Each Lightcicle consists of multiple large dichroic (color-changing) glass panels illuminated by banks of LED lights. The glass panels were formulated, designed, and fabricated by the artist in his Ohio studio. The Lightcicles were designed to inspire excellence through organic, cascading design and to dazzle the eyes with color, transparency, and light. The sheer aesthetic dynamism of these viewer-interactive sculptures are sure to push students, faculty, and staff to perform to the “next level.”

Lightcicles hangs from the ceiling in the main hallway on the first floor of Sangren Hall. It is accompanied by Paul Marquardt’s artwork titled “Prime Field” that is hangs in the second floor lobby across from Flossie’s Cafe. “Prime Field” is an interactive artwork consisting of a “particle field” of words.

The College of Education and Human Development (CoEHk) held a contest made available to CoEHk students, faculty, and staff with the intent of finding a name for the new magazine that will be published every fall and spring semester. The winner of this contest was Dr. Matthew Hoge, assistant professor in the Department of Special Education and Literacy Studies with his submission, Professional Reflections. Dr. Hoge is new to the college and the university. Congratulations to him for his winning submission!
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Counselor Education and Counseling Psychology
Programs are focused on preparing competent, ethical, and culturally sensitive counselor education and counseling psychology professionals through graduate education and scholarship. All programs recognize the importance of meeting the needs of an increasingly diverse society and have a strong multicultural and diversity emphasis.

Educational Leadership, Research and Technology
These programs are designed for professionals with a focus on developing leaders prepared to serve in educational institutions, foundations, non-profit organizations, businesses, government, and industries. These programs blend theory and best practices to prepare students for their future.

Family and Consumer Sciences
This department provides integrative educational programs and conducts research focused on reciprocal relationships among individuals, families, and the environment, with the goal of improving the quality of life within a dynamic world community. Students have the opportunity to join many student organizations.

Human Performance and Health Education
Exciting professional opportunities and careers await graduates in sports and health related fields. These professional programs are based on balanced undergraduate preparation, exposure to practical experiences, elective choices enhancing professional options, and continual review of curriculum.
Li arrived to the College of Education and Human Development in September of 2013 with a long administrative history at Ohio University (OU). He served most recently as interim executive director of the Center for International Studies at OU since 2012, serving as that university’s senior international officer. Other posts include being the inaugural chair of the Department of Sports Administration in OU’s College of Business for two years, acting associate dean for academic affairs for the College of Health and Human Services for a year, director of the School of Recreation and Sport Sciences from 2002 to 2010.

Li received his bachelor’s degree in education from Guangzhou Institute of Physical Culture (PRC), his master’s degree in education from Hangzhou University (PRC), and his Doctor of Education from the University of Kansas in physical education (sport administration). He served as President of the Alliance for Sport Business (ASB), Chair of the Board of Commissioners of the Commission on Sport Management Accreditation (COSMA), and President of the North American Society for Sport Management (NASSM).

He also served on the editorial boards of several professional journals, including Journal of Sport Management, Sport Marketing Quarterly, and International Journal of Sport Management. He was the recipient of the 1999 Taylor Dodson Award given by the Southern District AAHPERD and the 2014 Garth Paton Distinguished Service Award bestowed by NASSM.
A Message from the Dean
Dear CoEHD Alumni and Friends,

I am excited to present you with the inaugural issue of Professional Reflections, a magazine of the College of Education and Human Development (CoEHD) at Western Michigan University (WMU). This magazine serves as a mean of both reflection on our success of the past and revelation of our vision for the future.

Particularly, it is a publication that showcases what our students, faculty and staff, and alumni have accomplished over the past few years. It is also a publication that reveals who we are, an educational community that is learner-centered, discovery-driven and globally engaged. Furthermore, it is a publication that projects what we will become in the future. Last, but not the least, it is a publication that inspires every member of the CoEHD family as the college strives to become the premier choice of education for people aspiring to become professionals in education and human development settings in the state of Michigan and the nation.

The CoEHD at WMU provides its students with a caring and supportive educational environment where they can dream and aspire to be whatever they can be. The CoEHD strives to educate its students with the provision of diverse and challenging educational experiences. Developing students into successful future educators and human development professionals and helping them grow has been the top priority of the college ever since it was established more than 50 years ago.

The talented enthusiastic and highly motivated faculty and staff are the core members of the CoEHD family. They are committed to inspiring the students to achieve excellence and be the best they can be. Devoted to expanding their knowledge and skills, our faculty have been very successful in securing external funding and producing scholarship and creative work. They also have created many community programs and local partnerships as they extremely value the learning that takes place beyond the classrooms. Many of our faculty are recognized as leading and influential scholars in their disciplines.

The continuous success of the CoEHD is reflected by the enduring accomplishments of its alumni. The knowledge, skills, and opportunities that our alumni are provided with upon graduation prepares them to become successful at local, national, and international levels. Our alumni all impact the education and human development fields they have chosen and continue to build upon their knowledge as life long learners.

I encourage you to take a few minutes to peruse the magazine and review the successful stories of our students, faculty and staff, and alumni. Our fulfillment to the mission of the college is indicative by the success of every member of the CoEHD family. I hope you have an enjoyable reading experience.

Thank you,

Ming Li, Ed.D.
Professor and Dean
Students
Continuing the Tradition of Success

Guided by a dedicated faculty, our students are challenged and engaged in classrooms, community groups, small businesses, health care settings, and our own counseling centers. Learning continues past the confinement of our classroom walls. Our students frequently work in settings such as the Kalamazoo Juvenile Home, schools in the greater Kalamazoo, Grand Rapids, and Metro Detroit areas, for local and national athletic organizations, pre-schools and daycare centers, WMU’s Sindecuse Health Center, local health care providers, nursing homes, and other care facilities. Through experiential learning opportunities, our students develop the essential skills and competencies needed for professional success.

100% of undergraduate students complete an internship or field experience.

