

Are We Really So Different?

"RACE: Are We So Different?" is an exhibit on display at the UNI Museum that encourages museum visitors to explore the science, history and everyday impact of race. In conjunction with the exhibit, **Stephanie Logan**, curriculum and instruction, developed "Race, Privilege and Difference," a workshop that supports greater equity, access to student knowledge and the creation of multicultural, democratic classrooms that celebrate respect for diversity.

The workshop, which was held on campus in February, was facilitated by Eddie Moore Jr., director of diversity at the Brooklyn Friends School in Brooklyn, N.Y., and co-founder of the White Privilege Conference. His mission is to encourage and stimulate thoughts, ideas and action focusing on complex social issues facing students and educators of all backgrounds and experiences.

"It's important for educators to understand that race is a socially constructed concept designed to perpetuate injustices carried out by those of privilege," said Logan. "Understanding these concepts brings them to the surface for teachers to evaluate and reflect upon when educating diverse student populations."

Participants earned one hour of UNI graduate credit by attending the workshop, reading the book *Power, Privilege, and Difference* by Allan G. Johnson, and writing a paper summarizing what they learned and how their new knowledge will influence their work as an educator.

The RACE exhibit explores the following themes: The Everyday Experience of Race, The Science of Human Variation and The History of the Idea of Race. The exhibit is on display through Saturday, June 9.



Furthering the Mission

In 2011, **Gloria Kirkland Holmes**, curriculum and instruction, received the Sarah Herbin Community Service Award named after one of the founders of the National Black Child Development Institute. Herbin was also a committed volunteer for African-American children. After being honored, Kirkland Holmes was motivated to follow in Herbin's footsteps and do something to further carry out the college's diversity initiatives.

Kirkland Holmes helped lead the 2011 African-American Read-in, which is a part of the National African American Read-In sponsored by the National Council of Teachers of English and the National Black Caucus. With the goal of making the 2012 event a two-day experience, Kirkland Holmes presented a proposal to the college's Diversity Committee to add an African-American children and families conference to the read-in. The committee approved the idea, and Kirkland Holmes was off and running.

The event, which was held on campus in February, helped promote a better understanding of culture, ethnicity, race, socioeconomic status, and the needs of African-American children and families. Participants came from a variety of professional backgrounds, yet they shared one



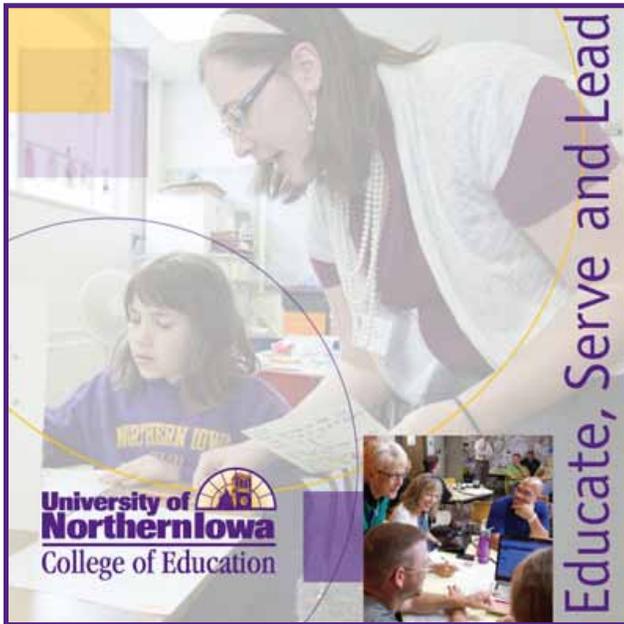
Cultural Master Storyteller Nothando Zulu wove history, folklore and personal experiences into stories that reflect the traditions of Africans and Southern African-Americans.

commonality: concern for children and families. Many of the participants work on projects and with school districts where a better understanding of the needs and strengths of middle-school students is needed. With that in mind, students from area schools (Central, George Washington Carver, Bunger and Hoover) were invited to attend, along with students from four Cedar Falls-Waterloo high schools and students from the Upward Bound program and the University of Northern Iowa Center for Urban Education (UNI-CUE).

