USDA grant enables FCS students to learn about rural entrepreneurship opportunities

Students enrolled in FCS 3300, Entrepreneurship in the Department of Family and Consumer Sciences, are working on a USDA sponsored project to explore entrepreneurial opportunities in rural communities. Course instructor Dr. Barbara Frazier is currently a principal investigator on a three year USDA Agricultural and Food Research Institute project to investigate community factors that lead to entrepreneurial success in rural areas. A key focus of the project is to discover ways that rural communities can attract and retain younger residents. As part of the project, students are working with community economic development representatives and business leaders in Hastings, Michigan during the Spring 2011 semester to learn what it takes to be successful as a rural entrepreneur. Students visited Hastings in January to learn more about the community, and completed team interviews with local entrepreneurs. Student teams are conducting extensive research and analysis of the community, and presented their findings and recommendations to the Hastings business community on March 8. Presentations included students' recommendations on how to make the downtown business district more attractive to younger consumers. During the second half of the semester, student teams will develop business plans for potential businesses that can attract new markets to the community later in the semester, and present these plans to the Hastings community. The course project is scheduled to be widely disseminated via the eXtension.org website later this year.

College Of Education and Human Development Awards and Recognition recipients

Esprit De Corps - Dr. Joseph Morris

Rising Stars:
Doctoral - Angela Garrison
Masters - Justin De Sousa

Staff Excellence - Laura Ciccantell

Strengthening Community Connections - Dr. Caroline Webber

Teaching Excellence:
Full-time - Dr. Jody Brylinsky
Part-time or Adjunct - Linda Powell

Trailblazer - Drs. Lonnie Duncan and Susan Piazza
Welcome to this edition of the College of Education and Human Development’s Newsletter. It has been an exciting year with much to celebrate in terms of the accomplishments of our academic and student support units within the college and the meaningful professional, academic and service outcomes realized by our students, faculty and staff.

It is important to highlight and capture these accomplishments to remind us that in these austere economic times that impact so many that we as a college continue in our pursuit of excellence in our teaching, research and service. We are fortunate to have a talented faculty and staff and very willing and capable students. Our students and their learning will always remain our priority as will service to the communities within our region and those far beyond our campus.

So now I encourage you to take a look inside and share in our victories. Whether you are an alum, a current student or parent, faculty member or an emeriti, staff member or retiree, we welcome your thoughts and input as to how we can better the work we do. Thank you for your contribution to our success and I would like to commend our faculty, staff and students for their fine efforts this academic year.

Sincerely,

John J. Wheeler, Dean

Sangren Hall Updates

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.

A variety of projects took place on the Sangren job site during the last three months. Soil needed to be removed from the site in order to install the east footings and foundation walls. Tunnel construction, plumbing, and foundation footings continues progress on. The job site for the new Sangren Hall has undergone a lot of changes within the past few weeks. The steel framework is being erected on the west side of the building, and the decks have also been installed.

FOLLOW THE CONSTRUCTION PROCESS OF SANGREN HALL AT: www.fm.wmich.edu/planning/newsangrenhall

WATCH US ON THE WEB!
Special Education and Literacy Studies assistant professor, Dr. Allison Baer, co-wrote an article with colleague Dr. Jackie Glasgow, Ohio University, titled “Negotiating Understanding through the Young Adult Literature of Muslim Cultures.” The article was recently selected as the recipient of the 2011 Virginia Hamilton Essay Award. Established in 1991, the Virginia Hamilton Essay Award recognizes a journal article published in a given year which makes a significant contribution to professional literature concerning multicultural literary experiences for youth. The award is given annually at the Virginia Hamilton Conference on Multicultural Literature. The conference is held at Kent State University each spring.

