Education Act. ACTE is the largest association in the field of CTE with membership from CTE educators, administrators, researchers, guidance counselors and others involved in planning and conducting CTE programs at the secondary, post-secondary and adult levels. The Perkins Act is the Department of Education’s largest single investment in America’s high schools. Reauthorized every 6 years, this Act helps support national, state, and local CTE programs by providing roughly $2 billion annually in federal funds. Dr. Manley was appointed to this committee because of his doctoral research on the Perkins Act. The committee plans to meet at ACTE’s annual conference in Las Vegas, NV this November and at ACTE’s annual policy conference in Washington, D.C. next March.

Indiana University associate professor Luise Prior McCarty gave a talk about cosmopolitan education at the Bernhard Center on Friday, October 1st. The event was sponsored by TLES and the Haenicke Institute as a part of the Haenicke Institute’s Globalization Brownbag Series. In her talk, titled “Educating the Cosmopolitan Self: From Local to Global and from Harmony to Conflict,” Dr. McCarty examined different visions of cosmopolitanism and identified attitudes that reflect not only an appreciation for open-mindedness and harmony but also a willingness to attend to cultural difference, strangeness and even conflict.

Dr. Gary H. Bischof, Professor in CECP and Coordinator of the Master’s degree program in Marriage, Couple & Family Counseling was recently selected to serve a one-year term as Chair of the Elections Council of the American Association for Marriage and Family Therapy, the primary professional organization in the field.

Dr. Gary H. Bischof co-presented a workshop titled Transgender Couples: Issues and Clinical Implications for Couple Therapists at the American Association for Marriage and Family Therapy annual conference in Atlanta, GA. Co-presenters included Dr. Kristen Benson of North Dakota State University and recent CECP master’s graduates Erin Thompson and Heather Wagner. Dr. Bischof also presented a poster at the same conference with CECP graduates and students Erin Thompson, Heather Wagner, Kerrie Krahn, & Kate Salada. The poster was titled: Transgendered & Partners: Couple & Sexual Relationships.

Family Studies faculty member Bryce Dickey is engaged in the Everyone Counts! faculty/professional learning community (FPLC). This year-long experience involves regular meetings with a diverse group of people who discuss literature on diversity, share best practices, listen to guest speakers, attend workshops and conferences, and dialogue around challenges and opportunities for cultural competence. WMU is committed to becoming a truly diverse and inclusive university where students, faculty, and staff of all backgrounds, nationalities, and identities feel welcomed, included, and have equal access to the resources they need. A key component of the FPLC are the campus projects that each member completes.

Dr. Alan Hovestadt, Professor in Counselor Education and Counseling Psychology, received the "Outstanding Contributions to Marriage and Family Therapy Award" September 24, 2010 in Atlanta at the American Association for Marriage and Family Therapy (AAMFT) 68th Annual Conference. The 24,000 member AAMFT grants this award to honor accomplishments that are career long and exceptional contributing to the development of the profession and practice of Marriage and Family Therapy. Dr. Hovestadt was honored for his distinguished record in the areas of marriage and family therapy training, publications and scholarly contributions, as well as exemplary professional leadership. Over the last 35 years he has a prominent record of publications and presentations in the areas of Family of Origin Therapy, Intergenerational Relationships and Alexithymia, Rural Mental Health Care, and Professional Issues in Family Therapy. Most noteworthy are his contributions related to his research and writing on Family of Origin Therapy/Intergenerational Family Therapy. Hovestadt and his team of researchers co-developed the Family of Origin Scale in 1985 and the Family of Origin Expressive Atmosphere Scale in 2000, which has made a significant contribution to the research in the field. Hovestadt’s professional leadership spans four decades and includes service as President of two AAMFT Divisions (Texas and Michigan), Board Member and Treasurer of AAMFT during the 1980’s and 90’s, and service as President during the 2000’s.
Family Life and the Military

In past years, the Family Studies program has offered a one-credit, one-weekend course on military families. This year, Dr. Karen Blaisure has expanded the course to three credits and is offering it on six Saturdays at WMU’s Grand Rapids Center on Beltline. Enrolled students include those from the undergraduate family studies program and graduate students from the Family Life Education concentration, student affairs, and counseling psychology.

