Eleven CEHD faculty members were recognized for exceeding external funding of over $1 million in a five year period (2009-2015).
Dear Friends,

Welcome to the second regular issue of Professional Reflections, an official publication of the College of Education and Human Development (CEHD) at Western Michigan University (WMU). Since its inception in Fall 2013, this magazine has become an excellent platform for our college to celebrate the continuous success of its faculty, staff, students, and alumni.

Our students demonstrated high level of achievements again this past year. Their stories were featured in a number of media outlets, such as MLive and Kalamazoo Gazette. Their enduring commitment to the local community, exemplified by the decade-long provision of key mental health services by our graduate students in the Department of Counselor Education and Counseling Psychology to the Kalamazoo Public Schools, was highly appraised. Our dietetic interns, through a sustainability grant, developed a web-based resource, entitled Michigan Mi-Plate 2.0, for the WMU community.

Our faculty and staff had another successful year in 2014-2015. We successfully hosted NCATE’s campus visit and were granted continued accreditation. We launched a Ph.D. in Educational Leadership program in the Dominican Republic, the first doctoral program offered by MWU in a foreign country. We submitted grant proposals in the amount of over $14 million, and received more than $6 million in grants and contracts. Eleven CEHD faculty members were “inducted” into the “Million’s Club” as the amount of research and external funding that they received for the past five years exceeded the $1 million mark. Finally, we developed 4 international partnerships and signed 5 collaborative program agreements with these international partners.

Our alumni continued to make us proud through their notable accomplishments. This is well evidenced by the four alumni who received the 2014 Golden Apple and Keystone Awards. The alumni spotlight section further substantiates the continuous success of our alumni for being, for example, president and founder of an interior design firm, winner of international superintendent of the year award, coordinator of a large school district’s English Language Arts and Social Studies, and inductee into a sports hall of fame.

I promise that you will be impressed with the successful stories of our faculty, staff, students, and alumni once you have the opportunity to review the magazine. Together, they all have worked hard to achieve the vision of the college, that is, “Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs”.

Best Wishes,

Ming Li, Ed.D.
Dean
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STUDENTS

Education students featured in MLive

TRiO Future Educator Success Program student Anthony Barnes (pictured above), is no stranger to both urban and rural poverty. Barnes, a Special Education Major, grew up in inner-city Grand Rapids and spent much of his early childhood in the urban school system. It was not until high school when Barnes and his family moved to Montcalm County’s Greenville that he experienced a more rural side of the spectrum.

Barnes spent spring 2015 intern teaching at Portage Lake Center Elementary School and is currently pursuing his special education degree. In an article posted on February 10, 2015, by both the Kalamazoo Gazette and MLive.com, Barnes tells his story, stating that both urban and rural poverty are “equally bad. It’s just hard in different ways.”

Also profiled in the article are TRiO FESP students, Chelsea Mertin of Berrien County, and Ishara Brent and Chanel Marshall-Sewell, of Detroit, who all faced poverty growing up and a variety of obstacles before being accepted into college. CEHD TRiO FESP Spring 2015 graduate, Anthony Spencer was also featured in a separate Kalamazoo Gazette and MLive article titled, “Future teacher’s lesson: Nobody does it alone” (May 3, 2015). MLive reporter, Julie Mack, reached out to TRiO FESP to coordinate interviews with future educators to feature in the articles.

For most young high school students who grew up like Barnes, Brent, Marshall-Sewell, Mertin and Spencer, college was a goal reached with the assistance and support of others. To read how and why these exceptional TRiO FESP students continued their education at Western Michigan University, please visit MLive.com.
In 2010, Kalamazoo Public Schools (KPS) voters approved a bond referendum to support the proposal of KPS Superintendent Dr. Michael Rice and the KPS Board of Education to replace the Washington Writers’ Academy (WWA) school building. In the summer of 2013, students and staff were relocated to a recently purchased older school building on Westnedge Avenue in Kalamazoo. After approximately 18 months, students and all school personnel were able to move to a contemporary new building with space and resources more conducive to learning and development.

The Department of Counselor Education and Counseling Psychology (CECP) has maintained a collaborative relationship with KPS that has enabled the delivery of key mental health services to students and families at WWA since 2004. Dr. Janice Brown, superintendent of KPS at the time, and Barbara Witzak, principal of WWA at the time and now retired assistant superintendent for teaching and learning services, deserve special recognition for their foresight and willingness to support the counseling program at WWA. The structure, focus and organization of the program in the building was outlined in several meetings with Witzak, Dr. Joseph R. Morris, representing CECP, and the first onsite supervisor, Ms. Sheryl Scott.

Ms. Micole Dyson, current principal at WWA, commented “WMU’s counseling program has been an integral part of the WWA since 2004. Witzak’s vision at that time included a need to connect families to resources within the community by providing them the opportunity for counseling. This on-site program has afforded the WWA students benefits from a counseling experience along with the convenience of the location. Parents are able to sign a release form for their child and view the site where counseling may be held. This often times provides a sense of comfort for parents who may have not been exposed to counseling in the past. Most importantly, our students are beneficiaries of the program through their involvement and the tools they develop for self-reflection in other settings.”

Under Dyson’s leadership, the counseling program has become an even more accepted component of the learning environment at WWA. Dyson is always accessible for consultation and has final approval for all counseling students accepted for placement at WWA. The program is in debt to both Dyson and Dr. Patrick Munley, Chair of CECP, for the high expectations, ongoing support and real investment in the success of all students and families served by WWA.