Dr. Paul Farber and Dini Metro-Roland from the Department of Teaching, Learning and Educational Studies recently published an article in the Philosophy of Education Society Yearbook (2010) called, “Lost Causes: Online Instruction and the Integrity of Presence.” In this article they examine the emergence and character of online instruction in higher education. In particular, they focus on two different forms of presence, virtual and embodied, and the modes of possibility and educational ideals to which they gravitate. While online instruction tends to focus on the ideal of utility of presence, the redeeming quality of traditional instruction emerges, in their view, from what they call the integrity of presence. Examining such presence, they contend that there are vital forms of educational experience that are more characteristic to, and may even require, the embodied presence of face-to-face instruction.

Drs. Lauren Freedman and Karen Thomas, Professors in the Literacy Studies unit in the College of Education and Human Development along with Don Pearson (Literacy Initiative Coordinator for Benton Harbor Area Schools) as well as two 7th grade Geography teachers and two 7th grade English Language Arts teachers at Fair Plain Junior High School have received one of four Literacy Community as a Global Gateway to Innovation grants in the amount of $1,000 from World of Words and the Longview Foundation for January-August, 2011. This grant will fund the purchase of international literature to be included in text sets of multiple materials that the students will use these materials within an inquiry process this spring to learn about the physical and cultural geography of countries in Asia. The literacy community made up of Freedman, Thomas, Pearson, and the four teachers will focus on ways to more fully integrate Language Arts and social studies and will discuss the impact of the books on student engagement and learning through embedding literacy development within the curriculum.

Along with two other experts from Columbia University and University of New Brunswick (Canada), Dr. Gary Miron from the Department of Educational Leadership, Research, and Technology in the College of Education and Human Development were invited by the Dutch government to provide advice on reforms involving expansion of school choice and teacher evaluation systems. The team of international experts worked with officials from the Dutch government and Ministry of Education in the Hague during the first week of March. Dr. Miron also recently published a review of a policy report from the Brookings Institute entitled “Rethinking the Federal Role in Education.” This was published by the National Education Policy Center, where Dr. Miron serves as a national education policy fellow.

Marlene Breu, Professor Emerita from the Department of Family and Consumer Sciences, and her co-author, Dr. Ronald Marchese of the University of Minnesota at Duluth, announced the publication of their book Splendor & Pageantry: Textile Treasures from the Armenian Orthodox Churches of Istanbul. Their ground-breaking study resulted in presentation of historical artifacts never before published. The book contains over 170 plates of textiles in the church collections, some of which are still used for the Divine Liturgy and others that are on display in the Patriarchal museum collection. Substantial dialogue about the objects’ contexts within the social, cultural, political and economic parameters within which they were produced is also given. The book provides a brief historical background, inscriptions found on the objects, discussion of iconographies of the objects and description of their techniques of production. A reference catalogue provides detailed information on each piece included in the book. The book will be an excellent reference for art historians, textile historians, Armenian scholars, religious historians and others interested in minority populations within the Ottoman Empire. Dr. Breu’s work was funded in part by the Faculty Research and Creative Activities Support Fund, Diether H. Haenicke Center for International Studies and the Eulalia Toms Support Fund, Diether H. Haenicke Center for Family and Consumer Sciences. The book is available at amazon.com and Barnes & Noble.

Dr. Suzan Ayers was recently elected to a three-year term as the Professional Services Coordinator on the NASPE Board of Directors at the American Alliance for Health, Physical Education, Recreation and Dance national convention.
Professors Louann Bierlein Palmer (Department of Educational Leadership, Research and Technology) and Timothy Palmer (Department of Management) led a group of 16 WMU business students to New Orleans for an alternative spring break. They met with top community leaders and conducted interviews with 15 different social entrepreneurs working to recreate the educational and social systems in the city. Service work was conducted for a school in the Lower 9th Ward, and video profiles of the various entrepreneurs are being developed for placement on the Social Entrepreneurs of New Orleans’ (SENO) website. And, of course, time was spent playing and eating at Mardi Gras parades, a swamp tour, seafood gumbo, crawfish, beignets, pralines, and king cake. More info on their blog at: http://mgmt4000.crawfish, beignets, pralines, and king cake.

