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* This chart is for information purposes only. Please check the graduate catalog or with the department for details. For more information, visit coe.k-state.edu/academics/graduate.

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About the Cover:

Five hundred ceramic tiles made by students at Marlatt and Northview Elementary schools in Manhattan and students at Miltonvale Grade School have been installed on the first floor in Bluemont Hall. The project was initiated by art instructor Trina Harlow to commemorate the college's 50th anniversary. Children and grandchildren of several faculty members also created tiles, making them part of the college's history in a whole new way.



College of Education Administration

- Debbie Mercer, dean*
- Linda P. Thurston, professor and associate dean for research and external funding*
- Paul Burden, professor and assistant dean of teacher education*
- David L. Griffin Sr., associate professor, assistant dean and director of the Center for Student and Professional Services*
- David Thompson, professor and chair of the Department of Educational Leadership*
- Ken Hughey, professor and chair of the Department of Special Education, Counseling and Student Affairs*
- F. Todd Goodson, associate professor and chair of the Department of Curriculum and Instruction*

Left:

The college produced its first-ever viewbook for prospective students. Plans are in place for the next edition to be digitized.

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Educating is impacting lives!
Dean Debbie Mercer
Coming to the heart of education.

C&I Cha
Dr. Tod
Goods of
"You can always turn around."

Greetings from Dean Debbie Mercer



Hello!

We are excited about this edition of *Connections* because there are so many great stories to share with you. It

was very difficult to condense the work of so many people into a publication but we did our best!

First, I'd like to touch on the Kansas commissioner of education's Blue Ribbon Task Force on Teacher Vacancies and Supply Report released in summer 2016. As chair of the Kansas State Department of Education's professional standards board and dean of the college that produces the most education graduates in Kansas, I anxiously awaited this report and its recommendations. As a grandmother and former kindergarten teacher, it's very easy for me to see the link between public policy and its effect in the classroom because all I have to do is picture my granddaughters. If a policy is best for them, then it is likely good for everyone's children and grandchildren, and I remain committed — unwavering, really — in my belief that students are best served when highly qualified and credentialed professionals lead classrooms.

What I am specifically happy to share is that there are a number of initiatives identified in the blue ribbon report that our college has already enacted:

- Hiring a bilingual recruitment coordinator to increase the number of teacher candidates in the pipeline;
- Creating the Master of Arts in teaching so professionals with bachelor's degrees can become credentialed elementary teachers in just one year;
- Increasing the use of technology collegewide, so that our graduates, especially in southwest Kansas, can address communities' cultural and financial considerations; and
- Launching EdCats, an innovative retention program for early-career teachers.

In addition, the Kansas Educational Leadership Institute, or KELI, was specifically named in the report as central to providing school leaders the information and skills needed to create a culture that retains outstanding teachers. The college and its partners laid the foundation for KELI in 2008, and the first cohort was in 2011. In five short years, this program is already viewed as invaluable to Kansas classrooms.

Every seven years, the college undergoes an accreditation review and 2016 was our year. This is an enormous amount of work, and I am pleased to report that the college remains accredited and there were no areas for improvement. I want to thank the faculty for developing such amazing courses, and

personally thank the leader of this yearlong effort, Dr. Paul Burden. His leadership and organizational skills are second to none, and I had complete confidence entrusting this project to him.

While external accreditation is evidence of impactful programs, I hope you focus on the people highlighted in this issue. It is through these creative and dedicated educators that the complex challenges of our profession and our society are being addressed. Now, perhaps more than ever, our state and country need us to take action and advocate for our greatest resource — our children. Your voice is important, and I challenge you to thank a teacher or encourage someone to consider the profession if you believe they would be a great teacher. Together, we will continue make a difference.

I encourage and invite you to stay connected with the college by following us on Twitter or friending us on Facebook. Please stop by Bluemont Hall the next time you are on campus and see all the friendly and familiar faces in brighter, updated spaces.

With purple pride,

Debbie Mercer

Debbie Mercer

2016 alumni fellow proves his success as teacher on field and off

Intelligence. Toughness. Team.

Those are the cornerstones behind winning football coach Brooks Barta's philosophy of success on the field and in the classroom.

Barta, the College of Education's 2016 alumni fellow, is the college algebra/calculus teacher and head football coach of the Holton High School Wildcats in Holton, Kansas. He has led the Holton Wildcats to 20 winning seasons (2009-41) and three state championships during his 21-year tenure. But it's his passion for teaching that attracted the college's attention, earning him the highest honor as an alumnus.

"I feel like I'm the teacher I've always been," Barta said, seemingly surprised about the recognition. "I'm very humbled that my name even came up for consideration. I enjoy the process of teaching kids about how to be successful in college and vocational school and helping them develop good habits."

Becoming the teacher he is today has been a long road, much like the late-night bus rides home with his dad's team after away games. His father is Roger Barta, the legendary coach of the Smith Center Redmen, the team that holds the nation's longest winning streak in high school — 67 consecutive games — and inspired the book "Our Boys."

Brooks Barta had great teachers and was blessed with two world-class mentors: one through genetics; the other through hard work as he was a three-time team captain for the K-State Wildcats under the venerable coach Bill Snyder.