“KPS appreciates the continued partnership with CECP, CEHD, and WMU. The counseling program at WWA has been a lifeline for a number of our children. We appreciate the opportunity to partner in support of some of our most vulnerable children in Kalamazoo, and we thank Dr. Morris for his efforts over the first decade of this partnership,” Dyson states.
In fall 2014, the 2014-2015 dietetic interns received a $1,710 sustainability grant to develop a web-based resource for the WMU community entitled the Michigan Mi-Plate 2.0. The Michigan Mi-Plate 2.0 contains seasonal recipes, information regarding where to purchase local and seasonally available products, and more.

The idea came after surveying 98 WMU students and discovering the need for a student tool to increase knowledge of local and seasonal foods. The hope is that this initiative will increase students’ self-efficiency in regards to cooking and will promote sustainability, nutrition, and wellness in the WMU collegiate setting.

On February 12, 2015, the interns met on WMU’s campus to test featured recipes from the website. The meeting was successful and was followed by a food demonstration at the Student Recreation Center on March 12, 2015. Recipes demonstrated included vegetable fritters and peanut butter energy balls, two recipes pulled directly from the website. The food was distributed and evaluated by more than 50 students, staff, and faculty members from WMU.

Data collected at the food demonstration indicated that >80% of persons surveyed found the featured recipes to be affordable, easy to prepare, and flavorful; additionally, >95% of persons correctly answered that the ingredients could be purchased locally. This project was successful in increasing awareness of local, healthy, and sustainable foods in the targeted community.

As a result of this sustainability initiative the interns were selected to present a project poster at the Michigan Academy of Nutrition and Dietetics (MAND) Annual Conference on April 23-24, 2015 in Ann Arbor, MI. MAND is an affiliate of the Academy of Nutrition and Dietetics and has a membership of more than 2,000 dietetic professionals including Registered Dietitians, Dietetic Technicians Registered, and dietetic students. At the conference, undergraduate students Anja Grommons and Kaitlin Dewar and FCS associate professor Dr. Arezoo Rojhani received a first place cash price for their poster. They competed primarily against students from graduate programs.

The 2014-15 interns, who are also completing graduate coursework in the Department of Family and Consumer Sciences, based the Michigan Mi-Plate 2.0 proposal on the previously successful Michigan Mi-Plate created by the 2013-14 dietetic interns.
Emily Olson, textile and apparel studies major, was awarded the Regent’s University London Wil Conard Scholarship for Fashion Marketing during the 2014-15 academic year.

This nationally competitive $5,000 scholarship is given each year by the International Textile and Apparel Association (ITAA) and is awarded to an undergraduate student with outstanding promise in fashion marketing. The Department of Family and Consumer Sciences sponsored Olson’s trip to Charlotte, North Carolina to accept her scholarship award on November 12, 2014 at the annual 2014 ITAA Conference.

This scholarship has enabled Olson to spend the spring of 2015 studying at Regent’s University, in London, United Kingdom. Regent’s University is one of six private institutions in the United Kingdom, and has about 3,500 full-time students.

“From studying at Regent’s University, I hope to learn new skills that I would not have the chance to learn at my home institution, skills that I can apply to a career in the fashion industry. I want to experience living in another country amongst other cultures and from this, gain the self-confidence that I would need to pursue my dreams of opening my own store and eventually filling that store with my own designs,” Olson states.

During her time at WMU, Olson has contributed significantly to several endeavors. She is president of a collegiate honors fraternity and has served as a volunteer for several nonprofit organizations in the area. She is also actively involved in her major’s student organization, Merchandising Opportunities Design Association (MODA).

Emily Olson

Major
Textile and Apparel Studies
Department
Family and Consumer Sciences

“Emily is an exceptional student with a bright future in the fashion industry.”
- Dr. Barbara Frazier

Susan Waldie is a secondary education major in the Department of Teaching, Learning and Educational Studies. Waldie was a 2014-15 recipient of the Marion Hall Scholarship, a scholarship given to selected education students who maintain a 3.0 or higher GPA.

Between her pre-internships at Portage Central Middle School and Plainwell High School and her upcoming internship at Gull Lake Middle School, Waldie has found time to volunteer at many places including: Next Door Shelter for Women, Kalamazoo Gospel Mission, Third Coast Writing Camp for Young Writers, and at Hillside Middle School. She has also served as a CEHD co-instructor for First Year Experience and English 1000. She hopes to obtain her masters in education here at WMU following her graduation.
Branson Boykins, a doctoral student in the counseling psychology program in the Department of Counselor Education and Counseling Psychology, has continued to stand out while a member of the CEHD community. Boykins attributes his success to his family’s early teachings about the importance of education along with a variety of educational and personal opportunities. He has served as a teaching assistant for several courses, been elected by his peers as a student representative to the faculty led Counseling Psychology Training Committee, and presented at regional and national conferences. Boykins has also generously provided much of his time counseling in a variety of settings including the CECP departmental clinics and the Counseling Center at Kalamazoo College.

Boykins spends much of his time working with the Washington Writers’ Academy (WWA) Elementary School in Kalamazoo. At WWA, Boykins serves as an on-site supervisor for their counseling program. Boykins works closely with racially diverse children to ensure that they are as successful as possible. He also helps advanced master’s level counselor trainees with their professional development by staffing cases and providing feedback on their work.

“Working with WWA has helped my professional development and allowed me to give back to the community. I enjoy counseling with diverse populations and helping my clients address a broad range of concerns,” Boykins states.

Boykins’ success was recognized by the following awards: Kenneth Bullmer Endowed Scholarship for Doctoral Studies in Counseling Psychology, the Graduate Teaching Effectiveness award, and the Outstanding Doctoral Student in Counseling Psychology at WMU.