On March 6, Dr. Amos Aduroja, Associate Professor of Health Education in Human Performance and Health Education, received a national award in Washington, DC from the Coalition of National Health Education Organizations. The award is titled the “2011 CNHEO Health Education Advocate Achievement Award” for exemplary leadership and dedication to health education advocacy. The coalition is a combination of the primary national professional health education organizations: American School Health Association, American Association of Health Education, American College Health Association, American Public Health Association, Directors of Health Promotion and Education, Eta Sigma Gamma, Society for Public Health Education, Society of State Directors of Health, Physical Education and Recreation.

Dr. Dini Metro-Roland’s article titled, “Theories and Concepts of Michel Foucault,” has just been published in B.A.U. Levinson (Ed.), Critical Social Theories and Education: Questions and Perspectives. This work serves as an introduction to social theory for graduate students of education. It defines and situates critical social theory in relation to other kinds of social science and educational theories. A chapter on “foundations and forerunners” discusses the origins of a critical social theory tradition in the work of Karl Marx, Max Weber, G.H. Mead, and others. Full chapters explicate the life trajectories and key concepts of Antonio Gramsci, members of the Frankfurt School and Jurgen Habermas, Pierre Bourdieu, Michel Foucault and post-structuralism, feminism, and critical race theory. These chapters also feature a section that traces and maps out some of the education scholarship employing these critical social theories—with accompanying bibliographies—as well as a section that more closely examines a few key examples of such scholarship, identifying the ways that critical social theory concepts get taken up in research. Finally, not content to limit the discussion to conventionally acknowledged critical theories, a final chapter, called “Friendly critiques and fellow travelers,” introduces and discusses a number of related theories, assessing their potential to contribute to education for social transformation. Among the theories discussed here are liberalism, pragmatism, world-systems, critical globalization and postcolonial theories, Latin American critical thought (liberation theology, dependency theory, Fals Borda and Freire, participatory democracy), deep ecology and spirituality, and practice-centered critiques of power (Flyvbjerg, Holland, Erickson).

Dr. Esther Gray, Associate Professor of Literacy Studies, Special Education and Literacy Studies Department, had two sessions at the Michigan Reading Association Conference in Grand Rapids. On Saturday, March 12, 2011, she was one of three professors on a higher education panel, “Teacher Education and the Common Core Standards.” On

Sunday, March 13, 2011, her session was, “Teaching Pre-service Teachers to Support Engaged Learning within the Common Core.”

Part-time CECP faculty member Karen B. Helmeke and CECP Professor Gary H. Bischof recently published a chapter titled Couple Therapy and the Integration of Spirituality and Religion in the 2nd edition of the Handbook of Clinical Issues in Couple Therapy. This chapter traces the history of the integration of spirituality and religion in couple therapy and offers suggestions and resources for clinical application. This 2nd edition, also edited by Joseph Wetchler, provides more in-depth and updated chapters, extending the initial book that was also published as a special issue of the Journal of Couple and Relationship Therapy.

In January, Drs. Adam Manley and Richard Zinser were awarded a grant from the State of Michigan’s Office of Career and Technical Education to update the Performance Based Teacher Education (PBTE) competencies. These competencies, which were last updated and published in 1987, detail the measurable knowledge, skills, abilities, and behaviors critical to successful CTE teacher job performance. The study’s participants include 475 CTE teacher educators, administrators, and teachers from Michigan.

A three-round modified Delphi technique will enable the participants to update the antiquated competencies to better reflect the 21st century CTE teacher. The results from this study will provide a foundation for further studies that will identify the professional development needs of Michigan’s CTE teachers.
Two WMU members of the Student Michigan Education Association (SMEA) volunteered at the 2011 Scholastic Book Fair. Pictured are SMEA e-board members Sara Coleman (left) and SMEA member Kyla Marshall (right). SMEA also hosted a read-a-thon at Northeastern Elementary School on March 2nd. Please visit www.rso.wmich.edu/sea/events for more info.