350k in new and renewed scholarships are awarded to students each year.
Michelle Gerrick, a student employee working in the College of Education and Human Development TRiO office, was chosen as the 2013-2014 Western Michigan University Student Employee of the Year. This honor is given to one student employee across campus who has been truly dedicated to his/her position and worked extremely hard to make WMU a better place.

While working in the TRiO office, Gerrick served as a front desk receptionist for three years, and a tutor for two. She has served as a one-on-one math tutor to her peers, a mentor for the Future Educator Success Program (FESP) First Year Experience Course in 2012, currently facilitates small-group tutoring for the MTTC Professional Readiness Exam. She was selected to be a student employee for the College of Education and Human Development’s Lunch N’ Learn Program for the 2013-14 academic year.

“Michelle sets the bar high for students, demonstrating how to successfully balance coursework and campus employment,” her supervisor, Marcy Peake, says.

Gerrick is a student in the College of Education and Human Development’s elementary education program with minors in both math and science. After her expected graduation in December of 2014, Gerrick aspires to be a middle school teacher.
TRiO FESP students graduated in fall 2013
*spring 2014 still in progress

TRiO Fast Facts

$36,684 in new CoEHD scholarships were awarded in 2013-14
$11,050 in FESP Grant Aid was awarded to freshmen and sophomore students
$33,000 awarded to FESP interns during Fall 2013 from Project Good Start
2nd consecutive year TRiO FESP has a MI-CAPP scholarship award winner

TRiO FESP Student Success

Students participate in workshops, tutoring opportunities, and team building activities in 2013-14.

The TRiO FESP students have greatly contributed to the College’s success in the 2013-14 academic year. Over the course of the year, students took part in workshops that allowed them to build upon their leadership abilities. Among these workshops, a handful of the TRiO FESP students were able to travel to Capitol Hill in Washington, D.C. and meet with Senator Debbie Stabenow. As the year progressed, workshops did not slow down. TRiO FESP students participated in a yearly team building and leadership activity at YMCA’s Camp Eberhart and started weekly workshops for TRiO’s Future Teachers using the Gallup Teach with Your Strengths Curriculum in the spring semester.

During the summer of 2014, TRiO FESP students will facilitate a pilot program for middle school learners to decrease the impact of the academic “Summer Slide.” TRiO FESP students will serve as tutors to maintain or raise math and literacy skills with these middle school learners. This project is funded through a grant from the Greg Jennings Foundation and in collaboration with the Boys and Girls Club of Greater Kalamazoo.

TRiO FESP students made the fall 2013 Dean’s List
*spring 2014 still in progress
Presidential Scholars
Four outstanding undergraduate students receive highest WMU academic honor

Sarah K. Price
Family and Consumer Sciences
Sarah is from Holland, MI, and a graduate of West Ottawa High School. She is majoring in dietetics and minoring in biological sciences. Following graduation, Sarah plans to pursue a career in nutrition and dietetics, specifically the use of medical nutrition therapy in clinical settings. A first-generation college student, she would like to obtain an appointment to an accredited dietetic internship that is either affiliated with a hospital or university. She will be qualified to take the national registration exam for dietitians after completing that internship and can then become a registered dietitian after passing the exam. In the future, Sarah would like to earn a master’s degree and work in an oncology unit providing medical nutrition therapy to cancer patients. During her local practicum at Bronson Methodist Hospital, she created educational materials for registered dietitians within the hospital as well as participated in health fairs and was a partner in an elementary school’s healthy eating initiative. Sarah earned a spot on the dean’s list every semester at WMU and has received a state of Michigan scholarship, a Trendway Corporation scholarship, and WMU awards including the Chrystal Grady Home Economics Scholarship from the Department of Family and Consumer Sciences and a Dean's Scholarship. She is a second-year resident assistant in Draper Hall and previously worked on campus as an orientation student leader in 2012 and a Fall Welcome ambassador in 2011. Sarah spends time outside of class tutoring other undergraduate students in molecular and cellular biology and for the second time, has served as a team captain for WMU’s annual Relay for Life.

Lisa M. Valler
Special Education and Literacy Studies
Lisa is from Portage, MI, and a graduate of Portage Northern High School as well as Kalamazoo Valley Community College. She is majoring in special and elementary education with endorsements in emotional impairments and learning disabilities and a minor in literacy studies. Following graduation, she plans to teach special education and/or general education at the later elementary or middle school level. She also hopes to continue her education by attaining a third endorsement in autism spectrum disorders and a minor in science education. Lisa participated in a special education internship through the study abroad office, working at a Department of Defense School in Lakenheath, England. In total, she has completed five pre-internships and two full-time internships, amassing more than 1,100 hours of field experience. She has worked with students with emotional impairments, cognitive impairments, autism and learning disabilities as well as those in the general education population. Lisa has been a member of the dean’s list each semester since 2011 and has volunteered in many education settings. Those community service activities have included after-school programs for at-risk students, for which she developed behavior plans for students with an emotional impairment or autism; participating in nutrition studies as part of Michigan’s Healthy Kids program; and volunteering in after-school programs to help children make better life choices.

Lisa Valler spent the spring semester overseas completing her final internship and was unable to attend the award ceremony honoring this years Presidential Scholars.
Four outstanding undergraduate students receive highest WMU academic honor

Jason P. Schut
Human Performance and Health Education

Jason is from Grand Rapids, MI, and a graduate of Grand Rapids Christian High School. He is majoring in physical education. Following graduation, he plans to become a physical education teacher. As an intern at Otsego Public Schools, Jason teaches physical education to elementary and middle school students. He also has taught physical education and academic essentials to at-risk Kalamazoo Public Schools students while working with the Upward Bound program. An accomplished student himself, he has appeared on the dean’s list throughout his time at WMU, and he earned the Dean’s Scholarship for Study Abroad to study at the Beijing Sport University in China. Through the Department of Human Performance and Health Education, Jason was honored in 2012 and 2013 with the Howard E. Thompson scholarship, an award for outstanding physical education students. He is serving on the board for the Michigan Association for Health, Physical Education, Recreation and Dance as vice president of future professionals. In addition, he served as president of WMU’s chapter of Phi Epsilon Kappa, the physical education professional fraternity. During his tenure, the chapter received the Developmental Chapter Award from the national office and Jason received the R.R. Schreiber Distinguished Service Award, which recognizes outstanding service on campus or in the community. Long interested in teaching students with special needs, Jason has volunteered with Special Olympics athletes for the last five years. He also has volunteered in Maryland at Camp Abilities, working with visually impaired students.