Currently, Boykins is working on his dissertation that will examine counselor decision-making and bias. The next steps in his doctoral studies are the completion of his dissertation and doctoral internship, slated to begin in August 2015 at the Counseling Center at California State University.

Babou Ndiaye is a masters student in the socio-cultural studies in education program and is sure to succeed in the future. A Fulbright Fellow from Senegal, Ndiaye focuses his research on the education of girls in Senegal, where he intends to influence teacher education and educational policy.

Before arriving in the United States, Ndiaye served as the administrator in charge of monitoring the education of girls in the administrative district of Bambey. After completing his Ph.D., he would like to widen his influence by reforming both teacher education and educational policy in Senegal.

“Babou is probably the most talented graduate student I have had the pleasure to teach since my time at WMU,” states professor Dini Metro-Roland.
Eleven faculty members from the College of Education and Human Development were recognized this spring at a special event hosted by Western Michigan University’s Office of the Vice President for Research on February 10, 2015.

The Excellence in Discovery Award was presented to faculty members at WMU whose research and external funding totaled more than $1 million level over a five year period (2009-2014). Jianping Shen, Department of Educational Leadership, Research and Technology (ELRT), was specifically recognized for having hit the $1 million level in 2014-15 alone, and consistently achieving this accomplishment over the last five years.

Of the eleven faculty members recognized from CEHD, five hit the $1 million level over the course of just the 2014-15 academic year. Those five faculty members are: Andrea Beach, Walter Burt, and Nancy Mansberger from ELRT, and Luchara Wallace and Elizabeth Whitten from the Department of Special Education and Literacy Studies (SPLS).

The reception, hosted at the Fetzer Center, was attended by the eleven CEHD honorees, and CEHD Dean, Dr. Ming Li.
The College of Education and Human Development Grant Program, administered by the Merze Tate Grant and Innovation Center, has named five new recipients based on proposals submitted by November 15, 2014. Of the five recipients, three CEHD departments are represented: Department of Counselor Education and Counseling Psychology, Department of Educational Leadership, Research and Technology, and Department of Special Education and Literacy Studies. The 2015 recipients are:

**Recipient: Dr. Carla Adkison-Johnson, CECP**

**Parenting Support: The African American Child Discipline Project**

Parents from all backgrounds often grapple with child rearing issues. However, few parent education and/or support programs address the unique concerns of parents with adolescent children; even fewer focus on the parenting challenges of African American mothers and fathers who are currently experiencing behavioral problems with their early and late adolescent age children. As a result, current parent training programs may not provide opportunities for African American parents to discuss how best to respond to their adolescent child’s misbehavior. A parenting program, such as the African American Child Discipline Project, that utilizes a collaborative and contextual approach to understanding and attending to African American mothers and fathers disciplinary concerns, might better serve African American families with adolescent children.

**Recipient: Dr. Stephanie Burns, CECP**

**Clinical Supervisors and the Formation of Professional Identities in Supervisees**

As they have the closest relationships with counselors in training, the profession of counseling needs clinical supervisors to have a strong professional identity so that they can properly supervise emerging counselors. Most supervision research has focused on the growth and development of counseling students and not post-graduate counselors (Burkholder, 2012; Sterner, 2009). Further, supervisor development and behavior is an area of research that is ignored (Pelling, 2008).

The study seeks to gather more data for a national sample and examines three specific research questions from the perspective of the counseling supervisee: (a) Are supervisors meeting the state law requirements for clinical mental health counseling supervision? (b) Do clinical mental health counseling supervisors demonstrate professional identity behaviors? and (c) Do clinical mental health counseling supervisors encourage the supervisee’s professional identity?
The Organizational Impact of Online Technical Education in Michigan

Recipient: Dr. Regina Garza Mitchell, ELRT

With more colleges turning to online education in attempts to increase access and degree completion (Lokken & Mullins, 2014), it is important to determine how colleges are using online education to expand technical education offerings and the resulting organizational impact. For example, President Obama (2009) called for an additional 5 million graduates from community colleges by the year 2020. To help achieve this goal, over $2 billion is planned to fund community college and industry partnerships through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program (The White House, 2014). The United States Department of Education (2012) noted that transforming career and technical education is essential in rebuilding our overall educational system and increasing economic prosperity in the country, and it suggested that distance education should be used to increase career and technical education opportunities for rural and remote students.

Students with Learning Disabilities’ Transition from College

Recipient: Dr. Wanda Hadley, ELRT

Students with disabilities, specifically learning disabilities, are the fastest growing at-risk population enrolling in colleges and universities. As a result, there is an increasing concern about identified students’ academic persistence and graduation rates. This study will replicate Hadley’s original study in 2009 and will follow a cohort of college students with learning disabilities as they seek to clarify their career goals, plan for their life after graduation, analyze their core beliefs and values, and come to understand how those beliefs and values shape their behavior and possibly their career choices through the context of student development theory. “The purpose of this project is to continue my line of inquiry about the transition experiences of students with learning disabilities through the voices of the students,” Hadley states.

Exploring and Developing Diversity Disposition Survey in Literacy Teacher Education

Recipient: Dr. Hsiao-Chin Kuo, SPLS

The U. S. population is becoming more and more linguistically and culturally diverse. According to the U. S. Census Bureau’s statistics for 2012 and projections for 2060, Hispanics will increase from 17% to 31%, Blacks from 13% to 15%, and Asians from 5.1% to 8.2% of the total population. Conversely, the White population is projected to decrease from 63% in 2012 to 43% by 2060. Such dramatic change will be reflected in student enrollment in public schools. This trend of shifting student demographics in public schools reveals both challenges and opportunities. One major challenge is that the U. S. teacher population in public schools has remained predominantly white and middle-class (Henke et al., 1997; Ladson-Billings, 2005), and thus creates a mismatch between teachers and students’ profiles. Opportunities occur when teacher educators perceive this situation as a potential to cultivate future public school teachers with diversity awareness and with dispositions toward teaching linguistically and culturally diverse children.
On December 4, 2014, Western Michigan University President John M. Dunn joined President Barack Obama, First Lady Michelle Obama, and Vice President Joe Biden along with hundreds of college presidents and other higher education leaders to announce new actions to help more students prepare for and graduate from college.