The ExSci Club traveled to Gaylord, Mich. to attend the annual Michigan American College of Sports Medicine (MIACSM) Conference on Thursday, February 3 and 4. Attendees of the conference were Amy Gyorkos, the faculty advisor for the student group, (pictured) Kelly Frame, Brian Stogsdill, Brittny Gentile, Kevin Marchelletta, Amy Gyorkos, Lauren Jansen. The student group is actively pursuing an initiative called “Exercise is Medicine” and is excited to promote these ideas on the campus and the nearby community of Western Michigan University. “Exercise is Medicine” is an initiative that will promote exercise on campus in a variety of creative ways to improve the health and well being of those involved.

The Intensive Recruitment, Preparation and Retention Program II (IRPR) second cohort of 15 graduate students graduated in December, 2010. This program was funded by the U.S. Department of Education-Office of Special Education Programs. It was an intensive competency and field-based preparation graduate program designed to increase, prepare, and support diverse general educators currently working as special educators without full certification and training. The four-year program prepared two cohorts of 15 teachers with dual endorsements in learning disabilities and emotional impairments. The program had a 100% completion rate. Each student selected for the program had a 100% completion rate. The purpose of the project was to: (a) decrease the number of teachers currently working under emergency or temporary certification, (b) prepare special educators in exemplary coursework relevant to their practice, (c) utilize a cohort model for the purpose of building teamwork, collaboration, peer coaching, and ongoing support, (d) provide excellent advising and mentoring, and (e) enhance relationships with school districts in Michigan by developing inclusive learning communities that emphasize the importance of partnerships between higher education and K-12 institutions.

In partnership with Special Olympics Michigan, Area 16 - Kalamazoo County, WMU Human Performance and Health Education students participated in Unified Floor Hockey, Golf, Basketball and Bowling programs. Pictured is Jess Brown (right), WMU sophomore majoring in Recreation with athlete Ellen Lehman (left).

Thank you to everyone who came out and showed support to six of the graduating Interior Design seniors during their ‘Sprout’ reception Friday, February 11. The show displayed work that the seniors have completed while in the Interior Design program over the last four years. It was a great experience for the student designers to see the amount of growth that has taken place throughout their time in the program here at Western Michigan University. Pictured: Interior Design graduating seniors Amanda VanDornik, Andrea Smith, Sarah Bombard, Ashley McCullough, Allison Muir and Melissa Sauter.

Marjorie Stone was named a Presidential Scholar in Teaching, Learning and Educational Studies. She knows a lot about children because she has three of her own. She received a bachelor’s degree in Biology from Aquinas College in 1985. She worked in research and development for 19 years for The Upjohn Company/Pfizer but when her department was eliminated, she decided to pursue a second career in teaching. Margie has been very successful in her studies at WMU with a 3.95 GPA. She hopes to secure a job teaching science at the middle or high school level in the Kalamazoo/Portage area while pursuing a master’s degree. Margie enjoys volunteering at her children’s school.

Counselor Education doctoral student Tiffany K. Lee has been named one of the two recipients of a 2011 IAOC Graduate Student Scholarship, (a $250 scholarship) which was presented at the annual IAOC Breakfast at the American Counseling Association Convention in New Orleans on March 26.

The College of Education and Human Development had two All-University recipients from Counselor Education and Counseling Psychology for the Graduate College’s Research and Creative Scholars and Teaching Effectiveness awards. These are competitive awards that are selected by the Graduate Studies Council.

Bethany Warnaar, Marriage, Couple & Family Counseling Master’s program (Master’s level Research award) has done research primarily with Gary Bischof, Jeff Jones and Gary Miron.