Jamie L. Keyser
Teaching, Learning and Educational Studies

Jamie is from Rockford, MI, and a graduate of Rockford High School who also attended Grand Valley State University. A member of the Lee Honors College, she is majoring in elementary education with minors in language arts and social studies. Jamie plans to start a teaching career in an urban school district. In that setting, she will be able to focus on culturally relevant pedagogy and teach to students of greater diversity, as well as begin earning a Master of Arts in socio-cultural studies in education. Jamie pre-interned at Woods Lake Elementary School in a fourth grade classroom and is now completing a full-time internship in a fourth-grade classroom at Mattawan Later Elementary School. For her Lee Honors College thesis, she is focusing on Native American culturally relevant pedagogy and how that connects to assessment. Jamie has consistently been on the dean’s list at both WMU and Grand Valley State University. She has received numerous scholarships, including the Rockford area’s Jansen Vocal Music Scholarship and from WMU, the Lofton Burge Educational Scholarship in 2013 and the College of Education and Human Development Scholarship in 2012. Jamie traveled to the Pine Ridge Indian Reservation in the summer of 2009 and 2010 to volunteer in a summer school program. She has also been involved through the YMCA of Greater Kalamazoo in a before- and after-school program at King Westwood Elementary School.
The Fulbright Program was founded in 1946 by the United States Congress and is the largest U.S. international exchange program. Fulbright grants are made available to U.S. citizens and nationals of other countries for a variety of educational activities and are funded primarily by the U.S. Department of State. Western Michigan University has been hosting Fulbright Scholars since the early 1980’s and fellows since 2004. These Fulbright scholars and fellows have significantly enriched the culture of our campus. The Fulbright Program offers fellowships for graduating college seniors, graduate students, young professionals and, artists in the U.S. who travel to various countries in order to conduct research, study, or teach English.

The College of Education and Human Development currently hosts ten Fulbright Scholars. This number accounts for more than 25% of the total Fulbright Scholars at Western Michigan University. These scholars come from ten different countries and four different continents around the world. All ten of the scholars are pursuing their master's degrees. Four of the scholars are from the Department of Counselor Education and Counseling Psychology, five are from the Department of Educational Leadership, Research and Technology, and one is from the Department of Teaching, Learning and Educational Studies.
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 Etschim
Democratic Republic of the Congo

Phimmasone Keopasert
Laos

Nizoramo Haitova
Tajikistan

Juan Jose Tancara Huanca
Bolivia

Djimtibaye Otalbaye
Chad

Teaching, Learning and Educational Studies

Babou Ndiaye
Senegal
Katie Sniegowski, a senior in the special education program, embarked on a life-changing study abroad experience in Dakar, Senegal. 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. For Sniegowski, the focus was to engage in research for her Honor’s Thesis which included field experience at the developmental school Talibo Dabo.

Sniegowski was able to experience an entirely different education system that led her to a greater understanding of the importance of teaching skills outside of the traditional curriculum. “The students in Dakar value their education like no other students I have ever interacted with and I came back from Dakar with a newfound appreciation for all that we have here in the U.S, as well as how we take education for granted,” Katie states.

“I learned that at times my students’ struggles would cause me to struggle. However, they are doing the best they can and they need me to support their successes,” Sniegowski says.

Sniegowski presented her research findings at the Michigan Council for Exceptional Children Annual Conference in Grand Rapids in March of 2013.

Nora Tkac is a Medallion Scholar, an award recipient from the annual competitive scholarship program amongst the most academically talented applicants at WMU. A senior in Teaching, Learning, and Educational Studies, her studies focus in art education and she will begin her student teaching in fall of 2014.

“The College of Education and Human Development celebrates teaching and makes us, as students, feel proud of the choice we made to go into education,” Nora commented.

Art Education majors earn BFA degrees from the College of Fine Arts, but must complete courses and internships through the College of Education and Human Development. They spend much time interacting with both faculty at WMU and mentor teachers in the field and graduate with extensive experience and knowledge of a real classroom setting.

“I gained an understanding of the development of a child—it’s so important to understand what’s going on through the body and mind of a child, what they’re interested in at certain age groups, in order to teach them,” she said.

After completing her student teaching internship this fall, Nora will graduate and hopes to eventually find a job teaching art in a middle school.
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 successful high school academic career. Ryan has consistently made the Dean’s List and has been welcomed into such honors groups as Alpha Lambda Delta and Sigma Tau Delta.

Ryan has also been asked to serve in the highly competitive positions of both Writing Center Consultant and Resident Assistant. Ryan has 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.

Devin Ryan  
*secondary education*

Khalid el-Hakim  
*TLES*

Khalid el-Hakim, a student seeking his M.A. in Socio-cultural Studies, recently published a groundbreaking book on the growing field of collecting hip hop memorabilia. Titled “The Center of the Movement: Collecting Hip Hop Memorabilia”, it is receiving national attention and has positioned Khalid as one of the new voices in the field of hip hop pedagogy. This book is a journey through the personal archives of the Black History 101 Mobile Museum, for which Khalid is the founder. For the past 22 years Khalid has collected over 5,000 original artifacts of the Black experience, from slavery to hip hop culture. As a 15-year veteran teacher in the city of Detroit, he used these artifacts as teaching tools to inspire and motivate students to dig deeper into history.

Joanne Digiuseppe  
*SPLS*

Joanne Digiuseppe, senior in the special education program, has been fortunate enough to take advantage of the study abroad program to Germany that the program offers.

