COLLEGE OF EDUCATION
AROUND THE WORLD

Educate  Serve  Lead
DEAR ALUMNI AND FRIENDS,

I am entering my fifth year as the Dean of the College of Education. We have accomplished much and still aspire to do even more. I am a very reflective person, and much of my contemplation takes place after viewing a good film. I am an avid movie watcher. I have been following the Academy Awards since 1980 and I try to see every nominated picture. The actress who won Best Supporting Actress this year is Lupita Nyong’o who played a field slave combating the lust and rage of her plantation master in the film 12 Years a Slave. When asked about her performance, she said that even though the film was harsh and brutal, the film is also necessary because it “takes a flashlight and shines it under the floorboards of our nation, and reminds us of what it is we stand on.”

In my fifth year as dean, I am now shining the flashlight under our floorboards in the College of Education. As the light shines, I find pillars of strength that have been built on the backs and brawn of many. All of our people, programs and practices have created the brick and mortar of our foundation. We are indeed working in a legacy place with a strong foundation, and we should not forget our history as we launch our future. When I think of the pre-professionals we prepare for the world of work, I view them as incredibly talented, energetic and optimistic about their futures. They seek guidance and wisdom from us as mentors, counselors and professors. Occasionally, they need some “couch time” with us to simply talk about their lives outside of the classroom. We need to lend a compassionate ear to support our pre-professionals in a wrap-around way. This type of support is the scaffold that is needed in order for them to restore their strength and to fly solo once again. We provide scaffold support along the way so our pre-professionals can establish a firm foundation in their profession.

Even when our pre-professionals exit our programs and the foundation is emerging, they will probably need our scaffold support as a safety net every once in a while. We need to stay in touch with our graduates and let them know we can always avail ourselves when necessary if they are in need of support. We do this on a consistent basis because it is embedded in our consciousness as caring and supportive professionals.

As I reflect on my life, the theme of scaffolds, safety nets and foundations has had a prevalent role in my development. When I was younger, my parents and teachers provided the scaffold I needed in order to develop into an independent person. When I floundered, my parents and others provided the safety net I needed to recoup and move forward. When my parents passed away, I was so thankful for all that they provided because finally I had inherited all of their strength to create my own solid foundation. As we shine the flashlight under our own floorboards, we should recognize the pillars of strength of our legacy. This will enable us to continuously provide the scaffold support and safety nets for our pre-professionals as they build their foundations. This issue of Premier highlights many featured articles and accomplishments that showcase our solid foundation as a College of Education.

Dr. Dwight C. Watson, Dean
College of Education
University of Northern Iowa
The Center for Educational Transformation was designed and created with support from the Roy J. Carver Charitable Trust to continue and maintain the University of Northern Iowa’s long-standing tradition and commitment to educational research and development. Specifically, the Center’s initiatives include securing grants and implementing research projects related to Iowa’s student and teacher needs within preK-12 public education; measuring the impact and disseminating the outcomes of the Center’s research and development; leveraging partnerships across the state to inform decision-makers and drive policy grounded in research results; and producing innovations to transform teaching, learning and education systems. Much of the Center’s proposed research will focus on, but not be limited to, themes related to math, science and technology education; literacy; learning environments; teacher quality and effectiveness; and school culture and climate.

While the Center’s presence on campus and around the state has yet to be fully recognized, a considerable amount of work and preparation surrounding its mission has already taken place. Over the last several months, intensive infrastructure development earmarked by activities such as obtaining Board of Regents approval for the Center, establishing a temporary CET Steering Committee, hiring an interim director and staff and launching the CET Advisory Council has established a foundation from which the Center will operate moving forward. The steering committee has been heavily engaged in establishing the Center’s research fellowship programs which includes the development of an annual UNI fellowship competition, the identification and recruitment of external fellows and the coordination with Iowa State University and University of Iowa to establish a Regents fellowship opportunity. These research fellows, along with the director and center staff, will be the basis from which a growing, thriving and dynamic research and development team will be cultivated. The CET will also employ graduate students and a select number of practicing preK-12 teachers as research partners and collaborators.

Ongoing partnership and infrastructure development and intensive sustainability planning will be a priority during the Center’s second year of existence. The Center’s leadership will work closely with organizational partners across the state, as well as the Office of Research and Sponsored Programs and the UNI Foundation to develop a long-term strategic plan for building and maintaining the Center. In the upcoming weeks and months, contractual agreements and requirements for faculty fellowships and student assistantships will be formalized to ensure accountability and oversight. Guidelines and arrangements will also be developed to engage and direct additional individuals and organizations as less formal affiliates with the Center. In consultation with the Advisory Council and partners across the state, the director will facilitate this effort to not only continue to build these partnerships, but to also create the administrative and collaborative infrastructure that will guide and support them.

Continued progress and growth of the Center will necessarily involve the identification of private, state and federal funding opportunities to support collaborative research on topics that are of significance to Iowa’s preK-12 stakeholders.
INTERNATIONAL OPPORTUNITIES

The University of Northern Iowa College of Education prepares its students to educate, serve and lead. Today, that cannot solely be done within the boundaries of UNI’s campus. It’s important for students to have a multitude of experiences that immerse them in the diverse cultures and societies of the world. They must get out of their comfort zones and into the world. Here are just a few of the ways this is done.

By Dr. Leigh Martin
Department of Teaching

Be experience bound, not destination bound. This is the motto students hear repeatedly from the UNI international student teaching coordinators, Dr. Leigh Martin, Carrie Elser and Jen Beck.

“Students often come to us with intentions of student teaching in London or Paris, but we encourage them to reach outside of their comfort zones and keep an open mind about some of our unique partnership schools in locations that they typically would not request,” explained Martin.

The international student teaching coordinators all have a long history of working with and in international settings. They have built strong partnerships with American international schools they know to be reputable and rigorous in locations such as Argentina, Brazil, Costa Rica, India, South Korea, Singapore and Tanzania. A common myth is that students have to speak another language to student teach overseas, however, in these schools, English is the language of instruction and an American curriculum is commonly used.

Although the school setting and curriculum are familiar, the student population is extremely diverse which prepares the student teacher for the expanding diversity in Iowa and beyond. Student teachers often claim a broadened world perspective while also reflecting on their own beliefs and customs. Martin adds, “It is especially rewarding to know that from the very beginning of their careers, these student teachers are forced to differentiate instruction for second language learners, various cultural differences and a multitude of other diversities; skills that transfer well into all learning environments.”

Some student teachers remain overseas to start their career, but many return back to the United States and Iowa. They bring with them an array of experiences and artifacts to share with their own future students, as well as 21st Century practices and new methodologies. Most of all, they come with increased empathy for understanding what it means to be “the other,” something that you just can’t replicate without the lived experience. Although many student teachers initially choose international student teaching for the adventure, most agree that it results in a life-changing experience.

To learn more, like us on Facebook at UNI OOSI.
Students in the MAE program currently in Cairo, Egypt, Samantha Pelstring, Colton Marshall, Tessa Cushman, Corinn Randolph, and Anne Sarafin gather with classmate Steve Spinring (not pictured) for an event recently.

**INTERNATIONAL MAE**

*By Dr. Tim Gilson*

*Educational Leadership and Postsecondary Education*

Dr. Tim Gilson, Department of Educational Leadership and Postsecondary Education, and Dr. Leigh Martin, Department of Teaching, have collaborated over the past several years to create a Master of Arts in Education program for teacher leaders in American international schools. Building on the proud success of the UNI Career Services Overseas Recruiting Fair for Educators, along with tremendous support from the Office of Continuing Education, Gilson and Martin began their efforts with a focus on Teacher Leadership.

“The concept of teacher leadership has flourished in both the U.S. and overseas,” Gilson said. “Graduate programs for international teachers had existed, but overseas administrators kept telling us they wanted one modeled after educational leadership for teachers.”

“Recruitment began with phone calls and emails to schools I already partnered with for student teaching placements,” said Martin. One phone call to the American School of Bombay in Mumbai, India, resulted in a visit to the school and an agreement to host the first site-based cohort of 18 teachers from ASB in the spring semester of 2013. Word of this new UNI program spread quickly to other international schools and, in a little more than a year, three cohorts are already in session representing 40 students in 10 countries. Those countries include South Korea, Germany, Philippines, Egypt, Saudi Arabia, Pakistan, United Arab Emirates, Italy, Nepal, and India. A majority of the participants in the program are U.S. trained teachers; and several are even UNI alumni.