Tiffany Lee, Counselor Education Doctoral Program (Doctoral Teaching award) recently defended her dissertation and has been teaching in the SPADA program the past few years.
The members of Phi Epsilon Kappa Epsilon Alpha Chapter held their spring initiation on Sunday, February 13th in the Student Recreation Center. Phi Epsilon Kappa Fraternity (PEK) is a national honorary fraternity that was founded on April 12, 1913 at the Normal College of the American Gymnastic Union in Indianapolis, Indiana. The local chapter at Western Michigan University initiated its first pledge class to the Epsilon Alpha Chapter on January 11, 1998.

Pictured is Dr. Debra S. Berkey, Human Performance and Health Education professor and Midwest District Representative with PEK with members and initiates.

The students and faculty of the Department of Human Performance and Health Education helped to make the 2011 Unified Basketball & Bowling Tournament a success. This year, nearly 200 Special Olympics athletes and partners from the Kalamazoo area participated in the Unified Basketball and Bowling Tournaments held on March 12th. Unified Sports® is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without intellectual disability on sports teams for training and competition. All Unified Sports® players, both athletes and special partners, are of similar age and matched sport skill ability. Kalamazoo County Area 16 Special Olympics would like to thank WMU, especially Phi Epsilon Kappa, Drs. Deb Berkey and Linda Law, emerita, for their continued contributions to making Unified Sports® programs possible for our athletes.

June Gothberg, a doctoral student in Evaluation, Measurement and Research has prepared two publications and made two professional presentations in the last few months:

Publications:

Presentations:

Gothberg has also been appointed to the Family Hope Foundation Board of Directors and re-approved as the Co-Chair for the Disabilities and Other Vulnerable Populations TIG at the American Evaluation Association.

Monica Lininger, a doctoral student in Evaluation, Measurement and Research, has just received a partial-year Dissertation Completion Fellowship. The fellowship draws applicants from across all of WMU. This year there were 20 applicants and only two full-year and four partial-year fellowships awarded.

Trisha Howrigon, a master’s student in Evaluation, Measurement, and Research, and Mr. Xiaojie Hu, a master’s student in Educational Leadership, both attended the Forum for the Future of Public Education in Chicago on March 15.

Thank you to everyone who came out and showed support to five of the graduating Interior Design seniors during their ‘Guidelines’ reception Friday, March 11. The show displayed work that the seniors have completed while in the Interior Design program over the last four years. The term “guidelines” has many meanings and interpretations, and the girls felt that this was the most powerful way to convey their intentions for the show. They utilized different colored duct tape as both a directional and representational tool to guide viewers through the gallery and to help viewers differentiate which work belonged to which designer.

Pictured are Interior Design graduating seniors Bridget Bueche, Elizabeth Riggan, Kelly Timmer, Riwa Khawaldeh, and Laura Zylstra.

Professors Debra Berkey and Kathy Conway accompanied several intern teachers from the Department of Human Performance and Health Education to Legislative Advocacy Day conducted by the Comprehensive School Health Coordinators’ Association, Michigan Fitness Foundation, and Michigan Association for Health, Physical Education, Recreation and Dance on February 16, 2011 in Lansing. Working with professionals from across the state, students had the opportunity to speak directly to Michigan legislators about current issues that impact the delivery of health and physical education in Michigan school districts. The group is pictured in the state capitol building in Lansing.

Two graduate students in special (adapted) physical education, Melissa Bogard and Amanda Chiotti, along with their advisor, Dr. Jiabei Zhang, gave a presentation at The American Alliance for Health, Physical Education, Recreation, and Dance National Convention held in San Diego on April 1, 2011. The title of their presentation were “The Effectiveness of an Integrated Sport and Exercise Program for Young Adults with Cognitive Impairments.” Included in this presentation was the effective data for documenting this program collected in the fall of 2010, a part of the implementation of this program since fall of 2009. The completion of this presentation was supported by a federal grant funded by the U.S. Department of Education (H128J090007). The abstract of this research was recently published in Research Quarterly for Exercise and Sport, March 2011 Issue, Vol. 82, No.1, Page A-77.
Study Says Charter Network Has Financial Advantages Over Public Schools

By SAM DILLON
Published: March 31, 2011
New York Times

Most charter schools receive less government money for each student, on average, than traditional public schools. But the KIPP network, one of the fastest-growing and most academically successful charter groups, has received more taxpayer dollars per student than regular public schools, according to a new study, which also noted that KIPP receives substantial amounts of private philanthropic money.

