Dear COE Alumni and Friends,

I am honored to serve as the dean of the College of Education and work closely with exceptional faculty and staff. It is exciting to join a university with so much momentum as a leader in educator preparation, as a partner institution with organizations and industry, and as an entity pushing for innovation. Faculty are dedicated to make knowledge matter and engage in unfettered inquiry. The personalized attention, service learning and study abroad opportunities, and caring community allow for a high level of interaction between students and faculty. Coupled with that, our staff professionals are committed to help students transition to the higher education environment, and provide student support services to help them stay connected. Collectively, the faculty and staff are committed to our students so they are prepared for success in their careers, and make a difference in our rapidly-changing and increasingly globalized society.

As a foundation for learning about the College of Education and the university, I was drawn to Gerald Peterson’s book, “The University of Northern Iowa” (College History Series) depicting the evolution of “a small teacher’s college to the university which is internationally known today.” The book is educational and enjoyable to learn about the transformation the university has undergone since its inception. Holding steadfast to its teacher education tradition yet expanding and innovating in the modern world, the College of Education encompasses a range of disciplines of study to develop teachers, scholars and leaders, as well as entrepreneurs and human service professionals. I am excited to collaboratively build on this legacy and uniquely position our students for success.

In the short time I’ve been here as a resident of Waterloo and dean of the College of Education, I’ve experienced the spirit of generosity within my new communities. Whether it’s the two upper level education major students who were riding their bikes on campus during a Sunday afternoon who graciously offered to direct me to a building I was trying to locate, or getting referrals from a neighbor about the best services in town, or welcome notes, emails, cards and gifts from the COE and UNI community, I am appreciative of the kindness shown. This is emblematic of the culture within the university and college, and I look forward to reciprocating through our myriad interactions together.

In this magazine, you will read about and hear from our faculty and students, working side-by-side on research and/or service-based projects and engaging with the educational, health and industry communities which shape our collective lives. The partnership and outreach efforts through our centers and summer enrichment programs help us offer the most dynamic, responsive and engaging range of experiences to our students. Also, I’m incredibly proud of our network of alumni who frequently comes back to engage with our students to share their experiences to further their success, and give of their time to serve on our boards and committees. I welcome the opportunity to explore these connections further and build stronger ties enhancing our efforts to serve the local community and beyond.

Purple for Life!

Gaëtane Jean-Marie
Dean, UNI College of Education

School is back in session and that means high school students are turning their attention to the college search process. If you know a student who would be great as a future Panther, please fill out a referral form at uni.edu/admissions/studentreferral or better yet, have them apply at uni.edu/admissions/apply.
Meet
Gaëtane Jean-Marie,
Dean of the College of Education

Gaëtane Jean-Marie, Ph.D., was announced as the new dean of the College of Education and the Richard O. Jacobson Endowed Chair of Leadership in Education at the University of Northern Iowa on Jan. 22, 2016.

Jean-Marie was most recently a professor and chair of the Department of Educational Leadership, Evaluation and Organizational Development at the University of Louisville in Kentucky. She earned her Ph.D. in educational leadership and cultural studies from the University of North Carolina - Greensboro, and M.A. in criminal justice and B.A. in political science from Rutgers University. Prior to her current position, she was the program coordinator for Educational Leadership at the University of Oklahoma and Florida International University. She officially joined the Panther family on June 30.

In the days following her hiring, Jean-Marie graciously answered a few questions about herself and what we can expect from the College of Education under her leadership.

What attracted you to UNI?
Liking UNI meant saying yes to living in the cold. But, I was drawn to the vision and momentum of the university and College of Education during my campus visit. When I went home to Kentucky, I couldn’t stop talking about UNI and how the faculty, students, staff and administration were engaged and wanted to move in an upward trajectory. I was really excited about the work that was underway, and the vision by administration and others. The momentum was energizing and I wanted to be a part of that so I can make a contribution.

Describe your leadership approach.
My approach to leadership is to be inclusive of perspectives, build other leaders, and find a way forward. Many years ago I read the book “Lead with Me” which is a philosophy I’ve adopted. The more I work in administration and study it, I hold firm to the ideals that “leadership and the people factor” matter in my quest to lead with others.

What are some of your initial priorities for the UNI College of Education and its programs?
As one who seeks to understand context and history, I’m going on a listening session with faculty, staff, students and external constituents. The data from the listening session will provide insights on what directions we as a college want to move in. My role with the leadership team is to help prioritize our strategic vision and goals. While there are many challenges, I also see “bundles of opportunities” that can elevate the College of Education.

You’ve had a diverse educational background. Can you talk about how/why you became interested and involved in the field of education?
My evolution as an educator took a circuitous route. I best characterize my entry to the field of education as one who stumbled into it. The more I tried to distance myself from education, I felt a persistent tug to go in that direction. I was exposed to the disparities of inner-city children in the educational system, not only as a product of urban education, but also during my experience in pre-college programs. Building on that, I had the opportunity to work with pre-service teachers at the University of North Carolina-Greensboro and taught courses in the program while pursuing my doctorate. The culmination of my experiences in New Jersey and North Carolina aligned my passion with my purpose to work in education.

As an immigrant from Haiti, is there anything you’d like to share about your home country?
As a Haitian-American, I speak multiple languages: English, Creole, and semi-fluent French. Staying connected to my cultural background no matter where I live, I find local markets that sell meats, vegetables and fruits I can purchase to make Haitian cuisines. In doing so, there’s always a piece of “home” that is with me.

Let’s end with something interesting about yourself.
As a child, I dreamed of travelling and going places. Since migrating to the U.S. in 1979, I’ve lived in New Jersey, North Carolina, Oklahoma (twice), Florida, Kentucky and now Iowa. I’ve also travelled internationally: Peru, France/Paris, Germany, Jamaica, British Columbia and returned to my native country of Haiti in 2014. Taking risks to explore other places have been rewarding through the relationships I’ve developed with so many people from diverse walks of life.
College of Education faculty embarked on a field trip to Iowa schools last fall to “explore fields of opportunities.” More than 50 faculty members visited 31 schools to discover school innovations, challenges and needs. The faculty members praised the innovations they observed. They returned to UNI determined to continue collaborations to further improve Iowa education.

The COE Senate spearheaded the Panthers Exploring Fields of Opportunities initiative. “We wanted to learn what we could do at the college level to better prepare first-year education professionals,” said Amy Petersen. She was Senate chair last fall and is an associate professor of special education. College of Education Interim Dean Vickie Robinson added, “We learned so much that we hope to make this an annual event.”

Many faculty members emphasized the warm welcome they received, the time school administrators and teachers spent with them, and the learning that occurred. Petersen said faculty reconnected with education professionals, including many UNI alumni. “We know there are countless untold stories of sound instructional innovation that can contribute to our own teaching,” she added.

Three Department of Curriculum & Instruction (C&I) faculty members journeyed to Van Meter High School, west of Des Moines. Karla Krueger, associate professor, said the school has a one-on-one concept in which each student has access to an electronic device: a laptop, Chromebook or iPad. “That way the learning can be more personalized because students have individual access to the internet. And everyone has equality.”

Van Meter High also makes use of the MakerSpace concept in one classroom. The C&I school library studies curriculum also incorporates this concept. “MakerSpaces are appearing in school libraries everywhere,” said Krueger. “Our field trip let us experience one firsthand.” Joan Bessman Taylor, associate professor, and Farah Kashef, faculty technology integration specialist, also visited the Van Meter school.

An expanded collaboration grew out of Lyn Countryman’s visit to Kirn Middle School in Council Bluffs, Iowa. Countryman, professor, Department of Teaching, currently partners with MaryBeth Kueny Runge, Council Bluffs instructional/curriculum coach. Runge taught Kirn teachers how to help students use grit and a strong mindset to achieve academic goals. This resulted in improved test scores in seventh-grade reading (+19 points) and mathematics (+9.6 points).

