CoEHD Fulbright Scholars Attend Reception

February 13, 2014

The College of Education and Human Development’s Fulbright Scholars recently attended a reception in their honor held by the Diether H. Haenicke Institute for Global Education. The Fulbright Scholars, who were accompanied by two of the college’s department chairs, Dr. Patrick Munley of Counselor Education and Counseling Psychology (CECP) and Dr. Donna Talbot of Educational Leadership, Research and Technology (ELRT) attended the reception on Friday, February 7 at the Richmond Center for Visual Arts. This gives Fulbrighters a chance to be introduced to prominent members of the campus community who they might not otherwise come into contact with. The College of Education and Human Development currently hosts 10 Fulbright Scholars who come from 10 different countries around the world. The number accounts for more than 25% of the total Fulbright Scholars at WMU. A full list of the College of Education and Human Development Fulbright Scholars, the country they are from and the department they study in is listed below:

Counselor Education and Counseling Psychology

- Oyundelger Enkhtur, Mongolia
- Roma Johnny, Republic of Trinidad and Tobago
- Mahana Lugo, Nicaragua
- Makhset Samambetov, Uzbekistan

Educational Leadership, Research and Technology

- Rachal Etshim, D.R. Congo
- Phimmasone Keopasert, Laos
- Nizoramo Haitova, Tajikistan
- Juan Jose Tancara Huanca, Bolivia
- Djimtibaye Otalbaye, Chad
Recent TRiO FESP Activity

February 6, 2014

The College of Education and Human Development is proud to announce many wonderful activities, events and success of our TRiO FESP program. Listed below are a few recent accomplishments to acknowledge:

- TRiO student Audreanna Shannon is a MI-CAPP Scholarship Award Winner this year and will attend an award ceremony in Grand Rapids this February.

- TRiO FESP is working with the Boys and Girls Club of Greater Kalamazoo to create a facilitated pilot program in the summer for 25 middle school students. It will assist the students in maintaining or raising math and literacy success and will teach job readiness skills. TRiO FESP students will be paid for their summer employment funded through a grant from the Greg Jennings Foundation.

- Nine TRiO FESP students graduated in December of 2013 and 28 made the Dean's List for the Fall 2013 semester.

- On Saturday, January 18, two staff members and nine students from TRiO FESP volunteered for the Office of Diversity and Inclusion's Public School Visitation Day. This is their first collaboration with Albion Public Schools.

- The Annual Performance Report for the 2012-13 Academic Year has been completed for the Federal Department of Education and TRiO FESP received eleven out of eleven possible Prior Experience Points and Exceeded their objectives: a persistence rate objective of 75% (TRiO had 93%), a good academic standing rate objective of 75% (TRiO had 93%), and a number of 140 students funded to serve in which TRiO met at 100%.

Thank you and congratulations for all of TRiO FESP's hard work and dedication. The College of Education and Human Development is proud of your success!

Strategic Plan Phase 2

February 13, 2014

In December 2013, the college completed Phase 2 of the strategic planning process. The product of this work is a strategic plan that will help guide the college over the next several years. Beginning in January, the college initiated the implementation phase of the process. Five specific objectives have been prioritized for work over the next 16 months: 1) Clarify/Communicate College's Identity and Contributions, 2) Culture/Engagement, 3) Recruitment, Retention, and Enrollment, 4) Outcome Assessment and Program Quality, and 5) Alternative Revenue Streams. For each of these prioritized objectives, two co-leaders have been identified and teams have been formed that include faculty and staff. By the end of February, an implementation plan for each of the objectives will be finalized and implementation will begin.
Dr. Beverly Vandiver, professor of counselor education and counseling psychology, has been named a fellow of the American Psychological Association’s (APA) Society of Counseling Psychology.

Dr. Vandiver was already a fellow of APA’s Evaluation, Measurement and Statistics Division.

Fellow status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status by APA indicates that a person’s work has had a national impact on the field of psychology beyond a local, state or regional level.

A faculty member since 2013, Dr. Vandiver served as an Associate Professor at Penn State University before coming to WMU. She is an acknowledged expert on scale development, specifically in the area of racial identity.