Speakers included Nothando Zulu, cultural master storyteller; Jan Spivey Gilchrist, author/illustrator;

Gevonee Ford, founder and executive director of Network of Children of African Descent; Iheoma Uduka Uruka, research assistant professor in psychology at UNC Chapel Hill; and Chrishirella Warthen, school administration consultant, Wisconsin Department of Public Instruction.

Next year's read-in and conference on African-American children and families will be held on campus Thursday and Friday, February 7 and 8.



Addressing the Current Environment

"Colleges and universities have a responsibility to help students become culturally competent so they can compete in a global economy," said **Ty Perkins**, student recruitment and retention coordinator for the College of Education. "It is imperative that students who are attaining higher education have the skills necessary to work with and relate to people from various cultures and backgrounds. We can simply look at the census data to identify . . . [that] our country is becoming more diverse."

Perkins is one of three academic advisors for students majoring in elementary, early childhood and middle-level education. He is also a recruiter for the College of Education and, among other duties, focuses on fostering greater diversity within the college. To help him in his efforts, a new recruitment brochure was created to address areas that prospective students and their parents are continually interested in: financial aid, internships, extracurricular activities and how to schedule a campus visit. Additionally, the brochure includes photos and quotes from students of various races and ethnicities sharing why they chose UNI, the College of Education and how they're blossoming because of their choice. The new brochure is used at on- and off-campus recruitment events; it can also be found in offices that prospective students and their parents traditionally visit while on campus.

Perkins says it's still too early to tell how the brochure has impacted recruitment, but he's pleased that the college now has a "relevant, updated brochure that provides potential students an insight into the college and the programs it offers."

If you'd like copies of the recruitment brochure for your office, contact Perkins at ty.perkins@uni.edu or call 273-2751.

Program Gains Approval

The School Psychology program has been granted full approval by the National Association of School Psychologists (NASP) through December 31, 2016. Licensure as a school psychologist in Iowa by the Iowa Board of Educational Examiners requires the completion of a graduate program approved by NASP or, in the case of institutions that offer a doctorate in school psychology, the American Psychological Association. Because UNI's program is NASP approved, our graduates are also eligible for National Certification in School Psychology (NCSP).

UNI's School Psychology program is one of only two school psychology graduate programs in Iowa. (The University of Iowa program offers a specialist and a doctoral degree but only grants the specialist to students working toward a Ph.D.) Eight to 10 students are admitted into the program each year, which has a 100 percent student placement rate. The program is kept small to meet the NASP requirement of a 1:10 student-faculty ratio.

Students Earn Scholarships for Internships



College of Education students (from left) **Natalie Greve** and **Elizabeth Messerli**, and College of Humanities, Arts and Sciences student **Danielle Means**, received the NextGen Scholarship from the National Nonprofit Leadership Alliance (formerly American Humanics) and earned \$4,500 for their internship. Only students seeking certification in Nonprofit Management/Leadership through the Nonprofit Leadership Alliance (of which UNI is an affiliate campus) can earn this scholarship.

All students selected as NextGen Leaders agree to complete the Nonprofit Leadership Alliance certification process, as well as a multiyear longitudinal research study designed to illustrate the positive effects of competitive internship stipends on the recruitment and retention of skilled, entry-level professionals prepared to enter the nonprofit sector. The scholarship was first awarded in 2007, and since that time, 28 UNI students have earned \$126,000.

Funding to Aid Students with Disabilities

Christina Curran and **Susan Brennan**, special education, recently learned that the grant proposal they submitted for the mobile Assistive Technology (AT) lab for special and general teacher education has been fully funded by the Roy J. Carver Foundation. Curran and Brennan were the principal investigators on the project.

"We couldn't be more excited to be able to put into action the project goals of increased curricular access for at-risk students and students with disabilities through the project," said Curran.

The overall aim of the three-year project is to improve inclusive practice, access and success in the core curriculum for students with disabilities via assistive technology practices. The project will engage preservice teachers, university faculty and education professionals in using best practice literacy and mathematics access-assistive technology tools to support improved teacher practices. The project will also support improved achievement for students with disabilities, including those with learning, cognitive and visual needs.