KIPP officials disputed the report by Western Michigan University researchers, saying it significantly overstates the amount per student that the network receives from both public and private sources. The Knowledge Is Power Program, a network of 99 schools in 20 states and the District of Columbia, has attracted more academic research than many other charter groups because of its success in raising the academic achievement of poor students, especially African-American youths. The Department of Education last year awarded KIPP a $50 million grant to finance its growth.

In the study, “What Makes KIPP Work? A Study of Student Characteristics, Attrition and School Finance,” Gary Miron and two other Western Michigan researchers note that KIPP’s academic achievements have been well-documented in previous research. Instead, they said their goal was to examine the network’s methods and model to see whether they could be replicated widely. Among other findings, the study concludes that KIPP schools enjoy significant financial advantages over traditional public schools. By analyzing Department of Education databases for the 2007-08 school year, the researchers calculated that the KIPP network received $12,731 in taxpayer money per student, compared with $11,960 at the average traditional public school and $9,579, on average, at charter schools nationwide. In addition, KIPP generated $5,760 per student from private donors, the study said, based on a review of KIPP’s nonprofit filings with the Internal Revenue Service. The study does not offer an explanation for why KIPP schools would get more government financing than regular public schools.

“We can’t explain it, but that’s what the data shows,” Dr. Miron said. Mike Wright, a senior finance official at KIPP, said the study had produced an inflated estimate of the network’s government revenues, partly because charters get most of their financing from states, which differ significantly in how much money they give charter schools for each student. Because the study used a sample of KIPP schools that did not include any schools in California, which provides only meager financing to charters, it had produced an exaggerated picture of average government financing for the schools nationwide, Mr. Wright said. He estimated average government financing nationwide at between $9,000 and $10,000 per KIPP student. The study significantly inflated private revenues, Mr. Wright said, because KIPP itself had miscategorized some government money as private revenues in its reporting to the I.R.S. In addition, the Michigan researchers mixed private donations earmarked for school construction with donations for operating expenses, thereby further inflating the study’s estimate of per-pupil operating revenues derived from philanthropy, Mr. Wright said. He estimated KIPP’s private revenues in the 2007-08 year at about $2,500 per student, compared with the $5,760 cited in the study. KIPP schools operate on a no-excuses model that pushes students to improve their achievement and to take responsibility. Parents must sign a pledge that they will check students’ homework and make sure they get to school on time, among other commitments. The schools run on an extended school day during the week, and students must attend Saturday classes every other week.

Steve Mancini, a spokesman, said it cost the KIPP network, on average, $1,200 to $1,600 per student to provide the extended weekday hours, Saturday classes and other extra learning time. The new study generated some instant debate. Bruce Fuller, an education professor at the University of California, Berkeley, called the study’s financial analysis “eye-opening.”

“As wealthy donors have invested in KIPP, they have helped to demonstrate how a well-endowed, inspirationally run charter school can lift poor children,” Mr. Fuller said. “The question raised by this study is whether the model could be replicated if wealthy donors were to walk away.” Grover Whitehurst, a fellow at the Brookings Institution who is a former research director at the Department of Education, also said the study’s financial analysis made a “significant contribution.” But other parts of the report, especially its findings on student attrition, Dr. Whitehurst said, “use questionable data sources and analytic techniques to push a position that is antagonistic to KIPP.” The Western Michigan study concluded that KIPP schools have substantially higher student attrition rates than the school districts from which they draw students.