The collaborators plan to write an academic paper and an opinion piece on these results. Countryman said, “If Iowa schools helped students, parents and faculty understand that it isn’t talent that leads to success, it’s effort and resilience, then students across the state could develop a growth mindset and see failure as a route to learning.”

At Des Moines University’s (DMU’s) physical therapy school, three Department of Health Physical Education and Leisure Services faculty members met with UNI athletic training and movement and exercise program graduates. Some are top students in DMU’s physical therapy program. “Although our students are admitted to such programs at a rate that exceeds the national average, we were curious about what we could be doing better,” said Robin Lund, associate professor. “The UNI graduates told us that a refresher course on anatomy closer to graduation would be very helpful.” Travis Ficklin, assistant professor, physical education, and Windee Weiss, associate professor, athletic training, also participated in the visit.

“ ‘PANTHERS EXPLORING FIELDS OF OPPORTUNITIES’ PRODUCES STATEWIDE IMPACT”
In the Waukee Community School District, two faculty members from the Department of Teaching visited several COE graduates and heard suggestions for UNI’s teaching programs. Kim Miller, instructor, and Amy Lockhart, instructor and field experience coordinator, visited Hilary Iverson’s (B.A. ’14) class at Waukee Elementary School. Iverson teaches special education students in kindergarten, third and fifth grades. A former student of Miller’s, Iverson was impressed with the follow-up from COE faculty.

“They wanted to know ways they could improve special education courses at UNI,” Iverson said. “I suggested giving students more preparation in dealing with behavior issues. I’m glad they were seeking input from teachers in other schools across the state to help make their courses even more applicable to the real world.”

Kelly White (B.A. ’07, MAE ’11), first-grade teacher at Maple Grove Elementary, said the visit from COE faculty and a meeting with UNI alumni let her know faculty truly care about her. “UNI is known for producing amazing teachers in our state where education is constantly changing. To continue to prepare students for future teaching positions, COE faculty must always have a presence in schools.”

At Highland Elementary School in Waterloo, Kristin Steiber (B.A. ’03, M.A. ’09) organized a visit to the three first-grade classrooms. “Our students are always happy to show what they’ve been learning,” she said. “I hope the professors got a good glimpse of what it is like in a classroom. And I hope we can collaborate and do more things with UNI education students. It’s wonderful for Highland students to see UNI students and faculty as role models for how all can make a difference in the future.”

Those visiting Highland classrooms were Gloria Kirkland Holmes, associate professor, C&I; William Callahan, former department head, special education; Ioleta Montgomery, instructor, educational leadership and postsecondary education (ELPS); and Jennifer Waldron, professor, health, physical education and leisure services.

Tim Gilson, ELPS associate professor, and Curt Nielsen, assistant professor in the Department of Teaching, spent a day at Stilwell Junior High in Des Moines. Gilson observed Brady Weber, summer 2015 ELPS graduate and Stilwell assistant principal. Stilwell is one of two Iowa schools piloting project-based learning. Gilson noted Weber is leading change by supporting and enabling faculty to teach in a new way – a skill that UNI’s program emphasizes.

“This was an opportunity to observe the theory we teach put into practice in the classroom,” said Gilson. “I also saw how what we teach can better relate to what’s happening in the field. It was a great way to stay current in education across the state.”

Gilson said UNI prepares about 28 percent of all educational leaders in Iowa. Better understanding the leading-change concept will help COE faculty tailor their instruction.

College of Education faculty members plan to explore new fields of opportunities during the 2016-17 academic year. Interested schools or educators can contact the COE Dean’s Office at 319-273-2717 for more information.
In the past four years, teachers and students at Edward White Elementary School in Eldridge, Iowa, have engaged in a transformational process in how they “do school.” This transformation includes developing collaborative learning communities, aligning and integrating curriculum, and improving instruction.

The Richard O. Jacobson Center for Comprehensive Literacy in the College of Education has supported the educators at Ed White School in this transformation by implementing Partnerships in Comprehensive Literacy (PCL). The Jacobson Center provides preparation for PCL literacy coaches and supports the coaches and their schools in the change process.

Laura Jacobsen and Chris Baldwin, Ed White’s two PCL coaches, lead the collaborative work with the principal and teachers. “We had dabbled with mini lessons and guided reading, all under the balanced literacy umbrella,” said Jacobsen. “but we failed to understand the theories, which were the basis for these instructional practices. PCL united the theory and practice and gave teachers the tools to study their own craft.”

In addition to a focus on improved classroom practices, the PCL Model includes a menu of interventions that provide a multi-tiered system of support for students. Shanna Robinson and Jennifer Smith, PCL intervention coaches from Mississippi Bend AEA, train and support special education and literacy intervention teachers who teach these interventions at Ed White.

“The teachers at Edward White are willing to do whatever it takes to ensure that our children are successful,” said Baldwin. “Using the PCL framework, we pair interventions with classroom instruction and layer the interventions to ensure student literacy success. Teachers work together to use data to place students in interventions that will meet their personal needs. We are all sensitive observers of children, and then we respond to their needs while tailoring their instruction.”

All teachers are committed to making student learning relevant and engaging. “Students at Ed White are excited about their learning,” said Principal Bernadette Brustkern. “With the flexibility that PCL brings to teachers, lessons are tailored to student interest – they are relevant and meaningful. Our students have grown accustomed to a collaborative learning environment in which they talk about their learning, share ideas and challenge one another in a safe, respectful manner. Literature discussion groups and brief classroom ‘turn and talks’ have transformed student learning. In addition, students are engaged in literature all the time.

“The first word that comes to mind is culture,” continues Brustkern. “In our fifth year of implementation, Ed White has a professional, collaborative and reflective culture where teachers come together to problem solve. Teachers are collaborating more than ever – with grade-level teams, special-area teachers and interventionists. They are naturally reflective and responsive. This transformation has had a powerful impact on student learning. Teachers are planning across curricular areas, allowing students to transfer their learning across multiple contexts.”

The Jacobson Center provides support for 69 PCL coaches in schools, districts and AEAs. Through this model, the center is improving instruction for nearly 27,000 students in Iowa.

“It is hard to put into words what PCL has done for our building. Let alone the impact it has had on me professionally,” said Brustkern. “It was through PCL that I learned how to teach. Thank you for everything you and the other members of the faculty in the Jacobson Center do for our school!”

Edward White Elementary is a growing K through 6 school of 573 students that sits in the heart of the North Scott Community School District, a few miles north of Davenport, Iowa. It is the largest of the five elementary schools in North Scott, a district that serves a large rural area and three small towns. All of the elementary schools have implemented the PCL model.
During last summer 2015, the Board of Regents, State of Iowa, made a special request of Provost and Executive Vice President (now UNI Interim President) Jim Wohlpart. They asked for a strategic plan that would build upon UNI’s legacy in teacher education and further enhance our programs to gain even greater national distinction. The Regents initially hoped the plan could be assembled in a few months. Wohlpart preferred a more deliberate approach.

“We’re thrilled to have been asked … [because] it presents an awesome opportunity, and our campus has embraced the process with energy, enthusiasm and big ideas. We’re excited about elevating teacher education at UNI,” Wohlpart said.

To facilitate the process, Wohlpart turned to Cindy Diehl-Yang, newly hired director of the Center for Educational Transformation, and Nick Pace, professor and head of the Department of Educational Leadership and Postsecondary Education.

“Since teacher education at UNI takes place across campus and isn’t limited to the College of Education, we knew we needed folks from all walks of life,” Pace said. Diehl-Yang added, “We put out a call for nominations and volunteers and were thrilled to have nearly 50 faculty and staff from 27 academic departments answer the call. As a newcomer to UNI, I was impressed with the enthusiasm and level of commitment to this effort.”

The process has become known as TESI, which stands for Teacher Education Strategic Initiatives. The group has been meeting regularly since last October and has been focusing on what UNI teacher education does effectively, what can be improved upon and new points of emphasis.