Gilson and Martin mirrored the sequence of classes for aspiring principals at UNI, but replaced some of the courses with more relevant learning opportunities that expanded on the cultural differences found in international schools. Based on interest from the participants, they have now developed avenues for these students to take additional UNI courses beyond the MAE, qualifying them for principal certification in Iowa. Martin added, “We are excited about the opportunity to add to the diversity and expand the perspectives in our UNI classes while providing what we know to be excellent leadership training to international schools.”

Gilson and Martin continue to bring teacher leadership programs to overseas schools.

“We face a lot of unique challenges, many that we could never have imagined, but we keep finding ways to adapt and meet the needs of various cultural norms,” said Martin. Gilson added, “These teachers and their administrators want advanced degrees in teacher leadership and respect the work UNI has done with international schools. This is just another way we are trying to meet their needs and broaden UNI’s overseas reputation.”
Fourteen University of Northern Iowa Students were joined by eight students from the University of Toledo and two UNI Faculty Members, Dr. Christopher Edginton and Dr. Julianne Gassman, in presenting an eight-hour workshop directed at sharing the leadership and program methods utilized in the Camp Adventure™ Child & Youth Services program at the Leisure and Recreation Association of South Africa’s Congress Sept. 15-19, 2013, in Durban, South Africa. Participants in the Camp Adventure™ Child & Youth Services Workshop were drawn from University of KwaZulu Natal, University of North-West Potchefstroom, University of Pretoria, University of Venda and the eThenkwini Municipality (South Africa). All totaled, more than 90 individuals signed up to participate in this workshop.

Shannon Betzer, a graduate student at the University of Northern Iowa who participated in the program, reflected that the experience was a “once in a lifetime opportunity.” African students that the group dealt with were highly engaging and welcoming, showing their deep appreciation for the efforts. Betzer noted that the workshop was filled with great energy and enthusiasm that has not been witnessed in other Camp Adventure Child and Youth Services program.

An undergraduate student affiliated with the program at the University of Toledo, Sam Rubadue, indicated that it was a great experience as we were able to gain views of leisure from many different perspectives throughout the world. Working with the African students at the workshop was a “wonderful learning experience to work with other students that come from a different background and culture than ours. Their view of the Camp Adventure Child & Youth Services program was ‘very positive’ and it was wonderful to see their reactions to the passion of the program.”

Sara Claman, an undergraduate student majoring in Family Services at UNI, reports that she was impressed with the interest of students applying the Camp Adventure Child & Youth Services model in an African context. Her most memorable experience was singing Camp Adventure songs to the children at the Phoenix Settlement and going on a safari.

In addition, the students were able to go on a safari at the Tala Game Reserve, tour the Phoenix Settlement (home to Mahatma Gandhi during his years in South Africa), visit the uShaka Marine World and the Mabhida Stadium and see reenactments at a Zulu historical village. Students also were able to experience the Durban Indian Ocean front Promenade. These activities were interspersed with student and faculty attendance at the conference. Several students and faculty made additional presentations at the event and fully participated in the entire international congress.

Students participating in the program enrolled in class Independent Study: Leisure and Recreation in South Africa. This course provided students with an opportunity to examine leisure and recreation from an international perspective including involvement in the Leisure and Recreation Association of South Africa annual congress. This experience provided opportunities for international networking; observations and inspections of noteworthy leisure and recreation programs, areas and facilities; and visitsations to historical and cultural sites were included. A major event was conducting an eight-hour workshop focused on Camp Adventure Child & Youth Services for African college and university students. Support for student participation was provided by the Dean of the College of Education, Office of International Programs, Intercollegiate Academic Fund and incentive monies generated from Camp Adventure Child & Youth Services.
My name is Sara Dobney, and I am one of the UNI students who had the opportunity to travel to Tanzania and earn credit for a Human Relations course. The thoughts, ideas and dreams I once had about Tanzania become real-life experiences and memories.

While in Tanzania, I learned about the Tanzanian culture and social structure via various tours and cultural activities. We visited a Maasai village to interact with local people and learn about their cultural traditions. We also participated in a walking tour of Mto wa Mbu where we visited local ebony carvers and tiga tinga painters. We attended a local church service in the small village of Karatu, and visited several Tanzanian homes. We also participated in full-day game drives in the Serengeti National Park and the Ngorongoro Crater.

Most importantly, we worked directly with children in the classrooms at Bashay Primary School and interacted with the children at Shalom Orphanage in a variety of activities. I learned so much during our trip to Tanzania, and my interactions with the people there left a long-lasting impression. Despite the country’s harsh realities, its poverty and its struggles, the people are incredibly positive. Tanzania itself is an incredibly peaceful country and they model coexistence. The country is a melting pot of cultures, ethnicities, religions, languages, etc. School is viewed with great respect in Tanzania. It is the ticket to a better future, and therefore it is taken very seriously. Many challenges persist related to retention, completion and transition to secondary education, as well as quality of education.

The children of Tanzania restored my passion and drive for teaching. They have motivated me to continue to work hard in order to become the best teacher I can be so that I may help others develop a love for learning and make an impact in the lives of children everywhere by inspiring them to be all that they can be. It is said that once Africa is in your blood you will always return there, and I believe this to be true as I have not stopped dreaming about the day I will be able to return to Tanzania since I returned home. Tanzania is a beautiful country with beautiful people, and a piece of my heart will always belong there.
LEADER IN ME COMES TO UNI!

By Vickie Robinson
Educational Leadership and Postsecondary Education

University of Northern Iowa's preservice teachers are preparing themselves for a cultural shift that is occurring in many schools: The Leader in Me. The Leader in Me focuses on embedding the principles of Stephen Covey’s 7 Habits of Highly Effective People into PreK-12 schools, impacting the leadership capacity of students and educators alike. With a distinct focus on helping students develop competence and character, educators across the nation are pleased with how The Leader in Me complements academics. From a reduction in discipline problems to an increase in student responsibility, self-confidence and engagement in school, Leader in Me is making its mark across the schools in the Waterloo and Cedar Falls area.

Almost 300 UNI preservice teachers have attended Saturday workshops to learn about Leader in Me and be ready to apply that knowledge during their field experiences in the local area. The workshop sessions were facilitated by area principals, teachers and UNI students and faculty. The sessions include elementary and middle level student panels, speakers and greeters. As one workshop participant stated, “The Leader in Me workshop has altered the way I will handle myself as an educator. It gave me information on how to integrate the 7 Habits in my own daily life and how to create leaders in my classroom. I need to see the leader in all of my students.”

Leader in Me traces its roots in schools to 1999 when a principal at Combs Elementary in Raleigh, N.C., asked why people should wait until they are adults to learn the powerful life skills of Covey’s 7 Habits. Based on the model developed at Combs Elementary, 1,500 schools in the United States are currently implementing the process. This process helps students and adults address three major challenges: 1) raising the bar on academics; 2) improving school culture; and 3) providing students with life skills, often referred to as 21st century skills.

The Leader in Me is not aimed at making CEOs out of every student. It is geared toward helping students and staff lead their lives (personal leadership), work effectively with others (interpersonal leadership) and make a positive contribution to their surroundings (civic leadership). Adults and students benefit from the emphasis of communicating a person’s worth and potential so clearly that they are inspired to see it in themselves.

Future teachers at the University of Northern Iowa who attended the Saturday workshops are not only better prepared to work with students in seeing their worth and potential, the future teachers are also seeing in themselves the leader within them! The University of Northern Iowa will continue to offer opportunities for preservice teachers to grow through Leader in Me. Such an opportunity will occur in April of 2015 when Covey will host a national Leader in Me Symposium at the University of Northern Iowa.

AND YOU MIGHT ASK, What are the 7 habits?

1. **Be proactive**
2. **Begin with the end in mind**
3. **Put first things first**
4. **Think win-win**
5. **Seek first to understand, then to be understood**
6. **Synergize**
7. **Sharpen the saw for body, heart, mind and spirit**
TO SERVE: UNI-CUE

PROGRAM AT UNI-CUE HELPS PARTICIPANTS PREPARE FOR COLLEGE

By Robert Smith
Educational Opportunity Center

The University of Northern Iowa TRiO Educational Opportunity Center, located in downtown Waterloo at the UNI-CUE, works with adults who have the desire to enter or continue a program of postsecondary education. The program provides assistance with career options, college selection, completion of admission applications, financial aid applications, scholarship searches and applications and student loan default counseling. In addition, an important service of the program is counseling participants to help improve financial literacy and how to prepare financially for college. The EOC program works primarily with first-generation, low-income adults who will benefit from the free services the program provides.