The mobile AT lab will be used in UNI teacher education methods courses and, more importantly, in applied field experiences involving K through 12 at-risk students and those eligible for special education services. It will also support the integrated application of accessible materials/practices in authentic settings in K through 12 schools. A variety of tools, including laptops, iPads, AT devices, and AT software and applications, will be available for methods/field experience support throughout the project.

Inquiries about the grant activities, timeline and participation can be directed to Christina Curran at 273-3747, christina.curran@uni.edu, or Susan Brennan at 273-7841, susan.brennan@uni.edu.

Hall of Excellence Members Recognized

Two members of the health, physical education and leisure services Hall of Excellence were recognized for their contributions to the health and fitness profession.



Gale Wiedow (physical education and safety education '71; M.A., physical education '74), associate professor of physical education and exercise science at Dakota State University in Madison, S.D., was elected president-elect of the American Alliance for Health, Physical Education, Recreation and Dance (AAPHERD). The group's mission is to promote leadership, research, education and best practices in professions that support healthy and active lifestyles. Wiedow was inducted into the Hall of Excellence in 2006.



Shellie Pfohl (community health education '85), executive director of the President's Council of Fitness, Sports and Nutrition, received AAPHERD's William G. Anderson Award. Named after the Alliance's founder, the award honors nationally known individuals who have contributed significantly to the professions AAPHERD represents, its commitment and its mission. Pfohl was inducted into the Hall of Excellence in 2010.

Learn more about these outstanding alumni in the Hall of Excellence section of the health, physical education and leisure services website, www.uni.edu/coe/hpels.



Faculty Acclamations

Awards/Service

Christopher Edginton, health, physical education and leisure services, serves on the college's Leadership Premier Committee, the Schindler Feasibility Study Committee, the Facilities Planning Advisory Committee and the Promotion and Tenure Advisory Committee. He is also a senator on the University Faculty Senate and received UNI's 2011 J.D. Kathari Memorial Service Award.

Michael Fanelli, educational psychology and foundations, was appointed to the editorial advisory board of the journal *String Praxis: Journal of String Pedagogy and Performance*, published by the University of Sydney in Australia.

Suzanne Freedman, educational psychology and foundations, was nominated by the college's Awards Committee for the university-wide Class of 1943 Faculty Award for Excellence in Teaching.

Julianne Gassman, health, physical education and leisure services, is a Cedar Valley Nonprofit Association Planning Committee member. The association held its official launch event in March.

Josh Hanna, R&D school, serves on Gov. Terry Branstad's Science, Technology, Engineering and Mathematics (STEM) Advisory Council as part of the Technology-Enhanced Instruction for Global Learner Action Plan Working Group. This committee is charged with providing the Executive Committee and co-chairs an action plan for one- to five-year strategies to bring best practices in technology integration to all of Iowa's STEM learners.

Mary Herring, associate dean, was elected to a three-year term on the American Association of Colleges for Teacher Education Innovation and Technology Committee as both a member and named chair. The committee works to develop the association's classroom reform and

technology agendas as they relate to K through 12 and postsecondary education.

Leigh Martin, Office of Student Field Experiences, was elected to chair the Association of Teacher Educators Council for International Education and to moderate the ATE roundtable for International Education. Along with **Tim Gilson**, educational leadership and postsecondary education, she facilitated the ATE workshop "Leadership in Tomorrow's Schools Starts Today," which was attended by school administrators from nine different countries.

Kurt Meredith, curriculum and instruction, was elected to the board of directors of the Reading and Writing for Critical Thinking International Consortium (RWCT-IC) at a meeting of the general assembly in Cluj, Romania. Representatives from three African nations were also present to discuss with Meredith, co-author of the RWCT program, the further expansion of the program to these countries and seven additional African nations.

Sarah Montgomery, curriculum and instruction, was named the College of Education recipient of the University Book & Supply (UBS) Outstanding Teaching Award. The UBS awards were established to honor pre-tenured faculty members who demonstrate innovative and effective teaching in their classes.

Nick Pace, educational leadership and postsecondary education, was honored with the Diversity Matters Award during the university's annual Town Hall Meeting on Diversity. The award was established in 2010 and recognizes UNI faculty, staff and students for exceptional contributions to the achievement of the university's diversity-related goals.