“We know the kind of legacy UNI has in preparing teachers. Countless other colleges and universities would give anything to have the same reputation. At the same time, it’s not about resting on our laurels. It’s about building on [our reputation] in a way that is unique to UNI and that serves the needs of PK through 12 education,” Pace said.

The four-dozen members of TESI have identified six focus areas:

• Integrating and enhancing teacher education across campus
• Developing a collaborative culture and public school connectivity
• Creating a new curriculum
• Reexamining field experiences related to a new curriculum
• Envisioning new supports for teachers across the career span
• Ensuring that UNI teacher education draws from promising practices locally, nationally and globally

“The provost has consistently challenged us to think big and to take the opportunity to show real leadership in teacher education,” said Diehl-Yang. “That’s really what this is about, and people have embraced the process. The ideas are big and the conversations have been deep and meaningful.”

The process has been shared and outlined on the TESI website, www.uni.edu/provost/tesi. The site has regular progress updates, meeting documents, email addresses for TESI steering committee members and a way for interested parties to submit ideas directly to the focus area teams.

“We want this to be inclusive, transparent and accessible to all who are interested and have ideas,” said Pace.

This past spring, TESI volunteers fanned out across the state to meet with teachers, alumni, principals, superintendents, legislators and other interested parties to solicit ideas and build on what has been envisioned thus far. Following those visits, work continues on next steps over this and into the coming years.

“A process of this size won’t happen overnight,” Pace said. “We’re talking about serious and exciting work here.”
Sustainable Inclusive Reform: A University-School District Partnership for Equitable and Effective Schooling

During the spring of 2015, Deborah Gallagher, professor of special education, began inclusive reform efforts with the Mount Pleasant Community School District. After being approached by the district with issues concerning the amount of time students with disabilities were spending outside of the general education classroom and their poor performance on district-wide assessments, UNI established a 15-credit Certificate in Inclusive Education. A team of educators from across the district completed this graduate-level coursework, taught by Gallagher and UNI faculty Danielle Cowley, Amy Petersen and Amy Staples, with the hope of positively impacting educational outcomes for all students.

With this innovative certificate underway, the UNI team secured a $35,000 research fellowship from the university’s Center for Educational Transformation to build capacity in educators as they work toward inclusive change, planfully support the systematic restructure for more inclusive practices, and examine the impact of inclusive policies and practices on educational outcomes.

Although the project has only been underway for a little over a year, several significant outcomes have occurred: sustained professional development to teachers and educators regarding best practices for inclusion; classroom observations and instructional coaching for two semesters; and consultations with the district’s service delivery team to create a dynamic, inclusive service-delivery model. Throughout the partnership, qualitative and quantitative data on inclusive processes and outcomes have been collected.

Educators from the district, along with the UNI team, presented their initial findings at the American Educational Research Association’s annual meeting. The teachers shared their educational journeys to becoming more inclusive teachers and highlighted their successes and celebrations.

This work demonstrates the positive impact of collaborative relationships with Pk-12 schools that’s needed in higher education today. We’re excited to see what the coming year will bring.
The Special Education Consultation and Coaching MAE Program

The purpose of the renewed MAE in Consultation program is to improve outcomes for students with disabilities by recruiting and preparing highly qualified related-service personnel to serve as special education instructional coaches and special education consultants in Local Education Agencies (LEAs) and Area Education Agencies (AEAs) across Iowa.

The coaches and consultants will be prepared to provide on-site, personalized professional development to PK-12 general and special educators to enhance the implementation of evidence-based practices with high-need students with disabilities in high-need schools. The program uses a distance education format (Adobe Connect with E-Learning Blackboard and online learning) to allow greater access to scholars across the state who are working professionals, people with child care considerations, career-switchers and people living in geographically isolated areas.

The Special Education Consultation and Coaching MAE Program addresses statewide critical needs for special education instructional coaches and consultants by helping new and experienced special education and general education teachers to meet the needs of students with disabilities in inclusive settings. Students enrolled in the program must have four years of successful teaching experience, two of which must be in special education. They will exit with a content area endorsement in special education, a special education coaching certificate and an MAE degree.

Graduates will be prepared with the necessary competencies to be highly effective special education instructional coaches and consultants using evidence-based pedagogical practices that result in improvements in learning and developmental outcomes (e.g., academic, social, emotional, behavioral) and successful transition to postsecondary education and the workforce. Concurrent field-based practica provide authentic opportunities for the student/scholars to apply scholar competencies, resulting in specified performance tasks and portfolio products. Each scholar will be assigned a mentor from the LEA or AEA who is currently serving as an instructional coach or special education consultant.

By partnering with LEAs and AEAs across Iowa, this renewed MAE program creates pathways to increase the number of professional leaders in special education while maintaining direct engagement between excellent teacher-leaders and classrooms.

Midwest Summer Institute on Inclusion and Communication

The Second City International Conference on Disability Studies in Education collaborated with the Midwest Summer Institute on Inclusion and Communication to offer a two-day institute for educators, administrators, families, scholars and advocates on June 27-28, 2016 in Des Moines. For five years, UNI has been host to the Midwest Summer Institute where students, families, self-advocates, teachers, administrators and educators gather to advocate for inclusive educational spaces and opportunities. This year’s conference centered on the theme Advocating for Access: The Right to Inclusion, the Right to Communicate.

Advocates for inclusive education uphold the position that all students belong, all students learn in different ways, and that it’s every student’s right to be educated in schools/classrooms that openly recognize their unique competencies and contributions. Advocates for communication access uphold the position that all students for whom spoken language is not their primary or preferred form of communication deserve an alternative communication system, whether that’s sign language, supported typing, an AAC device, etc.

Advocacy in all its forms seeks to ensure that people, particularly those who are most oppressed and marginalized in society, are able to:

- Have their voice heard on issues that are important to them
- Defend and safeguard their rights
- Have their views and wishes genuinely considered when decisions are being made about their lives
- Advocacy is a process of supporting and inspiring people to:
  - Express their views and concerns
  - Access information and services
  - Defend and promote their rights and responsibilities
  - Explore choices and options

By advocating for access to inclusion and communication, the conference focused on social justice, equity and competence for all students. The two-day institute offered presentations and workshops that emphasized current research and practice around inclusive education, collaboration with families and supporting every student’s right to communication.

Speakers included nationally recognized experts on inclusion Norm Kunc and Emma Van der Klift as well as Syracuse University Professor Emeritus Doug Biklen. In addition, Micah Fialka-Feldman, Jaime Burke, Sue Rubin, Marilyn Chadwick, Pascal Chang, Darlene Hanson, Harvey Lavoy and Tracy Thresher returned to the conference to carry on the good work of inclusion, advocacy and communication.
Physical literacy (PL) is a powerful concept founded in 2001 to help combat the global obesity and sedentary crisis evolving worldwide. The concept is being woven into education policy and practice, particularly in the United States, Canada, England, Northern Ireland, Scotland and Wales.

The PL concept was established to explain the knowledge and competency children and youth require to demonstrate lifelong health and wellness. It should come as no surprise that UNI is at the forefront of helping our students, and the students they will someday teach, gain the knowledge and skills necessary to practice a healthy and fit lifestyle. One way the university does this is through the course Dimensions of Wellbeing in which students participate in a lecture/discussion segment and a participatory lab segment. In addition to this course, UNI students can work out free of charge at the Wellness and Recreation Center, take physical education classes and get involved in myriad intramural opportunities, all which positively influence and impact their health behaviors.

Within K-12 schools, where many COE graduates teach, the role of physical education is based on the development of positive attitudes, motivation and intentionality toward movement, with the goal of providing the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

Physical education is necessary in the PL process as long as schools remain the primary location where children are guaranteed to receive guidance and encouragement to learn and practice physical activity. This is the case with school programs such as “Let’s Move! Active Schools” whose objective is to raise a healthier generation of children and young adults. The role of teachers is to create the best emotional and intellectual climate to stimulate the motivation and interest within those they teach.