Participants who qualify for the program have an initial personal interview with an EOC counselor. During the initial interview, any obstacles or concerns that the individual may have are discussed. A frequent concern of potential students is money issues. As non-traditional students, adults often deal with the additional financial obligations of taking care of their families, such as child care expenses and the need for transportation and housing to accommodate their families. They also may have accumulated more credit card debt. A primary aim of the program is discussing with students how they can prepare financially for college without crippling their financial future. Going back to college can be a major decision for most participants and a major expense, one that requires wise decision making and planning.

Because they discuss personal concerns with each participant one on one, the EOC counselors have a unique opportunity to give guidance and help identify possible solutions based on their personal financial and family situations and budget parameters. Program counselors provide information on the basics of budgeting, money management, saving tips, college costs and options available to pay for their educational needs. Program participants may have limited knowledge regarding how to apply for scholarships, grants or student loans, and the counselors do assist them with the applications. It is the responsibility of the program to be an advocate for each person, helping them to effectively tackle personal financial matters and make positive financial choices. Also, counselors make referrals to community agencies that may be of help. If participants learn early in the process how to save money, defer spending, budget carefully and perhaps earn extra cash to be put toward college expenses, they are better prepared for the financial realities of higher education.

With the guidance and encouragement of the program, students may be able to avoid some of the pitfalls that others have faced, change the tide of personal debt, and go on to achieve all that they had hoped for and more. Financial literacy is truly essential education for a successful future.

For more information about the UNI-CUE visit www.uni.edu/eop/uni-cue or call 310-433-1220.
INTERNALIZING EXPERIENCES

Hands-on experiences are vital to learning skills. The College of Education works to ensure all our students have access to a wide variety of these experiences early and often in their educations. For students in the varied programs of the School of Health, Physical Education and Leisure Services, internships are especially important in embedding the knowledge taught in the classroom and in gaining valuable experiences and working with professionals in the field.

ATHLETIC TRAINING

The educational opportunities for students in the Athletic Training program are truly unique. In the classroom, students are prepared to become health care professionals by receiving a comprehensive hands-on education in client/patient care. The learning, however, does not stop there. Knowledge transcends the classroom from the moment students enter the program. Opportunities are provided for students to apply their skills in a variety of clinical experience settings with diverse patient populations. Each student is assigned to at least 10 preceptors and clinical experience sites as they progress through the program. Preceptors are licensed athletic trainers or other health care providers that teach and evaluate students in the clinical setting using an actual patient base.

UNI boasts more than 30 affiliated clinical sites and 40 clinical preceptors. Clinical experience sites include collegiate athletics (D1 and D3), high school athletics (1A-4A), U.S. hockey, physical therapy clinics, industrial facility, strength and conditioning facility, hospitals and community health clinics. UNI students consistently report via their clinical experience evaluations that their preceptors provide exceptional educational opportunities, enabling skill enhancement. Under the direct supervision of their preceptor, students have the ability to develop their critical thinking skills and gain confidence in their hands-on skills before transitioning into professional practice.

In addition to the clinical experiences required by the Athletic Training program, students have pursued athletic training internships in a variety of settings. Recently these have included Cirque de Soleil, Mayo Clinic, USA volleyball, NFL teams, major/minor league baseball teams and J. Robinson Wrestling.

HEALTH PROMOTION AND EDUCATION

Internships help students transition from academics to the practical world. A well thought-out field placement will provide the student with hands-on learning experiences, networking opportunities, professional preparation development and available career paths. Employers are looking for real world experience on resumes, so a solid academic program combined with a strong internship can set a recent graduate apart from other candidates applying for the same job or position.

The Division of Health Promotion and Education requires each undergraduate student to complete an internship prior to graduation. In Health, there are four emphasis areas offered: Women’s Health, Health and Fitness Promotion and Global Health and Health Disparities (each with a full-time or 12 credit internship) and Environmental Health (half-time or 6-credit internship).
Depending on the emphasis area of the student, sites may include a corporate or worksite placement; hospital or clinical setting; academia; community site; a school setting; commercial or private-for-profit site; the military or government setting; public health departments at the county, state, or federal level; a non-profit organization, or an international destination.

Prior to internship placement, the students take a Health Promotion and Education Internship Seminar class which is a professional development oriented course that builds skills and abilities related to job-seeking, career exploration and field experiences. The focus is on the development of professional business tools including portfolios, resumes, interviewing skills, cover letter writing and relevant certifications.

Sarah Van Heiden completed her degree in health promotion and education with a double emphasis in women’s health and global health/health disparities in December 2013. Van Heiden decided on a split internship over the course of two semesters. In the summer of 2013 she traveled internationally to Ghana with the non-profit organization Unite For Sight, then finished her internship locally in the fall of 2013 with the American Red Cross.

Unite For Sight provides eye health education and eye care surgeries to people living in remote areas of Ghana, India and Honduras. Van Heiden worked with three clinics traveling to remote villages throughout Ghana. At times, the staff might arrive at a site to find 300 people waiting in line to see a doctor. Van Heiden helped register the patients; performed visual acuity testing; helped fit the individual with glasses; educated people on good eye health and prevention of eye disease; and, for future tracking, collected all the data and information for that patient’s file. Prior to the trip, she raised $2,100 which provided nearly 53 cataract surgeries and assembled an eyeglass donation drive which collected 704 pairs of glasses to be distributed during her trip.

“I am so thankful to have had this experience,”

Van Heiden said. “My internship with Unite For Sight has reconfirmed my desire to work in the field of global health.” Van Heiden will start her master’s degree in public health this fall at the University of Louisville in Kentucky.

For additional information on undergraduate internships in the area of Health Promotion and Education, please contact Sherry Hester, Internship Coordinator, at 319-273-6306 or sherry.hester@uni.edu.

LEISURE, YOUTH AND HUMAN SERVICES

The Division of Leisure, Youth and Human Services requires all students in the major complete a 560-hour internship as the culminating experience at the end of their program. This past spring, 29 LHYS majors were out on internship.

Internship sites included local agencies such as the YWCA, IMPACCT Foundation and the Blue Zones Project; locations outside the state such as the Omaha’s Henry Doorly Zoo and Aquarium and St. Cloud VA Health Care System; and yet other locations out of the country including the University of West Hungry and Servant Partners in the Philippines.

Students spend one semester in a Seminar class locating their internship. Students are encouraged to set up two to three interviews with agencies they are interested in to give them options and be able to find an internship agency and internship site supervisor that will give them the best educational experience, allowing them to put into practice what they have learned in the classroom.

“The best part of my internship is they gave me a lot of flexibility when doing projects,”

said Daniel Bohnker, who interned at Calvin Crest Camp, “and my supervisor, Craig Huffman, was a great mentor.” Aaron Fisher, intern at the University of West Hungry, stated the best part of his internship was “being given the opportunity to lead a program in a developing country and seeing the impact it has had on the culture.”

Interns in the LYHS major have also been recognized for their significant contributions to an agency. A year ago, Emily Hanson received the Gordan Mack Award for Student Leadership at the Cedar Valley Nonprofit Awards Luncheon for her work as an intern at the R.J. McElroy Trust. In an evaluation report Emily wrote, “I gained valuable hands on experiences that I could not have obtained in the classroom. Through the experience, I learned about the financial management of nonprofit organizations, how to work with a board and how to market a program. Interning at the McElroy Trust has been one of the best experiences of my college career.”

This summer, 50 LYHS majors will be out in their internship applying classroom theories and best practices in real world settings, laying the foundation for their future careers.
Students in the Physical Education program have a variety of options for internship opportunities, often depending on their chosen area of concentration. Placements are available in wellness/fitness, pre-professional/clinical, strength and conditioning and sports psychology.

Possibly the most surprising piece of information for students in the program is the wide range of options they have for internship locations. This past spring, students were placed with the Waterloo Blackhawks hockey team, the football program at Mississippi State University and Athletic Republic in Tempe, Ariz. Over the summer, students will be heading to Colorado, California, Tennessee, Minnesota, Ohio and Iowa.