Amy Staples, special education, is the PAC chair for the Department of Special Education, a member of the UNI Buyout Committee and a member of the college's Diversity Committee.

Clare Struck, R&D school, received the 2011 Elementary School Counselor of the Year Award at the Iowa School Counselor Association Conference in November.

Jason Vetter, ITS Educational Technology, and **Donna Vinton**, Office of Academic Assessment, received the Improving Our Workplace Award (IOWA) from the University of Iowa. As part of a team with Lori Seawel and Jeffrey Ries, ITS Educational Technology, and Aaron Thompson, ITS Information Systems, Vetter and Vinton collaborated with UI staff to improve work efficiency and cost effectiveness related to the use of electronic portfolios on both campuses. Their work led to the implementation of ifolio at UNI and the use of the authentication schema for providing seamless access to other technologies used daily at UNI.

Dwight C. Watson, dean, was elected member-at-large to the American Association of Colleges for Teacher Education's board of directors. This national alliance of educator preparation programs is dedicated to the highest quality professional development of teachers and school leaders to enhance pre-K through 12 student learning and employs three key strategies to achieve its goals: advocacy, leadership and service.

Daniel Wells, health, physical education and leisure services, served on North Central regional and national boards for the American College Dance Festival Association. He also served on the search committee for a voice/movement faculty position within the College of Humanities, Arts and Sciences.

Barry Wilson, educational psychology and foundations, received the 2012 Iowa Teacher Education Distinguished Service Award from the Iowa Association of Colleges for Teacher Education.

Catherine Zeman, health, physical education and leisure services, received a UNI C.A.R.E. Award for outstanding

leadership in sustainability on campus – specifically for her collaborative efforts to organize and host the UNI Faculty Leadership in Sustainability Education workshop series.

Publications

Kerri Clopton, Nicole Skaar and Stephanie Schmitz, all from educational psychology and foundations, authored the COE Thought Leaders article in November 2011, which can be read at www.uni.edu/coe/about/deans-welcome/coe-thought-leaders.

Christopher Edginton, health, physical education and leisure services, M.K. Chin, W. Oliveira and R.R. Uvinha wrote “Global Forum for Physical Education Pedagogy 2010 GOFPEP 2010 Statement of Consensus” for the *Social/Health & Social Change Journal*.

Edginton, M. Hosta and M.K. Chin wrote “Physical Education: New Views of the Global Statement of Consensus” for *Revija Sport*.

Edginton, M.K. Chin, E. De Boever and J. Seghers wrote “Health and Physical Education: A New Global Statement of Consensus” for the *Journal of Physical Education*.

Edginton, M.K. Chin and M. Higuchi wrote “Health and Physical Education: A New Global Consensus Statement” for the *Journal of Health, Physical Education and Recreation*.

Edginton, M.K. Chin and G.L. Khanna wrote “Global Forum for Physical Education Pedagogy 2010: Health and Physical Education Pedagogy in the 21st Century ~ A Statement of Consensus” for the *Journal of Adapted Physical Education and Yoga*.

Edginton and A. Jalloh wrote “The United Nations System and World Leisure: An Overview” for the *World Leisure Journal*.

Edginton, M.K. Chin and G. Otinwa wrote “World Leaders Support the Global Forum for Physical Education Pedagogy: A Statement of Consensus” for the *Nigerian School Health Journal*.

Edginton, M.K. Chin and E.H. Wee wrote “Health and Physical Education: A New Global Statement of Consensus” for the *Malaysian Journal of Sport Science and Recreation*.

Edginton, M.K. Chin, R.R. Uvinha and W. Oliveira wrote “Physical Education in the 21st Century ~ A Global Statement of Consensus” for the *Licere Journal*.

Edginton, M.K. Chin and M. Bronikowski wrote “Health and Physical Education: A New Global Statement of Consensus from a Polish Perspective” for *Biomedical Human Kinetics*.

Edginton wrote “Mobile (USA) Selected to Host the 2014 World Leisure Congress” and “World Leisure Organization Elects New Officers and Members of the Board of Directors” for the *World Leisure Journal*.

