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Student Recreation Center, Home of Human Performance and Health Education
Provided by: Western Michigan University
This is a critical time in our society. We are experiencing enormous economic, social, technological, educational and cultural changes. These societal changes present unprecedented challenges for American higher education.

American higher education continues to enjoy an excellent reputation worldwide. At the same time, state funding to public institutions has steadily declined over the last two decades. The decrease in state support puts pressure on public institutions to find alternative revenue sources to maintain and improve their programs and operations. Public institutions likely will continue to face financial difficulties in the foreseeable future.

Reductions in state funding for public higher education have shifted much of the financial burden of higher education to American families and students. Tuition and fees present a significant financial hurdle for many prospective students and families who wish to access higher education. Affordability and access are concerns for families and for society as a whole.

Traditional educational delivery models no longer suffice in the competitive higher education marketplace. Institutions are increasingly offering personalized and alternative educational options through technology. Advancement in technologies has presented American higher education with an abundance of opportunities to transform instruction, in the classroom and remotely, by providing access to educational resources anytime, anywhere. The potential for increasing the impact of higher education using technologies is enormous, but funding for continuous improvements in information technology is a critical element of success.

American higher education will continue to be successful only if it becomes more nimble—not only drawing upon the best traditions of the past in order to create a vibrant and promising future, but also anticipating how these changes will affect the work of faculty and students. Higher education must become innovative in seeking support from its constituents and stakeholders.
Dear CoEHD Alumni and Friends,

Over a century ago, Western Michigan University was established as a teacher’s college to prepare educational professionals for the state of Michigan. Such tradition is continuing and nurtured by the College of Education and Human Development (CoEHD). Since its inception, CoEHD has successfully fulfilled its mission in developing exceptional professionals who make a positive impact as engaged global citizens and advancing knowledge and generating creative works.

Today, this mission has never been more important. President Paul Sangren used to say: “We modestly believe that [our] institution has not only kept pace with the changing nature of education, but has also initiated and promoted certain advances that have been good for education in the state and nation as a whole.” To continue our tradition in keeping pace with the realities of today’s educational landscape, we must educate students differently and equipping them with the skills they need to operate in this global environment.

CoEHD strives to become the premiere choice of education for people aspiring to become professionals in educational and human development settings in the state of Michigan and the nation. To accomplish this vision, we must strengthen CoEHD’s impact and promote its value to both internal and external stakeholders. Particularly, we must be able to successfully address such priorities as enhancing and implementing the optimum portfolio of high quality programs, strengthening research and scholarship, strengthening and expanding community engagement, and increasing CoEHD’s diversity and multi-cultural competence.

Accomplishing this vision requires strategic investment and partners, like you: alumni and friends who share a commitment to achieving excellence and support CoEHD’s continuation of its tradition and pursuit of success.

With your help, we will build on our strengths and find ways to further enhance CoEHD’s reputation. With your help, we will be able to provide students with the financial support they need to earn their degrees, and give faculty members the resources necessary to succeed as competent teachers, researchers, and mentors.

Thank you.

Ming Li, Ed.D.
Professor and Dean
Continuing the Tradition of Success in SUPPORTING STUDENTS
In the College of Education and Human Development, our students devote themselves to being centered on learning, the first pillar of the three gold standards at Western Michigan University. By having a passion for learning, our students have the ability to dive head first into their studies and become the best at what they do. We pride ourselves on these efforts and have an amazing array of student success to show for it.
Devin Ryan