"Playing for coach Snyder is like getting a degree in organizational leadership," Barta said. "He leads both by example and creating a culture of daily improvement in all phases of a person's life. Growing up watching my father was like getting a Ph.D. in sports psychology. He had a way of recognizing what makes people tick and motivating them to realize their potential."

But the perennial Wildcat had to find his own winning strategy

in the classroom, and he credits a test the faculty at his school took several years ago to identify their natural talents. Simply put, the coach needed a new game plan in the classroom.

"I discovered that most of my career I was teaching in a way that I was taught, the way my father taught, which was the way I thought you were supposed to teach math," he said. "I came to the realization that I was different from that. I needed a lot of change. I needed creative avenues. When I looked back on it, I felt like that was the way I coached. So I really started teaching class with more flexibility, like I coach, and I was OK with the things I wasn't that good at and spent more time doing the things I was good at. As a teacher that was a pretty big moment for me, and it's helped me develop over the last seven or eight years."

Barta lives in Holton with his wife, Tonya, and their sons, Mason and Tabor. Mason is majoring in industrial engineering at K-State and represents the second generation of Bartas on the field with Coach Snyder, where he will learn new lessons on intelligence, toughness and team.



New program offers career-changers' pathway to teaching

What happens if you didn't heed that little voice urging you to become an elementary school teacher and instead went into another field? The answer for one group of trailblazers is they found another way, thanks to the College of Education.

Forty-seven career-changers — in their 30s, 40s, 50s and a 60-year-old — are enrolled in the college's Masters of Arts in teaching, or M.A.T., program, to pursue their dreams of becoming elementary school teachers. Launched in May 2016, the M.A.T. is an intensive 12-month online degree program during which the student teaching component is completed via distance supervision. With only three weeks of advertising, the program attracted 70 applicants — seven times the number expected.

Thomas Vontz, professor of curriculum and instruction and lead architect of the M.A.T., said K-State, like many universities across the country, receives calls daily from people who have an undergraduate degree, significant life experience and want to teach.

"Prior to creation of the M.A.T., these career-changers were required to have access to our campus and complete a litany of

undergraduate and graduate courses," Vontz said. "For many highly qualified students, the geographic, financial and educational barriers were too great. The M.A.T. provides a reasonable pathway to teaching."

Game changer

Alan Cunningham, retired superintendent of USD 443 in Dodge City, Kansas, was the first superintendent in the state to nominate candidates for the degree program he deemed a game changer.

"Dodge City needs teachers trained from a high-quality institution like K-State," Cunningham said. "The culture of our majority Hispanic/Latino population is such that the extended family members remain together. Many would pursue a bachelor's degree and beyond if they were available without requiring them to leave the community and their families for extended periods of time."

Vicki Sherbert, assistant professor of curriculum and instruction, believes this is a game changer for elementary students as well.

M.A.T. student Andrew Evans' experiences as an underprivileged child are fueling his deep desire to inspire children. Despite many challenges, he's earned several degrees.



"They (M.A.T. students) are combining their previous life experiences with a focused passion to serve students," she said. "They bring a wisdom to the table that can really only be gained by living life, regardless if they weathered difficult storms or if they've had positive experiences."

The inaugural cohort, which is nearly 20 percent male, includes professionals across Kansas such as Topeka law librarian Andrew Evans and Overland Park hospitality manager Phillip Manuel. They have a great deal in common: Both of their fathers served in the military; both men value education; and both coach youth sports. The similarities end there.

Born to American high school sweethearts in England, Manuel's dad was an officer in the U.S. Air Force and the family moved frequently before his father retired and they returned home to Manhattan. Manuel graduated from Manhattan High School, then from K-State where he earned a bachelor's degree in hotel and restaurant management. His close-knit family boasts 30 family members, nearly half of whom are educators.

"I will make No. 14," he said with pride.

Manuel was electrified by the discussions about how to guide students through a concept in Vontz's class, then captivated by conversations in the course about diverse learners.

"This class is challenging because I've never really thought about my privilege, my race, or my position in society," Manuel said. "I only know the world from my own identity, and once I started reading in Dr. Sherbert's class, it challenged my feelings, and it has me thinking about events in the news."

Privilege was essentially a nonissue for Evans as his life was vastly different than his virtual classmate's. Abandoned by his mother at the tender age of 10 and left to the devices of his father, a drug-addicted, alcoholic Vietnam veteran who suffered from post-traumatic stress disorder, life was not easy.

"I always felt like we were one paycheck away from living in a cardboard box," Evans said.

Education must have offered some sense of stability to the impressionable young man. He graduated from high school, then earned an associate's degree in automotive technology and a bachelor's degree in business administration. He went on to law school, then earned a master's degree in library science. Evans spent the last 14 years as a law librarian at Washburn University in Topeka, Kansas.

"In 1998 I went to law school in the hopes of making the world a better place and fight for justice, but now I realize I can do more in a public school classroom," Evans said. "I feel that now, more than ever, Kansas needs good people who will fight for children, and that's why I'm here."

Evans and Manuel both researched other programs in Kansas but decided on K-State's program.

"I saw an ad on Facebook and the timing was great," Evans said. "I called Tom Vontz and he had a ton of information. Tom was very confident that I could get this done, and the fact that he was going to be there for me made the decision even easier."

Manuel appreciates the pace.

"It's core. It's focused, it's fast," he said. "The other big advantage is it's a one-year master's degree and that makes a difference in your pay."