She received a bachelor’s degree from Western Kentucky University, her master’s degree from the University of Kentucky, and her doctorate from Ball State University.
Faculty member conducts webinar

February 12, 2014

Dr. Carla Adkison-Bradley, a professor in the department of Counselor Education and Counseling Psychology, recently conducted a research webinar after being asked by Chi Sigma Iota, an international honor society of professional counseling and for professional counselors. Her webinar, titled “The Disciplinary Practices of African American Mothers and Fathers: Engaging in Culturally Responsive Research,” discussed the results of mixed-method research study of child disciplinary strategies used by African American parents.

Dr. Adkison-Bradley has also recently had two publications made available. Her book chapter titled, “Supervising counselors who work with African American Parents,” was published in Elements of supervision: Teachings, reflections, and resources, while her article titled “Child discipline in African American families: A study of patterns and context,” was published in The Family Journal, and was co-written by Jeffrey Terpstra and Benedict P. Dormitorio.

Family and Consumer Sciences

Professor Awarded Inaugural Grant

January 30, 2014

Dr. Angel Gullon-Rivera, Assistant Professor in child and family development, was recently awarded one of the inaugural grants from the College of Education and Human Development’s Tate Center for Research and Innovation. His project is titled: Teaching parents about the use of Social Stories to support children with behavioral and emotional challenges. The study will partner with local agencies to explore the effectiveness of using storytelling with children who have emotional and behavioral problems in order to equip parents with strategies to foster children’s emotional recognition and understanding, and perspective taking.
**Student wins $5000 scholarship award**

January 30, 2014

![Image of student receiving scholarship](image)

**FS Students win contest**

February 5, 2014

Students from Western Michigan University's Family Studies and Child and Family Development programs won two of the five categories in the National Council on Family Relations' Family Life Education Month Contest. The first win was in the category: The Best Newspaper Article, and was an entry from Bre Leeuw, Rachel Dewitte, Angelique Bridges, Dakota Williams and Ashley Machacek, titled: "Family Life Education, what is that?"

Receiving the Best Tag Line/Logo were Briana Farkas, Dakota Williams, Ashley Machacek, David Aboosamra, Sarah Tidd, Ashley French, Angelique Bridges, Taren Fales and Angela Carter.

Robin Millar, graduate of FCS and part-time instructor, serves as faculty advisor to the student organization, and as the sponsoring professor will receive a one-year membership extension. The winning entries were on display at the Certified Family Life Education Reception at the NCFR Conference in San Antonio. A student membership to NCFR was awarded to Taren Fales and Sarah Tidd by random drawing from the winning groups.

Pictured in Photo:
Back row (L to R): Angela Carter, Ashley Machacek, Robin Millar, Amanda Mocny, Sarah Tidd.
Front row (L to R) Ashley French, Dakota Williams, David Aboosamra, Angelique Bridges, Rachel Dewitte. Missing from the photo: Briana Farkas, Ryan Larish, Taren Fales, Breanna Leeuw.
Educational Leadership, Research and Technology

Mansberger assumes new WMU role

February 6, 2014

Dr. Nancy Mansberger, longtime faculty member in the Department of Educational Leadership, Research and Technology, has recently been named WMU's new director of academic collective bargaining.

“Nancy Mansberger has an extraordinarily deep and broad understanding of the University as a whole and a deep knowledge of the myriad roles faculty members play in the classroom, research lab and in community and campus service,” said Dr. Timothy Greene, provost and vice president of academic affairs.

Dr. Mansberger has been a faculty member since 2002; however, she was active in professional research for many years prior to joining the university as faculty. Dr. Mansberger assumed her role as director of academic collective bargaining on January 1, 2014.

Listed with Most Influential

January 30, 2014

Dr. Gary Miron, professor in the department of Educational Leadership, Research and Technology, has been named one of the 200 most influential education scholars in the United States and the top 10 most influential in scholarship related to government and policy, according to an annual ranking that appears in Education Week. Dr. Miron, who has prepared and directed more than 60 evaluations and research studies that have been funded with grants and contracts from state and federal agencies as well as private foundations, is ranked No. 55 on the 2014 Rick Hess Straight Up Edu-Scholar Public Influence ranking that has recently been released.
Faculty member named Graduate College Faculty Fellow

February 5, 2014

A professor in the Department of Educational Leadership, Research and Technology, Dr. Louann Bierlein Palmer, has recently been named a Graduate College Faculty Fellow for 2014. Dr. Bierlein Palmer, who is coordinator of the Educational leadership, research and technology Ph.D. program, has been a faculty member since 2001 and her interests include educational reform and policy issues, as well as systems change.