Educators have a huge opportunity and responsibility to create and define an environment that will positively influence children and young adults throughout their lives. UNI has gladly accepted that responsibility by offering opportunities to increase Panthers’ physical characteristics, such as strength and power, bone density and motor coordination, as well as encouraging them to make physical activity part of their lives.

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GET A Move On

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SHAPING THE FUTURE

The School of Health, Physical Education and Leisure Services is now the School of Kinesiology, Allied Health and Human Services.

These are exciting times at the University of Northern Iowa! The demand for professionals in our field continues to grow, and with that growth, the College of Education and School of Health, Physical Education and Leisure Services decided to update our school name to better align with the programs and services we offer to better educate our students.

The School of Kinesiology, Allied Health and Human Services (KAHHS; pronounced “cause”) will allow the school and UNI to play a more active role in:

- Shaping the future where healthy is the norm
- Shaping the standards of excellence in health promotion, physical education, movement and exercise science, athletic training, and leisure, youth and human services
- Shaping lifelong habits of young people
- Shaping and influencing policy related to health promotion, physical education, movement and exercise science, athletic training, and leisure, youth and human services

It is important to know who we are and how we fit into the college, university and professional world. Thank you for the dedication and support you continue to give the school. Please don’t hesitate to contact us at mickey.mack@uni.edu if you have any questions.

Mick Mack, Ph.D.
Director, School of Kinesiology, Allied Health and Human Services

Gaëtane Jean-Marie, Ph.D.
Dean, College of Education
HEALING HANDS

Students within the School of Kinesiology, Allied Health and Human Services have some of the most exciting and engaging opportunities for internships and field service. At the bachelor’s, master’s and doctorate levels within the school, students learn to plan, implement, and evaluate programs and policies that keep people healthy, fit and well.

The more than 250 students currently studying health promotion and education can specialize in global health, fitness, women’s health or environmental health. They conclude their degree program with a mandatory full-semester internship at a public health agency of their choice. These sites include hospitals, clinics, fitness facilities, nonprofit agencies, county and state health departments, and other organizations that help improve the health of patients and families. Other health promotion and education students participate in medical missions or international relief work as part of their internship.

In their final semester, students complete a 560-hour internship in a setting of their choice, with the approval of their faculty supervisor. The goal of the internship is to increase students’ leadership and management skills by gaining real-world experience. Many students complete some of their required hours in out-of-state or international settings.

Many students majoring in movement and exercise science consider their internship experience to be the most important part of their educational program. Internships help prepare them for national certifications through organizations such as the American College of Sports Medicine (ACSM), American Council on Exercise (ACE) and National Strength and Conditioning Association (NSCA). Students are required to complete all of their coursework prior to their internship, which ensures they have acquired a tremendous amount of knowledge, a wide variety of skills and are able to contribute immediately.

UNI students consistently say that their preceptors provide exceptional educational opportunities, enabling them to enhance their skills.
preceptor, students develop critical-thinking skills and gain confidence in their hands-on skills before transitioning into professional practice. Students often boost their professional credentials by completing athletic training internships. Recent internships have been with Cirque de Soleil, Mayo Clinic, USA volleyball, NFL teams, and major and minor league baseball teams.

No matter where School of Kinesiology, Allied Health and Human Services students complete their internships and field experiences, they are strong ambassadors for the university and display the quality of education found within the COE.

**PRACTICE MAKES PERFECT**

Musicians rehearse. Athletes practice. Students in UNI’s Educator Preparation Program do both.

A hallmark of the Educator Preparation Program is the series of professional field experience opportunities that begin during a student’s first year on campus and continue through student teaching. These pre-service educators, as they’re known, complete more than 100 hours of “live” classroom experience before they student teach, which gives them multiple opportunities in diverse settings.

This information may be familiar to those who have been through UNI’s program. What is new, however, is that our field-experience partnerships are now more deeply developed with local schools and those across the state, nation, and around the world.

Research suggests that field experiences completed early and on a regular basis provide a foundation for good teaching; hence, new teachers stay in the profession longer and have an earlier, positive impact on student achievement. Starting with their very first field experience, we make a concerted effort to place students in the grade level and discipline that most interests them, which goes a long way in helping them make an informed decision about choosing teaching as a profession.

The college’s partner schools are key to the success of our field experiences. Within a variety of classroom settings, UNI students are given the opportunity to apply theory to practice, assume greater responsibility in the classroom, receive feedback from a UNI faculty supervisor and the mentor teacher, reflect on their experience, and have ownership in their growth. This scaffolded, purposeful, four-year experience prepares teachers who are knowledgeable, confident, compassionate, optimistic and heavily recruited for positions domestically and abroad.

UNI students majoring in early childhood education participate in a more extensive set of field experiences than do students in any other UNI teaching major. During their junior year, students complete 40 field experience hours, working with children ages 3 through 5 in child care centers, Head Start programs and the Statewide Voluntary Preschool Program. Their next field experience takes place in infant and toddler classrooms, primarily serving children in Early Head Start. The final field experience consists of another 40 hours in Head Start and Statewide Voluntary Preschool classrooms.

Throughout this sequence, placements are made and direct supervision is provided by UNI’s early childhood education faculty. This allows our faculty to see what their students are learning well in the program and what areas might require improvement. Beginning in the spring 2017 semester, students will complete an additional 20 or more field experience hours in contexts serving infants and toddlers with special needs.

In each of these experiences, UNI students develop learning experiences or learning centers for the children they work with. The plans and centers are implemented under the supervision of classroom teachers and UNI faculty.

All told, UNI’s early childhood education majors complete a minimum of 190 hours of field experience. Some 90 percent of our early childhood education majors also major in elementary education. These students complete a minimum of 240 hours of field experience and find they are extremely well prepared for student teaching.

Our extensive use of Early Head Start and Head Start classrooms ensures that UNI students have substantial experiences working with special needs children and those with diverse language and cultural backgrounds. The hours students complete within Head Start settings also generates additional resources for our local Head Start program – a significant benefit since federal budget cuts impact many programs that serve poor children.

**DURING TEACHING FIELD EXPERIENCES, STUDENTS:**

- Acquire 750+ total hours of hands-on experiences in PK-12 classrooms by graduation.
- Are nurtured, challenged and mentored by UNI faculty in diverse settings.
- Receive guidance from a team of more than 1,000 mentor and cooperating teachers.
- Connect theory to practice while in one or more of our 350+ partnering school districts.
- Gain hands-on experience in urban, suburban and rural environments.
- Explore student teaching placement options across the state, nation and world.
RAPIL: PARTNERING FOR TEACHER PREPARATION

The Regents Alternative Pathway to Iowa Licensure (RAPIL) is a collaborative effort among UNI, the University of Iowa and Iowa State University to bring quality teacher preparation to eligible adult learners who hold a bachelor’s degree and want to teach in secondary classrooms. Students enrolled in the program have a content degree and multiple years of experience in fields such as engineering, technology, law and applied sciences.

In its sixth year, RAPIL has prepared and placed teachers in high-need areas, including 17 teachers in biology, 10 in chemistry, three in physics, seven in math and 12 in foreign language; 92 percent are teaching in classrooms across the state and country.

RAPIL is designed to create a teacher licensure program that is a more accessible, personalized and technology-based teaching format for professionals who have life and career experiences to share with today’s students. Candidates can work full time during the program and are eligible for an intern license at the beginning of the school year following their enrollment in the program.

Taught by faculty from all three state universities, the combination of intense pedagogy and classroom support has resulted in high levels of satisfaction among the students and their employing districts.

EDUCATIONAL LEADERSHIP LEGACY AWARD

Dr. Tony Voss, superintendent of the Hudson (Iowa) Community School District, was named the recipient of the 2016 UNI Educational Leadership Legacy Award. The award is sponsored in part by a gift in memory of Vernon L. Kirlin, a 1946 graduate of Iowa State Teachers College and longtime school administrator. The award, which is now in its third year, recognizes UNI educational leadership alums who demonstrate exemplary practice of the program’s core values of leadership of learning, service and change.