Beth Purk, a senior in the Movement and Exercise Science program, kept her internship experience close to home at the UNI Wellness and Recreation Services. She specifically wanted an opportunity with a nonprofit that deals with exercise as she is also working toward certificates in nonprofit management and industrial organizational psychology. “Working as an intern to the Personal Fitness Coordinator has been a great experience,” Purk said. “I had the opportunity to choose the projects I tackled and to make my internship my own. This allowed me to try new things and to branch out of my comfort zone.”

Ben Lindaman, also in the Movement and Exercise Science program with an eye toward becoming a physical therapist, interned with Accelerated Rehabilitation in Cedar Falls. He was excited about the professional atmosphere and the excellent reputation Accelerated has, and credits his professors with preparing him for the role. “I completed over 270 hours during the spring 2014 semester, and was thrilled with the experience I had. I was challenged as a student to answer questions posed by the therapists, create an exercise plan for certain patients and lead a patient through a therapy session if applicable. I know the exercise science major gave me the tools to handle those situations and more with relative ease.”

Erin Blind completed her internship with the strength and conditioning program at UNI by developing “The Sprinter’s Bible,” a compilation of coaching practices from the top sprint coaches in NCAA track and field. She interviewed coaches, compiled the information, added in current research and included a video section to watch the drills.

Drew Gienau spent his internship with Clark & Associates Prosthetics and Orthotics in Waterloo. It was outstanding preparation for his career goals. Gienau plans to attend the Prosthetic and orthotic technician program at Century College in Minnesota this fall and eventually earn a master’s degree in both orthotics and prosthetics to become a certified prosthetist and orthotist. “I have furthered my knowledge in both the clinical and technical aspects of prosthetics and orthotics, which has empowered me to pursue higher education in this field.”

The wide variety of experiences available to students in the program allow them to find just the right opportunity to prepare them for their future careers.
LEAVING A S.A.F.E. LEGACY

By Susanna Schuerman
UNI Foundation

There is no “I” in team. Professors Donna Thompson and Susan Hudson live and work by that maxim. Through 19 years of collaboration, this University of Northern Iowa duo has worked to propel playground safety to national prominence. They will retire at the end of the academic year, but their legacy in this field will endure. They have both established funds to honor each other for helping to make playgrounds across America and around the world safe for children. They also want to ensure National Program for Playground Safety (NPPS) has the funds it needs to continue the vital work it is doing.

Thompson, executive director of NPPS, (which is housed at UNI) says, “We hope the funds will help NPPS continue to provide workshops and online training. We want children to be safe on playgrounds. We emphasize S.A.F.E.: supervision, age-appropriate design, fall surfacing and equipment maintenance. That has worked well in our training.”

Hudson remembers when the program first started in 1995 and they announced the national action plan at a press conference in Washington D.C. “We were presenting to dignitaries and national media. That is when it dawned on us—this was a really big deal.”

Since then, they have traveled the globe working to improve playground safety. One of the highlights was working with the Bureau of Indian Affairs Head Start in the Southwest. They said working with another culture gave them great insight into a world completely different than their own. Another memorable experience was their work in Hawaii. After all the playgrounds had been assessed, 256 were shut down or condemned. They were eventually renovated with a $3 million allocation from the legislature.

“But the most memorable experience,” says Hudson, “was right here in Cedar Falls when Donna and I personally contributed to the surfacing of the playground for the early childhood program at Nazareth Church. We had our safety school there and the kids presented Donna with a bouquet of flowers.”

“I never thought I could affect as many people as we have throughout the last 19 years working within the university,” said Hudson. “It was done because it was done together. It wasn’t one person trying to conquer the world. It was our staff and our student interns. It was because Donna is so organized and is detail oriented.”

Thompson agrees, “It took our entire NPPS team. Also, Susan and I complement each other. I see the detail. She sees the big picture and is a gifted writer.”

After a trip across Canada this summer, Thompson says retirement will include work with Habitat for Humanity, her church and other community needs. Hudson says she will practice what she has been preaching all these years as a professor of youth and leisure services—she intends to travel. She will also work on family genealogy, golf and garden.

Thompson says, “We will be available on an advisory capacity for NPPS because the work isn’t done. Children are still being injured when they go out to play.”

NATIONAL PROGRAM FOR PLAYGROUND SAFETY – OCTOBER 1995-MARCH 2014

21 Books/monographs produced
173 Professional articles published in international/national journals
51 Technical reports/brochures/pamphlets created
10 National T.V. appearances (CNN, FOX, NBC, ABC, CBS)
$9,403,253.00 Grants/Contracts – monies received
30 years of laughter and learning
UNI’s Kindergym Program

Reprinted with permission from UNI Today
It started out as the simple wish of a father—
and grew into a 30-year-old program that has
served 3,000+ children.

In 1984, Professor Ripley Marston was the
father of a newborn and a preschooler when he
came up with a fun, new concept.

“It was partly selfish,” he said. “I wanted
something to give my kids. Preschoolers have
so few opportunities to run and play with other
kids, especially during the winter months in
Iowa. I wondered if we could create a program
that worked with parents and students to let
kids play and develop their motor skills.”

At the time, he was teaching an elementary
physical education methods class. During class,
they discussed the Kinderpolka, a children’s
dance. Marston thought the name fit particularly
well, so he named his new program Kindergym—
literally, “gym for children” in German.

“My favorite part is seeing the excitement
and engagement of all the participants—
children, university students and families,”
said Nadene Davidson, B.A. ’74, M.A. ’79, Ed.D.
’07, a Kindergym parent who first brought her
children to the program 25 years ago, and now
attends with her grandchildren. “Our grandkids
enjoy the balls, the parachute, the trampoline
and running the most!”

The Kindergym program began with a pilot
session of 10-12 children in the spring of
1984. From then, it has grown to two sessions
per year with close to 100 kids per semester
involved. For many of them, it’s the most kids
of their size that they’ve ever seen.

“I love to see the parents interact with the
kids,” Marston said. “When a child smiles, so
does their parent.”

Marston’s funniest memory goes back to 1997
and the first Saturday session in UNI’s new
Wellness Recreation Center (WRC). “We had
finished up and everyone was getting on their
coats when this little guy ran over, climbed up
a chair and pulled the fire alarm. We had to
evacuate the whole building—sirens going,
lights flashing. I never envisioned a three-
year-old would shut down the whole WRC!”

Kindergym is built around research that shows
the correlation between movement and brain
development. “We incorporate numbers, colors
and shapes as much as we can with motor
skills and the opportunity to practice and
advance those skills,” said Marston.

The program also offers UNI students
excellent hands-on opportunities to work with
preschoolers and their families, which has
proven an advantage for some in the career
field. “Many students have field experience,
but these students have experience with
parents, which definitely adds value for
employers,” Marston said.

“Rip should be commended for his vision
and ongoing leadership to Kindergym,” said
Davidson. “His work has provided a wonderful
model for future professionals and introduced
young children the value of being active.”

“It’s humbling to see it progress through the
years,” said Marston. “I’m grateful that it has
been so well-received.”
The University of Northern Iowa has a rich history of preparing teachers to educate the P-12 grade students of Iowa. Dating back to 1876, UNI has led the state with an innovative spirit, willingness to experiment with new teaching practices, and quality mentoring. Today, UNI is the leading teacher education preparation program in the state, producing 500-600 teachers each year, the majority of whom teach in Iowa.

In our premier teacher preparation program most undergraduate teaching majors have more than 300 hours in the P-12 classroom before they graduate. The quality of our field experience supervision is second to none. University faculty mentor students through observations and commentary to enhance our students’ skills in the classroom. It is for these reasons that UNI was chosen as the Regent’s school for the Year-long Student Teaching Pilot Program.

Contrary to the name, year-long student teaching does not consist of “student teaching” for a full year. Instead, during their final year, undergraduate education majors are placed with one classroom (cooperating) teacher, beginning the year with this teacher, experiencing professional development, learning how to organize a classroom and working with students for the first one to two weeks of the school year. When university classes start, student teachers return to the university to fulfill their coursework requirements, while continuing to spend significant time with their classroom teacher and their classroom(s) of students. Once the fall semester has ended, the students return to their cooperating teacher and complete their 16 weeks of student teaching.