Michael Fanelli, educational psychology and foundations, published “All the Right Moves” in *The Strad* on the life and work of Paul Rolland. He is also completing the book “Paul Rolland: A Creative Life in String Teaching and Pedagogical Inquiry.”

Julianne Gassman, health, physical education and leisure services, N.A. Dolch, A.M. Kinnel, S. Krick and R.A. Schaffer authored “Did Entrepreneurship Contribute to Nonprofits Surviving the Great Recession?” in the *International Journal of Humanities and Social Science*.

Michelle Tichy, educational psychology and foundations, had a paper accepted for the American Educational Research Association annual meeting in Vancouver in April. The paper, titled “Risk, Resilience, and Transformation: A Charter School Success Story,” was co-authored by **Molly Hackett**, a second-year school psychology graduate student.

Kurt Meredith, curriculum and instruction, had an op-ed piece, titled “Midlands Voices: Burma Shows Signs of Hope,” published in the *Omaha World-Herald*.

Curt Nielsen, R&D school, Alex Oberle, geography, and Ramanathan Sugurman, geography, authored “Implementing a High School-Level Geospatial Technologies and Spatial Thinking Course” for the *Journal of Geography*. Nielsen also published “Using the 5E Instructional Model to View Geospatial Technology Use in K-12 Classrooms” in *Meridian: A Kindergarten Through High*

School Information and Communication Technologies Journal.

Amy Petersen, special education, authored “Research with Individuals Labeled ‘Other’: Reflections on the Research Process” for *Disability & Society* and “Imagining the Possibilities: Qualitative Inquiry at the Intersections” for the *International Journal of Qualitative Studies in Education*.

Tim Purdum, R&D school, authored “Is It Elemental?” for the *Orff Echo*, the professional journal of the American Orff Schulwerk Association: Music and Movement Education.

Kathleen Scholl, health, physical education and leisure services, Kristina Leen, WRS Personal Fitness, D. Alexander, R. Pike and L. Johansen authored “University Student Interest and Use of Personal Training Services” in the *National Intramural Recreation and Sport Association Journal*.

Sarah Semon, special education, E.A. West and P. Jones authored “Promoting Community for Online Learners in Special Education” in the *Journal of Digital Learning in Teacher Education*.

J.J. Waldron, health, physical education and leisure services, wrote “A Social Norms Approach to Hazing Prevention Workshop” for the *Journal of Sport Psychology in Action*.

Dwight C. Watson, dean, C. Thorsen, A. deKoven, D. Pattee and A. Collier co-authored “The Story of Disproportionality as Told by a Collaborative Culturally Responsive Coalition” in the *Teacher Education Yearbook XX* of the *Action in Teacher Education Journal*. In that same yearbook and journal he also authored “Valuing Diversity that is Honest, Natural, Authentic and Holistic: Cultural Competence in P-12 Classrooms, Schools and Higher Education.”

Presentations

Christopher Edginton, health, physical education and leisure services, presented the keynote “Leisure Services and Infrastructure: Transforming Communities and Economies” at the Leisure and Recreation Association of South Africa Congress in Durban, South Africa. Along with M.K. Chin, he presented the keynote “Integration of Physical Education, Leisure-Time Physical Activity (LTPA) and Community Healthy Active Living Through Interactive Technology” at the congress as well.

Edginton, **Sam Lankford**, **Heather Olsen** and **Catherine Scholl**, health, physical education and leisure services, Katherine Van Wormer, social work, and W.W.S. Wong presented the paper “A Study of Cultural Orientation and Attitudes and Meaning Toward Play: A Cross Cultural Investigation Among Emerging Adulthood in the People’s Republic of China, Hong Kong and United States” at the Leisure Development International Summit Forum, 2011, in Hangzhou, China.

Edginton presented the keynote “Leisure: Better Life, Better City” at the fifth Asia-Pacific Conference on Exercise and Sports Science in Shanghai, China, in November.

Suzanne Freedman, educational psychology and foundations, had her poster, “Forgiveness Education with High School Juniors: Benefits and Considerations,” accepted for presentation at the 2012 American Psychological Society’s annual convention in Chicago.

Anthony Gabriele and **Elana Joram**, both of educational psychology and foundations, had their poster, “Teachers’ Metacognitive Monitoring of their Judgment Accuracy Predicts Classroom-level Mathematics Performance,” accepted for presentation at the Association of Psychological Science’s 24th annual convention in Chicago.