As a secondary education major in the Department of Teaching, Learning and Educational Studies, Devin Ryan has had much success. Before entering WMU, Ryan received a Presidential Scholarship for her high school academic career. Devin has consistently made the Dean’s List and has been welcomed into such honors groups as Alpha Lambda Delta and Sigma Tau Delta. She has also been asked to serve in the highly competitive positions of both Writing Center Consultant and Resident Assistant. In the summer of 2012, Ryan volunteered at One Step Summer Camp for youth with cancer, helping teens with disabilities enjoy varied physical activities, while offering emotional and social support during their illness and recovery. Ryan has also volunteered with the Special Olympics, helping children with a range of special needs compete in a regional tournament. Her volunteer experiences have contributed to her Lee Honors College thesis, which will focus on developing an adolescent literature curriculum about students with disabilities and illnesses.
Discovery driven is the second pillar of the three gold standards of Western Michigan University. Students in the College of Education and Human Development adhere to this standard by taking themselves outside of their comfort zones and discovering passion and drive for new findings. With students like these, the college is able to not only discover, but to create as well, allowing for new and innovative designs, techniques, and research.
Sarah Lyons, a textile and apparel studies student, is an aspiring fashion designer. In the spring of 2012, Lyons created her first line for a student organization, MODA, and was awarded “Most Cohesive Line” by a board of faculty members and “Best Construction” in the Fall 2012 show to follow. Her passion has driven her to win first place at The Shore Magazine’s Fashion on the Shore Runway Competition and to discover a love for creating historic garments. In the summer of 2013, Lyons took on two internships in New York City, one of which was with Kleinfeld Bridal, where TLC films the program Say Yes to the Dress.

Lyons is the founder of a new student organization to help young fashion designers develop skills outside the offered classes called The Student Design Showcase.
Being globally engaged, the third pillar of the three gold standards set by Western Michigan University, is a proud characteristic of our students. By opening their minds to everything the world has to offer, our students bring the College of Education and Human Development new ways of thinking and systematic ways of teaching and learning.
Both China and the United States have cultivated her research interests in multicultural and diversity issues, and advocacy for marginalized groups of color. She has received the NCA-CES Research Grant award from the North Central Association for Counselor Education and Supervision in 2013, the Graduate Student Travel Grant award from WMU in 2012 and 2013, the Association for Specialists in Group Work Volunteer Scholarship, and the International Student Panelist honor from the American Counseling Association. She has also played a pivotal role in the program’s preparation of the self-study for re-accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). From 2012 to 2013, she had six peer reviewed, national and regional conference presentations.

Baochun Zhou

Baochun Zhou is a doctoral student in Counselor Education and Supervision who joined WMU in 2011. She holds a master’s degree in Marriage and Family Counseling from Governors State University, University Park, IL. During her studies at GSU, she received the Student of the Year award from the Counseling department. Her cross-cultural working and living experiences in both China and the United States have cultivated her research interests in multicultural and diversity issues, and advocacy for marginalized groups of color. She has received the NCA-CES Research Grant award from the North Central Association for Counselor Education and Supervision in 2013, the Graduate Student Travel Grant award from WMU in 2012 and 2013, the Association for Specialists in Group Work Volunteer Scholarship, and the International Student Panelist honor from the American Counseling Association. She has also played a pivotal role in the program’s preparation of the self-study for re-accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). From 2012 to 2013, she had six peer reviewed, national and regional conference presentations.
The College of Education and Human Development highly values reciprocal relationships with community partners. With the efforts of our students and the participation of the Kalamazoo community, a strong bond has formed and collaboration will continue to thrive.
Joshua Krug, a student in the recreation program within the college’s department of Human Performance and Health Education, has devoted much of his time to building upon the College of Education and Human Development’s relationship with the local Kalamazoo and Southwest Michigan community. In October of 2013, Joshua along with many classmates, participated in a service learning project that featured three prominent Kalamazoo organizations all sponsoring a family friendly, healthy event for the entire community: Kalamazoo County Parks, West Michigan Cancer Center, and Western Michigan University. The project administered by Joshua and his classmates was the Kalamazoo River Valley Trail Fall Color Bike Cruise. This year’s 5th annual cruise added Ovarian Cancer Awareness to the event by working to help make families aware of this disease, a form of cancer that often goes undetected and is very deadly to women. Because of Joshua and the program’s success, the event had greater success than past years with 250 people registering for the event.
Promotion of a growing diverse student population and cultural awareness in the community is essential to our success as a college. We believe time spent with all people will help us grow and learn from one another in great ways. It is crucial to have students that dedicate their time to making this possible for themselves and for the college.
Kathleen McGovern, a special education major from the Department of Special Education and Literacy Studies, has consistently made the college proud. She has successfully launched a WMU Best Buddies chapter in the fall of 2013, which is an international non-profit organization who creates opportunities for one-to-one friendships for people with intellectual and developmental disabilities. McGovern serves as President of the Western Michigan University chapter and leads a very talented team. The activity’s that Best Buddies engage in include a kickoff party to inform parents and caregivers of the program, going to the movies, the mall, baking, and just spending time together. Kathleen and her team work intensively on fundraising events out in the community to spread awareness.
The College of Education and Human Development is proud of the diligent research efforts that our students take on. Whether opportunities lead our students overseas or allow them to remain local, the time, dedication and passion yield viable findings at the collegiate, regional, national, and international levels.
As a doctoral associate, Jennifer Deranek has had the opportunity to collaborate with many great professors in the Education, Leadership, Research, and Technology department. Through these collaborations she has been able to expand her personal knowledge about areas of education that were not present in her previous line of thinking. She has researched technology in the K-12 classroom, faculty development in higher education, Critical Race Theory, and cross-cultural mentoring in higher education. Working with these faculty members has allowed her to develop meaningful relationships while expanding her personal knowledge and professional experience by presenting at the national conference for the Association for Study of Higher Education, or ASHE. As a certified athletic trainer, her personal research interests lie in gender equity within collegiate athletics and athletic training, clinical education models for athletic training education programs, and mentoring for undergraduate athletic training education students.