While the pay bump is a benefit, for Manuel it's no longer the driver.

About the 47 students in the M.A.T. program:

- Nearly 20 percent are male, twice the number of male students in the college's undergraduate program;
- While some programs are seeing a decrease, the college has seen a 10 percent increase in the number of teachers it is producing thanks to the M.A.T.; and
- More than half of the group, 53%, received Kansas Transitions to Teaching grants.



M.A.T. student Phillip Manuel left his comfortable position with a restaurant supply company in Lenexa to become an elementary school teacher in an underserved school in Kansas City, Kansas.

"For my whole life, I feel like I've been chasing money," he noted, adding money was the reason he didn't pursue teaching as an undergraduate. "You start getting in the game and you start moving toward bigger checks, but pretty soon all your conversations are about markups, budgets and margins. There's got to be more to life than the size of a paycheck."

Vontz said these are exactly the people the profession needs.

"Andrew and Phil are precisely the kind of students we were hoping to attract — bright, talented and experienced adults who are pursuing teacher certification for all of the right reasons," Vontz said. "As people mature, the need to help people and serve others often grows. Both Andrew and Phil understand that few professions offer such a direct and profound link to serving others than does elementary school teaching."

Win-win

Evans and Manuel were two of 25 recipients of the Kansas Transitions to Teaching fellowships from a grant through the Kansas Board of Regents that provided a \$6,000 scholarship for Master of Arts in teaching students planning to work in underserved school districts in Kansas. The cost of the graduate program is approximately \$16,000.

"The fellowship is one selling point of the program," Cunningham said. "Funds are tight for everyone, and past experience tells us that when a portion of these types of expenses are defrayed, participation increases."

David Allen, associate professor and director of field experiences for the College of Education, said distance supervision during the

clinical semester will be achieved with the latest technology. A tablet or smartphone with a camera will be attached to a SWIVL, and teaching sessions will be video captured.

"The whole idea behind the M.A.T. is we will meet the needs of the graduate students no matter where they are," Allen said. "M.A.T. students have responsibilities, families, jobs, that they can't necessarily leave and move to Manhattan. I have a spreadsheet that indicates where each student wants to be placed for student teaching, and that's a whole different ballgame than 'we're here in this brick-and-mortar building and there is only one way to become a teacher and that's by coming to us.' Their voice in this is critical because we're branching out this May."

Vontz said the goal is to learn as much as possible and make improvements because the program will be offered to students outside of Kansas next year.

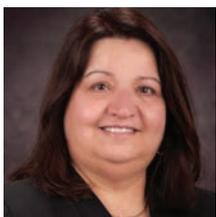
"The college's plan is to make the M.A.T. even better for Cohort 2 and expand its footprint across the region, primarily in Oklahoma, Colorado, Nebraska and the Dakotas," Vontz said. "We know there are many career-changers, especially ones who are geographically isolated from teacher education institutions, who might benefit from the program. We also know there is a strong demand for highly qualified elementary teachers across the region."

So, for all of those professionals, like Manuel and Evans, who didn't heed that little voice urging them to become a teacher, their dream is just one website and one year away.

For more information about the M.A.T., please visit global.k-state.edu/education/mateaching.

Several education faculty members are career changers

From theater to journalism to music performance to clothing and textiles, the road to the classroom has many paths. Just like the students in the M.A.T. program, several College of Education faculty members, including the college's top administrator, received bachelor's degrees in other fields — proving the need for programs like the M.A.T. Here's what these experienced faculty members have to say about their decision to following their passion.



Lori Goodson, *assistant professor of curriculum and instruction*

"Because of my love for writing and wanting to make a difference, I received a Bachelor of Science in English and journalism and was a newspaper writer and editor for more than two decades. I earned a Master of Arts in English education because I needed a change and a challenge. Teaching middle school definitely accomplished both! Looking back on my journalism career, I realize I was always teaching — working with new reporters and interns, leading and teaching my department by supporting my staff's growth, and volunteering to present at local schools and more."



Trina Harlow, *instructor of curriculum and instruction and doctoral candidate*

"While I was not one of those students who knew I wanted to be a teacher when I graduated from high school, I quickly found my way to teaching and my life's calling, and I've never looked back. My bachelor's degree was in clothing and textiles and courses were weighted heavily in art. I thoroughly enjoyed my first career as a fashion designer in Dallas. Within a couple of years, however, I realized that my natural abilities and interests in teaching were overtaking my interest in being a designer — something was just missing in my life. I felt a strong calling to give back and to make a difference in this world. I was surrounded by so much need and I knew I could contribute to the school environment and the lives of children and youth. I began teaching in various settings in 1993 and eventually became a licensed teacher. Being a teacher is the most meaningful calling upon my life, other than being a mother. There is nothing more meaningful I could do with my time. I cannot imagine not being a teacher."



Marilyn Kaff, *associate professor of special education, counseling and student affairs*

"I was a history and theater major and worked in children's theater in Minneapolis, but quickly figured out I needed a day job after I did some summer stock. That's when I went back to school to get my teaching degree and completed my elementary

student teaching in a kindergarten room at the Topeka State Hospital. I fell in love with children with emotional and behavior disorders. I received a scholarship to pursue a master's degree in special education at K-State and have been in special education for the duration of my career."