In the UNI year-long student teaching pilot we are partnering with three school districts: Hudson, Linn-Mar Marion and Waterloo Community Schools. At each school, UNI faculty work collaboratively with school-based professional learning communities to tailor their university courses to the needs of the school district and the requirements of the coursework.

In the Waterloo Community School District, coursework will focus on the comprehensive literacy initiative. Three courses will be infused into the fall semester: advanced literacy methods, social studies methods and classroom management. These courses will be taught at the school during the school day allowing the field experiences to be embedded into the school. At Hudson, human relations coursework will be offered in the school for the year-long student teaching participants and will be tailored to the year-long student teaching experience.

In the Linn-Mar Marion Community School District, secondary social studies methods will be taught in the schools. The UNI pilot is unique because it incorporates every level of preservice student teaching. Elementary teaching majors are placed in the Waterloo sites, elementary/middle level majors are placed with
cooperating teachers in Hudson, and secondary social studies majors will be placed in Linn-Mar Marion.

Co-teaching plays an important role in the UNI pilot. Cooperating teachers and their student teachers will attend a co-teaching workshop in August and two follow-up trainings throughout the year. In co-teaching, two teachers work together to plan, organize, deliver and assess instruction for the students in the assigned class(es). In a co-teaching relationship, not only does the master cooperating teacher explain and demonstrate the craft, s/he nurtures the novice student teacher in learning the craft of teaching.

In the beginning, the cooperating teacher is the lead teacher, modeling the planning process, the instruction and the assessment. The student teacher plays the supporting role, helping individual students, monitoring learning and providing small-group instruction. The student teacher is expected to gradually transition into the lead teacher role, assuming responsibility for classroom management, planning and teaching lessons within the curriculum of the classroom, using a variety of teaching strategies, and providing for the individual needs of pupils in both planning and evaluation. With this intensive modeling and practice, it is expected that the student teacher will transition quickly to the lead role during the spring semester of full-time student teaching.

The most valuable experience that can be offered to prospective teachers is the opportunity to work alongside an effective classroom teacher. In so doing, the student teacher gains insight into the teaching/learning process as the cooperating teacher co-plans, co-teaches and mentors these student teachers. While students at the University of Northern Iowa have been given many opportunities to develop and refine their teaching skills through varied clinical settings, this year-long student teaching pilot will enhance the opportunities of our teacher education students to hone their skills in the classroom.

UNI continues to demonstrate our innovative spirit and provide a beacon for individuals, making their dream of becoming a teacher, a reality.
Four College of Education alumni returned to campus this year for the third annual Alumni in Residence event on Thursday, April 10. While their experiences and professional backgrounds varied widely, all were excited to spend time on campus and reconnect with students. This year’s participants were:

**Dr. Clayton Wilcox (1979)** - Wilcox is currently superintendent of schools in Washington County, Maryland, serving more than 22,000 students in western Maryland. Prior to this role, he served as senior vice president for education and corporate relations at Scholastic Inc. He has also served as superintendent of schools in Pinellas County, Fla., and East Baton Rouge, La. Wilcox earned his bachelor's and master's degrees from UNI and his Ed.D. from Nova Southeastern University in Florida. Dr. Wilcox was honored by the Maryland Society for Education Technology as Maryland’s Outstanding Technology Leader for 2014.

**Mildred Middleton (1943)** – Middleton began her 80-year career as an educator at the age of 18 in a one-room schoolhouse in rural Carroll County. She attended Iowa State Teachers College (ISTC) where she earned a bachelor of science degree in 1943. After graduation she was recruited to teach in an experimental program through the University of Wisconsin in Janesville, Wis. In 1949 she became supervisor of elementary education in the Carroll County (Iowa) Schools. She received her M.S. degree in curriculum development from Drake University in 1951. In 1958, Middleton became coordinator of the language arts curriculum in Cedar Rapids, Iowa. She earned a specialist degree in reading from the University of Chicago in 1959. She retired from the Cedar Rapids School District in 1980. She wrote a series of spelling books, Improving Spelling Performance, which was used throughout this country and in Canada.

**Shellie Pfohl (1985)** – Pfohl was appointed by President Barack Obama in February 2010 to serve as executive director of the President's Council on Fitness, Sports and Nutrition. The Council is charged with educating, engaging and empowering Americans of all ages, backgrounds and abilities to live a more active, healthy lifestyle. Prior to joining the Council, Pfohl served as senior vice president of partnerships for HOPSports, Inc. where she created strategic partnerships with state, national and international organizations and corporations seeking health and physical education resources for schools and community organizations. Pfohl received her bachelor’s degree in community health education from the University of Northern Iowa and a master’s degree in exercise physiology/fitness leadership from Northern Illinois University. She also earned a certification in non-profit management from Duke University and is a graduate of Leadership North Carolina Class XIII.

**Stan Slessor (1970)** – Slessor received his B.A. in social science from UNI in 1970 and taught and coached in La Porte City, Iowa, for six years. After receiving a Master's degree in school psychology from UNI, he served the Waterloo High Schools for four years as a school psychologist. Returning to graduate school at UNI, Slessor received certification as a principal and then superintendent. From 1980-86 he was a 7-12 principal in Dike. In 1986 he moved to Independence as a high school principal. Two years later he was named superintendent. He has also been the superintendent of the Waverly-Shell Rock and Janesville, Iowa, schools as well as the Red Wing, Minn., schools. He retired from administration in 2011 and currently works with G. Tryon and Associates, a superintendent search firm.
Thank you to the following donors who made cash contributions to the college between July 1, 2012, and June 30, 2013. The names noted in purple indicate Dean’s Inner Circle members, who gave $1,000 or more to the Dean’s Fund For Excellence.

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Thanks to all who made generous gifts to support students, programs and faculty within the College of Education this past year. Your support makes the difference!

Although UNI is a public institution with a mandate to serve the people of Iowa, the State of Iowa does not fund all the costs of a UNI education. In fact, over the past 30 years, the percentage of these costs funded by the state has decreased at a much greater rate than educational costs have risen. Today, state funding covers only about 41.3 percent of the cost of a UNI undergraduate education for Iowa residents. The remainder is covered by tuition, federal grants and gifts from alumni and friends.

To give UNI students the highest quality learning environment and ensure a UNI education continues to be affordable, donor support has taken on an enhanced significance.

We invite you to join us in taking the necessary steps to ensure a UNI education remains accessible and affordable for all. With your investment in scholarships, students can focus intently on their studies, enjoy all that a university education offers and contribute to our society and economy.

Please consider making a gift to support student scholarships or another area of passion. For more information or to further discuss, contact me at 800-782-9522, 319-273-6778 or andrea.elliott@uni.edu.

With Purple Pride,

Andrea Elliott ’92
Senior Director of Development
College of Education

With Purple Pride,

Andrea Elliott ’92
Senior Director of Development
College of Education
CAMP ADVENTURE
LOSES LONGTIME FRIEND

It is with great sadness that we share with you the loss of a member of the UNI Camp Adventure Child and Youth Services family, Dr. Walt Heinecke. Walt passed away on Saturday, May 24, 2014. Walt was a genuine and sincere person with a great love of others, a vibrant and dynamic person who was loved by all. His enthusiasm for life was contagious, and he brought energy to others and their endeavors. Generous of spirit and always willing to be of help, his great passion in life was working with young people. Undoubtedly, his legacy will include his positive impact on thousands of young people in the military, in Camp Adventure and in his university classes.

Walt first encountered the Camp Adventure program and its students while serving as an Installation Commander at the U.S. Naval Station in Long Beach, Calif. Later, as assistant chief of staff for Shore Station Management for the Commander, U.S. Naval Surface Forces, San Diego, Walt made a point of visiting Camp Adventure students as he traveled to different locations in the Pacific. Camp Adventure students would return at the end of the summer and say, “You have to meet Capt. Heinecke,” because he was one of a kind. Upon retirement from the U.S. Navy, Walt was hooked and became a part of the Camp Adventure program. It was a perfect and dynamic match – the enthusiastic Camp Adventure students combined with the zest and energy of Capt. Heinecke.