Voss was nominated by colleagues, who noted that he is one many turn to for advice, mentoring and guidance. Nominators spoke of his meticulous organization and ability to handle multiple and complex demands of the superintendency. Colleagues also note that Voss displays a selfless work ethic and boundless drive to improve himself, both of which have helped him rise to the top of his profession.

During his tenure at Hudson, Voss has been instrumental in transforming the educational landscape and helped launch a number of new initiatives, including improved technology, professional learning for staff, the teacher leader program and a year-long student teaching pilot program.

Superintendent Voss earned his bachelor of arts in music education from Clarke University and a master’s in educational leadership from Loras College. He completed the UNI superintendency program in 2008 and earned his doctorate of education from UNI in 2015. He serves as an instructor for the Iowa Superintendents Finance and Leadership Consortium and is actively involved as a critical friend and special guest in both the UNI principalship and superintendency programs.

Community and board members, teachers, administrators, parents, students and others are invited to submit nominations for the award, which is awarded annually each spring. All alums of the UNI principalship, superintendency and doctoral programs are eligible. For more information, please contact Nick Pace at nick.pace@uni.edu.

INSTITUTE FOR EDUCATIONAL LEADERSHIP AT UNI SPONSORS CONFERENCES SUPPORTING LEADERSHIP AND FINANCE IN IOWA SCHOOLS

The Institute for Educational Leadership at UNI works in partnership with the Iowa Association of School Boards to support the Iowa Superintendents Finance and Leadership Consortium. ISFLC is a professional development program for Iowa superintendents, aspiring superintendents and school business officials to expand their knowledge and develop fiscal management and leadership skills.

The consortium offers two two-day sessions to meet the varied fiscal management and leadership needs of Iowa superintendents. Conference topics include financial health, contract negotiations, budget planning, leadership skills, advocacy and contemporary financial issues. Attended by more than 200 professionals, each conference offers an opportunity to gain knowledge and skill in financial and leadership areas while collaborating with colleagues and experts in the field of finance and leadership. Instructors are practicing superintendents, school business officials and UNI faculty.

ISFLC also welcomes practicing superintendents and superintendents new to the state to a one-day conference in September that focuses on understanding the Iowa context of leadership and finance. Conference participants say the work is relevant, the instruction is exceptional and the various networking opportunities make the conference one of the highest-quality professional development opportunities in the state.
UNI recently received the prestigious Campus Program Excellence Award from the Nonprofit Leadership Alliance. The award presentation took place at the Alliance Management Institute, an educational conference for students planning a career in the nonprofit sector. The 43rd annual institute was held Jan. 3-5, 2016, at the Hyatt Regency in downtown Houston. Forty UNI students attended the conference and raised 100 percent of the cost to attend by soliciting individual and corporate donations. All told, they raised more than $35,000.

The Campus Program Excellence Award is presented to an affiliated college or university that excels in developing current and relevant coursework, provides meaningful nonprofit internship and employment opportunities, and has a strong connection between the campus and its nonprofit community.

During spring 2015, UNI students facilitated nonprofit trainings, taught children how to give back to their community, engaged families in community activities to promote health and well-being, raised money for the National Multiple Sclerosis Society and the United Way, and recognized the work of local nonprofits through an annual awards banquet.

UNI students were also recognized during the conference for their poster session presentations. The poster session program allows students to showcase a best practice from their campus student association or research conducted in one or more of the alliance competency areas. Students present their poster in front of a panel of judges. UNI students received second place in both the undergraduate and graduate research categories.

Since 1948, the Nonprofit Leadership Alliance has worked to strengthen the social sector with a talented, prepared workforce. Its Certified Nonprofit Professional (CNP) credential is the only national nonprofit management certification in the U.S. Alliance System, which includes 37 colleges and universities, 14 national nonprofit partners and more than 9,000 CNPs. The system is the largest network in the country working to build a talent pipeline for the social sector. UNI has been a member institution since 1987, becoming the 11th university to join. Last year, UNI credentialed more CNPs than any other college or university in the country.

STUDENTS PROFIT FROM NONPROFIT FOCUS

UNI ALUMS NAMED ‘OUTSTANDING IOWA TEACHERS’ BY THE IOWA DEPARTMENT OF EDUCATION

Iowa Department of Education Director Ryan Wise, Gov. Terry Branstad and other leaders honored 10 teaching award finalists and winners at the Outstanding Iowa Teachers Recognition Luncheon in Des Moines in March. UNI alums receiving this prestigious recognition included:

**Iowa Teacher of the Year:** Scott Slechta, an English-language arts teacher at Fairfield High School in the Fairfield Community School District

**Iowa Teacher of the Year finalist:** Benjamin Chadwick, a computer science and engineering teacher at Dallas Center-Grimes Meadows 8-9 School in the Dallas Center-Grimes Community School District

**Iowa Presidential Awards for Excellence in Mathematics and Science Teaching finalist – Math:** Curtis Martinek, a math teacher at Gilbert High School in the Gilbert Community School District

**Iowa Presidential Awards for Excellence in Mathematics and Science Teaching finalist – Science:** Alicia Schiller, a science teacher at Central Lee High School in the Central Lee Community School District

The luncheon was hosted by the Iowa Department of Education and sponsored by the National Science Foundation, the White House Office of Science and Technology Policy and the Iowa Department of Education.

ABOUT THE AWARDS

**Iowa Teacher of the Year**
The award, established in 1958, is sponsored by the Iowa Department of Education through an appropriation from the Iowa Legislature. The award honors an Iowa teacher who motivates, challenges and inspires excellence; who is respected by students and peers; and who is an exceptional teacher helping to redefine American education. Honorees serve as ambassadors to education and act as liaisons to schools, higher education and organizations across the state.

**The Presidential Awards for Excellence in Mathematics and Science Teaching**
These awards represent the nation’s highest honors for teachers of mathematics and science. Awardees serve as models for their colleagues, inspiration to their communities and leaders in improving mathematics and science education.
Bill Blake, B.A. ’63, M.A. ’69, may be the only UNI alumnus to hold this distinction: He graduated from Iowa State Teacher’s College High School (most recently known as Malcolm Price Laboratory School), State College of Iowa and the University of Northern Iowa. What’s more, former UNI President J.W. Maucker signed all three of Blake’s diplomas and his 1963 State College of Iowa Purple & Old Gold Award.

“Dr. Maucker came to UNI as president about six months before I graduated from high school, and he retired about six months after I received my master’s degree,” said Blake. “I had wanted to call and tell him about my diplomas, but I kept procrastinating and procrastinating. One day I finally did call and he said, ‘Come on over, Bill!’ We had a wonderful conversation.”

Blake grew up on College Street, which is where the family business, Blake’s Restaurant, was located. He got to meet and interact with Iowa State Teachers College (ISTC) students and faculty who stopped in for a bite. What was even cooler, though, was that he could get to school in a flash. From third grade through his junior year in high school, Blake attended classes at ISTC High School in Sabin Hall; he completed his senior year in the school’s new building in the former Price Lab School location.

“Going to ISTC School was a tremendous, tremendous advantage,” Blake said. “We had a small class – around 50 to 60 students – and we were very connected. We interacted with the teachers and one another constantly, and we were given tremendous opportunities. We were all involved in art, with music, with athletics. It was an experience that was unbelievable as far as a young person growing up.”

Blake received his bachelor’s degree in middle/junior high school education with a social studies emphasis and his master’s degree in geography. After receiving his B.A., he joined the staff at Waterloo West High School and taught world history and geography; he also served as West’s girls tennis coach and assistant wrestling coach. Being a wrestling coach was a natural fit for Blake, who played tennis and wrestled in high school.

All told, Blake spent more than 30 years in various positions within the Waterloo Community School District. He also supervised numerous UNI student teachers and taught part time on campus during those years.