A similar course is offered at the same time by Tara Saathoff-Wells, a faculty member in the department of Child Development and Family Studies and Director of the Women’s Studies Program at Central Michigan University. The WMU and CMU classes are linked through polycommunication technology, allowing students to see and speak with one another and guest speakers to present to both classes simultaneously. Students from both classes will meet one another when they visit the Air National Guard Base in Battle Creek. This field trip will provide some students their first view of a military installation. Ms. Robin Berry, the program manager for Airman and Family Readiness, will host the students and faculty while on base and describe services available for military families. Ms. Berry also serves on the WMU Family Studies Advisory Board.

Fellowships help STEM alumni reform science and math teaching

People with science, mathematics and engineering degrees who want to be part of a national effort to reform the way math and science are taught in the United States have a new option—a graduate fellowship program that offers a $30,000 stipend and a chance to spend a transformative year earning a master’s degree and teaching in a high-need middle or high school classroom.

Western Michigan University is one of six Michigan universities now accepting applications for entry into the W.K. Kellogg Foundation’s Woodrow Wilson Michigan Teaching Fellowship Program. Foundation officials will be on campus for an information session about the program at 7 p.m. Tuesday, Nov. 16, in Room 1040 of the Fetzer Center.

A total of 20 fellowships will be available in each of the next two years at WMU and at the five other schools in the Michigan program. Applications for the two final rounds of consideration for 2011 are due Dec. 1 and Jan. 12, respectively. Complete information and application details are available at www.wwteachingfellowship.org.

The fellowship program is aimed at those with bachelor’s degrees in science, technology, engineering and mathematics—known as STEM programs. The Michigan fellowships were unveiled early this year by President Barack Obama during a Washington, D.C., news conference. The program, which already exists in Indiana, begins next year in both Michigan and Ohio. In Michigan, it will be funded by a $16.7 million grant from the W.K. Kellogg Foundation.

The opportunity is open to career changers who already hold undergraduate degrees in the arts and sciences as well as recent grads and students who will graduate this year. Those selected will attend an enriched, school-based master’s-level teacher education program. Throughout the program, their coursework will be blended with teaching experiences completed alongside a master teacher in a high-need middle or high school classroom.

“This is an amazing career opportunity for alumni and community members who are interested in changing careers and also for students graduating this year in STEM fields,” says Dr. Marcia Fetters, associate professor of teaching, learning and educational studies who co-directs the fellowship program at WMU with Dr. Tabitha Mingus, associate professor of mathematics. “Fellows are trained in an intense mentoring experience with master teachers. When they complete the program, they will become part of an elite national network of Woodrow Wilson Fellows who are thoughtful leaders and advocates for reform.”

At WMU, the program will be a strong field-based effort focused on preparing teachers for work in urban settings. The University has partnered with two large school districts—Benton Harbor Area Schools and Kalamazoo Public Schools—to ensure fellows have a wealth of experience in the classroom. The fellowship program at WMU will lead to initial certification in mathematics, chemistry and physics. Certification will be earned in the first year of the fellowship program, and the program will ultimately lead to a master’s degree.

Michigan universities selected in addition to WMU are Eastern Michigan University, Grand Valley State University, Michigan State University, University of Michigan—Ann Arbor and Wayne State University. Across Michigan, the fellowship will prepare 240 teachers for two years beginning in summer 2011. Over the course of the program, approximately 90,000 students will receive high-quality instruction in the critical STEM subject areas from teaching fellows in their first three years in the classroom.

The first round of fellowship awards will be announced in April. Fellows will begin their studies in May 2011. A three-year commitment to teaching in one of Michigan’s high need districts is part of the fellowship program. The first cohort of fellows will seek teaching positions for fall 2012 employment in high-need districts around the state. Through the fellowship program and during their first three years of teaching, they will receive intensive support and mentoring to encourage them to continue their professional development and work with Michigan youth.