Lotta Larson, *associate professor of curriculum and instruction*

"My first bachelor's degree was in economics from K-State. However, I began my career as a parent educator for Parents as Teachers and quickly discovered that I loved working with parents and children. So, I came back to K-State and earned three degrees from the

College of Education. I have loved being a teacher, regardless if that was in the field of early childhood, in the elementary classroom or at the collegiate level."



Mickey Losinski, *assistant professor of special education, counseling and student affairs*

"My bachelor's and master's degrees are in fine art, sculpture and ceramics. I always wanted to teach and planned to become an art faculty member; however, I was not necessarily a good fit within the fine art world. After five years working in the

theatre in Seattle, I became a K-12 teacher through an alternative certification pathway in Florida. For a little over two years, I taught in a middle school in a self-contained classroom for students with emotional disturbances before becoming an art teacher at both the middle and high school levels. However, my passion for helping students with mental health challenges was not being utilized in the art classroom and I decided to pursue a higher degree in special education at Clemson University."



Debbie Mercer, *dean of the College of Education*

"My initial degree was in family and child development. While I loved working with very young children, exposure to elementary teachers and my curiosity for learning led me to an elementary degree, library science endorsement, and eventually,

a doctorate. I've earned four degrees from K-State, and each time my professional path led me on a new journey, K-State's College of Education was there for me, providing the knowledge and skills I needed for this lifelong learning journey. Looking back now, I see now how each step prepared me for what was to come."



Jim Teagarden, *associate professor of special education, counseling and student affairs*

"I was raised with the core value of helping others is what makes for a successful life. In my small town there was a child about my age who had significant mental health issues that caused her and her family many challenges. This was the driving force

behind my decision to seek a degree in psychology. I made an early discovery: Little if any impact is made within the 50-minute therapy session; it's the other 23 hours of the day that make the difference. So, I went back and got an education degree and spent my career working within a school setting with children who had many of the same challenges."



Wendy Troxell, *director of the Center for Excellence and Research*

"My bachelor's degree was in music performance, not music education. My father was a music professor... in fact, as my department chair, he was my freshman advisor in college! My minor was in physical education and health. After college, I

realized that I wanted to teach after all, so I went back to pick up certification. I ended up loving it and even though it took a couple more years, it was an important path for my personal and professional growth."

Masters of Arts in Teaching Courses and Sequence

Semester	Courses	Hours
Spring intersession	EDCI 710 Social Foundations of Education	3
Summer	EDCI 702 Curriculum, Instruction and Assessment	3
	EDCI 716 Teaching Diverse Learners	3
Fall	EDCI 791 Teaching Science and Mathematics in the Elementary School	4
	EDCI 792 Teaching Social Studies, Reading and Literacy in the Elementary School	4
Winter intersession	EDCI 793 Teaching Health, Movement and Fine Arts in the Elementary School	4
	EDCI 801 Internship in K-12 Schools	4
Spring	EDCI 760 Action Research in Education	3
	EDCI 890 Master's Project	1
Total		31

From Compton and Clay Center to Counselors

School counselors spread the 'magic' and help kids fulfill dreams

"You're gonna be something."

These four simple words transport Joe Hall, a hulking 36-year old former NFL football player and graduate student in school counseling, into a star-struck, 9-year-old boy hearing the words for the first time. It was July 1989, and Hall was at a basketball camp in his hometown of Compton, California. He still gets goosebumps when he recalls that magical moment.

"There were hundreds of kids in the gymnasium," Hall's eyes beam as he recounted the story. "When all of the sudden, he walked up to me and said, 'You're gonna be something.'"

"He" was Magic Johnson — Hall's idol.

"Why did he pick me?" the stunned child asked himself repeatedly. "I was big for my age, but wasn't any bigger than other big kids. Then I figured out that I'm supposed to be a good athlete. I'm supposed to be a good student. I knew if I could get out of there — Compton — everything would be OK."

The famed movie "Straight Outta Compton" depicted the stories of many people Hall grew up around, and while he got out, the life path of the now happily married father of four resembled more of a winding road than a straightaway. As the nation's largest running

back to ever rush more than 100 yards in an NCAA game, which he did three times at K-State, Hall graduated with a degree in social sciences. He headed to the NFL where he played for the Kansas City Chiefs, the St. Louis Rams and the Oakland Raiders. He experienced the highs of adulation and the lows of bashing. It was a lot to deal with, and Hall accepts full responsibility for the good — and bad — decisions he made along the way.

For nearly 30 years, "You're gonna be something" replayed in his mind. Sometimes those words emboldened him; other times he couldn't measure up. Regardless, they were always there. When the sun set on his NFL career, he started coaching at the collegiate level.

Torn between being away from his wife, Hollie, and kids during the week and the players he passionately wanted to mentor, the running back coach had a tough call to make. That's when he decided to get his master's degree in school counseling.

Judy Hughey, associate professor of special education counseling and student affairs, is elated Hall chose to return to K-State for his master's degree.

"A counseling degree is a great option for people like Joe looking to change careers," she said. "You can have a bachelor's degree in any field and pursue a master's in school counseling."

Joe Hall



Kristin Wright





Joe Hall, right, interns at Riley County High School with school counselor Samantha Kriley, left.

Hughey believes Hall possesses many attributes of a great school counselor: self-awareness, competence, an understanding of culture, warmth, unconditional regard and friendliness.