Tim Gilson, educational leadership and postsecondary education, and **Leigh Martin**, Office of Student Field Experiences, facilitated the International Administrator Workshop on the UNI campus, which runs in conjunction with

the UNI Overseas Recruiting Fair.

Gilson and **Nick Pace**, educational leadership and postsecondary education, presented “Graduate Program Redesign to Prepare 21st-Century Educational Leaders” at the Association for Teacher Educators national conference in San Antonio, Texas. The presentation was given as part of the Educational Leadership special interest group segment and is also being included as part of a technical paper with other professors of educational leadership preparation programs across the country.

Terri Lasswell, Office of Student Field Experiences, had her poster proposal, “The Thought Processes of Administrators as they Review and Make Evaluative Judgment of a Second-year Teacher Portfolio: A Qualitative Study,” accepted for presentation at the Iowa Educational Research and Evaluation Association annual conference at Iowa State University.

Amy Lockhart, **Jim Stichter**, **Josh Heriksen** and **Ashley Jorgensen**, all of the R&D school, presented “Student Choice + Student Engagement = Motivated Students” at the ASCD annual conference in Philadelphia. Their presentation was featured as a highlighted presentation in the ASCD preconference catalog.

Leigh Martin, Office of Student Field Experiences, presented “Factors Influencing University Students’ Decisions to Student Teach Abroad” at the Association of Teacher Educators annual conference in San Antonio, Texas.

Sarah Montgomery, curriculum and instruction, and **Becky Hawbaker**, R&D school, presented “Integrating Literacy and Social Studies Education: Connecting Theory & Practice in a Professional Development School Model” at the 2012 Professional Development Schools National Conference in Las Vegas. At the same conference, Montgomery, Hawbaker and **Rick Traw**, curriculum and instruction, presented “UNI-ted for Teacher Quality: A School-University Conference Planned and Implemented by Teachers in a Quest for New Partnerships.”

Heather Olsen, health, physical education and leisure services, presented “Assessing and Consulting: Children’s Outdoor Play Environments,” sponsored by Healthy Child Care Iowa, Iowa Department of Public Health, for Iowa Public Television’s “K-12 Connections.” Along with **Kathleen Scholl**, health, physical education and leisure services, she presented two sessions of “Growing Your Network: Developing a Professional Resource with Your EE Colleagues” at the Iowa Conservation Education Coalition in Moravia.

Amy Petersen, special education, presented her research paper, “Friend or Foe? The IRB and the Complexities of (In) Accessible Research” at the 11th annual Second City Conference on Disability Studies in Education, held in Chicago. Her invited presentation, “Who is Responsible? Teaching Literacy to all Students,” was given to attendees at the UNI Elementary and Literacy Reading and Recovery Conference. She also gave two invited presentations to members of the Tripoli Community School District: “Thinking Inclusively: Classrooms Where All Students Learn” and “Moving Forward: Meeting the Needs of All Students.”

Julie Phillips, Office of Student Field Experiences, presented “Integrating Service Learning into the Classroom: Examining the Extent to Which Students Achieve Course Objectives and a Sense of Civic Responsibility by Engaging in Service Learning” at the Oxford Round Table Conference regarding early childhood education in Oxford, England.

Tim Purdum, R&D school, presented “Rainbow Crow: Exploring Native American Culture Through Folklore and Music” at the American Orff Schulwerk Association: Music and Movement Education national conference in Pittsburgh.

Donna Raschke, **Frank Kohler**, **Dennis Ford**, all from special education, and MAE graduate assistants **Samantha Rasmussen**, **Marie Mock** and **Sarah Oexmann**, presented “Evidence-Based Practices Affirming the Importance of Clearly Establishing and Consistently Implementing Classroom Rules and

Boundaries Abound in the Literature” at the 27th annual International Conference on Young Children with Special Needs and Their Families, held in National Harbor, Md.