For more information about the WMU program, visit www.wmich.edu/education/fellowships.
Counselor Education and Counseling Psychology Awarded $748,843 Rehabilitation Counseling Grant

The Department of Counselor Education and Counseling Psychology (CECP) in Western Michigan University’s College of Education and Human Development (CoEHD) and the Department of Blindness and Low Vision Studies (BLS) of the College of Health and Human Services (CHHS) have been awarded a five-year, $748,843 Rehabilitation Long-Term Training — Vocational Rehabilitation Counseling grant from the U.S. Department of Education, Rehabilitation Services Administration to support students seeking the rehabilitation counseling degree options at WMU. CECP offers a 53 credit hour rehabilitation counseling Master’s degree and a 76 credit hour dual Master’s degree rehabilitation counseling specializing in blindness and low vision program in conjunction with support from the Department of Blindness and Low Vision Studies (BLS). The purpose of the long term training grant in vocational rehabilitation counseling is to prepare 30 qualified rehabilitation counseling (RC) and rehabilitation counseling specializing in blindness and low vision (RCT) graduates to address personnel shortages and to increasing the knowledge of RC/RCT students about the role and responsibilities of the vocational rehabilitation (VR) counselor and of the benefits of employment as a rehabilitation counselor in State Federal Rehabilitation Services Agencies such as the Michigan Department of Labor and Economic Growth (DELEG)/Michigan Rehabilitation Services (MRS) and the Michigan Commission for the Blind (MCB). The grant averages $150,000 per year with subsequent funding based on annual performance through the five year grant cycle. Nearly 89% of the grant budget directly funds rehabilitation counseling students at WMU. Dr. Jennipher Wiebold, Associate Professor and the RC/RCT Program Coordinator, is the Principal Investigator with Drs. James Leja, Professor and Chair of Blindness and Low Vision Studies, and Dr. Patrick Munley, Professor and Chair of Counselor Education and Counseling Psychology, as Co-Project Directors. If you would like to learn more about the rehabilitation counseling programs at WMU, please contact the RC/RCT Program Coordinator and RC/RCT RSA Rehabilitation Counseling Grant Principal Investigator, Dr. Jennipher Wiebold at jennipher.wiebold@wmich.edu.

Adapted Physical Education Receives $1.18 Million Grant

Dr. Jiabei Zhang, professor, received a federal grant of $1.18 million funded by the U.S. Department of Education. This grant will be used to develop and maintain Using a Hybrid Online Master’s Degree Program for Preparing Qualified Adapted Physical Education Teachers. This project addresses an extensive distance learning need expressed by many potential applicants in Michigan and other states in the nation. It also addresses preparing qualified personnel to meet the significant need for more qualified adapted PE teachers in public schools. It is the first such online program in special (adapted) physical education in the country. Graduate students accepted into this program will take up to 27 credit hours of online courses with and at least 9 credit hours of traditional courses with. They will be granted free tuition and textbooks. This project will start in Spring 2011. Please contact Dr. Jiabei Zhang at ZHANGJ@wmich.edu or (269) 387-2949 if you are interested in this program.
Advising Office Receives $1.1 Million Student Success Grant

Laura Ciccantell, Advising Director, and Dr. Katharine Cummings, Associate Dean, received a 5-year $1.1 Million TRiO Student Success Support Services grant from the U.S. Department of Education to improve retention and graduation rates of first-generation, income eligible students in teacher preparation programs. Housed in the Office of Admissions and Advising, the Future Educator Success Program (FESP) will partner with the College of Education and Human Development faculty to provide advising, tutoring, MTTC preparation, financial literacy, scholarships, leadership and professional development, and graduate school preparation to 140 participants annually. For more information, please contact Laura Ciccantell at coehd-fesp@wmich.edu.