Walt joined the Camp Adventure organization in 1992 as director of international marketing. During his 23 years with the program he made a significant and substantial contribution to its growth and development and opportunities for college and university students worldwide. For many years, he provided oversight in the field to programs in Europe. Walt also provided leadership to the University of San Diego's Camp Adventure Staff Development program and taught coursework there as an adjunct professor in the area of leadership studies and organizational behavior.

Walt graduated from the University of Redlands, The George Washington University in International Affairs, and earned a Doctorate in Leadership Studies from the University of San Diego. He served in the U.S. Navy for 30 years aboard six ships and commanded two of them. As mentioned, he also served as the Installation Commander at the U.S. Naval Station in Long Beach, Calif. Other assignments included an exchange tour as an instructor at the Royal Naval Staff College in Greenwich, England, and as an ADC to the Chief of the Navy Section, Joint U.S. Military Aid to Turkey in Ankara. He also taught for three years at the U.S. Naval Academy. His final tour was with the assistant chief of staff for Shore Station Management for the Commander, U.S. Naval Surface Forces, in San Diego. He retired with the rank of captain.

He is survived by his wife, Meredith; his children, John, Matt and Laura; and his grandchildren, Hannah and Charlie Green, Kaitlyn and Maddie Heinecke, and Ella and Luke Walter Heinecke.

As Albert Switzer once noted, “In everyone’s life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit.” Walt was one of those people who, when one encountered him, was able to rekindle and renew the inner spirit of others.

Chris and Susan Edginton

Walt, who was known to his students as “Cap” or “Captain Heinecke,” will be long remembered for his energy, zest and positive approach to life, influencing young people and serving as a positive role model in their lives.
Coaches Jed Smith and Dominic Davis put UNI on the map for strength and conditioning professionals across the Midwest. They coordinated the National Strength and Conditioning Association’s North Central Regional Conference earlier this year, which attracted hundreds of students, athletes and coaches from around the Midwest to UNI’s athletic facilities. However, Coach Smith and Coach Davis should not only be congratulated for executing a well-planned conference that educated field professionals, but also for their newly appointed titles.

Smith and Davis were recognized by their peers for contributions to the field of strength and conditioning and appointed to the NSCA’s North Central Region Executive Team. Davis was named the regional liaison, representing the NSCA North Central Region. Smith was appointed the NSCA Iowa State Director, overseeing the operations of the Iowa district for NSCA. This was a great accomplishment for Smith, who is “a big fan of the NSCA.”

“NSCA is a great organization. It tries to bridge the gap between science and practice by using empirical evidence and research,” stated Smith. Davis added, “That is also why this conference was so important, because it is what we do as strength and conditioning coaches – prepare and develop athletes using both athletics and science. As a result, we would like to do more clinics and conferences.”

This dynamic duo doesn’t just have big plans for the future for NSCA, but UNI as well.

Davis, program coordinator, and Smith, assistant director, want to be known for setting the bar to a higher standard for professionals in the field. They want to make a difference and impact the way strength and conditioning is viewed around the country and the world.

“The industry is also primarily male dominated culture. As a result, all of our female students typically only see male athletes with male coaches. However, seeing what a female can actually accomplish in the weight room would be very inspiring [for female athletes]. Showing them what [women] are capable of doing physically, as well as a coach would be very beneficial for our female athletes and students right here at UNI. This is also important in helping our female [athletes and students] feel as though they are supported and have someone that they can identify with here on campus,” Davis stated.

“[This is] one of the things that female athletes, and females in general, quite often encounter in almost all strength and conditioning environments. The hesitation of entering into a room that is primarily male dominated should not exist,” added Smith.

Despite this vision, they are not receiving applications from candidates to help fulfill the need. Thus, they are asking for community help in their efforts to spread the word that UNI recognizes and welcomes their strong female counterparts. Together, they believe UNI can become a leader in the industry.

Smith and Davis want others to know this is a subject they are very passionate about addressing and changing. It is a culture they believe must change and evolve along with the needs of the ever-changing community of strength and conditioning. Smith and Davis invite women athletes to apply at UNI and believe their contribution to the winning team will help create an wave worldwide.
1940s

‘47 Alice (Lathrop) Grawe, 2 yr Cert., Waverly, IA, served on Margaret Willoughby’s 50 Year reunion committee.

1950s

‘50 Joan DeRycke, 2 yr Cert., La Grange Park, IL, moved to a retirement community called Plymouth Place in July. She immediately left for a 2 week vacation on an expedition ship to the far northern Arctic Ocean and the land of the midnight sun.

‘50 Virginia (DeKock) Schram, 2 yr Cert., Tipton, IA, taught in Lost Nation, Clarence and Muscatine before her retirement from teaching. She raised six children and now lives in Prairie Hills Assisted Living.

‘51 John Carson, BA, Walnut Creek, CA, retired in 1990 as chief geologist at Chevron Corporation. Much of his career was spent living and working in Alaska.

L’51 Jay (Cole) Corning, 2 yr Cert., BA ‘54, Des Moines, IA, was named a Sage over 70 by the Des Moines Business Record.

‘51 Marlys (Mullins) Pais, 2 yr Cert., BA ‘61, Cedar Falls, IA, celebrated her 50th wedding anniversary to husband Dave on 8/10/13 at the first Methodist Church in Cedar Falls.

‘51 Jean (Conger) Saxton, 2 yr Cert., Oskaloosa, IA, published her third book “The Savvy Sojourner,” which is part memoir and part antiquing guide.

‘53 Janet (Sharpless) Nelson, 2 yr Cert., Iowa City, IA, started two jazz groups. They play for weddings, funerals, church, retirement homes or just plain fun. Great fun it is in retirement!

L’53 Beverly (Heppler) Winterboer, 2 yr Cert., BA ’79, Parker, AZ, taught preschool 8th grade for 46 years and has volunteered more than 10,000 hours at her local hospital.

‘55 Lois Mussett, BA, Mankato, MN, hosted a reunion event in Cedar Falls for the 1955 physical education class.

‘56 Joy (Insko) Darling, 2 yr Cert., BA ’77, Tucson, AZ, taught 1 year in Storuy City, 15 years in Belmond and 8 years in Pomeroy. She splits her time between her Twin Lakes and Tucson homes.

‘56 Loraine (Saathoff) Pogge, 2 yr Cert., Fort Dodge, IA, was selected as chair of the Iowa Early Childhood Board in 2013.

‘57 Irene (Haugh) Peterson, 2 yr Cert., Waukee, IA, moved from Titonka to a retirement apartment complex in Waukee to be near daughters Pam and Lisa, both UNI grads.

1960s

‘61 David Stanard, BA, MA ’64, Tucson, AZ, hosted ten TKE fraternity alumni for a reunion in March. The next reunion is scheduled for 2015 and all TKEs from the late 50’s and early 60’s are welcome to attend.

‘61 Marilyn (Booth) Yockey, BA, Lynnwood, WA, has been to St Lucia with Global Volunteers to work with children and to the Dominican Republic with Friends of the Orphans. Retirement has not been boring.

‘63 Doris (Moyer) Herington, BA, Lampe, MO, took a mission trip to Kenai, Alaska, with her church to minister to salmon fishermen and their families. She is also learning sign language to be an interpreter.

‘63 Roberta (Olson) Olson Edler, BA, Cedarville, IL, is a professional accordionist, playing in Monroe, WI and Chicago, IL.

‘63 Emily (Kite) Schaumburg, BA, West Des Moines, IA, attended the UNI Golden Graduate Reunion in June 2013. She attended the UNI Golden Graduate Reunion in June 2013.

1970s

‘70 Lyle Luckow, BA, Grimes, IA, retired 12/31/12 after 32 years as a claims representative/litigation specialist for Hawkeye Security Insurance and more than 9 years as a legal administrator for Whitfield & Eddy BLC.

L’71 Karen Johnson, BA, MA ’73, Waterloo, IA, retired 2/27/14. She taught in Waterloo for 7 years, taught two years at UNI and retired after 31 years as supervisor with the Iowa Dept of Human Services.

‘71 Robert Lee, BA, MA ’81, Cedar Falls, IA, retired from UNI in May 2014 after 11 Years with the school of health, physical education and leisure services and 20 years with Price Lab.

L’71 Jane (Jorgensen) Vandre, BA, Kalamazoo, MI, retired after 33 years of teaching in IA, WI and OH, the last 17 teaching gifted children in OH. She moved to Kalamazoo, MI, for her husband’s job at WMU school of Medicine.