“Joe needs a large physique to carry his big heart,” Hughey said. “He has an infectious smile and is a magnet for anyone who meets him.” In her professional opinion, he has everything — and then some — that a great school counselor needs. While personality traits are positives, school counselors need intense preparation.

The college’s graduate degrees in counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs, or CACREP. Graduate students are awarded their master’s degree upon completion of the program. They are fully credentialed as a K-12 school counselor after passing the Praxis exam. An additional 15 hours are available for students interested in pursuing a private practice license.

True to its land-grant mission and reaching new audiences, the college will begin offering the program at K-State Olathe in June.

“We are excited about having a cohort present at the Olathe campus primarily because we see a need for more school counselors in Kansas,” Hughey said. “This is an opportunity to make our program more accessible and prepare professionals for what I believe is one of the most rewarding careers in education.”

There’s such high demand that K-State graduates typically have jobs before they complete the program. Hughey said there are nearly 1,300 licensed counselors in Kansas, and if Kansas Commissioner of Education Randy Watson has his way, there will be more.

“Dr. Watson and the staff at KSDE have raised awareness about the future educational and employment needs in Kansas,” she said. “Comprehensive counseling programs address the needs of all students in K-12 schools with the primary goal being to enhance student learning. Counselors specifically provide help with academic, career awareness and exploration, and social-emotional needs, and they intervene at crisis points.”

Kristin Wright, counselor at Lincoln Elementary School in Clay Center and the 2015-16 Kansas School Counselor Association’s K-12 Outstanding Counselor of the Year, said one of the greatest benefits of her position is building relationships with the students and teachers.

“I am very lucky in that I know every child in the school,” Wright said. “I’ve been in their classrooms and work closely with all of the teachers so the relationships are already built. That’s a tremendous advantage in the event of a crisis.”

Wright recently began her day with hugs from children when she arrived in a classroom with a “bee-ing cooperative” lesson plan, which aligned with the school’s 7 Habits of Happy Kids program. The children performed their tasks and waited patiently for their next instruction, but it turns out some of those busy little bees have complicated hives.

“There are some tough lives here,” Wright said. “In our school, there are kids who are being fostered, there are kids living with grandparents because the parents are addicted to drugs or they left. There are kids who receive backpacks of snacks; I give out 40 a week, and that’s not enough. Even in our small town, I don’t think many people understand the extreme poverty and chaos some of our kids go home to. You’d never know which ones those kids are because the teachers treat them all with dignity and respect. They are all given a chance.”

While there are challenges, Wright lauded her community for its incredible support system, which includes supportive church members, highly qualified teachers and administrators, and active local charities. Because she has been in the district for so long, she is now teaching her former students’ children, and she sees evidence of change.

“So many of the kids who came from difficult situations are breaking the cycle,” she said. “They’ve become great parents, and it’s really wonderful to see.”

Wright said other than the title “counselor,” very few similarities exist between today’s school counselors and those of the past.

“I wish everyone in the world knew that the position of the school counselor is so different than the school counselor we may have had in high school,” Wright said. “It is about being proactive, data-driven, observant and knowledgeable. On any given day, counselors have to be leaders, best friends, teachers, advocates and mediators.”



The doctoral candidate credits much of her success to the College of Education.

“I came out of K-State with my master’s degree very, very prepared,” she said. “K-State’s program is comprehensive and asks you what you will do for all kids? What do you need to do for some kids? I also think K-State does a great job of advocating for the need for school counselors across the state. They also encourage us, as doctoral students, to advocate as well.”

Dedicated professionals like Hall and Wright will have a tremendous impact on the lives of Kansas kids and ultimately, the future. While their backgrounds and roads to the profession are vastly different, each will contribute to student success by making each child feel like “they can be something.”

College's counseling camp is overwhelming success

About 350 counselors from schools across Kansas attended the 2016 Counselors CAN! conference in Manhattan organized by Judy Hughey, associate professor and 2016 Kansas School Counselor of the Year, and Ken Hughey, professor and chair of the special education, counseling and student affairs department.

Randy Watson, Kansas commissioner of education and K-State alumnus, presented "A New Vision for Kansas — New and Critical Roles for School Counselors." Shane Lopez, Gallup senior scientist and author of "Making Hope Happen," presented "Making Hope Happen in our Schools." Julie Baumgart, board chair of the American School Counselor Association, presented "Advocacy is Not a 4-Letter Word" and Clark Flatt, president of The Jason Foundation, presented "Youth Suicide: The Silent Epidemic."

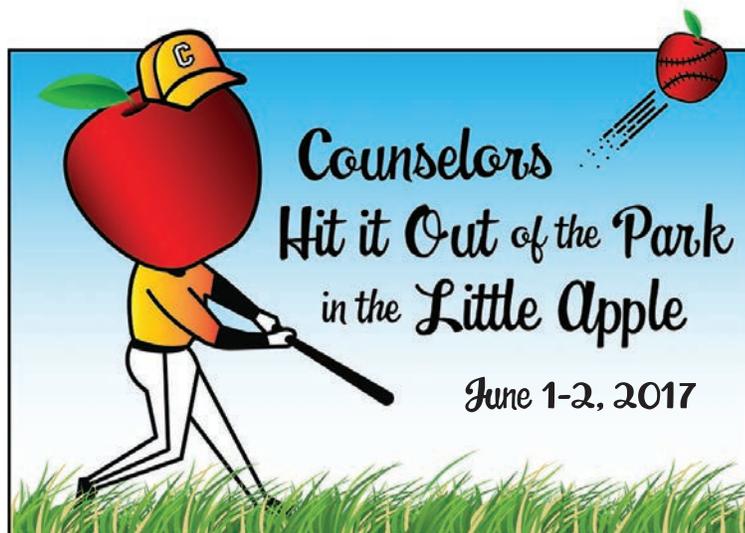
Because of the timeliness of Kansas passing the suicide prevention legislation, the Jason Flatt Act, three media outlets covered the conference, providing enormous exposure to the profession.