WMU Wins $2 million for Four-Year Literacy Project

A nearly $2 million grant from the U.S. Department of Education will help Western Michigan University researchers and partners at institutions in three other states develop a new test to identify language and literacy problems in children, leading to earlier treatment and better outcomes. The grant is from the National Center for Special Education Research in the Department of Education’s Institute of Education Sciences and has been awarded to Dr. Nickola Wolf Nelson, professor of speech pathology and audiology and director of WMU’s doctoral program in Interdisciplinary Health Sciences, in collaboration with Dr. Brooks Applegate, professor of educational leadership, research and technology. The four-year project will let researchers at WMU and partner institutions in North Carolina, Florida and Arizona design a test based on recent advances in understanding how the brain processes language, while using a model that teachers, parents and students will understand.

$3.5 Million Learning-Centered Leadership Development Grant

Drs. Jianping Shen and Van Cooley received a five-year, $3.5-million grant in order to collaborate with 12 high-need school districts in Michigan to conduct Learning-Centered Leadership Development for 50 practicing and 50 aspiring principals, with each pair of practicing and aspiring principals recruited from the same school to facilitate the project activities. The proposed project intends to improve participants’ leadership and, ultimately, student achievement. Among others, the proposed project will validate a curriculum to improve principal leadership to enhance student achievement. It will not only benefit the participating districts, but also provide a validated curriculum for Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association for state-wide training. WMU was one of the 14 grantees awarded under the 2010 federal School Leadership Program.
Congratulations to this year’s College of Education and Human Development Scholarship winners.

Lee O. Baker Scholarship
- Whitney Martin
- Jessica Zokas

Beilfuss Scholarship Fund
- Steven Bronsted
- Kimberly Grgurich
- Alissa King
- Kyle Liechty
- Brian Schultz

Captain Robert E.T. Beisel Jr. Graduate Scholarship
- April Bingham
- Tamiko Garrett
- Tiffany Lunk
- Ashley McCurry
- Regina Meyer
- Anna Van Wyck
- Stefanie Wind

Robert and Diane Betz Award for Doctoral Studies in Counselor Education and Counseling Psychology
- Allison Buller
- Rebecca Klott

Margaret Isobel Black Scholarship
- Allison Haake
- Melissa Nichols

Jane Blackburn Memorial Scholarship for Undergraduates in Elementary Education
- Sara Coleman

Agnes Robb Bouyoucos International Internship Fund for the College of Education and Human Development
- Kasey Fuller
- Joelle Fundaro

Robert O. Brinkerhoff Scholarship for Human Resources Development
- Idaraobong Akpan

Kenneth Bullmer Scholarship for Doctoral Students in Counseling Psychology
- Regina Meyer

Lofton Burge Educational Scholarship
- Kristin Abbott
- Elizabeth Ablan
- Amanda Anderson
- Lisa Baranowski
- Allison Bentley
- Kenzie Clancy
- Emily Clanton
- Katherine Fedosuk
- Brynne Hall
- Jillian Haney
- Jillian Hoydic
- Marissa Ingle
- Alyssa Jensen
- Elizabeth Lutz

Carolyn L. Burnett Endowment for Teacher Training
- John Gipson, Jr.
- Ashley Hess
- Maureen Mead

Lofton and Georgiann Burge Scholarship for Undergraduates in Elementary Education
- Kayde Gudzianowski
- Tera Kaser
- Ashlie LeMieux
- Cortney Ludwig
- Jaclyn Marquardt
- Cynthia Retterer
- Erica Root
- Stephanie Thomas
- Andrea Van Dyk
- Diane Wetmore

Katherine Pratt Burrell Education Scholarship
- Emilee Harp

Kelly Carman Memorial Scholarship
- Marcia Moore

Homer J. Carter Graduate Scholarship
- Carole Boal
- Kimberly Dubbink
- Tonja Hodgson
- Lauren Pott

Dorothy H. and Cora Hurd Charles Scholarship
- Melissa Braunz
- Chad Shafter

Patricia A. Chisholm Endowment for Theatre Education
- Kylie Allen
- Alyssa Boyle
- Bradly Lemmen
- Kayla Marshall
- Katelynn Nixon
- Thomas Spisch