“The experience was unlike something I ever would have dreamed of. I was opened to a world of culture and diversity, not only through my travels, but also through living life on an Air Force Base. I not only felt like I was there to teach and make a difference in these military children’s lives but they would be teaching me and making quite the impact on my life as well,” Digiuseppe states.
Students in the family studies 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?” The second category was the Best Tag Line/Logo (shown in the upper left hand corner) and the winners were Briana Farkas, Dakota Williams, Ashley Machacek, David Aboosamra, Sarah Tidd, Ashley French, Angelique Bridges, Taren Fales and Angela Carter. 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.

Charlynn Blumberg & Jessie Burton HPHE

Charlynn Blumberg and Jessie Burton received the Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD) Student Honor Awards representing WMU at the MAHPERD State Convention held in Lansing, Michigan in November of 2013. Both are physical education majors and school health education minors and completed their intern teaching in Spring 2014. Active members of the Epsilon Alpha Chapter of Phi Epsilon Kappa, both students have also been awarded HPHE Department Scholarships.

Malu Figueiredo Palma FCS

Student Malu Figueiredo Palma, a textile and apparel studies product development major, was awarded the Wil Conard Regent’s University Fashion Design scholarship by the International Textile and Apparel Association. The national competitive award is given annually to a fashion design student who demonstrates exceptional creative and design talent. Malu will use the $5,000 scholarship to study abroad at Regent’s University in London.
Taylor Cutajar is a senior in the Department of Human Performance and Health Education’s athletic training program. He has had much success in his academic career and shows much promise for success in his future career choices.

Cutajar was the 2013 Mid-American Conference Sports Medicine Association Memorial Scholarship winner. This scholarship is awarded regionally to one male and one female each year who are recognized as outstanding athletic training students that work with Mid-American Conference student-athletes.

Cutajar has also served on the Michigan Athletic Trainers Society’s student committee as a WMU representative. This society is a professional membership organization in which athletic training students from various universities come together and seek to advance the profession of athletic training in the State of Michigan.

Cutajar built upon his resume by completing a summer long NFL athletic training internship with the Cleveland Browns. Upon his return from his internship, Cutajar became the first student of the 2013-14 academic year to pass the Board of Certification (BOC) exam.

Sarah Lyons, a textile and apparel studies student in the Department of Family and Consumer Sciences has always shown much promise amongst her peers and instructors.

In the spring of 2012 Lyons created her first line for the student organization Merchandising Opportunities Design Association (MODA), and was awarded “Most Cohesive Line” by a board of faculty members and “Best Apparel Construction” in the fall 2012. After winning first place at the Fashion on the Shore Runway Event in St. Joseph, Michigan, Lyons earned a summer internship at Kleinfeld Bridal, where TLC films the program Say Yes to the Dress; Sarah did not stop.

Lyons returned to Western Michigan University in the fall of 2013 with a full schedule. In between classes, finishing her application to the Fashion Institute of Technology in New York City and working, she became a founder of a new student organization named Student Design Showcase. The Student Design Showcase helps young fashion designers develop skills outside of the offered classes. As secretary of the organization, Lyons helps students broaden their skill set by planning workshops, running design challenges, and planning an end of the year design showcase. She’s even created a new line for the March 2014 showcase.

The awards she has received and the new student organization that Sarah was able to start show much promise for her future career as a fashion designer.
As a doctoral candidate, Jennifer Deranek has had the opportunity to collaborate with many great professors in the Department of Educational Leadership, Research and Technology department. It is 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 (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 Educational Leadership, Research and Technology, I am confident the skills I have learned will allow me to be a better mentor, educator, and human being,” Jennifer says.

Ryan Nausieda, a doctoral candidate in educational leadership, is currently completing research that examines the process involved in the formation of successful partnerships between workforce development offices at rural community colleges and businesses.

Nausieda’s focus of this research is on motivation, social capital, and communication within the partnerships. Rural areas have fewer resources where a successful partnership can be of value, but they are also a risk because a partnership can also deplete needed resources.

The awareness of the elements that make partnerships successful can be useful to leaders of rural community colleges when starting and maintaining these ventures.

Nausieda says, “This study is important because it seeks to discover the elements leading to a successful partnership. Studying the successful partnerships between rural community colleges and businesses will lead to the development of these concepts.”

Nausieda is going to two Michigan Technological Education Centers (M-TECs) to complete a collective case study where he will complete interviews with community college professionals and business partners, collect documents, and make observations.
Mark Barajas is a 5th year Ph.D. student and a doctoral candidate in Counseling Psychology. A graduate of the University of California Davis, he came to Western Michigan University after spending six years as a high school science teacher and wrestling coach in Sacramento, CA, and two years as an environmental education Peace Corps volunteer in rural Bolivia. Since 2010 he has served as a Teaching Assistant for the Department of Teaching, Learning and Educational Studies where he has positively influenced over 400 undergraduate students.

In addition to teaching duties, Barajas has also published two articles in peer-reviewed journals, has a third under review, and has facilitated 13 conference presentations. In recognition of his scholarly production and excellent teaching, Barajas was awarded the WMU Graduate College Research and Creative Scholar Award in 2012 and the WMU Graduate College Teaching Effectiveness Award in 2013.

Supplementing his commitment to the university is significant community engagement. Barajas is a student member of Kalamazoo’s Eliminating Racism and Celebrating/Claiming Equality (ERAC/CE) and participates in monthly community dialogues focused on dismantling systemic racism. Barajas also volunteer’s as a student clinician and translator for Physicians for Human Rights’ Asylum Network where he conducts clinical interviews in Spanish, administers Spanish language psychological assessments, and assists with report writing for Spanish speaking individuals and their families seeking political asylum in the United States. Finally, Mark volunteers with Hospice Care of Southwest Michigan where he co-leads a support group for grieving teens and provides weekly companionship services to hospice clients.