“The feeling I had about Iowa State Teachers College School, State College of Iowa and UNI – that closeness I experienced – is what guided me into education,” Blake said. “I needed to be able to share the experience that I grew up in with others, with students, no matter how large the situation and the community. That personal connection is a human responsibility. It is exceedingly important.”

Bill and his wife, Nancy, make their home in Waterloo.
UNI’s athletic training program has a tradition of excellence, offering undergraduate professional and post-professional master’s programs. The Professional Bachelor’s Athletic Training Program became accredited in 2002 and prepares students with entry-level knowledge and skills essential for professional practice. Students are eligible to sit for the Board of Certification (BOC) examination and obtain licensure after graduating. The post-professional master’s program was designed for BOC-certified athletic trainers to advance their knowledge and skills beyond entry-level preparation.

Discussions began several years ago about the appropriate professional degree level for preparing athletic trainers for a vital role in the progressing healthcare system. In anticipation of this transition, UNI’s Division of Athletic Training began developing a Professional Master’s in Athletic Training degree. In May 2015, the Athletic Training Strategic Alliance announced the mandate to change the professional degree to a master’s level. Programs have been given the deadline of 2022 to transition their professional programs from a bachelor’s to a master’s degree.

According to the Commission on Accreditation of Athletic Training Education (CAATE), “The degree change is part of a broader vision to produce providers who are prepared to meet the challenges our patients will face in the future. The educational content will also evolve to provide our students, and ultimately their patients, with healthcare knowledge and skills that produce a provider who can function as a mid-level (Level II) provider.”

UNI is thrilled to be one of the first universities in Iowa to offer a Professional Master’s of Athletic Training, transitioning in 2018. Entering students will have completed a bachelor’s degree, required prerequisites and observation hours. Coursework will focus on entry-level content necessary to practice and to complete the BOC exam, as well as higher-level, graduate coursework that delves into the research, evidence and critical reasoning that drives the profession of athletic training.

Throughout the two-year program, students will gain authentic, real-time opportunities to practice and integrate athletic training knowledge, skills and clinical abilities, including decision-making and professional behaviors to develop proficiency as an athletic trainer. Students will participate in clinical education experiences that address the continuum of care that prepares students to function in a variety of settings with diverse patient populations.

UNI’s Professional Bachelor’s Athletic Training Program recently underwent reaccreditation. Several strengths were identified during the site visit. The site visitors noted “The faculty and staff are committed, enthusiastic and collaborative regarding their role in educating future athletic trainers. The classroom and patient care facilities at UNI provide a high-quality learning environment...”
In the late 1980's, a significant number of 5-year-old Iowa children were “red-shirted” or kept from entering kindergarten as indicated by kindergarten “readiness tests.” The Iowa legislature questioned the large number of children deemed not ready for kindergarten and suggested that Iowa’s schools should instead prepare themselves to receive 5-year-olds. They wrote a file to establish the Regents’ Center for Early Developmental Education (RCEDE) to promote high quality early childhood education across the state, and in 1988 UNI was selected to house the center. The first director, Judith Finkelstein, Ph.D., was charged with leading her staff to provide guidance for Iowa’s kindergarten, first- and second-grade educators and administrators.

Finkelstein and her colleagues at the RCEDE traveled the state to provide professional development. The RCEDE focused on nurturing teachers’ expertise in the implementation of developmentally appropriate practice, an approach to teaching grounded in cognitive learning theory. Developmentally appropriate practice requires teachers to focus on the following in designing and implementing lessons: 1) research on child development; 2) what is known about each child’s cognitive, social, emotional and physical development; and 3) the individual child’s interests and previous experiences including the child’s cultural background. Iowa’s children thrived in rich educational environments designed and engineered by these knowledgeable teachers who continued to grow in their expertise as professional early childhood educators.

“Early childhood” is defined as the years from birth to age 8, or into third grade. This definition is embraced by the National Association for the Education of Young Children and reaffirmed with the National Research Council’s 2015 publication “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.” Building on the successful work of Finkelstein, her colleagues, and Iowa’s teachers in kindergarten, first, second and third grades, the RCEDE’s three succeeding directors, Anne Federlein, Ph.D., Rheta De Vries, Ph.D., and Betty Zan, Ph.D., expanded the focus of the RCEDE to also include children from birth through preschool. The directors of RCEDE played a role in merging the efforts of organizations with vested interests in high-quality early care of Iowa’s children.

Today, under the leadership of the current director, Beth Van Meeteren, Ed.D., the RCEDE is recognized as a state, national and international leader in early childhood science education, or what is now commonly known as STEM (science, technology, engineering and mathematics) education. By selecting activities and experiences that capitalized on children’s interests and curiosity in how the world works, researchers at the RCEDE found that young children naturally become deeply engaged in long-term investigations. Activities that allowed opportunities for children to act on objects to produce an effect that is immediate, observable and variable are most engaging for them. Further research found that as children work to design and build their own structures and mechanisms, they encounter the effects of the laws of physics and the properties of objects and materials on their design. They also engage in spatial thinking throughout the building process. In essence, they engage in STEM.

The RCEDE worked closely with classroom teachers to conduct research on early childhood STEM experiences and crafted professional development in early childhood pedagogy, or practices in teaching STEM. This professional development focuses on how adults can prepare a rich educational physical environment, and then effectively observe and interact with children to deepen children’s conceptual understanding of how their world works. Additional professional development created by UNI’s Mary Donegan-Ritter, Ph.D., helps administrators and teacher leaders...
UNI's Early Childhood Education Program the Largest in Iowa

The early childhood education program is housed in the Department of Curriculum and Instruction. The program allows students to earn an endorsement to teach children from birth through grade 3 in inclusive settings. This endorsement places emphasis on serving children with special needs in in-home, child care center and K-3 classroom environments, as well as serving the children’s families.

There are only seven institutions in Iowa that offer this teaching endorsement. UNI’s program, with 265 early childhood education majors, prepares the largest group of professionals with an integrated regular education/special education background.

Helping Children Learn and Grow at the Child Development Center

Providing a nurturing and safe environment for children of UNI students, faculty and staff is what the Child Development Center (CDC) is all about. The center is part of UNI’s College of Education and is licensed to serve 92 children in a full-day childcare program.

Children 6 weeks old to age 5 are eligible for CDC enrollment. Two lead teachers are in each of the center’s five classrooms, and both teachers have their bachelor’s or master’s in early childhood education. The teachers are assisted by students from UNI and other institutions who are participating in practicums.

Future workshops and professional development for teachers, principals, and students will be offered in the Drs. Melville and Judith Finkelstein Integrative Classroom Studio which will be housed within the RCEDE in the newly remodeled Schindler Education Center. Contact the RCEDE at regents.center@uni.edu to receive newsletters announcing professional development opportunities across the state and country.

No matter what their position, CDC staff and practicum students recognize the uniqueness of each child by providing a developmentally appropriate, child-directed learning environment. This nurturing environment is built on teacher-guided, hands-on experimentation and exploration, which gives children the opportunity to build their social, emotional, physical and cognitive skills.

The CDC’s early childhood program is certified by the National Association for the Education of Young Children and has received a Quality Rating System Level 5 in the state of Iowa – the highest level possible. Learn more about UNI’s Child Development Center at uni.edu/cdc.
Class Notes are compiled from information sent in personally by alumni or submitted via news release to the Alumni Association office. If you would like to share your news, go to unialum.org/submit-class-notes.

Names listed in purple are Alumni Association members.

Names that begin with • are Lifetime Alumni Association members.

Send address changes and Class Notes submissions to info@unialum.org, unialum.org or by mail to University of Northern Iowa Today, UNI Alumni Association, 1012 W. 23rd St., Cedar Falls, IA 50614-0284.

1950s

•’50 Glenn Tucker, 2-yr Cert., BA ’52, Lake Park, GA, attended the Golden Reunion last fall and would welcome contact from former classmates!