But Dr. Whitehurst said it based that finding on a flawed methodology. Another study of attrition carried out last year by Mathematica Policy Research, he said, used far more sophisticated research techniques to conclude that, on average, KIPP schools did not have significantly higher or lower numbers of students leaving before completion than nearby public schools.
In September 2010, Laura Ciccantell, Advising Director, and Dr. Katharine Cummings, Associate Dean, received a five-year $1.1 million TRiO Student Support Services grant from the U.S. Department of Education to improve retention and graduation rates of first-generation, income-eligible students and/or students with disabilities in teacher preparation programs. Associated with the Office of Admissions and Advising, the TRiO Future Educator Success Program (FESP) officially opened its doors to students in February 2011 with brand new staff and a passion for supporting student success.

Located in 2215 Sangren Hall, the program’s specific services are all available at no charge to active, eligible TRiO FESP participants. Each service offered through the program is specifically designed to meet student needs and support personal, professional and academic success through targeted interventions and services. In order to provide this personalized service to students, the TRiO FESP office will take over full-time academic advising of program participants beginning Fall 2011.

Acting as academic advisors to all currently enrolled TRiO FESP students the Program Director, Marcy L. Peake, and the Coordinator of Program Services, Maria R. Newhouse, will meet with each student at least once per semester. In addition to regular academic advising, these meetings will ensure that students are on track for graduation, allow students to discuss their academic progress and help identify individual student needs. The 70-1 student to advisor ratio built into the program will help ensure that each student receives the individual and personalized attention that s/he needs to be successful and thrive at Western Michigan University and beyond.

Meeting regularly with their TRiO FESP academic advisor will also help make certain that students remain eligible to take advantage of the other great benefits available only to active program participants. Designed for continued success, these benefits include, but may not limited to:

- **Priority Registration.** Active TRiO FESP participants can register for classes on the FIRST day of undergraduate registration, even before the junior and senior students.
- **Scholarship Opportunities.** Scholarships are available for freshman and sophomore Pell Grant recipients. The College of Education and Human Development also provides scholarships just for program participants.
- **Tutors/Mentors.** Peer tutors and mentors will be available to help with challenging classes, general study skills, and to provide assistance with MTTC Basic Skills and Subject Area Test preparation.
- **Job Opportunities.** TRiO FESP members will be given first priority for jobs within the program as tutors, mentors, FYE co-instructor positions and office staff.
- **Volunteer and Leadership Opportunities.** Program participants will have regular opportunities to volunteer within the community, attend workshops, trainings and skill building sessions in order to enhance their resumes and build practical skills. While space in this program is limited to 140 students, there are still slots open to eligible students. In order to qualify for the program, students must be currently enrolled at Western Michigan University and pursuing a teaching major in the College of Education and Human Development. Additionally, they must demonstrate an academic need and be one of the following:
  - **First-Generation College Student.** Neither parent has completed a bachelor’s degree.
  - **Low-Income College Student.** Determined by federal taxable income guidelines.
  - **Student with Disability.** Disability status determined by the WMU Disability Services for Students.

For more information, please call (269) 387-3500 or email coehd_fesp@wmich.edu or stop by the TRiO FESP office, located at 2215 Sangren Hall. More information is also available online at http://www.wmich.edu/fesp.
Terry Kuseske Intern Award Established

In honoring one of their coordinators, the Office of Field Placements has established the Terry Kuseske Intern Award. Terry Kuseske lost his battle with pancreatic cancer in September 2010. He had been very involved in community service including serving as a Kalamazoo City Commissioner.

Mentor teachers and coordinators were asked to nominate outstanding students who were interning during the fall semester. The screening committee received a total of seven nominations. The committee had stressed the importance of community involvement in honor of Terry’s commitment to his community. After reviewing the nomination packets, the committee selected Chad Kuhlmann and Kaiti Linton as winners for the fall semester. Both received a certificate and a $100 award.