Mark is broadly interested in issues of race and culture, psychosocial factors affecting academic achievement, and the promotion of optimal human development. He was recently awarded a Wegenke Endowment for Dissertation Completion in recognition of his innovative dissertation that investigates methods of training teachers to work effectively with racial and ethnic minority students. He aspires to be a university professor and a practicing licensed psychologist.
Faculty and Staff

Continuing the Tradition of Success

The forefront of the College of Education and Human Development is our faculty. These individuals have contributed decades of service to Western Michigan University and to their professional fields. These years of experience influence the exemplary success of our various academic programs. As new standards and practices emerge, our faculty seek opportunities to incorporate change into program curriculum. By staying involved in various professional communities, faculty ensure that our students graduate equipped with the most applicable and transferable skills to the workplace. Additionally, success spans beyond the classroom as faculty create community programs and facilitate local partnerships. Passion drives research and projects as these mentors continue to inspire others, advocate for social justice, and equip others with the necessary tools for a healthy and prosperous life. Many have been recognized for leading professional organizations, earning honors and awards from various committees, and generating 25% of the grants awarded to Western Michigan University.
For the past three years, WMU’s Haenicke Institute and the College of Education and Human Development have participated in the Japan-US Teacher Exchange program, a six-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 expand their understanding of American culture.

Directed by Dr. Jane Blyth and co-taught by Dr. Paul Vellom (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, where participants receive intensive English instruction, have opportunities to explore the university and its surrounding area, and later move in with local host families. Teachers engage in a variety of cultural events common to the area and the midwest, including sports, music, and art, and visiting points of interest in southwest Michigan.

Throughout their time in at WMU, these teachers enroll in courses aimed to broaden their theoretical and practical bases for English language teaching. By enrolling in a CELCIS course, they experience the practical application of their 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. The program culminates by working 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 eight teachers from cohorts one and two 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.

Pictured: TLES faculty member, Dr. Paul Vellom (left), US-Japan exchange students (right and above).
The College of Education and Human Development’s Office of Admissions and Advising plays a critical role in the promotion of student success at Western Michigan University. In addition to helping students schedule classes, the office also works with incoming transfer students, orientation for new students, and students in academic difficulty. The office is involved in several initiatives, all geared toward helping students achieve success.

**Degree Works:** In fall 2013, WMU implemented Degree Works, a web-based tool that helps students and advisors monitor a student’s progress toward degree completion. CoEHD was an early adopter and students are now using iPads to access their Degree Works program plan during advising sessions to ensure that students and advisors are on the same page regarding degree requirements. Instead of simply having students watch the advisor use Degree Works, the iPads provide the students hands-on practice at using the system. 91% of students who used Degree Works in their advising session in fall 2013 found it to be helpful.

**UNIV 1030 CoEHD Career Development/Academic Recovery:** The College of Education and Human Development readmits 10-30 undergraduate students every semester. The advising office has tried various strategies to help these students be academically successful in their second attempt at WMU. Prior to fall 2012, readmitted students worked individually with an advisor and with Heather Highhouse, a doctoral associate in counselor education. This process was very time intensive and only effective for about half the readmitted students. Starting in fall 2012, all readmitted students were required to enroll in a weekly Career Exploration/Academic Recovery class taught by Ms. Highhouse. The percentage of readmitted students who were subsequently dismissed has dropped during the three semesters the class has been taught. In spring 2014, the college has two sections of the class: one for readmitted students and a second for students on probation.

**FYE 2100 College Specific First Year Seminars:** In 2012, CoEHD advisors started teaching college specific sections of FYE 2100: First Year Seminar, a fall class designed to give first-year students a shared opportunity to make the academic and social transition to WMU. In fall 2013, the college taught four major-specific sections which enrolled about a third of incoming freshmen. This course has contributed to the retention of students with 94% of the FYE 2100 students returning for the spring 2014 semester.
Freshmen Orientation: The advising office is ready to welcome around 350 new broncos to the college during the twelve, two day orientation sessions in June 2014. This year will be the third orientation program for this entire advising team and they are looking forward to helping the new students start strong. On the first day of orientation, advisors talk with students and parents about all the CoEHD academic programs, degree requirements, and what to expect at WMU. Advisors then create individualized course recommendations and, on the second day of Orientation, work with each incoming student to create their fall schedule. After completing their fall registration, 100% of 2013 CoEHD Orientation students reported that they were happy with their schedule and that their academic advising experience was good to excellent. This satisfaction was reinforced by a comment from one student: “I honestly felt like the academic advising experience went very smoothly. I came to scheduling today very nervous about scheduling, but I realized that with the help of the advisors, scheduling was actually very easy.”
For nine years the Department of Counselor Education and Counseling Psychology (CECP) in the College of Education and Human Development (COEHD) has maintained a collaborative initiative with 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 with support from KPS, CECP and the College of Education and Human Development 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).

The program at Washington Writers’ Academy that Dr. Morris developed and directs has been presented at national and regional psychological conferences and continues to impact those involved.

The newest addition to the College of Education and Human Development is Sarah Drabik, hired as the first Student Recruitment and Outreach Officer. Sarah comes from Eastern Michigan University where she received her bachelor’s degree in communication and a master’s degree in higher education student affairs. Before beginning at Western Michigan University, Sarah served as a graduate assistant for EMU’s Office of Admissions and as an admissions recruiter at EMU.

Sarah’s passion for student recruitment and student success began as a student ambassador for orientation and campus tours during her time as an undergraduate. In the years which followed, her experience expanded to include the planning and management of the largest university recruitment events, the development and facilitation of training programs for student ambassadors, and traveling extensively to meet prospective students and their families at college fairs and high school visits.

Located within the Dean’s Office, this position was created as an opportunity to centralize recruitment and enrollment communication to prospective students and preserve the importance in developing relationships within our campus community. As a key element to the success of the current strategic plan implemented by the college, it is with great enthusiasm that we welcome Sarah to our team.
During her four years at Western Michigan University, faculty member Dr. Luchara Wallace wanted to make sure that she was substantively involved in service at all levels, but actively tried to limit her participation so that she could still balance her responsibilities to each service commitment with the areas of scholarship and teaching.

“One area of service that makes me feel most honored and proud to be a part is in the area of family support for those who have members with disabilities,” Dr. Wallace explains.