“Given my experiences as a doctoral associate in ELRT, I am confident the skills I have learned will allow me to be a better mentor, educator, and human being.”
Continuing the Tradition of Success in

SUPPORTING FACULTY
Dr. Jones, a faculty member in the Department of Teaching, Learning and Educational Studies, is interested in the social context of adolescent learning and development, and conducts research on school and community-based interventions that promote youth engagement. He situates his work at the intersection of setting-level characteristics and developmental processes to identify effective programs and strategies that support positive youth outcomes. He particularly focuses on students placed at risk of not reaching their social and academic potential. Dr. Jones exemplifies the college’s commitment to learner-centered education by applying systems thinking to human development and taking a strengths-based approach in scholarship and teaching. Dr. Jones considers prevention in dropout, alternative education, and the promotion of college access through research in universal postsecondary scholarship. He also explores the potential of adult-youth relationships in afterschool programs and how involvement in community service and social action effects the development of purpose, meaning, and enduring patterns of prosocial behaviors for youth participants. His recent work can be found in the Journal of Early Adolescence, the Journal of Educational Research, the Journal of Education for Students Placed At Risk, and Afterschool Matters.
Dr. Shen, along with the help of various educational leadership faculty members, has dedicated his career to learning. In the last 14 years, Dr. Shen has been a large part of six major projects engaging the K-12 community, securing external funds, and producing scholarships. Dr. Shen and his team have received over **$13.5 million** dollars together while the most recent grant received nearly **$5 million** dollars alone. These grants have assisted in improving principalship greatly. Dr. Shen and his team have made Western Michigan University the only institution in Michigan that has ever received a grant from the US Department of Education’s School Leadership Grant Program; Dr. Shen and his team received it three times. Two Wallace Foundation grants were the only ones endorsed by the governor and the state superintendents to represent the state to compete at the national level.