‘72 Mavis (Linn) Leerberg, BA, Story City, IA, retired from teaching 4th grade at South
L’72 Gaylen Tann, BA, MA ’79, Waterloo, IA, after 41 years of teaching with the Waterloo School System, Gaylen has hung up his whistle in physical education. He had the privilege of teaching/coaching more than 65,000 youth.

‘73 Karen Dole, BA, MA ’77, Mason City, IA, retired after serving 33 years as librarian at North Iowa Area Community College and 3 years prior to that at BGM High School.

‘73 Susan (Woody) Rhoades, BA, Ankeny, IA, was promoted to director of the Academic Success Center at Iowa State University.

L’73 Margaret Riley, BA, Durham, NC, retired 8/1/2013 as the assistant vice provost for undergraduate education, associate dean of Trinity College and director of the global education office at Duke University. She will continue her affiliation with Duke as senior advisor to the vice provost for undergraduate global education and visiting professor in the department of cultural anthropology.

‘73 Norma (Wefel) Thiese, BA, Guttenberg, IA, was recently appointed by the governor of Iowa to the Northeast Regional STEM (Science Technology Engineering & Mathematics) Advisory Board.

‘74 Neil Dial, BA, El Dorado Hills, CA, was named senior vice president and chief operating officer for Powell Industries.

‘74 Rosemary (Campbell) Geiken, BA, MA ’92, EdD ’11, Johnson City, TN, is an assistant professor and program coordinator for early childhood development at East Tennessee State University. She is researching early problem solving in toddlers.

L’74 Erlene (Bishop) Kileen, BA, MA ’77, Stoughton, WI, retired from the Stoughton Area School District after a career in school librarianship of 38 years. She is now working part time as director of children’s education, First Lutheran Church and as a resource librarian for TeachingBooks.net.

‘74 Mary (Heffner) Oelmann, BA, MA ’91, Greene, IA, retired after 15 years as elementary principal and curriculum director at North Butler Community School District.

‘74 Ray Richardson, MA, Waterloo, IA, was recently appointed by Governor Branstad, and pending Senate confirmation, will serve as an alternate member of the Iowa Board of Parole.

‘75 Gene Fischer, BA, Fairmont, NE, was awarded the 2013 Golden Apple award for the York, Nebraska public schools and recently started his 35th year teaching special education with the district. Gene is married to Kathy Boyes and has three step children and 5 grandchildren.

‘75 Debra (Weaver) Shoopman, BA, MA ’84, Waterloo, IA, retired from the Waterloo Community Schools as a family support worker 6/1/2013.

L’76 Randy Krejci, BA, MA ’83, Cedar Rapids, IA, received the Jack North Award from the Iowa Girls’ High School Athletic Union in recognition of his support and dedication to interscholastic athletics for girls in Iowa. He worked as a teacher, coach, administrator and referee for more than 40 years and is now retired.

‘76 Christy (Christopherson) Vandeventer, BA, MA ’90, Algona, IA, retired from teaching.

‘77 Kristine (Cheney) Stolba, BA, Cedar Rapids, IA, celebrated 33 years with UnityPoint, St. Luke’s Hospital. She is currently the supervisor of nursing.

1980s

L’80 Larry Beall, BA, Urbandale, IA, was honored as a 2013 Trailblazing Teacher by the Center for Green Schools in recognition of his pioneering work on the Iowa Sustainability Academy.

‘83 Diane (Morgan) Distler, BA, Scottsdale, AZ, received the Lamp of Learning Award on 5/2/14, which is the highest recognition given in the Washington Elementary School District.

‘83 Brian Moore, BA, Windsor, CO, is safety specialist for Platte River Power Authority.

‘83 Rex Peterson, BA, Belmond, IA, was elected president of the Iowa Rural Letter Carriers Association.

‘84 Richard Coles, MA, Ripon, WI, was inducted into the Wisconsin Football Coach Association’s Hall of Fame on 3/29/14. He is currently the offensive coordinator of football, as well as associate professor and chair of exercise science at Ripon College.

‘84 Timothy Johnson, BA, Highlands Ranch, CO, celebrated 30 years of teaching elementary school.

‘85 Lisa (Andersen) Chizek, BA, MA ’12, Toledo, IA, received the 2013 2014 Yager Exemplary Science & Mathematics Teaching Award. She is currently a 5th and 6th grade teacher at North Tama Elementary School.

‘85 Debra (Bruhn) Hedden, MA, EdD ’97, Lawrence, KS, was selected for the prestigious Fulbright Specialist Roster. She is currently director of music education and associate professor of music education and music therapy at the University of Kansas.

L’86 Deb Vangellow, BA, Sugar Land, TX, recently became LPGA master professional at the Riverbend Country Club.

L’86 Deb Vangellow, BA, Sugar Land, TX, was named a GRAA Top 50 Growth of The Game Teaching Professional and a US Kids Golf Top 50 Teacher, two of the golf industry’s top teaching awards.

‘88 Jeffrey Stavnes, MA, Storm Lake, IA, is senior account manager at BLI in Storm Lake.

‘89 Dawn (Willems) Arbgost, BA, Tracy, CA, was selected as Teacher of the Year for San Joaquin County. Currently teaches 6th and 7th grades at Monte Vista Middle School.

‘89 Roxann (Hull) Dittmer, BA, MA ’91, Cedar Rapids, IA, was one of 17 Iowa teachers to receive the 2013 National Board Certification, the highest recognition a teacher can receive in the profession.

‘89 Jane (Brandt) Lindaman, BA, MA ’95, EdD ’05, Cedar Falls, IA, was named superintendent of the Waterloo Community School district effective 7/1/14. She is the first woman to be appointed to this position.

‘89 Ronda (Kardell) Sternhagen, BA, BA ’94, MA ’09, Holland, IA, is a middle and high school art teacher.
at Grundy Center Schools. She received the 2012 Art Teacher of the Year award from the Art Educators of Iowa and the Western Region Art Educator Award from the National Art Education Association.

1990s

'90 Deborah (Carrell) Heck, BA, Carlsbad, CA, was promoted to senior vice president of innovation solutions at American Specialty Health.

'91 Dale VandeHaar, MA, Des Moines, IA, was recently appointed by Governor Branstad to the Iowa Commission of Libraries.

'92 Jodi (Hansen) Osthus, BA, MA ’97, Des Moines, IA, received the 2013 2014 Yager Exemplary Science & Mathematics Teaching Award. She is currently a math teacher at Meridian Middle School.

'93 Todd Little, BA, MA ’96, Indianola, IA, earned a Doctor of Science in information systems with an emphasis in decision support, data and knowledge management from Dakota State University on 5/4/2013.

'95 Jennifer (Erbe) Kennedy, BA, Athens, AL, was accepted into the Einstein Distinguished Educator Fellowship for 2013 2014. She has been the Athens, AL middle school’s gifted specialist and robotics teacher and she will be working at NASA Headquarters in Washington in the Aeronautics Research Mission Directorate developing curriculum and educational outreach.

'95 Tammy (Turner) Wawro, BA, MA ’02, Cedar Rapids, IA, was recently appointed by Governor Branstad to the Iowa Commission on Volunteer Service.

'96 Kelly (Kuesel) Luzum, MA, Fort Atkinson, IA, is a school counselor at Valley Community School in Elgin.

'97 Gretchen (Jones) Hageman, BA, MA ’00, Marshalltown, IA, was recently appointed by Governor Branstad to the Iowa Council for Early ACCESS.

'99 Jason Lau, BA, MA ’02, San Rafael, CA, was elected president of the Asian American Alliance of Marin and was recently appointed by the World Leisure Organization as program manager of the World Leisure Chapters.

2000s

'00 Ben Anderson, BA, Prairie City, IA, is elementary principal at Monroe Elementary in the Prairie City Monroe School District.

'01 Patricia (Noteboom) Brinkmeyer, BA, and Jared Brinkmeyer, BA ’00, Johnston, IA, started a tabletop game business in Johnston called redbug games, LLC.

'02 Megan (Labahn) Henning, BA, Waverly, IA, was recently appointed by Governor Branstad to the Iowa Advisory Council for Brain Injuries.

'02 Carissa (Poskin) Johnson, BA, MA ’05, Davenport, IA, was one of 17 Iowa teachers to receive the 2013 National Board Certification, the highest recognition a teacher can receive in the profession.