Following her receipt of the Research and Development Award (RDA) in 2010, Dr. Wallace was given the opportunity of coordinating the annual Family Disability Resource Day. In an effort to bridge the perceived gap between University practice and the needs of the community, she was able to form a collaboration with one of the most active faith communities in the Kalamazoo community with whom she would co-host the event. Since its inception, over 350 Kalamazoo County and Southwest Michigan residents with disabilities and their families have been able to connect with community resources through the resource fair and learn from the topical presentations that are offered.

This service effort has allowed many individuals with disabilities and their families to come in contact with disability and health focused organizations that they had not previously had the occasion to learn about or connect. As a result of Dr. Wallace’s leadership with Family Disability Resource Day, she has also been able to become more involved in other community organizations such as the Arc Community Advocates, where she has been asked to serve on the Board of Directors.

When speaking about her involvement, Dr. Wallace states, “I am honored to serve as an ambassador for Western Michigan University in general and the College of Education and Human Development more specifically.”

Faculty and Staff Workshop

WMU is currently hosting a three-part “Behind the W” workshop available to all WMU faculty and staff. This has been created to “strengthen our internal brand building efforts and to provide employees with the tools to communicate and build the WMU brand.” To register for the workshops visit wmich.edu/behindthew and sign up.

Many faculty and staff in the College of Education and Human Development have taken part in this exciting way of unifying our brand. Thank you and congratulations on your completion!
Dr. Angel Gullon-Rivera, assistant professor in child and family development, was awarded one of the inaugural grants from the CoEHD’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.

In collaboration with the Boys and Girls Club of Greater Kalamazoo, Peake was able to win a grant from the Greg Jennings Foundation to create a yearlong project focused on preventing the “summer slide” that many students fall into. The project allows for TRiO FESP students to provide individual and small group academic tutoring and career exploration to middle school students during their academic year.

Peake uses the StrengthsQuest Training program to help future teachers in the college be prepared for their internships so that their success reflects well on WMU. She thrives on her student’s success and for that the college is better for having her on its team.

Pictured: Marcy Peake (top), and TRiO FESP students
Dr. Gary Miron, professor in the Department of Educational Leadership, Research and Technology, continuously has made the college proud. He is a professor of evaluation, measurement, and research who has been named one of the “200 most influential education scholars in the United States,” in an annual ranking reported by Education Week.

Dr. Miron has extensive experience evaluating school reforms and education policies in both the U.S. and Europe and 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.

Not only was Dr. Miron listed as No. 55 on the 2014 Rick Hess Straight Up Edu-Scholar Public Influence, but was among the top 10 most influential in scholarship related to government and policy.

He has conducted nine comprehensive evaluations of charter school reforms commissioned by state education agencies and has undertaken dozens of other studies related to school choice reforms and charter schools. His research has increasingly focused on private education management organizations as well as efforts to create systemic change in urban schools in Michigan and rural schools in Louisiana.

Julie Ford, the office coordinator in the Department of Human Performance and Health Education, has had much success inside and outside of the College of Education and Human Development. A professional writer, she saw her first glimpse of writing in elementary school after winning a contest.

In high school, Ford was asked to write for The Royal Oak Tribune, where she typed her articles on an old Royal typewriter, carefully tucking them into her backpack, and met deadlines by ten-speed – an exhilarating eight mile round trip!

A communication degree from Oakland University followed and the opportunity to write sat on the back burner until she crossed paths with a magazine editor. Ford has been moonlighting as a features writer for magazines and newspapers since 2000, and has been immersed in subjects ranging from historic home renovation to Michigan's ferry business to snowshoeing - and everything in between.

“To say that I enjoy writing is an understatement and while it is very gratifying to know that my essays, articles, and photographs are on store shelves, it is the process of writing that I enjoy most,” Ford says. “Writing provides the opportunity to learn a new subject through long and exciting hours of research, to interview people who are making a living doing what they love, and for the ultimate challenge of weaving it all into interesting and informative articles.”
Succeed

Rochelle G. Fredston
BS textile and apparel studies

Bonnie Jo Campbell
BA education

Dr. Tererai Trent
Ph.D. evaluation

Dr. Shawn Bultsma
Ph.D. counselor education

Dr. Dennis Archer
BA special education

John Harbaugh
MA physical education

Dr. Tererai Trent
Ph.D. evaluation
Alumni
Continuing the Tradition of Success

While graduation celebrates the end of an era, it also signifies a brand new beginning. Every year degrees are conferred and thousands of new graduates venture into the world searching for ways to leave their legacy. Our alumni are educators, innovators, and entrepreneurs. The knowledge, skills, and opportunities experienced as students in the College of Education and Human Development serve as a spring board for professional achievements. Many are trailblazers; by identifying social and communal needs, alumni have developed unique programs and organizations to offer solutions to these voids. Challenges faced along the way are overcome with strength, determination, and influences gained as collegians. Whether earning one’s first degree or fifth degree, our alumni lead with great pride for Western Michigan University and remember their roots in the College of Education and Human Development.

For a more in depth look at CoEHD Alumni please visit:

MyWMU.com
Kellogg Community College Leadership

leadership team at KCC is made up of CoEHD’s educational leadership alumni and current students

Kellogg Community College, is not only home to the Bruins but to two exceptional graduates and one driven current student from CoEHD’s Department of Educational Leadership, Research and Technology.

Making up the executive leadership team at the community college of nearly 15,000 students is Dr. Kay Keck, a graduate of ELRT who earned her Ph.D. in higher education leadership (now known as educational leadership) with a focus on student retention in the community college. Keck assumes the role of Vice President of Student Services for the community college and oversees a wide range of student affairs. Prior to her current role, Keck has had a successful career with KCC as Dean of Enrollment Management, Registrar, and a representative in the Financial Aid office.

KCC’s Vice President of Administration and Finance is also a proud graduate. O’Connell has worked for KCC for over twenty years and served in many important leadership roles. With a strong background in business, O’Connell has held the position of Director of the College’s Business Development Center and is a published writer on the topic. O’Connell received his master’s degree in education administration (now known as educational leadership) from WMU.