The College Opportunity Day of Action focused on building sustainable collaborations for improving student persistence and college completion, especially for first generation, low-income, and underrepresented students. This White House summit highlighted new initiatives and furthered President Obama’s commitment to partner with colleges and universities, business leaders, and nonprofits to support student success and help the nation reach its goal of leading the world in college attainment.

President Dunn was there to announce a new WMU course developed by CEHD faculty member, Dr. Mary L. Anderson. The new course, School Counseling for Postsecondary and Career Readiness, was developed with a grant obtained by Dr. Anderson from the Michigan College Access Network. This course was designed to increase the college and career readiness knowledge of secondary school counselors, and WMU now requires this course for all pre-service school counseling students.

This new graduate course was also recognized at Harvard University during a higher education conference sponsored by the White House on July 28, 2014. This event was convened to bring together “thought leaders and decision makers focused on increasing access to college for all Americans.” Presenters praised WMU for the development and inclusion of this new course in a preparation program for school counselors.

Dr. Michael G. Miller, a professor in the Department of Human Performance and Health Education, was awarded the Most Distinguished Athletic Trainer award from the National Athletic Trainers’ Association (NATA). This award recognizes NATA members who have demonstrated exceptional commitment to leadership, volunteer service, advocacy, and distinguished professional activities as an athletic trainer and for those who have been involved in service and leadership activities at the national and district level for a minimum of 20 years.
“What works” is a critical question facing K-12 education. This is often examined through large-scale evaluations in which schools are assigned to a new educational curriculum or program while other schools continue with the current program. However, these large evaluations must be designed in a way that produces rigorous evidence of whether or not the educational program is effective. CEHD faculty member, Dr. Jessaca Spybrook, has dedicated her research to improving the design of these large scale evaluations of education programs and to increasing the capacity of education researchers to design rigorous evaluations.

Dr. Spybrook and colleagues Dr. Ben Kelcey, University of Cincinnati, and Dr. Nianbo Dong, University of Missouri, were awarded a three-year, $799,688 grant from the National Science Foundation (NSF) in September. The NSF grant provides support for Spybrook and her colleagues to examine how to design large evaluations to move beyond “what works” questions to include “for whom” and “under what conditions” a program is effective. A key dissemination strategy will be the implementation of statistical power formulas into a stand-alone software, Optimal Design Plus, a tool created by Spybrook and colleagues which is used widely among researchers across the country.

Spybrook’s expertise in the design of large scale evaluations also led to her involvement in the federally sponsored Investing in Innovation (i3) project sponsored by the U.S. Department of Education. Over the past 5 years, the i3 project has awarded 1.2 billion dollars to 143 grantees to develop and test the effectiveness of innovative educational programs. A key goal of the i3 project is that each grant conduct an independent, rigorous evaluation of the innovative educational program. To ensure these evaluations are well designed and implemented, Abt Associates, a global research firm, was contracted to provide technical assistance for all of the evaluations. In January 2015, Spybrook joined the Abt team providing assistance to evaluators.
Derek Andree is an Academic Advisor in the College of Education and Human Development (CEHD), a career that he was drawn to while pursuing his undergraduate degree in elementary education at Grand Valley State University (GVSU). Andree earned his master’s in Higher Education and Student Affairs at WMU with the intent to become a university advisor. He worked in the Division of Multicultural Affairs during his graduate program and stepped into his advising role in 2011.

Though he specializes in teacher preparation and human performance and health education (HPHE) programs, Andree is known to be flexible and willing to help anyone who comes in to CEHD for advising. In addition to his in-office advising role, Andree travels to attend transfer events at nearby community colleges, providing an advising perspective on classes and helping students with the transfer admission process. He also serves on the college’s Staff Advisory Committee and co-teaches two CEHD major-focused First Year Experience (FYE) sections each fall. Through teaching, Andree is able to develop close relationships with his students and offer more personalized advising opportunities for CEHD students.

“Derek cheerfully attends many recruitment events, speaking with enthusiasm about our college’s programs to potential students and their parents. He works tirelessly with students in advising, guiding them through their programs and helping them troubleshoot problems when necessary. When students need to change their plans, Derek is there to help them,” states academic advisor Carol Reid.

Andree learned the value of hard work and leadership through over a decade of experience in the Boy Scouts of America, in which he achieved the highest rank of Eagle Scout. He serves as a board member for the Wesley Foundation of Kalamazoo, a student ministry located on WMU’s campus, and completes weekly deposits for the ministry as part of their Financial Team.

Andree is a long time sports fan, since his first Red Wings game at age 10. Today, after growing to love all sports, he holds season tickets to WMU football and hockey. He loves to meet CEHD athletes and, just like any dedicated advisor (and diehard fan), he strives to show them how much he appreciates them by requesting autographs.
The College of Education and Human Development has hired Melissa Holman as the college’s new Student Success and Retention Officer. As part of the college’s strategic plan, Holman has been appointed to enhance the activities related to the success and retention of CEHD students. Within the realm of higher education, success and retention have become hot topics as colleges are focusing their efforts on applying new strategies.