College of Education and Human Development Scholarship in Teacher Education
- Heather White

College of Education and Human Development Undergraduate Scholarship
- Veronica Barajas
- Emma Bolan
- Charity Brown
- Kayla Church
- Kayla Daniels
- David Dietz
- Erin Fauldersack
- Amanda Fenton
- Amber Green
- Katherine Hendricks
- Charlene Holmes
- Hope Hooton
- Anna Killoran
- Cassandra Little
- Sarah McQuitty
- Maureen Mead
- Danielle Reese
- Elizabeth Rummund
- Shelaya Sanchez
- Kelli Smith
- Katherine Snegowski
- Stephanie Sorenson
- Hailey Tanner

Velma and Harry Cotterill Endowment for the College of Education and Human Development
- Tonya Morton
- Lisa Wynn

Counselor Education and Counseling Psychology Alumni Scholarship
- Allison Buller
- Anne Nesvacil Jones

Counselor Education and Counseling Psychology Graduate Research and Creative Scholars Award
- Christina Stuive

Counselor Education and Counseling Psychology Graduate Teaching Effectiveness Award
- Angela Kent

Harriett Kiser Creed Scholarship
- Kelly L. Bosier
- Chad D. Shafter

DeLa M. and Dora D. DeMaso Scholarship
- Erika Sorenson

Zora and Frank Ellsworth Scholarship
- Alyssa Kabarowski
- Aubrie Miller
- Joshua Perkins
- Laura Rogers
- Katelyn VanDonselaar

John W. and Evelyn M. Fry English Scholarship Fund
- Joshua Soderbog

Forgrave-Anderson Scholarship
- Linsay Bloor
- Emma Trabue

Fund for the Advancement of Minorities in Education (FAME)
- Jessica Allen
- Darius Green
- Trista Kelly
- Evelyn Phillips
- Jesse Washington-Bragg

Chrstal Grady Family & Consumer Science Scholarship
- Rochelle Krueger
- Kataoka Martinez
- Sarah McQuitty
- Melissa Vance

Paul and Phyllis Griffith Endowed Scholarship for Outstanding Promise as a Student Affairs Professional
- Sarah Anderson
- Brian Kersy

Alfred Griffin Scholarship
- Mischa Lipsey
Lucille J. Haines Education Scholarship
Sara Coleman
Joelle Fundaro
Kayde Gudzikowski
Jillian Haney
Tera Kaser
Jaclyn Marquardt
Lindsey Miller
Erica Root
Andrea Van Dyk
Diane Wetmore
Amy Young

Marion I. Hall Endowment Scholarship
Antonio Boggiorno
Ryan Johnson
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Andrew Mains
Kristin Miller

Rose M. Iciek Memorial Scholarship for Elementary and Secondary Education
Briana Koehn
Lisa Pastorino
Renee Russo
Amira Shammash
Lottie Sikora
Erika Sorenson
Tara Strakalaitis
 Rachael Sturgeon

Donald Merrill Jackson Memorial Scholarship in Sports Studies
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Janet M. Jones
Endowment Scholarship
Sheila Dible

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Anne Vayre

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Brittany Nelson

Arthur & Margaret Manske Outstanding Master’s Student in School Counseling
Wanda Couch

Florence E. and Vernon A. Martin Prestigious Education Scholarship
Charity Brown
Lauren Dixon
Joshua Grow
Cynthia Retterer
Leah Thibaudieu
Lisa Wynn

Rebecca Wells Marvin Interior Design Scholarship
Kelly Timmer

Beulah and Harold McKee Scholarship in Early Childhood Education
Allison Breisach
Lindsey Miller
Stephanie Thomas
Kayci White

McKinley Financial Foundation Endowed Scholarship
Zenia Sustaita

Lucille Abbott Nobbs/ABE Endowed Scholarship
Carol Prisano

Outstanding Alumni Award
Johanna Nilsson

Outstanding Doctoral Student in Counseling Psychology
Amy Cavanaugh

Outstanding Master’s Student in Counselor Education and Counseling Psychology
Molly Beagle