A third bronco and member of the executive administration team at Kellogg Community College is Vice President for Instruction, Ms. Catherine Hendler. Hendler worked as the Chief Information Officer for the College prior to this role and has previously worked in various leadership roles for Albion College. Hendler is currently pursuing her doctorate in educational leadership from WMU.

With the leadership of Dr. Kay Keck, Dr. Mark O’Connell, and Ms. Catherine Hendler, Kellogg Community College is sure to have much success.
Manuel Brenes, a graduate of the Department of Educational Leadership, Research and Technology has been appointed as the new principal of San Juan Diego Academy in Wyoming, Michigan.

Brenes received his bachelor’s degree in education from Mount Marty College in South Dakota, and his master’s degree of Education and Leadership from Saginaw Valley State University before earning his doctorate from Western Michigan University in evaluation, measurement, and research. His doctoral dissertation was “‘Sí Se Puede’ Latino Students Can Succeed in School: A Success Case Method Study.”

Brenes is a native of Guatemala and has a strong passion for working with Latino children, believing that much more has to be done to keep them in school past the eighth grade. The academy leads accelerated programs in English vocabulary, reading, and writing while staying true to the Latino culture and history; an effort unique to the academy.

Brenes began his new role as principal in July of 2013, recently completing his first academic school year and is expected to continue the achievements of the academy during his time. Brenes is a resident of the Kalamazoo area and previously worked in the Kalamazoo Public School system as the program director for Bilingual and World Languages.
Kristin Rahn (BS ‘09) has taken her degree in Interior Design and applied it to her work with Habitat for Humanity as a Sustainable Development Program Coordinator.

“I enjoyed the creative aspect of design, but I also knew that I wanted to find a way to apply that manner of thinking to a career related to public service. I decided to dedicate myself to a year with AmeriCorps*VISTA and was able to apply my design education AND love for service to develop a Sustainable Construction Initiative for a Habitat for Humanity affiliate in North Carolina.”

She credits the interior design faculty, curriculum, and resources to her great preparation. “I learned how to approach problems in a way that has been indispensable in my career,” Rahn explained. “I get the impression that some design programs treat their curriculum almost like a trade school. The program at WMU goes deeper than that, and I don’t think I would be where I am now had I attended school anywhere else.”

“WMU consistently had the most recent versions of software available that we would use in our field,” she said. “Having those resources available made the transition between course work and professional work a seamless one.”

After completing her undergraduate degree Deanna Roland extended her passion for educating young minds in the literacy studies master’s program at WMU. After eight years of teaching elementary students in Kalamazoo Public Schools and serving as Coordinator for Family Programs for WMU’s Early Reading First Research Grant, she now serves as Director of the McGinnis Reading Center and Clinic. The clinic provides a practicum experience for undergraduate and graduate students in literacy.

Under her direction, the expansion of services and community outreach efforts include: early and preschool literacy experiences, a summer literacy program, family literacy initiatives, and support for educational initiatives that serve community and youth organizations.

She is actively involved in the educational efforts for the NAACP, Kalamazoo Literacy Council (Adult Literacy Collaborative), and GSC (Great Start Collaborative/Kindergarten Readiness Action Network), among others. Additionally, she is a Faculty Specialist for the Literacy Studies unit at WMU. Roland teaches and balances other responsibilities that include the organization and oversight of field placements for Literacy Studies courses for undergraduate students majoring in early childhood, elementary, and special education.
Justin David Brink TLES

After his education in the College of Education and Human Development, Justin Brink, a secondary education major decided to create something positive, creative, and meaningful. This is when The Proper Possible Movement was born. This movement is in place to encourage people to take the high road and be kind to others.

Proper creates videos promoting a positive, proper lifestyle and sells apparel, but one day, Brink hopes to turn Proper into a capable, transformative organization from which he can make a living. To learn more about Brink’s The Proper Possible Movement visit properpossible.org.

Shuan Robinson, FCS
BS food service administration
MS career and technology in culinary arts

As an Executive Chef for Chartwells at Kalamazoo Public Schools, Robinson is responsible for a number of tasks. “I train staff on culinary and safety skills to implement our menu and ensure it is executed properly. I am also in charge of catering, live cooking demonstrations for wellness events in the community, getting kids excited about food with our Chef 2 Schools programs in Kalamazoo and our area account in surrounding cities and states.”

Because of his efforts, Robinson was named the Salaried Associate of the Year for the Great Lakes Region for Chartwells—and that was followed by National Salaried Associate of the Year for Chartwells division, a part of Compass Group USA.

“Chartwells ‘Eat-Learn-Live’ is a standard in which we provide highly nutritious, tasty foods that exceed school food service by far,” Robinson said. “More scratch cooking, better presentation, and educating customers with many wellness resources, like live cooking demos for students to sample in our facilities to promote our diverse menu. Our new Environments programs highlight a great menu for our elementary and secondary schools.”

Greg Kirk HPHE

Greg Kirk, a graduate from the Department of Human Performance and Health Education, is the president of Fitness Therapy Unlimited (FTU) – a rehabilitation program that focuses on the whole body, not just the physical injury. FTU is based more on health and wellness and less on clinical settings.

When FTU began in 2006, they were serving two customers – now they’re serving over 100 clients in 20 different cities from Detroit to Kalamazoo and up to Saginaw and Grand Rapids. FTU has its first out-of-state client in Florida and hopes to expand in that region. To learn more about FTU visit ftunlimited.com.
Kourtney Bakalyar
BS special education
MA evaluation and research

Kourtney Bakalyar completed her undergraduate studies in special education and a master’s in evaluation and research. She has six years of experience teaching special education; one in rural Mississippi, and five for Kalamazoo Public Schools.

Kourtney is currently on a leave of absence from Kalamazoo Public Schools to pursue a doctoral degree with a focus on students identified on the Autism Spectrum Disorder (ASD). In the spring of 2014 she taught her first post-secondary class independently.