"School counselors are acutely aware of the issues students are dealing with but it's important for parents, as well as all citizens, to understand the role school counselors play in public schools," Judy Hughey said. "Issues like career awareness and preparation, peer pressure, bullying, family issues, poverty, addiction, abuse and special needs can impact student success if they are not adequately addressed. There is so much we can do, and that's actually what inspired the theme Counselors CAN!"

She praised Watson for calling attention to the need for more counselors in Kansas schools and to the tie between student success and the state's long-term economic success.

"We are elated Commissioner Watson is advocating for more school counselors and has identified the critical role school counselors play in not only social-emotional areas but in career planning as well."

Hughey said planning for this year's conference is well underway and she has reached out to potential keynote speakers. Mark your calendars for the 2017 school counselors conference with the theme of "Counselors Hit It Out of the Park in the Little Apple." It will be June 1-2 at the Hilton Garden Inn in Manhattan.



Program Requirements for the Master of Science in School Counseling

48 credit hours

A. Core Requirements (27 credit hours)

EDCEP 721	Mental Health in Schools
EDCEP 822	Issues and Best Practices in Secondary School Counseling
EDCEP 823	Counseling Theory
EDCEP 852	Career Development for School Counselors
EDCEP 856	Issues and Best Practices in Elementary School
EDCEP 857	Counseling

Counseling Program Management

EDCEP 871	Consultation for Counselors (online)
EDCEP 921	Development Across the Lifespan for School Counselors
EDCEP 951	Multicultural Counseling (online)

B. Research and Appraisal Requirements (9 credit hours)

EDCEP 715	Principles of Assessment
EDCEP 815	Using Tests in Counseling
EDCEP 816	Research Methods in Education (online or on campus)

C. Clinical Requirements (12 credit hours)

EDCEP 858	Group Processes
EDCEP 877	Practicum in Counseling
EDCEP 887	Counseling Internship — elementary and secondary level (6 credit hours total over two semesters)

For EDCEP 887: The counseling internship will consist of 600 clock hours under weekly supervision of a licensed school counselor and counseling program faculty member. The student will attend class for group supervision and provide at least 240 clock hours of direct service in the school setting. Included activities are individual counseling, group work, developmental classroom lessons, and consultation. The student will earn a total of 6 credit hours of internship over two semesters. Students are required to have liability insurance coverage during the practicum and internship. The parallel pathway option is required for all students who do not hold a professional teaching license.

The parallel pathway licensure option requires additional school field experiences and activities over two semesters as part of the graduate program. See Dr. Judy Hughey to develop an individual plan.

A professional portfolio is developed during the program and submitted for final review during the final semester of one's program. A master's comprehensive written exam is completed during the final semester of one's program. A portfolio rubric and format guidelines are provided throughout coursework and on the program webpage.

College turns to Swivl for distance supervision

Future teachers are evaluated through the critical lens of a clinical instructor. For the first time in college history, however, the initial lens capturing students in remote districts doesn't belong to a human, but rather to a camera.

David S. Allen, associate professor of curriculum and instruction and director of field experiences, said he is pleased with the initial results of the college's monumental effort to expand its distance supervision capabilities using today's technology. Over a two-year period, he identified how to expand into distance supervision, researched the best equipment, and tackled important legal issues surrounding video capturing of pre-service teachers and K-12 students. It is, in his opinion, a 21st century-take on the university charter.

"We are an institution that has a land-grant mission to serve the people of the state of Kansas no matter where they are and to supply them with high-quality teachers who are ready for the classroom," Allen said. "So the question becomes, 'how can we reach the four corners of Kansas to meet the needs of our stakeholders, which are future teachers and the school districts?'"

Four roughly three decades, the vast majority of future teachers completed their clinical semester in one of the college's Professional Development Schools, which were largely in Manhattan-Ogden USD 383 and Geary County Schools USD 475. Allen emphasized the new distance supervision program is not replacing the PDS partnerships, but rather extracting the best elements of the award-winning model and incorporating them into the distance model.

"We took the best of our program and asked, 'how can we make that work at a distance,'" he said.

How exactly can technology bridge the distance while maintaining the college's and profession's quality and standards? Allen concluded the Swivl app is exactly what the college needed, allowing for field placements in high-need districts across the state.

A smartphone or iPad with the Swivl app is placed on a tripod in the classroom. A small tracking device called a marker is paired with the app and is clipped to the future teacher's lanyard, allowing the device to follow movement around the classroom; audio is captured via Bluetooth. Future teachers must upload 12 videos spanning a 16-week semester and they must be teaching in a small-group or whole-group situation.