Among other highlights, Dr. Shen and his educational leadership team have produced countless journal articles, two instruments that help principals and schools on data-informed decision-making, and three books on principalship.
Dr. Robert Bensley, professor in the Department of Human Performance and Health Education, has done extensive work for eHealth. Since 2003, the eHealth Innovations Group has secured $8 million dollars to support the development and implementation of a number of technology-based behavior change initiatives. The most notable of these being wichealth.org, a parent-child behavior change program that has become a national model for Woman, Infant and Children (WIC). Nearly 1.6 million WIC client lessons have been completed since inception, representing clients from 26 states across the nation. The Behavioral Intelligence Framework, which drives wichealth.org and many of the eHealth Innovations Group technology interventions, was developed by Dr. Bensley along with Jason Rivas and John Brusk. This was recently submitted for patent, and is in position to be licensed as a public-private commercial venture as a model to serve other health-based behavior change industries. He presented this data in fall of 2013 in London at the Medicine 2.0 Conference.
Dr. Karen Blaisure, professor in the Department of Family and Consumer Sciences, is one of many faculty in the college whose scholarship and teaching address critical issues facing families. For nearly a decade, Dr. Blaisure has offered family life and the military, a graduate-level course for students in the helping professions. Through teaching this course, the need for a textbook for students and professionals with little knowledge of the military and military families became apparent. Dr. Blaisure led a team of five in writing *Serving Military Families in the 21st Century*. The book, published in 2012, introduces graduate students and family life educators, counselors, family therapists, social workers, and nurses to military families, their resilience, and the challenges they experience. The National Council on Family Relations (NCFR) chose the book as the NCFR book club “read” for the summer in 2012. To write the book, Dr. Blaisure joined with Dr. Tara Saathoff-Wells now at Pennsylvania State University, retired Army Colonel Angela Pereira, Dr. Shelley MacDermid Wadsworth at Purdue University, and former head of the Bank Street Infant and Family Center, Amy Dombro. Reviewers noted the authors “have expertly crafted the most engaging and comprehensive collection of ‘usable’ information on military families ever created” and the book is “a must-have primer for anyone working with military service members and families.” They also state because of its success, the book “should be on the desk of every military family therapist.”

Dr. Karen Blaisure and her colleagues are currently working on a 2nd edition of the book.
Dr. Yuanlong Liu, interim chair of the Department of Human Performance and Health Education, has made significant contributions in connecting physical activity and health professionals from different cultures around the world. From 2009 to 2014, Dr. Liu has been invited to speeches and presentations in 20 universities and international forums in Hong Kong and mainland China. Dr. Liu is the 2012-2013 President of the International Chinese Society of Physical Activities and Health. Dr. Liu played an important role in reviewing scientific submissions for the 2008 International Olympic Science Conference and has made nine keynote presentations in international and national conferences. He has also been leading a study abroad program to China each year since 2010. The program is the first study abroad program mostly focus on the fields of human performance and health education.

Dr. Liu received the 2010 Honor Award of the Measurement and Evaluation Council of AAHPERD. He has been actively involved in AAHPERD since 1995 and served as the secretary from 2001-2003.
Dr. Sarah Summy, an associate professor in the Department of Special Education and Literacy Studies, is a vital asset and co-director of a study abroad experience to West Africa that was initiated in 2011. Dr. Summy studies with special education majors developing research questions prior to their travels. The common goal of all the instructors and students involved is to complete research projects as a way to understand the impact of globalization on systems such as education, health services, and foreign policy. They also engage in observations and compare the types of school services for children with disabilities in Dekar versus the United States. While studying abroad with her students, Dr. Summy was honored for her work with children with disabilities in a Dekar school by naming a classroom after her.

**Dr. Summy was recognized as a recipient of the Western Michigan University Distinguished Teaching Award in the fall of 2013, which is one of the highest honors that the university awards.**
For nine years the Department of Counselor Education and Counseling Psychology has maintained a collaborative initiative with the Kalamazoo Public Schools (KPS) to deliver critical mental health services for students at Washington Writers’ Academy (WWA) elementary school. Dr. Joseph R. Morris, professor, Licensed Psychologist and Licensed Professional Counselor, developed the project and serves as project director. The Counseling Center staff work with WWA students, teachers, principal, and other school personnel regarding personal, social, and educational concerns of students and their families. These concerns are primarily addressed by providing need-based individual and group counseling services to students and/or families. However, some school wide programs have also been made available to students through the assistance of community agencies and WMU student groups such as the Young Black Male Support Network (YBMSN) and You Beautiful Black Woman (YBBW). A structured referral process coupled with specific procedures help guide the delivery of services and facilitates ease of access for students, parents and school staff.