•’54 Clara (O’Neal) Hanline, 2-yr Cert., Onawa, IA, is a community volunteer for the Burgess Health Center Hospital, West Monona School and Onawa United Methodist Church.

•’55 Olabelle (Reed) Reed, 2-yr Cert., BA ’60, MA ’70, Waterloo, IA, was named one of the Waterloo/Cedar Falls Courier’s 8 Over 80.

•’56 Phyllis (Chantland) Skinner, BA, Goldfield, IA, is growing old gracefully! She is enjoying visiting grandchildren in California and planning the 63rd high school reunion for Humboldt - Go Wildcats!

1960s

•’60 Larry Cox, BA, MA ’76, McGregor, IA, retired from school administration in 1999 but continues to drive a school bus for MFL MarMac.

•’62 Delene (Ross) Teller, BA, Faribault, MN, completed 12 paintings for her “Wandering in Minnesota” show. She is world famous for her horses and has included horses, in Asian brush-style painting, in each of her Minnesota landscapes.

•’63 Bill Jacobson, BA, Cedar Rapids, IA, published his autobiography titled “We Become What We Think We Can Be.”

1970s

•’71 Margaret (Prince) Brinton, BA, San Diego, CA, had literary fiction published in the 2015 issue of Downstate Story, an annual journal from Western Illinois University.

•’72 Maureen (Shields) White, BA, MA ’79, Cedar Falls, IA, is president of the Iowa chapter of the American Association of University Women.

1980s

•’80 Teresa (Keefe) Keefe O’Meara, BA, MA ’91, Traer, IA, is an elementary school counselor, adjunct instructor for counseling graduate programs and a PADI scuba dive master.

•’83, Davenport, IA, retired at the end of the 2014-2015 school year after teaching for 34 years.

•’75 Linda (Abramowicz) Dauksas, BA, Burr Ridge, IL, is an associate professor of education at Elmhurst College. She also serves as the director of the Early Childhood and Special Education programs. Her research centers on preparing teacher candidates to work in high needs settings.

•’74 Joan Haack, BA, Ankeny, IA, retired from teaching at the end of the 2014-2015 school year.

•’74 Kathy (Dillinger) Armstrong, BA, Mediapolis, IA, retired from teaching in elementary and middle schools in Dubuque, Mediapolis and Yuma, Colorado for a total of 38 years at the end of the 2014-15 school year. In her spare time she volunteers and reads. She and husband Gary, BA ’68, MA ’70, enjoy traveling and spending time with their family and grandchildren in Iowa and Colorado.

•’73 Marc Haack, BA, MA ’78, EdD ’91, Iowa City, IA, was ordained to the Sacred Order of Deacons on Dec. 19, 2015 and is now a member of the clergy at Trinity Episcopal Church. He retired as a clinical associate professor of Educational Leadership at the University of Iowa in the summer of 2015.

•’74 LuAnn (Engelbrecht) Sharp, BA, Mediapolis, IA, retired at the end of the 2014-2015 school year.
‘83 Thomas Nass, BA, Waterloo, IA, will retire in June 2016 after 33 years of teaching elementary education for the Waterloo Community School District.

‘85 Debra (Bruhn) Hedden, MA, EdD ’97, Lawrence, KS, is professor and director of music education at the University of Kansas. She received the prestigious Byron T. Shutz Excellence in Teaching Award in 2011, was promoted to full professor in 2014 and published “Threading the Concept,” a text for general music methods courses, in 2010.

‘86 Deb Vangellow, BA, Sugar Land, TX, was elected national president of the Ladies Golf Professional Association (LPGA) for 2016-2018 and was also named one of Houston’s 50 Most Influential Women of 2015 by Houston Woman Magazine. She is currently the LPGA master professional with Riverbend Country Club in Houston, TX.

‘88 Dennis Smith, MA ’05, Waverly, IA, has been employed with Lutheran Services in Iowa since 1997 and has been director of residential services since 2014.

‘89 Donna (Wheeler) Pierce, BA, Johnston, IA, is married to Kerry Pierce, has a son, Colton, age 7, and two step children, Corey and Krysten.

1990s

‘90 Vicki (Brandhorst) Oleson, BA, MA ’95, EdD ’10, Cedar Falls, IA, was a finalist in the Research Innovation and Leadership award category for the 2015 Women of Innovation Awards presented by the Technology Association of Iowa.

‘92 Sarah (McDonald) Holmes, BA, MA ’94, Des Moines, IA, received the 2015 William B. Sweet Distinguished Service Award from the Association of College and University Housing Officers Upper Midwest Region. This is the organization’s most prestigious award.

‘92 Brian Ortmann, BA, MA ’96, MA ’02, Waterloo, IA, is the principal at Cedar Heights Elementary School in Cedar Falls. He was previously the assistant director of human resources for the Waterloo Schools.

‘93 Tim Salmon, BA, Johnston, IA, was named superintendent/principal for the United Community School District.

‘93 Angie (Swenson) Schnurstein, BA, Ankeny, IA, is an at-risk teacher at Prairie Ridge Middle School in the Ankeny School District.

‘99 Jason Lau, BA, MA ’02, San Rafael, CA, was appointed as commissioner of the Child Care Commission in Marin County, CA.

2000s

‘00 Stephanie Mohorne, BA, MA ’04, Waterloo, IA, was named one of the Cedar Valley’s 20 under 40 by the Waterloo/Cedar Falls Courier for 2015. She is currently the director of middle school education for Waterloo Schools.

‘00 Shannon (Rudolph) Umthum, BA, UNK ’07, MA ’07, West Des Moines, IA, was named by the Des Moines Business Record as one of the 2016 40 Under 40 honorees.

‘01 Joseph Fernau, BA, BA ’03, Wellman, IA, is married to wife Carmen and they have three children - Levi (born 9/23/2010), Ruby (born 10/8/2012) and Sadie (born 5/2/2014).

‘03 Quentin Hart, MA, Waterloo, IA, was elected mayor of Waterloo. He is the first African-American mayor in the city’s history.

‘03 Guy Sims, EdD, Blacksburg, VA, published a new graphic novel titled “Brotherman: Dictator of Discipline,” which depicts the story of a masked crime fighter who brings balance to an unjust legal system. Guy is currently the assistant to the president for equity and diversity at Bluefield College.

‘05 Katie (Albrecht) Snell, BA, MA ’10, West Des Moines, IA, was named by the Des Moines Business Record as one of the 2016 40 Under 40 honorees.

‘05 Lacy (Sprung) Willenborg, BA, Des Moines, IA, married Drew in June 2015. They were able to honeymoon in Rome, Italy and received the Sposi Novelti blessing (marriage blessing) from the Pope.

‘06 Anna (Hass) Ranbarger, BA, BA ’06, Center Point, IA, is an elementary teacher in the Cedar Rapids School District. She has been married to her high school sweetheart for more than 11 years and they have two children, ages 6 and 9.

‘09 Sunni Swarbrick, BA, Des Moines, IA, was named by the Des Moines Business Record as one of the 2016 40 Under 40 honorees.

THE VOICE OF EDUCATION

“Good morning. College of Education, dean’s office. This is Mary-Sue.”

For 26 years, callers were greeted with that pleasant voice. Visitors to the dean’s office also received that warm and professional welcome. Bartlett retired from her position in Feb. 2016 to enjoy more time with her five granddaughters, focus on her numerous community volunteer activities and travel to new destinations. We wish her the best in this new journey.

Thank you, Mary-Sue, for your dedicated service to the thousands of people who interacted with the dean’s office.
Greetings from the University of Northern Iowa! Many of you play an important role in our students’ lives by financially supporting the college. I want to extend a sincere thank you for all you do.

My name is Jane Halverson and I recently transitioned to the role of Director of Development for the College of Education. As many of you may know, Andrea Elliott continues to grow her role with the UNI Foundation, and we will collaborate on projects moving forward.