Through an intrusive coaching method, our new efforts will focus on both cognitive and non-cognitive factors that affect student success. CEHD’s new student success efforts will include partnering with campus entities to ensure our students can locate and identify services that will be the most beneficial.

In addition to success coaching, Holman will be launching a unique mentoring program in the fall of 2015. The program will consist of CEHD upperclassmen and alumni assisting the college’s newest education and human development Broncos. Students can look forward to a number of diversity initiatives and activities that will further immerse them into college culture. With all of the undertakings combined, our hope is to improve upon last year’s successful retention rates.

Prior to WMU, Holman worked with Kalamazoo’s affiliate of Communities in Schools, one of the nation’s leading drop-out prevention non-profit organizations with a K-12 emphasis. The program is designed to help support children who face challenges inside and outside of the classroom. Communities in Schools works closely with the Kalamazoo Public School system to determine student needs and connect them with the appropriate resources such as local businesses, social service agencies, health care providers, and parent and volunteer organizations.

Holman is not new to CEHD. She earned her master’s degree in educational leadership, with an emphasis on higher education and student affairs in 2010. Holman states, “I am excited to return to WMU and CEHD and to help students have as positive an experience as I did.” Holman received her bachelor’s degree in Communication from Ferris State University.
Alumni

57K alumni are from the College of Education and Human Development at WMU

95% of new teachers prepared at WMU were rated as “effective” or “highly effective” by Michigan principals in 2013-14

Continuing the Tradition of Success

CECP alumna is ‘Accultured’

Alessandra Santos Pye, an alumna of the counseling psychology program, describes herself as a human, wife, mother, therapist, and artist. Her art work consistently reflects both existential and introspective themes and she finds excitement in expressing a flow of life events, thoughts, feelings, and social themes through paint and mixed media.

These tendencies are clear in her Accultured exhibit, which was on display on WMU’s campus in the fall of 2014. According to Pye, the works in the two-part Accultured portray her engagement “in an internal debate about identity, patriotism, and my individual trajectory as a Brazilian immigrant.” The five pieces in the Assimilation segment of the exhibit, she says, “express much of my identity decay in the first ten years of living in the United States.”

The Integration portion of the exhibit consists of elements symbolizing the fulfillment of her integration process. Regarding the exhibit she states, “I am pleased to have compiled a visual discourse that is both self-critical and self-affirming, as I share my work in joy and celebration of achieving a cultural identity that is fully and wonderfully integrated.”

Pye is currently a therapist in Kalamazoo and Otsego and works regularly in her art studio at the Park Trades Center in Kalamazoo.
The seventeenth annual CEHD Alumni Society Golden Apple and Keystone Awards Ceremony was held on Thursday, November 13, 2014 at the Fetzer Center on WMU’s main campus. This year, the society introduced two new awards: the Keystone Meritorious Achievement Award and the Keystone Early Career Award. The event brought together CEHD administrators, faculty, staff, previous award winners, alumni, and friends to celebrate the achievements of these four outstanding individuals.

Pictured: Robert Moss (Keystone Meritorious Achievement Award), Stephanie Burrage (Golden Apple Award), Liza Nay (Keystone Early Career Award), and Ana Serafin, daughter of Ana Garcia on behalf of her mother, (Golden Apple Award).
The seventeenth annual CEHD Alumni Society Golden Apple and Keystone Awards Ceremony, held in the fall of 2014, inducted four new alumni into a group of fifty previous award winners. For the first time in the event’s history, these individuals represent not only the College’s education alumni, but also the human development alumni.

The introduction of two new awards, proposed by CEHD Dean Ming Li, allowed for graduates of programs such as exercise science, dietetics, counseling psychology, and more to be recognized for their achievements as well. These awards, the Keystone Awards, honor one alumnus or alumna who has demonstrated outstanding professional achievements over the course of many years, and one that is new to his or her field.

The inaugural Keystone Meritorious Achievement Award was awarded to Robert Moss, an alumnus of the Department of Human Performance and Health Education. Moss received his BS in 1975, majoring in mathematics and physical education, and minoring in health education. After teaching high school math and coaching for four years at Shelby High School in Michigan, he returned to WMU and earned his MA in physical education - athletic training in 1980. He currently chairs the Kinesiology Department and directs the Athletic Training program at Albion College. Moss also taught for WMU for fifteen years.

The second Keystone Award, the Keystone Early Career Award, was awarded to Liza Nay, an alumna of the Department of Family and Consumer Sciences. Nay graduated in 2009 with a BS in textile and apparel studies with a concentration in fashion design. Nay is currently works under New York fashion designer Yoana Baraschi, handling all of the company’s private label accounts for major retailers.

Also awarded at the awards ceremony were two of CEHD’s long standing tradition, the Golden Apple Awards. The recipients of this year’s awards went to two empowering women in education, Ana Gil-Garcia of Chicago, IL, and Stephanie Burrage of Wayne County, MI.

Gil-Garcia earned her Ph.D. in educational leadership in 1991 from the college and is currently a tenured professor at Northeastern Illinois University. Among other things, Gil-Garcia is an author, four-time Fulbright U.S. Scholar, esteemed community leader, and forerunning advocate for educational leaders.

The second Golden Apple Award was awarded to Stephanie Burrage, an alumna of secondary education in 1990. Burrage is currently working as the President of Academic Redesign Solutions and Chief School Reforms Officer at Wayne Regional Educational Service Agency.
ALUMNI SPOTLIGHT

President and founder of Ficarra Design Associates gives back to WMU students

Lisa Ficarra, an alumna of the interior design program, is an award-winning interior designer with over 20 years of experience and is the founder and president of Ficarra Design Associates based in Naples, FL. Ficarra’s design team provides service to clients in the Naples and Southwest Florida luxury home market.