“Working through schools, culturally competent mental health professionals are uniquely positioned to provide counseling interventions to traditionally underserved populations, improve academic achievement, and contribute to a more socially just society.”
Dr. Susan Piazza

Dr. Susan Piazza, associate professor of literacy studies is one of our many scholars who engage in leadership roles and research with school districts locally and nationally. Dr. Piazza consults with schools on student-centered improvement processes, curriculum development, and conducts field-based research. Her work is grounded in the critical analyses of how diverse learners, culturally responsive pedagogy, and student achievement intersect in various urban and rural settings. She has worked with schools in both large urban districts such as Detroit and Chicago Public Schools, as well as smaller rural districts that have high poverty rates and migrant populations. Dr. Piazza’s current project is in Baldwin Community Schools, a district located approximately two hours north of Kalamazoo with over 94% of their students living in poverty and receiving free and reduced lunch. Piazza was invited by the school district to facilitate their development of literacy curriculum. The goal of the project is to help all grade level educators embed high levels of literate thinking across the curriculum and align instructional practices internally/vertically, as well as externally to state and national policies. Piazza has previous experience leading whole school reform efforts at a district in Southeast Michigan. Dr. Piazza will also collaborate with the district to document the curriculum process as research that will inform future school improvement efforts.
Dr. James M. Croteau has been a leader in scholarship and research on LGBT issues in counseling psychology and related professional fields for three decades. He was one of a handful of scholars to legitimize work on LGBT vocational psychology. He synthesized early scholarship in ways that allowed progression of knowledge in this area. He was lead editor (and an author) on a special issue of the Journal of Vocational Behavior on this topic. Early in his career he was a leading scholar and researcher on the issue of LGBT in college student affairs work. He has also written widely on training in LGBT issues in counseling psychology including editing (and authoring) a major contribution to the *The Counseling Psychologist* and being lead editor and author of several pieces in *Deconstructing heterosexism in the counseling profession: A narrative approach* (2005). In a recent analysis of productivity in lesbian, gay, bisexual and transgender scholarship and research in Counseling Psychology (Smith, 2010), he was ranked as the most productive scholar in LGBT issues related to counseling psychology, while Western Michigan University and its counseling psychology program was ranked third nationally. He has received numerous awards in recognition of his work, including the Outstanding (Lifetime) Achievement Award from the American Psychological Association Committee on Lesbian, Gay, and Bisexual Concerns. His scholarship, training and consulting also focuses on how white people become anti-racist.
During her entire career, Jodie Palmer, of the Department of Teaching, Learning and Educational Studies, has been fortunate to be able to encourage, support, and impact diversity initiatives in schools, on the WMU campus, and throughout the community. Palmer has been active in the development and implementation of the university’s Diversity and Multicultural Action Plan (DMAP). Palmer has been actively involved, from participation on a subcommittee, through Leadership of Diversity and Social Justice (LDSI) workshops and events to present the work with Campus Climate for Diversity, Equity, and Inclusion (CCDEI) and the Everyone Counts Faculty and Professional Learning Communities. The College of Education and Human Development was the first college to have their own Diversity Committee and Diversity Plan. Palmer works to encourage new possibilities as the college moves forward to revise and re-energize the efforts to recruit and retain more students, faculty, and staff. Some of the programs with which Palmer has participated include: University Common Book Read Committee, Suicide Prevention, First Year Experience PAT, the university’s climate study, Martin Luther King Planning Committees, Racial Justice Book Bowl, Summer Anti-Racist, Anti-Bias Education Training, and Eliminating Racism (ERAC/E). Through Michigan’s King, Chavez, Parks Initiatives, Palmer has been awarded one of the three Morris Hood Educator Development (MHED) grants which supports underrepresented students in obtaining their teacher certification. Palmer also represents the college on the Young Educators Society (YES) board. YES encourages urban youth to pursue careers in education. The college has hosted the YES conference twice during Palmer’s tenure.
Dr. Jessaca Spybrook is an Associate Professor in the Department of Educational Leadership, Research, and Technology. Her research has focused on improving the quality of the designs and power analyses of group randomized trials in education. She is co-author of the software and documentation for *Optimal Design Plus*, a program that assists researchers in planning adequately powered group randomized trials. She has received funding to support her research from the National Science Foundation, the Institute of Education Sciences, the William T. Grant Foundation, and the Michigan Department of Education. Her work appears in top education journals such as *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, and the *Journal of Research on Educational Effectiveness*. In 2010 Dr. Spybrook was awarded a National Academy of Education/Spencer Postdoctoral Fellowship, a program designed to assist doctoral graduates engage in research relevant to the improvement of education with scholarships and by providing funding that is needed. Dr. Spybrook earned her Masters in applied statistics and her Doctorate in education from the University of Michigan. Prior to attending graduate school, and teaching at WMU, Dr. Spybrook was a 7th grade math teacher.
Dr. Richard Zinser, a faculty member in the Department of Family and Consumer Sciences, spent fall of 2013 on sabbatical studying the education system in Ukraine. This project came about as a result of an earlier trip in May when he was invited to speak at an international education conference in the city of L’viv. Zinser came to the realization that his knowledge on educational changes in the Ukraine since its independence from the Soviet Era was very limited. The exploratory study used an ethnographic research framework. Zinser visited seven cities and conducted interviews at 29 educational institutions. Findings include an interesting mix of traditions from the soviet era and modern European practices and that the society also has a “generation gap” between those who were educated under the old and new systems. Numerous professors expressed interest in collaborating on related projects and publications. Zinser is currently searching for grant opportunities to continue his research and is exploring the process of establishing dual degree programs with universities in L’viv, Kiev, and Odessa.
The College of Education and Human Development has great outreach, providing about 55 percent of all programming at the seven WMU regional locations located throughout the state of Michigan.