"I can log in to students' accounts and review the various videos they uploaded," Allen said. "Then I can read the comments a clinical instructor offered, which are categorized according to our rubrics. Later in the semester you can see where the students started uploading lesson plans, then you can see the lesson. The evaluation process and all of the videos are housed here."

While the lens may have changed, it's still through the critical lens of clinical instructors and faculty that future teachers are evaluated, mentored to improve, and ultimately recommended for licensure.



Wildcat Nation and Osage Nation unite



A doctoral candidate in educational leadership discovered he could pursue his life's passions — education and culture — while advancing these causes for indigenous populations nationwide.

"I am Osage, and I am a teacher," said Alex Red Corn, member of the Osage Nation in Pawhuska, Oklahoma.

Drawing on the expertise of education leaders in the Osage community and in the College of Education, Red Corn has collaboratively built a partnership program called the Osage Nation Educational Leadership Academy, or ONELA. Melvina Prather, interim director of the Wah.Zha.Zhi — which means Osage — Early Learning Academy, is the Osage liaison and a key contributor to the academy's design and delivery.

The program provides leadership training for emerging Osage education leaders with the goal of building upon already established professional education capacities, while also exploring how leadership in education can move Osage skills, knowledge and worldviews into the future. The hybrid program offers classes through K-State Global Campus with face-to-face meetings on the

Osage reservation and occasional student trips to the Manhattan campus. Upon completion of the academy, students earn a master's degree that prepares them to be leaders for P-12 schools with an emphasis on educational administration.

David C. Thompson, chair of the department of educational leadership and Elvon G. Skeen endowed professor, said this extraordinary opportunity was made possible by an extraordinary person.

"Alex's talent, expertise, deep knowledge and passion for the new Kansas State University-Osage Nation partnership are impressive and unbounded," Thompson said. "His drive and insights are the force behind the success of the partnership — it could not happen without him, and it is happening because of him. He is, in a word, simply an extraordinary leader who is bringing a mutually beneficial deep learning experience to both K-State and the Osage Nation that is without precedent."

Red Corn was one of four sons born to an Osage father and Irish Catholic mother. After moving away from the reservation during their elementary school years, all of the boys attended public





Alex Red Corn was one of five voices chosen for the college's documentary on social justice in education in its signature series titled "A Walk in My Shoes." Learn about the challenges Red Corn faced growing up in two worlds and his struggle to try and navigate an educational system that basically stopped teaching about Native Americans after the late 1800s while preserving his culture. "When I was a child, I knew I was Osage but I also knew that I was white and blond," Red Corn said. "I chose teaching because I realized its power in affecting change in young people, and I want to be a part of that." "We're fighting a school curriculum that basically stops teaching about the removal of Indians in the late 1800s," he said.

To watch the documentary, visit coe.k-state.edu/walk-in-my-shoes/social-justice.



schools in Johnson County, Kansas, then earned undergraduate degrees from the University of Kansas. Now a married father of two, Red Corn is on a quest to enhance the education capacities of the Osage Nation and other native nations in a sincere and meaningful way through partnerships. After spending seven years as a social studies teacher in the Kansas City area, Red Corn is dedicating his research to multiculturalism in education with a focus on the needs of American Indians.

"American Indian students across the country and their respective tribal governments find themselves in unique cultural, political, economic and social situations," Red Corn said. "Some tribes are trying to save their languages by building their own schools and decolonizing the curriculum. Other tribes are partnering with local public schools and looking into alternative ways to reach their students by hosting after-school programs, Head Start and preschool, or providing resources for adult education. I'm interested in looking at the different ways tribes and tribal communities are trying to reach their respective educational goals and get a grasp of the settler-state system hurdles that lie in their way."

This fall, 10 members of the ONELA cohort embarked upon a two-year rigorous curriculum linking theory and practice. Thompson said the leadership academy model was intentionally created with built-in

flexibility to adapt to each district or organization's needs.

"The leadership academy model at K-State began approximately 25 years ago and at the same time is new each time it's offered because its purpose and content are carefully tailored to the needs of the partnering school district," Thompson said. "Consequently, all academies

look alike in basic spirit and structure, but each is different in content."

Red Corn understands the inherent challenges in the education system because he lived them.

"When you have adults across Indian Country who attended K-12 schools and predominantly white colleges, it's important to understand that assimilation processes set in motion long ago are still in motion in these schools," Red Corn said. "Imagine what it's like when Native American students are required to take U.S. history, U.S. government and English while not even having the choice of taking courses reflecting their own tribal history or language."

The origin of this ONELA partnership can be traced to a phone call. Red Corn, who had recently completed his master's degree in education at KU, called inquiring about the educational doctorate program in educational leadership and described his research agenda. On the other end of the line, Thompson was listening intently, and Red Corn was surprised by the academician's initial response.

"My enthusiasm was without containment," Thompson said. "As a college and department we are entrepreneurial, always seeking new ways to engage learning for leadership. Our faculty believes and knows at the deepest level that leadership makes a measurable difference in schoolchildren's lives, and we believe with equal passion that our leadership academy partnership model is the absolutely right way to engage the P-12 field — as we say, there are no good schools without good leaders."

Debbie Mercer, dean of the College of Education, is grateful for the growth opportunity.