After earning her undergraduate degree from Western Michigan University, Ficarra attended Parsons School of Design in New York City, NY and Boston Architectural College in Boston, MA. Following her graduate studies, Ficarra studied architectural history in Rome, Italy and often incorporates European inspirations into her designs. Upon her return to the U.S., Ficarra worked in New York with a well-known architect and later as a senior designer for a Boston-based firm. It was not until 1994 that Ficarra traveled to Naples, FL to work with the “legendary” Holland Salley. She continued to work with Salley for ten years before stepping out on her own and founding Ficarra Design Associates.

In the Spring of 2015, CEHD Dean Dr. Ming Li, and Major Gift Officer Amy Routhier, visited Ficarra in Florida. While there, they were able to witness Ficarra’s success first hand. It was during this visit that Ficarra graciously offered to host an aspiring interior designer from the Department of Family and Consumer Sciences at WMU for a summer internship. The internship will be under the guidance of Ficarra herself and will be held at Ficarra Design Associates. Ficarra will also donate memo samples and copies of design publications to the department.

CECP alumna named International Superintendent of the Year

Dr. Linda Duevel, a counselor education alumna, was recently named Ernest Mannino International Superintendent of the Year by the Association for the Advancement of International Education (AAIE) for her work as the Director of the International School of Stavanger, in Treskeveien, Norway.

“I truly see the International Superintendent of the Year award as a shared honor with the entire International School of Stavanger community.” Dr. Duevel said, “Together, we have all worked hard to create a remarkable place of learning that is seen throughout the world as a place of value and respect.”

Linda received the award during AAIE’s 49th annual conference in San Francisco, where international school leaders met to promote international education. She will also be honored this month in San Diego at the National Conference on Education along with 50 state superintendents and again at the White House in November 2015.

Duevel is also an adjunct professor for Endicott College and frequently involved in school board governance training and accreditation work. As a female school head with 40 years in international education, she is particularly committed to helping women leaders become heads of international schools.
ALUMNI SPOTLIGHT

Literacy professional excels at connecting her alma mater with KPS teachers

Two-time CEHD alumna, Angela Justice, works every day to ensure that the education community of her alma mater is up to par. Justice received her bachelor’s and master’s degrees in elementary education from WMU and is currently the Coordinator of English Language Arts, Social Studies, and Library Services for Kalamazoo Public Schools (KPS).

In this role, Justice provides leadership and supports the ongoing development and improvement of English Language Arts and Social Studies curriculum within KPS elementary, middle, and high schools. She works collaboratively with building principals and teachers to ensure that all students are actively engaged in challenging and developmentally-appropriate English Language Arts and Social Studies school work aligned to state standards through the implementation of best instructional practices in the classroom. She is also responsible for coordinating and leading participation in professional development as it pertains to the teaching and learning of English Language Arts.

On February 24, 2015, Justice assisted in the collaboration of KPS and CEHD for the second Educational Community Credit Union sponsored Education Forum. This forum’s topic was “Teaching Reading and Literacy,” and hosted a panel of literacy professionals from rural, urban, and suburban school districts. The group worked with CEHD’s Literacy Studies unit to share effective and differentiated literacy practices and their impact on student achievement. The event was very successful as an audience of WMU students, staff, and faculty, as well as local K-12 teachers and administrators filled the room.

HPHE alumnus inducted into the Saginaw Sports Hall of Fame

Hugh Matson, an alumnus of the physical education program, has embraced the Bronco ideal of service to others throughout his career, and has impacted the lives of countless young people through his work. Because of his noteworthy efforts, Matson was recently inducted into the Saginaw Sports Hall of Fame.

Matson has served in a wide variety of athletic capacities for 57 years. For 31 years, he coached football and track at Mattawan High School, Douglas MacArthur High School, and Dwight D. Eisenhower High School. He also served as athletic director at Eisenhower and Heritage high schools.

As a coach and athletic director, he was a member of the Michigan Interscholastic Athletic Administrators Association (MIAAA) for 27 years and held every level of office, including president in the ‘89-’90 school year. In 1988, he was named the Regional Athletic Director of the Year by the MIAAA. Matson was also involved in the National Interscholastic Athletic Administrators Association for 17 years, and has been a registered official in the Michigan High School Athletic Association (MHSAA) for 43 years. In the MHSAA, he has hosted numerous tournaments in basketball, soccer, tennis, baseball, volleyball, softball, hockey, and track.
THROUGHOUT THE COLLEGE

Continuing the Tradition of Success

CEHD DEGREES CONFERRED In 2013-14

586 B.S. & B.A.
433 M.S., M.A., MAT
2 SPECIALIST
42 PH.D. & ED.D.

CEHD offers:

40 UNDERGRADUATE PROGRAMS
29 MASTERS PROGRAMS
9 DOCTORAL PROGRAMS
2 SPECIALIST PROGRAMS
1 CERTIFICATE PROGRAM

40
29
9
1
2
The McGinnis Reading Center and Clinic, as part of the Department of Special Education and Literacy Studies, is a valuable gem of the college. The clinic is a dual learning experience for both WMU student tutors and local Kindergarten through eighth grade tutees who may be experiencing reading or writing difficulties. While at the clinic, elementary students are able to receive support in reading, writing, and critical literacy skills with various kinds of texts.
Every year, the McGinnis Reading Center and Clinic carefully selects a group of pre-service teachers who have proven to be successful in their Literacy Studies practicum. In addition, these students must have a letter of support from their literacy studies course instructor, a letter grade of BA or higher in the literacy studies course, an acceptable completion of Literacy Screening, and a successful interview with the director of the Reading Clinic.