Chad Kuhlmann was an intern in a seventh grade social studies class at Paw Paw Middle School. He was recognized for his creative ways of making learning fun. One example was how he secured a 4,000 pound block of concrete and logs from a local business to demonstrate how the Egyptians built the pyramids. His mentor teacher felt that Chad’s military background helped him gain control in the classroom. He demonstrated a fair, but firm, classroom management style.

Kaiti Linton interned for third grade at Sunset Lake Elementary School in Vicksburg. She was recognized for writing a Curiosity Grant that allowed the students to participate in a field trip to the Henry Ford Museum. She also volunteered to coach Battle of the Books, which extended through February 2010, two months beyond her internship. She is also planning to coach Girls on the Run this spring.

The Office of Field Placements hopes to secure funding in order to present this award to a deserving intern every semester. Terry Kuseske would have been proud to know that Western Michigan University interns are dedicated to serving others in the community.

Welcome New Faculty and Staff

Tracy Corstange is an Academic Advisor in the College of Education and Human Development

Roxie Swank serves as the Office Coordinator for the TRiO Future Educator Success Program

Roxie Swank serves as the Office Coordinator for the TRiO Future Educator Success Program

Robin Dehaan serves as the Office Assistant for the Department of Family and Consumer Sciences

Amy Gullickson serves as the Senior Research Associate for the Office of the Dean

Maria Newhouse serves as the Coordinator of Program Services for the TRiO Future Educator Success Program

Retirements

Barb Eshuis Family and Consumer Sciences 15 years of service to WMU

Marcy Peake serves as the Director of the TRiO Future Educator Success Program

Cynthia Bradley is the Student Services Coordinator for the Department of Human Performance and Health Education

Marcy Peake serves as the Director of the TRiO Future Educator Success Program

Roxie Swank serves as the Office Coordinator for the TRiO Future Educator Success Program

Roxie Swank serves as the Office Coordinator for the TRiO Future Educator Success Program

Robin Dehaan serves as the Office Assistant for the Department of Family and Consumer Sciences
Salvatore Bordonaro retired as the Director of the Cheektowaga (NY) Public Library. His career as a librarian spanned 35 years, most of that time spent with the Buffalo and Erie County Public Library.

Rita Daar (Vyverman), graduate of Special Education in 1980 and master’s in 1988, presented at the 2010 Ohio Middle Level Association in Columbus, Ohio entitled “Top 10 Ways to Guarantee Successful Inclusion.”

Jo Morrison retired in August 2010 from the WMU Facilities Management department with over 24 years of service. Jo graduated from the WMU Interior Design program in 1983.

Dr. Cleo M. Moody received his Doctor of Education degree in December of 2010 from Wayne State University in Educational Leadership and Policy Studies.

Nathan Ekola has recently become engaged to Keli McClish and has a wedding planned for New Year’s Eve 2011. Keli is a certified Massage Therapist, and Nathan is currently a long-term substitute teacher at a Portage Middle School.

Richard L. Njus, an elementary principal for over 30 years, has inspired his educational colleagues to dream, dare and go beyond established expectations. Njus has worked with staff, parents, and students to go beyond the confines of “schooling as usual.” He has a bachelor’s degree in Elementary Education and a master’s degree in Educational Leadership from Western Michigan University. After teaching at the elementary level for a number of years, Njus served as principal of four elementary schools. His deep passion for creating a learning environment touches the lives of students. Njus is a motivational speaker, national trainer, seminar leader, and consultant in leadership and culture development in schools.

Njus has written an important book for educators and parents. Touching Hearts, Educating Minds shares what truly makes a difference in schools, in our society of testing students, grading schools, and all the governmental mandates placed on educators. Touching Hearts, Educating Minds gets to the heart of what makes the difference in a school’s success. It is not tests, curriculum, or government mandates, but the culture of a school in which they are played out that makes the difference in a child’s learning.
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 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. E-mail updates to jillian.grosscup@wmich.edu.

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   I   1903 W. Michigan Ave Kalamazoo, MI  49008-5229   I   telephone: (269) 387-2971   I   fax: (269) 387-2882

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