Dr. Bierlein Palmer served as a Graduate College Faculty Fellow last year as well working with individuals across the University to create detailed program materials for each graduate program offered at WMU, helped to compile all policies related to graduate education within the graduate catalog and helped to redesign the college’s website.

In the upcoming year as a fellow, Dr. Bierlein Palmer will help implement the new online application system for graduate students, facilitate some strategic planning for the Graduate College and work with individuals to consider additional interdisciplinary graduate degrees at WMU.

Human Performance and Health Education

Community Health Education Candidates Shine in National Certification Examination

February 6, 2014

The result of the national certification for Health Education Specialists is out. Candidates from WMU’s Community Health Education program distinguished themselves with flying colors. All the WMU students that took the examination passed. The pass rate of these candidates compares with the national pass rate of 71.56%. Their average scores in the seven major areas of responsibilities and competencies in health education exceeded the cohort of national average scores.

The Certified Health Education Specialist (CHES) examination conducted by the National Commission for Health Education Credentialing (NCHEC) is the gold standard for practicing health educators. It is conducted twice a year, in April and October. Candidates for the examination are expected to have completed a degree in health education from an accredited institution of higher education.
The three health education faculty members of Drs. Amos Aduroja, Robert Bensley, and Marianne Frauenknecht were very pleased with the outcome of the examination. According to Dr. Bensley the coordinator of the program, "The health education program is fortunate to have students who find passion in improving the lives of others. Their high achievement is a testament to their academic fortitude and commitment."

**Faculty Member Presents in Croatia**

February 17, 2014

Dr. Zeljka Vidic along with WMU colleagues from the College of Arts and Sciences and Haworth College of Business conducted an international presentation at the Tenth Annual Conference on Environmental, Cultural, Economic and Social Sustainability in Split, Croatia. The presentation discussed various components of WMU’s unique conceptual approach toward sustainability that may serve as a framework for academic institutions at a global level.

**Special Education and Literacy Studies**

**Faculty Members Present at Conference**

January 29, 2014

Dr. Selena Protacio, Assistant Professor of Literacy Studies, received an Honorable Mention for the highly competitive Student Outstanding Research Award from the Literacy Research Association (LRA). Her Paper, entitled “A Case Study Exploring the reading Engagement of Middle School English Learners,” was based on her dissertation research. Dr. Protacio also gave a presentation on this research at the LNA Annual Conference this past December held in Dallas, Texas.

Also at the conference, SPLS faculty members, Dr. Shaila Rao and Dr. Susan Piazza joined Dr. Protacio joined together to present. They organized a symposium entitled “Converging Research on Responsive Pedagogy for Special Education, Culturally, and Linguistically Diverse Learners.” Dr. Lauren Freedman, also a SPLS faculty member, served as the chair of this symposium. Dr. Rao, Dr. Piazza, and Dr. Protacio presented a review of the literature in their respective fields and a group discussion involving the audience members was held thereafter in respect to the key findings.
Faculty members conduct roundtable presentation

February 5, 2014

Dr. Lauren Freedman, Professor of Literacy Studies, and Ms. Kelly Killen, a fifth-grade teacher at Kalamazoo Public Schools and Adjunct Instructor of Literacy Studies, recently presented at the Literacy Research Association. Dr. Freedman and Ms. Killen had a roundtable presentation entitled “Road Trips: The Impact of Inquiry Learning on Literacy Learning.” In this presentation, they discussed the impact of inquiry learning on areas such as students’ vocabulary growth, student collaboration, and reading development.

Teaching, Learning, and Educational Studies

TLES Co-Directs Teacher Exchange Program

February 13, 2014

For the past 3 years, WMU’s Haenicke Institute and the College of Education and Human Development have participated in the Japan-US Teacher Exchange program, a 6-month program to improve the teaching of English in Japanese junior high schools. Funded by the Japanese ministries of Education and Culture, the program brings experienced teachers to one of seven US universities to improve their understanding of the English language, engage them in new teaching methods, and broaden their understanding of American culture.