I am thrilled to join the UNI Foundation and College of Education team, and I have enjoyed meeting a few of you. For those of you I have not met, I am a Wisconsin native with a degree in education and business. In accepting this position, I am able to pursue my passion for student learning and achieving. My husband, Scott, and I recently moved to the Cedar Valley. Our oldest are twins, Tim and Nic, and they have completed their fourth year of college. Our youngest, Matt, has completed his sophomore year of college.

I am anxious to meet you and share the many exciting happenings in the College of Education. Making a difference in students’ lives is what education is all about. Each of us has opportunities to make a difference. I would be happy to discuss ways for you to make an impact in the lives of students. A few of these to consider include:

- **Creating a scholarship** – A scholarship provides financial support for students and gives them the opportunity to fully pursue the academic and extracurricular activities available.

- **Supporting the COE Dean’s Fund for Excellent** – The Dean’s Fund is critical in creating student opportunities. It allows the dean to address the most pressing needs of the college. Your gift to this unrestricted fund is one of the most powerful and immediate ways to impact the lives of the students and faculty.

- **Joining the UNI Legacy Society** – Create a legacy for the future with a gift through your will or other planned gift. By including UNI in your planning you can help future students and programs in ways you never dreamed possible.

To learn more about these and other opportunities to impact the College of Education, please contact me at 800-782-9522, 319-273-4665 or Jane.Halverson@uni.edu. I look forward to hearing from you!

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**Thank you** to the following donors who made cash contributions to the college between July 1, 2015, and June 30, 2016.

Names in **bold** indicate Dean’s Inner Circle members, who gave $1,000 or more to the Dean’s Fund for Excellence. Names with (*) indicate UNI Legacy Society Members.

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- Shirley A. Dutton
- Chris Erschen
- Judy Evans
- Grace Anne Fennelly
Shirley Hewlett belongs to a legacy family. Three generations of her family graduated from UNI and all became teachers.

“My husband, Dale, and I both had long teaching careers,” said Shirley. “We’ve continued to take courses to stay up with trends.”

Even though Shirley retired 25 years ago, she still has a passion for children’s books and education in general. “Those were happy years for me, and I am grateful for all the children I got to teach over the years.”

What the Hewletts find rewarding now is helping students prepare for careers in education through the gift of scholarships. Shirley’s Aunt Helen, a graduate of UNI, taught school until she retired. Shirley explains, “After Aunt Helen passed away in 1994, Dale and I decided to establish a scholarship in memory of her: the Helen Harderson and Shirley Haakinson Hewlett Endowment Fund.”

In addition, they contribute to a scholarship fund that Shirley’s sister, Arlene, had established before she died in 2005. They know Arlene would be pleased. “After attending several scholarship luncheons,” says Shirley, “where we meet the recipients, we realize how appreciative students are. The extra help makes a great deal of difference in their college experience.”

Shirley and Dale are enjoying retirement in Palm Desert, Calif. They spend summers in their home near Yosemite National Park. They have traveled extensively, are avid readers, and are patrons of the theater and symphony.

Young children need movement. They need opportunities to play and explore. That philosophy guided Mary Jean Kelly’s kindergarten classroom structure for three decades. She believed the classroom experience should be built around the natural development of the whole child. As a result, her classroom centers sparked children’s imagination and posed opportunities for self-expression.

Kelly taught kindergarten in the Cedar Falls school system for most of her career. She took a two-year hiatus to teach at Malcolm Price Laboratory School and to earn her master’s degree in early childhood education (1974) at UNI. During this time, she teamed up with UNI professor Judy Finkelstein to develop numerous early childhood units. These components became part of the curricular programs of many kindergarten and pre-K classrooms throughout the state and nation.

Kelly retired from teaching in 2008, but not before she championed everyday all-day kindergarten in the Cedar Falls schools. This is a change she knew would become a necessary part of early childhood education throughout Iowa and the country.

Jim Kelly, a retired UNI professor, established the Jean Kelly Early Childhood Award in memory of his wife, who died in 2013, and to honor her philosophy of teaching young children.

Last fall, early childhood education major Rachel (Graeve) Jensen received the award for her commitment to high standards within the field. Jensen will graduate in spring 2016. Jensen embodies the traits and criteria that describe the masterful teaching and philosophy of Jean Kelly.

“Receiving this scholarship,” says Jensen, “means I have the privilege to carry on the tradition, providing rich opportunities for children to play, learn, explore and grow in a safe and encouraging environment. I am passionate about laying a positive foundation for young children to thrive throughout life. It is an honor to carry on the tradition and passion for early childhood education that Jean Kelly paved the way for.”
Most people know that schools have counselors to help students with emotional difficulties, but few are aware that schools also have professionals known as “school psychologists.” The individuals team with school staff, students and their families to help ensure that students are successful and thrive in school environments.

There is a national and statewide shortage of school psychologists. To address this shortage, UNI’s Department of Educational Psychology offers an Ed.S-level practitioner program to train school psychologists – the only such program in the state.

In this program, students spend two years on campus taking classes and participating in practica in local schools under the supervision of school psychology practitioners and three UNI school psychology faculty members: Kerri Clopton, Ph.D., Nicole Skaar, Ph.D. and Stephanie Schmitz, Ph.D. Students then spend one year in a paid internship as first-year school psychologists. This internship is usually a pipeline to their first job as a school psychologist.

For the past few years, UNI’s school psychology program has undertaken an innovative collaboration with Highland Elementary in the high-need school district of Waterloo. First-year school psychology students spend one day a week in a classroom with a teacher, working with a diverse group of students and gaining an understanding of the role and responsibilities of teachers. School psychology faculty are on-site, actively teaching in a real school context.

Cortney Gilson, class of 2017, said, “I loved my experience at Highland because I got the chance to experience a ‘BD room’ and see what those students experience every day. I got a peek into the life of a teacher in a unique setting as well as the roles of the paras in a setting like this. I loved getting the chance to know the students on a personal level, build relationships and spend time with them.”

Graduates of the school psychology program enjoy a 100 percent employment rate, with students often highly sought out well before they complete their programs. According to Jim Stumme (B.A. ’71, MAE ’73) former director of special education for Heartland AEA, “School psychology students from UNI’s program are excellently prepared to fully function in the Iowa special education multi-tiered system of service delivery. UNI school psychology students are highly regarded and highly recruited, and for good reason: they hit the ground with strong skills and enthusiasm.”

As a graduate student, Morgan Weigel (B.A. ’13, MAE ’15) was invited to apply to the Grant Wood AEA for her paid one-year internship, and she landed the position with the AEA six months before completing her coursework. “I felt very prepared to begin my career as a school psychologist, and I owe that feeling to the UNI school psychology program. The invaluable information and skills I learned throughout the program equipped me to successfully support children, their families and teachers in school settings.”

Students from the school psychology program actively engage in research under the mentorship of UNI faculty, and many present at the Annual Convention of the National Association of School Psychologists. This year, six students presented, helping disseminate their newly gained knowledge beyond Iowa.

Renovations continue on the University of Northern Iowa’s Schindler Education Center

The building will feature spaces and furnishings that are flexible such as the central learning commons area where students will be able to engage in diverse learning activities like group presentations.

Lecture halls will be transitioned into collaborative, interactive learning spaces. Obsolete computer labs will be replaced by classrooms that use integrated technology. The new design will also create classroom simulation spaces in which teacher candidates can model instructional methods in learning environments similar to those that are currently used in K through 12 settings.

Renovations will also include replacement of exterior windows and the installation of new interior windows, which will provide credit toward LEED (Leadership in Energy & Environmental Design) gold certification. In addition, an outdoor plaza will feature a green roof that will serve as a learning center for future teachers.

State capitol appropriations for the project were $30.9 million, and private fundraising exceeded $6 million. Plans are for faculty to move back into the building December 2016 with classes starting January 2017.

See more on the renovations at youtube.com/watch?v=u6pyZE_zC7g&feature=youtu.be