'03 Kim (Kester) Tierney, BA, Denver, IA, was awarded the Iowa Elementary Principal of the Year.

'04 Josie (Einck) Burg, BA, Ankeny, IA, was named one of the 2013 recipients of the Presidential Award for Excellence in Mathematics and Science teaching. 102 recipients were selected nationwide. Josie will receive the award from President Obama at a ceremony in the near future.

'04 Kaye (Sparks) Chiles, BA, Rogers, AR, was awarded the Rogers Educator of the Year award for the middle school level for the 2012 2013 school year. She teaches 6th grade English and Reading at Kirksey Middle School in Rogers, AR.

'04 Emily (Klemz) Mulick, BA, and James Mulick, BA ’06, Chicago, IL, left Midland Loan Services in Overland Park, KS, where he was a senior portfolio analyst to become the asset manager in special servicing KeyBank Real Estate Capital.

'07 Derek Philips, BA, Fairfield, IA, was named associate principal at Liberty Elementary in Ottumwa.

'07 Jordan Vernoy, BA, Cedar Falls, IA, was recently appointed by Governor Branstad to the Iowa Commission on Volunteer Service.

'08 Jessica (Peglow) Mooberry, BA, Cedar Rapids, IA, was one of 17 Iowa teachers to receive the 2013 National Board Certification, the highest recognition a teacher can receive in the profession.

'08 Nicole (Bierle) Recker, BA, Ryan, IA, was named one of the Cedar Valley’s 20 under 40 by the Waterloo/Cedar Falls Courier for 2013. She is currently the director of operations for the Boys & Girls Club of the Cedar Valley.

'09 Abbie (Petsche) Petsche, MA, Anamosa, IA, was one of 17 Iowa teachers to receive the 2013 National Board Certification, the highest recognition a teacher can receive in the profession.

'09 Kendra (Ahlers) Richter, BA, Columbus, NE, was selected as a finalist for the 2013 Young Professional of the Year award by Juice in Des Moines. The award honors central Iowans younger than 35 who have made an impact in their communities through social, volunteer, charitable, cultural and other efforts.

'09 Matt Switzer, MA, Cedar Falls, IA, was one of 50 teachers selected from a global pool of applicants to become Google certified. He attended a conference in July to learn how to apply new technology in his classroom.

'09 Amanda (Melcher) Voight, BA, Waukon, IA, is currently a preschool teacher at Waterville Elementary, for the third year. Married Derek Voight on 6/29/2013.

'09 Sunni Swarbrick, BA, Des Moines, IA, received a Master’s in curriculum and instruction from Wayne State College in May 2013.

2010s

'10 Danielle Guntly, BA, Council Bluffs, IA, is in her first year of teaching 8th grade US history at Lewis Central Middle School.

'10 Melissa (Parsons) Ruth, BA, Hills, IA, accepted a position with Stutsmans Inc.

'10 Angela Weekley, MA, Waterloo, IA, was named one of the Cedar Valley’s 20 under 40 by the Waterloo/Cedar Falls Courier for 2013. She is currently community inclusion manager Veridian Credit Union.
HARD WORK BRINGS SMITH ROSES

By Kenneth A. Reid
Graduate Communications and Marketing Coordinator

Endless opportunities have indeed presented themselves for Robert Smith, executive director of educational opportunity programs and special community services. Earlier this year, Smith was part of history when he officiated the last BCS National Championship football game. It was a privilege he will not soon forget.

Smith has participated in organized sports most of his life. He started at the young age of 8 and continued working on his craft throughout college, playing for the University of Iowa. Smith and his all-star teammates were so skilled they played in four Bowl Championship games – Holiday, Gator, Freedom and Rose. As an adult, Smith has had the privilege to officiate three of the four Bowl Championship games that he played in during his college career. So, the field was not an unfamiliar place for Smith. However, this BCS National Championship football game was special for him because he would be officiating the last one that would ever be played.

As an official over the years, Smith has developed a greater respect for the game. “As a player, you have a more aggressive mentality toward the game. You are focused on listening to the fans, teamwork and winning. However, as an official you are busy studying, testing, traveling, analyzing films and more conscious of the history of the game,” stated Smith.

Smith believes this opportunity was presented to him as a result of his philosophy that “when you go to work, work hard and be fair that [people] don’t forget you.” And, when they remember you, more opportunities will present themselves to you. This has been evident for Smith, who has since been inducted into the Iowa High School Athletic Association Hall of Fame for his “achievements and contribution to officiating, as well as being an excellent role model.”

“I feel good knowing I have set the bar higher for my students and also represent UNI positively,” stated Smith.

Smith encourages students to “work hard because it is the right thing to do, not because you are looking for someone to acknowledge you or give you a pat on the back, and opportunities will just present themselves.”
The College of Education focuses on educating, serving and leading in order to lead the state and the nation as the premier institution for pre-professionals. The following data provides insight into trends within the college and forms a foundation for future planning.

**Faculty to student ratio**
- 18:1

**Student Teachers in Fall 2013**
- 519

**Principals Endorsed by COE Fall 2013**
- 39

**Superintendents Endorsed by COE Fall 2013**
- 3

**Funds Raised for COE**
- $16,290,979
  - Individual Donors: $15,510,288
  - Corporations/Other: $248,691
  - Planned Gifts: $532,000

**Placement Rate for COE Grads**
- Employed: 91%
- Graduate School: 5%
- Seeking: 4%

**Number of current COE faculty**
- Full Professor: 34
- Assistant Professor: 42
- Associate Professor: 31
- Instructor: 80
**COE ENROLLMENT FOR THE LAST 5 YEARS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Degrees</th>
<th>Graduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '09</td>
<td>2,940</td>
<td>670</td>
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<tr>
<td>Fall '10</td>
<td>5,692</td>
<td>505</td>
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<tr>
<td>Fall '11</td>
<td>2,992</td>
<td>478</td>
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<tr>
<td>Fall '12</td>
<td>2,731</td>
<td>548</td>
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<tr>
<td>Fall '13</td>
<td>2,688</td>
<td>2,669</td>
</tr>
</tbody>
</table>

**FALL 2013 COE UNDERGRAD ENROLLMENT**

- Elementary Ed: 47%
- Early Childhood Education: 14%
- Exercise Science: 10%
- Physical Education: 4%
- Athletic Training: 4%
- Women's Health: 1%
- Environmental Health: 0.5%
- Sport Psychology: 2%
- Leisure, Youth & Human Services: 7%
- Middle Level Education/Dual Major: 7%
- Global Health & Disparities: 0.05%
- Health Fitness Promotion: 2%

**FALL 2012 COE STUDENT ETHNICITY**

- White: 89.87%
- Asian: 5.51%
- Black or African-American: 2.56%
- Hispanic or Latino: 1.97%
- Native Hawaiian or Pacific Islander: 0.04%
- Not Available: 2.60%
- Unknown/Not Specified: 1.43%
- American Indian or Alaskan Native: 0.07%

**Average GPA for students entering Teacher Ed program**: 3.08

**Average ACT composite for students entering Teacher Ed program**: 22.9

**Average GPA for students graduating from Teacher Ed program**: 3.45
MOHORNE HONORED WITH LEGACY AWARD

Stephanie Mohorne, principal of Lincoln Elementary in Waterloo, Iowa, was recognized June 4, 2014, with the first UNI Educational Leadership Legacy Award.

The award recognizes alumni of the principalship, superintendency or doctoral programs who have demonstrated exemplary practice related to the programs’ core values of leadership of learning, service and change. In the first year of the award, six outstanding school leaders from across the state were nominated.

Mohorne, who actually grew up in the neighborhood surrounding Lincoln Elementary, was chosen based on the passionate testimonies of those who nominated her. Under her leadership, Lincoln Elementary has made significant strides in student learning measures while implementing a rigorous and relevant professional learning program for teachers, many of whom are in their initial years of teaching. These efforts have turned around the school, once identified as one of the lowest performing in the state. Mohorne has also shown extensive outreach in the Lincoln community, including picking up family members to attend school events.

Mohorne earned her bachelor’s degree in elementary education with a minor in Spanish in 2000 from UNI and completed the principalship program at UNI in 2004. She is currently enrolled in UNI’s superintendency program.