Directed by Dr. Jane Blyth (Haenicke Institute and the Department of Teaching, Learning and Educational Studies), the program has hosted 10-14 teachers each year. Cohorts arrive in the first days of August, and receive intensive English instruction for the first month. During this time they are also getting oriented to the University environs as well as the Kalamazoo area. Within a few weeks, they move in with host families in the area. They engage in a variety of cultural events common to
the area and to the Midwest, including sports, music and arts, and visiting points of interest in southwest Michigan.

During the fall semester, the teachers enroll in ED 5020 Curriculum Workshop: TEFL Methodology, co-taught by Drs. Paul Vellom and Jane Blyth. This course broadens their theoretical and practical bases for English language teaching. They also enroll in a CELCIS course designed to support the academic reading and writing aspects of their work. They observe and shadow in ESL and foreign language courses at WMU and also begin observation and action research in Kalamazoo public schools. Then, in January, they work intensively in area schools in teaching and support roles in bilingual and ESL classrooms.

Many of the teachers cite the links between theory and practice as one strength of the WMU program. They leave WMU feeling empowered to make changes in their own classrooms, their schools, and across their prefectures.

In May 2013, Dr. Vellom conducted a follow-up observational study, visiting the classrooms of 8 teachers from cohorts 1 and 2 in various communities in Japan. He found that most teachers were able to successfully integrate what they had learned at WMU into their highly structured curricula. They were able to articulate guiding principles that they had developed to guide their decision making in planning and executing instructional events, illustrating the strong impact of their studies at WMU and their rich, engaging experiences with American culture.

TLES Chair Published
February 6, 2014

Dr. Regena Nelson, chair of the department of Teaching, Learning and Educational Studies, has disseminated her analysis of her online teaching experiences at WMU through a paper titled: *The impact of the online format on an instructor’s engagement with students in a teaching seminar*, that was presented as a podcast at the *E-learning and Education* conference in Singapore and published in the conference proceedings.

She also published an article in Global Science and Technology’s Forum’s *International Journal on Education* about her experiences serving as co-facilitator of a Massive Online Open Course sponsored by the Michigan Virtual University on K-12 teaching methods titled: *Scaling up: Using MOOCs to increase accessibility and personalization for students.*
Two TLES faculty members awarded grant

February 5, 2014

Dr. Jeffrey Jones and Dr. Tetyana Koshmanova, both faculty members in the Department of Teaching, Learning and Educational Studies (TLES), have received awards of $2000 each from the first opening of the College of Education and Human Development Grant Program, administered by the Tate Center.

Associate Professor Dr. Jeffrey Jones grant is titled “Exploring Organizational Strategies and Participant Experience in the Young Adult Diversion Court” and will run through November of 2014. The project has been awarded $2000 and serves to “initiate an applied study of organizational context, strategies, and participant experience in the Young Adult Diversion Court (YADC), using observations of planning meetings, court sessions, and youth programming, participant surveys, and interviews to determine how involvement affects participants’ perceptions and outcomes,” as described by Dr. Jones in his proposal.

Assisting in this grant is Ricky Pope, a doctoral student from the Department of Counselor Education and Counseling Psychology within the College of Education and Human Development. Ricky will engage in data collection, analysis, and the writing of results for dissemination and work closely with Brittany Tinnon, a senior in Criminology and Sociology.

The second grant awarded by the CoEHD Grant Program is to TLES Professor, Dr. Tetyana Koshmanova. The title of her grant is “Development of Critical Thinking, Entrepreneurship and Social Mobility of Faculty and Students in Ukraine” and will run through January of 2015.

The purpose of this grant is to “encourage and support data collection for the first phase of the upcoming three-year collaborative international program on the development of critical thinking, entrepreneurship, and social mobility of Ukrainian faculty and students at Western Michigan University. The ultimate goal of the larger project is to build the foundation and procedures for the development of Ukrainian students’ dual enrollment programs at Western Michigan University,” as described by Dr. Koshmanova in her proposal.