Once chosen, the tutors are trusted with much responsibility. It is within the Reading Center and Clinic walls that local Kindergarten through fifth graders attend evening sessions to gain support and instruction in reading, writing, and critical literacy skills.

Tutors are responsible for the development of lesson plans and preparation for instruction based on goals that are established from data of various literacy assessments that are administered to tutees. Tutors are required to conduct parent/family interviews and conferences and attend and actively participate in weekly coaching sessions with Reading Specialists, Literacy Coaches, and graduate students in literacy studies. Prior to tutoring, a six-hour literacy training for tutoring in the Reading Center is required.

During the 2014-15 academic calendar year, the McGinnis Reading Center and Clinic hosted its second “First Saturday” event in partnership with the Kalamazoo Public Library (KPL). A total of 181 participants attended including 24 preschoolers, 93 K-8 students, 21 tweens/teens and 43 adults. Additionally, members of Southwest Michigan Reading Council (SWMRC), along with WMU undergraduate students and staff members, volunteered to support the event. The McGinnis Center was invited to submit an entry for the 2015 KPL Early Learning Calendar for young learners, birth-Kindergarten. This initiative supports the growth and learning of children by providing families and caregivers with important information and resources.

The McGinnis Reading Center and Clinic Director, Deanna Roland, was selected to serve as a core team member with United 4 Change, a collaborative organization primarily led by Eaton Corporation, Stryker, and United Way of the Battle Creek & Kalamazoo Region. She is a member of the Early Care and Education Committee with the Great Start Collaborative for Kalamazoo Regional Educational Service Agency (KRESA). Additional partners of the center include Communities in Schools-Kalamazoo, Kalamazoo Public Library, and Southwest Michigan Reading Council, to name a few. Additionally, Roland represents the Center on the Early Grade Reading Project with other representatives from area school districts, youth organizations, and businesses.
The College of Education and Human Development partnered with the Educational Community Credit Union (ECCU) in 2014-15 to host a series of forums designed to bring students and educators together to discuss education topics, trends, and research in K-12 education.

The series kicked off in November with a presentation by the 2014 Michigan Teacher of the Year, Gary Abud. With his presentation titled, “Building STEM Teaching Capacity in Michigan,” Abud, who has been honored by the Department of Education and the White House, shared his expertise with a wide range of WMU faculty, staff, and students, as well as local area K-12 teachers.

“Culturally Responsive Teaching,” the second forum was hosted in early February and was designed to allow local K-12 teachers to display and discuss culturally responsive teaching materials. The audience had the opportunity to learn how to implement such methods in their own classrooms in order to increase student engagement and achievement.

The third forum was held late February and was titled, “Teaching Reading and Literacy.” This forum included a panel made up of literacy professionals from rural, urban, and suburban school districts as well as WMU’s literacy studies unit. Each representative shared effective and differentiated literacy practices and their impact on student success.

For the fourth and final forum of the 2014-15 academic year, ECCU and CEHD teamed up with Apple Technology to bring an exciting opportunity to forum guests. “Technology in the Classroom” was held in April and began with an introduction by Apple’s Education Team followed by a 35-minute hands on session led by an Apple Distinguished Educator.

The ECCU Education Forum will be return for the 2015-16 academic year and will host a series of four forums, two in fall 2015 and two in spring 2016.
On Monday, January 19, 2015, the College of Education and Human Development and the Department of Educational Leadership, Research and Technology launched a Ph.D. program in educational leadership that is housed in the Dominican Republic (D.R.). The program is the first doctoral program offered by Western Michigan University in a foreign country. It will be offered through a unique collaboration between WMU and the D.R.’s Ministry of Education, Ministry of Higher Education, and the Universidad Iberoamericana (UNIBE).

For the first time, faculty, administrators, and professional staff of the D.R.’s colleges, universities, and its K-12 system will have the opportunity to earn a Ph.D. at home in educational leadership. The four-year program will prepare individuals to hold leadership and management roles in K-12 or higher education via a hybrid learning format and with teaching support from WMU faculty.

Juan Tavares, director of international admissions and services in WMU’s Haenicke Institute for Global Education, and Dr. Donna Talbot, chair and professor of the Department of Educational Leadership, Research and Technology coordinated the program’s development.

Talbot says the program will allow students to focus on possible dissertation topics during the first year through an initial doctoral studies seminar. Continued development of the topic is facilitated through a second intensive seminar, a research sequence and a professional field experience, while students work with several WMU faculty.

“I really like the idea that we are helping a country develop an education system stronger than what exists and that we are helping the D.R. increase the ability to eventually offer its own doctoral programs,” Talbot says. “Once the students have completed their coursework and pass their comprehensive exams, they will be well-equipped for the dissertation seminar and to prepare their dissertation proposals.”

Thirty students are in the first cohort who will complete the program together in four years. The program includes a study abroad component, in which the students will travel to WMU in July each year for three weeks of intensive study.
On Friday April 24, 2015, CEHD held the 15th Annual College of Education and Human Development Awards and Recognition Celebration at the Gilmore Theatre Atrium. This event is hosted to honor CEHD students, faculty, and staff for their great accomplishments from the 2014-15 academic year. Recipients are nominated by fellow faculty, staff, and students and voted on by the Awards and Recognition Committee members.

The event features three student awards titled the Rising Star Award, given to one student, each at the undergraduate, masters, and doctoral levels. The award recognizes CEHD students who have demonstrated outstanding potential in scholarship, teaching, and professional leadership at WMU. The recipients’ quality of performance indicates that they will continue to develop into distinguished members of their profession.