Maija Petersens Endowment for Dietetics Internship
Lindsey Bell

E. Arthur and Lorna Pierre Scholarship
Amber Green

Candace Roell Endowed Graduate Scholarship for Physical Education
Thomas Schultz

Neil L. and Letta C. Schoenhals Undergraduate Memorial Scholarship
Keith Brewer
Francis Schlaut
Bradley Smith

Marcia/Vincent and Avis Leo “Mike” Sebaly Scholarship
John Gipson, Jr.

Norman E. Slack Endowed Scholarship
Melissa Sauter

Samuel Kenneth Smart, Jr. Scholarship
Elysha Cloyd
Amanda Fenston
Emily Proctor
Emma Trabue
Kayci White

State Farm Foundation Unendowed Teacher Scholarship
Katherine Fedosuk
Jennalin Raitz
Zenia Sustaita

Merze Tate Scholarship
Idaraobong Akpan
Chris Cowlis
Sheila Dible
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Marissa Ingle
Megan Jerant
Thomas Ledbetter
Cassandra Little
Elizabeth Lutz
Myles Martin
Katelynn Nixon
Jasmine Rhodes
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Anna Vayre
Deborah Sue Walker-Francisco
Heather White

Howard E. Thompson Endowed Scholarship Fund for Physical Education
Jennie R. Carson
Jonathan Schmee

Mabel Blough Thompson Endowed Scholarship
Emily Proctor

Thelma M. Urbick Outstanding Doctoral Student in Counselor Education Award
Tiffany Lee

Don and Helen Weaver Endowment for Community Education
Trent Mosley

Carl A. Wołoszyk Endowment for Career and Technical Education
Patti Fergison

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The Golden Apple is awarded by the College of Education and Human Development Alumni Society to outstanding educators who have been recognized by their peers for their dedication and commitment to their profession.

Dennis Patzer graduated from WMU with a B.S. in 1975 and a M.A. in 1986. His career spans thirty-five years in the region starting as a young teacher and coach in the Comstock Community Schools. Denny’s talents in leadership were quickly recognized and his administrative career took off with stops as District Athletic Director, Assistant High School Principal, High School Principal, Assistant Superintendent for Vicksburg Community Schools and most recently in 2002 was named Superintendent of Otsego Public Schools where he is currently employed. Otsego Public Schools has continued to flourish with honors and awards under his leadership.

Jethro “Jaye” Johnson earned her M.A. in 1975 from WMU. Jaye is currently employed and well known and highly respected in the Comstock School District. She has worked at the Comstock High School, Middle School and presently at North Elementary as a Behavior Interventionalist/Counselor.

Dr. Liliana Rodriguez-Campos earned her Ph.D. in Evaluation, Measurement and Research in 2002 from WMU. Dr. Rodriguez was an assistant professor in the College of Education and Human Development from 2002-2007. Currently she is an associate professor and the Director of the Center for Research, Evaluation, Assessment and Measurement at the University of South Florida. Since her first graduate academic appointment in 2002, Liliana has taught 14 different graduate courses. Even though she has worked at USF since 2007, Liliana has continued to mentor and serve as a member on over a dozen doctoral committees from WMU. She places great value on mentoring students from the classroom to their profession.

Retirements

Carolyn E. Cardwell
Counselor Education and Counseling Psychology
42 years of service to WMU

Pamela J. Miller
Office of Teacher Certification
35 years of service to WMU

Deborah K. Withee
Educational Technology Services
31 years of service to WMU

Welcome New Faculty and Staff

Alex Aivars - Webmaster
William Arnold - Higher Education Student Affairs
Scott Centilli - Computing Support Specialist
Cigi Gamble - Office of Teacher Certification
Jessica Hutchinson - Office of Admissions and Advising
Krystal Jansen - Moved from TLES to the Office of Teacher Certification
Tammie Klinger - Moved from CECP to TLES
Elaine Phillips - Family Studies
Gayle Thompson - Athletic Training
Latonja Wilson - Office Coordinator, CECP
Mark Zimmerman - Interior Design

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**Ginny Keen** graduated from WMU in Dec ‘72 with a BS in mathematics and in Dec ‘75 with a MA in Teaching of Mathematics. She then completed her Ph.D. in Curriculum, Teaching, and Educational Policy from MSU in Dec ‘94. Ginny is now beginning her 4th year at the University of Dayton.