The College of Education and Human Development has “continuation agreements” with five Michigan community colleges. The agreements allow community college students with a two-year degree to seamlessly transfer to WMU and complete their bachelor’s degrees.

Four of the six departments in the College of Education and Human Development are housed in the new Sangren Hall, a $60 million state-of-the-art structure that opened in the fall of 2012. Upgraded use of technology and teaching and learning centers are all part of the new Sangren.

The faculty of the College of Education and Human Development on average received over $3 million external funding annually over the last five years. The amount puts it as one of the top three colleges in grants and contracts production at WMU.

The College of Education and Human Development has consistently contributed to WMU’s diversity initiatives. It was the first college to establish a college-wide diversity committee and, with the largest graduate enrollment on campus, it shares the distinction of having highest percentage of graduate students from under-represented populations.

The students in the College of Education and Human Development are making a difference in local communities by their engagement in classrooms, community groups, small businesses, health care settings, and our own counseling centers. Our students and faculty frequently work in settings such as the Kalamazoo Juvenile Home, schools in the greater Kalamazoo, Grand Rapids, and Metro Detroit areas, sports teams, pre-schools and daycares, WMU’s Sindecuse Health Center, local health care providers, nursing homes and other care facilities.

The College of Education and Human Development, in conjunction with the College of Arts and Sciences, has hosted 3 cohorts of the W.K. Kellogg Foundation’s Woodrow Wilson Teaching fellows since 2011. The Woodrow Wilson Teaching fellowship program is part of the Kellogg Foundation’s efforts to reform science and math education in America. The 4th cohort of the program will be starting in 2014.
More than 40 major and minor programs to choose from.

NCATE accredited since 1954.

100% of students in the college complete an internship.

Awarded over $350,000 in new and renewed scholarships in the 2013-14 school year.

Is the 1 and only institution in Michigan to host a TeachLIVE™ lab.