Kourtney is exploring all the additional aspects of being a faculty member and has been engaged at the departmental level with accreditation standards and data collection and completing an undergraduate and graduate post-graduation survey. Kourtney states, “All of this work is helping me toward my goal of becoming a professor at the post-secondary level.”

Marianne P. Vakalis ELRT

After being at Berkeley College in several different capacities over the years, Dr. Marianne P. Vakalis has moved into a new role as Provost. Vakalis received her doctoral degree in Educational Leadership from WMU in 1990.

She began her tenure as Dean of Academic Affairs and was promoted several times before becoming Interim Provost in January 2013. Prior to serving at Berkeley College, Vakalis taught undergraduate and graduate computer science classes and has held various positions in academics.

Katie Eberling TLES

Katie Eberling, an early childhood education major in 2011 and member of the WMU women’s volleyball team has taken the world as a professional bobsledder. A few career highlights for Eberling are claiming the 2011 U.S. National Push Champion in her rookie season, winning a silver medal in the World Championship, and throwing the first pitch at a Chicago Cubs game.

Eberling was chosen as an alternate for the USA Olympic Team for the 2014 Winter Olympic Games in Sochi, however did not get the opportunity to participate.
Dale Anderson (BA '93; MA '96, Counselor Education & Counseling Psychology), is the owner of Confections with Convictions, a Kalamazoo-based artisanal chocolate store dedicated to hiring young workers with criminal records.

Before starting Confections with Convictions, Anderson was a private practice counselor for more than eight years, working with youth involved with the Juvenile Drug Treatment Court in Kalamazoo. While counseling, it became apparent to Anderson that talk therapy was often not enough to penetrate the barriers commonly put up by the youth he worked with each day.

With that in mind, Anderson began thinking of a more effective way to reach the young people. After purchasing a box of artisanal chocolates, Anderson came up with a sweet idea: open his own chocolate shop where he could provide court-involved youth with a chance to start over through hands-on work experience.

After three years of mastering the art of gourmet chocolate at the French Pastry School in Chicago and the Chocolate Cooking School in Los Angeles, Anderson opened the doors of Confections with Convictions in 2010. With a focus on environmental stewardship through ingredient and packaging choices, Anderson and his employees have crafted over 200,000 pieces of chocolate and truffles and continue to serve sweet confections made by workers with inspiring stories in the Kalamazoo community.

Scott D. Karaptian (BA, Secondary Education; MA ’99, Educational Leadership) received his BA from WMU in December of 1986 with a secondary education certificate with a major in woodworking and a minor in general industrial arts. He currently serves as Parchment High School’s principal, and credits WMU to his achievements.

“Through the help from all the great educational and guidance staff from WMU, I was able to gain the self-esteem and the confidence necessary to achieve success,” Karaptian explains.

Karaptian began his first official teaching position in 1993 as a part-time industrial arts teacher and as the assistant wrestling coach at Three Rivers High School. In 1994 Karaptian was offered a full-time teaching position at Parchment High School in their industrial arts program.

In 1999 he received his Masters in Educational Leadership from WMU. The following year, Parchment High School hired him as assistant principal. He remained in this position until his deployment to Iraq (April 2003-May 2004) as part of Operation Iraqi Freedom. Upon his return from overseas, Parchment’s superintendent, Ron Fuller, promoted him to his current position as Parchment High School’s building principal.

“Western Michigan University has laid the necessary educational foundation for my path of becoming a lifelong learner as well as given me the necessary tools and skills to become an educational leader of today and, hopefully, the future,” Karaptian says.
The college hosted the 14th Annual College of Education and Human Development Awards and Recognition Celebration on April 18, 2014 at the Gilmore Theatre Atrium. The annual celebration honors faculty, staff, and students who go above and beyond to continue the tradition of the college’s success. This year, two new awards were introduced to the College of Education and Human Development; the Multicultural Award for Global Engagement and the Multicultural Award for Promoting Diversity. A complete list of the 2014 CoEHD award recipients are as follows:

**Esprit De Corps Award**  
Dr. Tracy DeMars, TLES

**Multicultural Award for Global Engagement**  
Dr. Tetyana Koshmanova, TLES

**Multicultural Award for Promoting Diversity**  
Dr. Lonnie Duncan, CECIP

**Mary L. Dawson Teaching Excellence Award, Full-Time**  
Dr. Paul Vellom, TLES
Welcome CoEHD faculty and staff into your new positions and roles!

CoEHD Award Winners (Continued)

Mary L. Dawson Teaching Excellence Award, Part-Time
Ms. Mary McCrumb, ELRT

Rising Star Award, Doctoral
Dr. Jiangang Xia, ELRT

Rising Star Award, Masters
Babou Ndiaye, TLES

Rising Star Award, Undergraduate
Brittne Cole, SPLS

Staff Excellence Award
Christopher Broomell, ETS

Strengthening Community Connections Award
Dr. Dennis McCrumb, ELRT

Trailblazer Award
Dr. Jeffrey Jones, TLES

Admissions and Advising
Yolanda Browning, TRiO FESP Office Coordinator

Counselor Education and Counseling Psychology
Dr. Beverly Vandiver, Professor
Stacey Headley, Office Assistant (GR)

Educational Leadership, Research and Technology
Dr. Nancy Mansberger, Director of Academic Collective Bargaining

Family and Consumer Sciences
Susie Reeves, Office Assistant
Darcey Stevens, Office Coordinator
Dr. Sherria Taylor, Assistant Professor

Human Performance and Health Education
Dr. Yuanlong Liu, Chair

Office of the Dean
Dr. Christopher Cheatham, Interim Associate Dean
Sarah Drabik, Student Recruitment and Outreach Officer
Dr. Marcia Fetters, Fellow to the Dean’s Office
Nicole Leffler, Marketing and Communications Coordinator
La Shaunda Webb, Instructional Technology Coach

Special Education and Literacy Studies
Dr. Matthew Hoge, Assistant Professor
Deanna Roland, Faculty Specialist
In Memoriam

Dr. Lonnie Earl Duncan
January 7, 1967 - January 1, 2014

Devoted husband, father, mentor, minister, professor. He touched the lives of many.