CEHD staff have the opportunity to receive an award at the event titled the Staff Excellence Award. This award is given to a staff member who consistently makes outstanding contributions in support of the college.

Faculty within the college receive many awards at the event, including two awards introduced at the 2014 ceremony. These two awards, the Multicultural Advocate Awards, are specific with one being for global engagement and one for the promotion of diversity. The recipients of these two awards have made significant contributions in establishing or strengthening ties between CEHD and our global partners, as well as furthering diversity within the college and the university.

Three additional faculty awards presented at the event included the Teaching Excellence Award (full-time and part-time) for outstanding teaching in either the graduate or undergraduate levels and the Trailblazer Award for innovative scholarship which impacts the discipline.

The final two awards given at the CEHD Awards and Recognition Celebration can be awarded to either faculty or staff within the college. They are the Esprit De Corps, an award given to an individual who personifies the vision of the college, and the Strengthening Community Connections Award, given to an individual who strengthens ties with our community partners.
2015 Award Recipients

**Esprit De Corps Award**
Dr. Mary Z. Anderson  
Department of Counselor Education and Counseling Psychology

**Multicultural Award for Global Engagement**
Dr. Eric Archer  
Department of Educational Leadership, Research and Technology

**Multicultural Award for Promoting Diversity**
Jodie Palmer  
Department of Teaching, Learning and Educational Studies

**Rising Star Award (Doctoral)**
Baochun Zhou  
Department of Counselor Education and Counseling Psychology

**Rising Star Award (Masters)**
Jennifer Armstrong  
Department of Family and Consumer Sciences

**Rising Star Award (Undergraduate)**
Kara Woodshank  
Department of Family and Consumer Sciences

**Staff Excellence Award**
Sandy Stephens  
Office of the Dean

**Strengthening Community Connections Award**
Dr. Amos Aduroja  
Department of Human Performance and Health Education

**Teaching Excellence Award (Full-time)**
Dr. Ariel Anderson  
Department of Teaching, Learning and Educational Studies

**Teaching Excellence Award (Part-time)**
Adam Danapilis  
Department of Special Education and Literacy Studies

**Trailblazer Award**
Dr. Andrea Beach  
Department of Educational Leadership, Research and Technology
“Globally-engaged” is one of the gold standards of Western Michigan University. It requires us to “develop learners and leaders who are locally oriented and globally competent, culturally aware and ready to contribute to world knowledge and discovery.”

To fulfill this “globally-engaged” promise, our college implemented a number of international engagement initiatives in 2014-2015. Specifically, we created a Study/Internship Abroad Scholarship with a goal to double the number of CEHD students who will participate in study/internship abroad programs. We also developed an international partnership with 4 Chinese institutions, which has facilitated the implementation of a number collaborative initiatives and programs with them. Currently, we are engaging in similar conversations with several institutions in other countries, such as the Dominican Republic (D.R.), Malaysia, and Ukraine to explore options for future collaborations. Furthermore, we launched the first doctoral program (Ph.D. in Educational Leadership) to be offered in the D.R. through a unique collaboration between the University and the D.R.’s Ministry of Education, Ministry of Higher Education and the Universidad Iberoamericana (UNIBE) in Spring 2015 (see the story on “CEHD launches doctoral program in the D. R.” On page 30 of this magazine for detailed information about the program).

We will continue to take initiatives that are in line with WMU’s strategic priorities and gold standards. We will continue to identify and adopt various international engagement strategies to develop our students’ global competencies so that they will demonstrate an adequate level of intercultural literacy, global knowledge and the ability to function in a global multicultural setting.
Mission

Embracing WMU’s goals to be learner centered, discovery driven, and globally engaged, the College of Education and Human Development is committed to:

- Developing exceptional education and human development professionals who positively impact our global society
- Advancing knowledge through teaching, scholarship, creative works, and service
- Enhancing the university and its stakeholders through transformative field experiences and collaborations

Vision

Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs.

Welcome new faculty and staff to the College of Education and Human Development

Admissions and Advising

Andrea Bau, Academic Advisor
Rachel Carlson, Student Services Suite Front Desk Coordinator
Katrina Goodall, TRiO FESP Office Coordinator

Educational Leadership, Research and Technology

Fernando Andrade, Term Assistant Professor
Eric Archer, Assistant Professor
Eli Collins-Brown, Term Faculty Specialist
Regina Garza Mitchell, Assistant Professor
Brett Geier, Assistant Professor
Wanda Hadley, Assistant Professor

Family and Consumer Sciences

Francisco Cordero, Faculty Specialist I
Mary Beth Janssen, Assistant Professor
Sunmin Lee, Assistant Professor
Robin Millar, Instructor

Human Performance and Health Education

Nicholas Hanson, Assistant Professor
Sarah Rasnake, Office Coordinator

Office of the Dean

Marcia Fetters, Interim Associate Dean
Melissa Holman, Student Success and Retention Officer
Kimberly Jones, Grant Coordinator

Special Education and Literacy Studies

Hsiao-Chin Kuo, Assistant Professor
Kelly Schaffer, Assistant Professor

Teaching, Learning and Educational Studies

Amy Bentz, Faculty Specialist

This magazine is a publication of Western Michigan University’s College of Education and Human Development, Kalamazoo, Michigan.

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The newest piece of artwork in Sangren Hall was installed in late December 2014-January 2015. The piece, “The Michigan Eden,” is a hand blown glass fantasy garden featuring slightly larger than life flowers native to the state of Michigan. Each flower, leaf, stem, tile, and creature is handmade. Lampworked glass insects like bees, butterflies, small toads, and hummingbirds are seen in this natural habitat. This piece is located in the North entrance of Sangren Hall.