Founded in 1903 as a Teacher’s College, WMU owes its tradition of over 100 years of success to CoEHD.
Continuing the Tradition of Success in ALUMNI
Dr. Kay Keck

Dr. Kay Keck, a graduate from the Department of Educational Leadership, Research and Technology, has found much success after her experience within our college. Keck earned her Ph.D. in Higher Education Leadership and went on to hold various higher education positions with Kellogg Community College (KCC) in Battle Creek, Michigan. Her career at KCC includes positions such as Dean of Enrollment Management, Registrar, and in Financial Aid. Dr. Kay Keck now serves as the Vice President of Student Services at Kellogg Community College and represents the department of Educational Leadership, Research and Technology and the College of Education and Human Development well.

Dr. Brandi Pritchett-Johnson

Dr. Brandi Pritchett-Johnson received her Ph.D. in counseling psychology in December of 2011. Currently she is serving as a Counselor and Psychology Fellow for the Counseling and Wellness Center at the University of Florida. Dr. Pritchett-Johnson’s approach to therapy can best be described as integrative, making sure to assess and provide culturally responsive care. She most often engages in interpersonal and humanistic frameworks and strategies to empower clients to greater health and well being. Dr. Pritchett-Johnson is the coordinator of ASPIRE, a program to support the retention, academic success, and time-to-degree of African American/Black, Hispanic/Latino, and First Generation Students.

Kristin Rahn

Kristin Rahn, a 2007 graduate from the Department of Family and Consumer Sciences, studied Interior Design and has applied her degree to various areas. She is currently working with Habitat for Humanity as a Sustainability Development Program Coordinator and thoroughly enjoys working in the public service area. With her degree, Rahn decided to combine her design education and her love for service and dedicated a year to the AmeriCops*VISTA. While there, Rahn developed a Sustainable Construction Initiative for a Habitat for Humanity affiliate in North Carolina. Rahn credits faculty, curriculum, and the WMU interior design resources that were made available as the key to her preparation.
Dr. Daryl Siedentop

Dr. Daryl Siedentop completed his master’s degree from the Department of Human Performance and Health Education. In 1970 he accepted a position in the School of HPER at Ohio State University where he eventually became a Professor, Senior Associate Dean and then Interim Dean of the College of Education. Siedentop has published 12 books, several of which have been translated into Japanese, Korean, French, and Spanish. His honors included the Visiting Scholar Award from Virginia Polytechnic University, election as a Fellow of the American Academy of Physical Education, The International Olympic Committee President’s Prize, NASPE C&I Academy Honor Award, AAHPERD Alliance Scholar Award, and the OSU Obertueffer Award.

Joe DeMarsh

Joe DeMarsh earned his undergraduate degree in Special Education with teacher certification in Elementary Education, an endorsement in Cognitive Impairments. Since graduation Joe has held positions that provide services for students in a resource room program, at center based programs for students with severe multiple impairments and autism spectrum disorder, as a traveling elementary teacher, a 4th grade pilot classroom in math and science, and a middle school English teacher. Joe is currently employed by the Washtenaw Intermediate School Districts as a transition teacher, providing transition services for students with disabilities on the Eastern Michigan University Campus. As a student and a graduate, Joe has been actively involved in Council for Exceptional Children and has been a leader at both the National and State levels.

Jennifer Heymoss

Jennifer Heymoss earned her B.A. in 2005 in Secondary Education and her M.A. in Socio-Cultural Foundations of Education in 2013. Her graduate school experience cultivated her passion for multicultural education and social justice, allowing her to deepen her commitment to community building and anti-bias education. Heymoss currently works as a classroom mentor and teacher of pre-service teachers at WMU and serve as the Program Coordinator for Jeter’s Leaders, a program of the Turn 2 Foundation, working with high school students from West Michigan to promote academic achievement, healthy behaviors, the creation of social change, the development of leadership skills, and their preparation for the future through career exploration and college readiness.
Western Michigan University
College of Education and Human Development
Fundraising and Development Goals

Ultimate Goal: **Naming the College**

Other Development Goals

**Endowed Chair for Diversity** — Experiences working with diverse faculty while in the college are essential for our students to be prepared for becoming active citizens in a multicultural society. An “Endowed Chair for Diversity” could develop and facilitate initiatives needed to create opportunities for our students.