Amy Staples, special education, presented “Big Paper Writing: Addressing Process and Product in Young Children’s Writing While Fostering Language Development” at the 61st annual conference of the Literacy Research Association. She also presented “Big Paper, AAC, and Alternate Pencils: Writing and Communication” at the 29th annual Closing the Gap conference in Bloomington, Minn., and “Literacy, Language and Communication for Students with Significant Developmental Disabilities: Reaching Potential Through Systemic and Sustainable Statewide Development” at the Special Education Advisory Panel in West Des Moines.

J.J. Waldron, health, physical education and leisure services, presented “Intervening and Stopping Hazing: The Why and the How” as an invited lecturer at St. Cloud State University in Minnesota. Along with Ruth Chananie-Hill, sociology, anthropology and criminology, she presented the paper “Social Justice and Inclusiveness in Women’s Flat Track Roller Derby” at the Tucker Center Conference on Girls & Women in Sport: Creating Change, held in Minneapolis.

Dwight C. Watson, dean, **Mary Herring**, associate dean, and **Nadene Davidson**, Office of Student Field Experiences, presented “Leading the Way through Undergraduate Teacher Quality Partnerships: Teacher Preparation, Assessment of Effectiveness, and Clinical Placements” at the 2012 American Association of Colleges for Teacher Education conference in Chicago. At the same conference, **Watson, Herring** and **Sam Lankford**, health, education and leisure services, presented “The Economic Impact of a College of Education on Its State: A Case Study of Methods and Procedures for Collecting and Reporting Data.”

Watson, Herring and Lankford also presented “The Methods, Procedures and Considerations in Determining the Economic Impact of a College of Education”

at the winter meeting of the Teacher Education Council of State Colleges and Universities, held in Chicago.

Daniel Wells, health, physical education and leisure services, presented “Using Folk Dance as Part of the Curriculum in the Elementary School Setting” at the American College Dance Festival Association northwest and north-central regional conferences.

Leigh Zeitz, curriculum and instruction, presented the keynote address “Engaging Learning Using Emerging Technologies” at the IACON distance learning conference in Altoona. She also lectured in Amman, Jordan, on “Technology-Powered Learning” at the Conference on Vocation Training. At the same event, Zeitz also presented three post-conference workshops: “Trends in ICT Education in the USA,” “Creating and Using Problem-Based Learning in the TVET Classroom” and “Empowering Students’ Learning through Technology.”

Zeman was invited to attend a workshop on the impact of excess nitrogen in the environment on human health and to speak on “Nitrate in Private Well Water, Methemoglobin Levels and Immunological Parameters.” The international workshop is sponsored by Woods Hole Research Center, a private, nonprofit research organization that focuses on environmental sciences.

Grants/Contracts Completed

Julianne Gassman, health, physical education and leisure services, received a grant from the Nonprofit Leadership Alliance, Inc. to conduct the following study: “A Comprehensive Study on the Role of Mentoring in Nonprofit Leadership Alliance Student Associations.” She also received a grant from the Intercollegiate Academics Fund for 16 students to present at the American Humanics Management Institute, held in Kansas City, Mo.

Sam Lankford, Jill Lankford and **Oksana Grybovych**, all of health, physical education and leisure services, and their students, **Brian Bowles, Kristine Fleming, Josh Printz** and **Kasee Fuller**, presented

the report “The Economic and Health Impacts of Cycling in Iowa” at the Iowa Bicycle Summit, held in Des Moines.

Kathleen Scholl, health, physical education and leisure services, received a grant from the Black Hawk County Gaming Association for UNI wetland demonstration park nature trail infrastructure development and a grant from the Community Betterment Fund for trail monitoring equipment.

Sarah Semon, special education, received an Iowa Department of Education Research Contract for a project titled “Researching Secondary Special Education Teaching Practice: How do Teachers Provide Specialized Instruction in a Variety of Secondary Environments (With a Variety of Secondary Content)?”

J.J. Waldron, health, physical education and leisure services, received the UNI professional development assignment “Predictors of Initiation Rituals in High School and College Athletes.”

Daniel Wells, health, physical education and leisure services, received an Intercollegiate Academics Fund award to take students to the American College Dance Festival to have creative work adjudicated. He also received a grant from Humanities Iowa for a project to showcase the costuming, music and dance that are part of the cultural groups that settled in Iowa.



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University of Northern Iowa
College of Education

Acclaim

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