**Carol Smallwood** has appeared in English Journal, Michigan Feminist Studies, The Yale Journal for Humanities in Medicine, The Writer’s Chronicle, The Detroit News. She’s included in Who’s Who in America; Best New Writing in Prose 2009. Writing and publishing: The Librarian’s Handbook, American Library Association 2010 is her 23rd book; she was short listed for the Eric Hoffer Prose Award and received a National Federation of State Poetry Societies Award in 2009.

**Deb Miller, MA** was named CTE Administrator of the Year for 2009-10. She is currently the executive director for KRESA in Kalamazoo.

**Jennifer (Stewart) Brody** graduated from WMU in 2004 with her bachelor’s in Education. Since then she has been working for St. Andrew School in Chicago and has just recently graduated with her Masters in Elementary Education from National Louis University. Jennifer married Trevor Brody, Haworth College of Business, in 2008 at the Trump Hotel in Chicago.

**Amy Meyer, MA** received the Wells Cook MA Teacher of Secondary Business Ed Award. Amy teaches at Portage Northern High School, Portage, MI.

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**Alumni SPOTLIGHT**

“**LIVING WITH PURPOSE**

“It has been quite a journey from my days as an undergraduate at WMU” reflects **Lorie Wolfe**, Founder and CEO of Learn, Inc., a Michigan e-learning company. “I think some of my most memorable times at WMU were with fellow students at work or at late night study sessions: talking about ideas, debating reforms, and contemplating ways we would contribute when we graduated. We were all interested in finding purpose for our lives. Preparing for my purpose led me to the College of Education and Human Development. Immediately after completing my teaching certificate, I was offered a teaching job with Kalamazoo Public Schools as a Spanish and bilingual teacher. Knowing a foreign language not only made me more competitive in the job market, but it has enriched my life with relationships gained traveling abroad, and provided a greater global perspective.”

After receiving tenure, Lorie spent a sabbatical year teaching in Peru. Returning to the States, she completed a graduate degree in educational leadership. After various teaching and administrative positions, Lorie was afforded the opportunity to work as an IBM educational consultant in Atlanta, gaining research and development skills as an independent grant and business development professional, directed the Small Business Technology Development Center in Kalamazoo and founded the educational company, Learn, Inc., where she provides cutting edge online educational systems to schools and students.

“My life’s work as an educator has brought me much satisfaction and purpose. As I think back to my old WMU alumni friends -- I remember students with a purpose -- people who have and continue to contribute to the fields of environment science, medicine, economic development, and education.
Keep in Touch!

We like to keep in touch with our Alumni. What’s new with you? Promotion? Marriage? Retirement? Whatever your achievement or accomplishment, we’d like to hear about it and post in the class notes section of our quarterly newsletter.

Please use the form below to send us information about address changes, career changes, recognitions received and other news you would like to share with your former classmates, friends, colleagues and professors in our class notes section. Clip and mail to: Jillian Grosscup, 1903 W. Michigan Ave. Kalamazoo, MI 49008-5229 or e-mail to jillian.grosscup@wmich.edu.

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The College of Education and Human Development Newsletter is published for alumni, emeriti and friends of the College of Education and Human Development at Western Michigan University. If you would like more information about the programs in the CoEHD, have questions or suggestions, or if you have a submission for the newsletter, please contact:

Jillian Grosscup, Coordinator of Marketing and Communications  1903 W. Michigan Ave
Kalamazoo, MI 49008-5229  telephone: (269) 387-2971  fax: (269) 387-2662

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