**Endowed Educator in Residence** — Faculty and students must stay current with the real-world of education in the 21st Century and the policies that impact the work of the teacher. An educator-in-residence would bring current experiences to support the development of “career-ready” candidates.

**Lab Equipment/Infrastructure Improvement Funds** — Many programs in the college require labs with up-to-date equipment on which students can learn and engage in research. An endowed fund would provide financial resources to assure the continual improvement of lab facilities.

**Endowed Facilitating International Studies Funds** — Students must be prepared for an increasingly global workplace, but are often unable to engage in international studies because of costs. Funding to support international studies would allow more students, particularly students from under-represented populations, to engage in international experiences.

**Endowed Graduate Student Development Funds** — An endowment supporting student development would assure that our graduate students can participate in professional events at a state and national level and engage in development activities that extend beyond the classroom.

**Endowed Undergraduate Scholarship Funds** — The funds are set up to meet the needs of undergraduate students. The funding opportunity will assure that qualified students are able to benefit from the education we provide.

**Endowed International Student/Scholar Support Funds** — Establishing the funds will help our college bring in more international students and scholars to internationalize our student body and the campus experience of CoEHD students.

**Endowed Funds for a Speaker’s Series** — A speaker series would provide opportunities for our students, faculty and alumni, and local professionals to learn from the top scholars and practitioners in the field of education and human development.
Epilogue

More than a century has passed since Governor Aaron T. Bliss signed the bill authorizing the creation of Western State Normal School as the state’s fourth teacher education facility. Kalamazoo was chosen as the site for Western due to the exceptionally strong support shown by the City Council, the local business community, and the citizens of Kalamazoo. Through a special election held on October 19, 1903, Kalamazoo voters overwhelmingly approved a $70,000 bond to purchase two parcels of land on Prospect Hill and erect the first buildings.

Much has changed since the early days of Western. Steady growth occurred during the first five decades of the 20th Century, followed by a period of rapid expansion after World War II. The name of Western itself periodically changed to reflect the changing educational landscape—going from Western State Normal School in 1903, to Western Michigan Teachers College in 1927, to Western Michigan College of Education in 1941, to Western Michigan College in 1955, to Western Michigan University in 1957. Today’s College of Education and Human Development can trace its lineage directly to the origins of WMU.

As we currently progress through the second decade of the 21st Century, we are in the midst of great economic, social, technological, educational, and cultural changes that the founders of WMU could not have imagined in 1903. As a society, we have switched from rapid, economic growth models that produced abundant resources to sustainable economic growth patterns that require careful use of resources. At the same time, our economy has shifted from an emphasis on manufacturing to one that is based on information, technology, and human services. Along with these changes, we have also expanded our views from accepting nationalistic independence to embracing global interdependence, which requires high levels of cultural awareness.
There is no doubt that education lies at the heart of our new economy, and the College of Education and Human Development is a major contributor in this regard. One of our most significant challenges, however, involves funding. Over the past several decades, the public perspective has shifted away from supporting the attainment of a college education as a public good funded primarily through progressive taxation, to viewing it more as an individual consumer good to be funded primarily through tuition and personal loans. This change has placed a much heavier financial burden on our students and their families than was experienced by past generations, and it has significantly limited the resources available to support our work.

Continuing our long tradition of influencing the creation of knowledge and shaping the trajectory of people’s lives requires vision, creativity, and a willingness to take risks. It also requires the support of you, the stakeholders in our programs. Just as the 1903 citizens of Kalamazoo overwhelmingly voted to support the establishment of Western State Normal College on Prospect Hill, we call on you to continue the rich tradition of support for the WMU College of Education and Human Development as we progress through the 21st Century.

For more Information:

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Continuing the Tradition of Success

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