"This academy is an opportunity for us to learn and grow together," Mercer said. "We appreciate the trust the Standing Bear administration has put in us, the unprecedented access, and the many ways this academy will deepen course content across the college."



College of Education and SMSD partnership



The College of Education and Shawnee Mission School District, or SMSD, entered a partnership that delivers upon the university's land-grant mission in 21st-century style. The three main components are providing student teachers; providing professional development opportunities; and providing a leadership academy for district leaders seeking doctoral degrees.

Over the course of the 2016-17 school year, the department of curriculum and instruction under the leadership of professor and chair Todd Goodson and assistant professor Tonnie Martinez, is piloting a new Professional Development School model called iPDS. A cohort of 18 undergraduates was supervised from a distance through the use of SWIVL robots; 12 signed teaching contracts with the district for the spring semester.

In addition, the Center for Intercultural and Multilingual Advocacy, or CIMA, is working with 10 schools in the district to provide professional development on biography-driven instruction. The schools have been divided into three tiers and each receive programming tailored to their individual needs. The college also offers professional development workshops on technology in the classroom.

The third leg of the agreement is that the SMSD leaders can complete their doctoral coursework by summer 2018 with the target of graduating in fall 2019.

Christy Ziegler, SMSD assistant superintendent of innovation and

performance, said the partnership has many benefits.

"The Shawnee Mission School District is always looking for innovative ways to partner with organizations in ways that provide mutual benefit to both partners," Ziegler said.

"The goal in any partnership is seeking others who share a common mindset and demonstrated movement to action by seeking continuous improvement in all areas. K-State has been a great partner in helping our district continue to grow in ways that provide ongoing benefit to students, staff and our community."

Accreditation



The college was formally notified in fall 2016 it had successfully completed national accreditation through the National Council

for Accreditation of Teacher Education, or NCATE. This weeklong comprehensive evaluation, which occurs every seven years, assesses the college in all aspects related to teacher preparation and licensure. This year, the college chose diversity as its target standard, which allowed administrators, faculty and staff to highlight the college's progress and innovation in this important area. Paul Burden, assistant dean for teacher education and professor of education, spearheaded the initiative, and Dean Debbie Mercer praised his unmatched organizational skills and leadership in coordinating this massive initiative.

Call Me MISTER

In fall 2016, the college kicked off its inaugural year as a partnering institution



with the nationally recognized, Call Me MISTER — Mentors Instructing Students Toward Effective Role Models — program. The mission of the Call Me MISTER program is to increase the pool of available teachers from broader, more diverse backgrounds, particularly for the state's lowest performing elementary schools. Student participants are largely selected from underserved, socio-economically disadvantaged and educationally at-risk communities.

The program places strong emphasis on servant leadership and community development by recruiting pre-service teachers who have a passion for increasing opportunities and educational outcomes among students in their home neighborhoods. The Call Me MISTER program possesses many of the same features as the COE's historic and nationally recognized BESITOS program, in operation from 1999 to 2014.

CIMA and Project Summit-Mexico



The Center for Intercultural Multilingual Advocacy, or CIMA, was formed in 1996 with its first grant-funded project under the leadership of Socorro Herrera and Kevin Murry. Over the last 20 years, the center faculty and staff have implemented numerous successful recruitment and retention programs as well ESL distance education professional development made possible with more than \$43 million in grants and awards the center has received. To date, CIMA has provided professional development for more than 10,000 teachers

in 100 school districts in eight states while collaborating with eight universities.

In summer 2016, CIMA initiated a new international education partnership with Mexico. Project Summit is a professional development program for in-service and pre-service teachers as well as school administrators from Mexico. It focuses not only on intensive English development through listening, speaking, reading, writing and thinking, but also on those methodological, theoretical and pedagogical elements of effective teaching. Two cohorts, totaling 140 participants, were on the K-State campus for four to six weeks last summer.

Project Summit provided differentiated programming for administrators and teachers, while building in opportunities for frequent collaboration and discussion across groups. While in Kansas, participants practiced their English and further developed their teaching skills by actively engaging in the Manhattan community through internships and local excursions, as well their research and leadership skills through targeted courses and activities.

EdCats

The number of early-career teachers turning to EdCats continues to grow. Designed to support teachers during the first three years in the classroom, the program addresses teacher retention, one of the most crucial areas identified in the Kansas commissioner of education's Blue Ribbon Task Force on Teacher Vacancies and Supply. EdCat Chats, short videos featuring K-State faculty covering a variety of subjects, are resources available to all early-career teachers and can be found at coe.ksu.edu/edcats/chat. Topics range from counseling to art to classroom management to diverse learners and more. New teachers can also check out the EdCats' blog at edcats.wordpress.com.

What's impressive is that five of the Kansas State Department of Education's 2017 Horizon Award winners were K-Staters and all were members of EdCats. The awardees:

- Jeremy Holliday, elementary teacher at St. George Elementary School,
- Anna Nusser, social studies teacher at Chapman High School,
- Roger Laubengayer-Mena, language arts and ESL teacher at Highland Park High School, Topeka,
- Lauren Aiello, language arts and ESL teacher at Turner Middle School, Kansas City, Kansas, and
- Courtney Connolly MacCallum, elementary education/special education teacher at Stanley Elementary School, Overland Park.

For more information about EdCats, please contact Tonnie Martinez at tonnie@ksu.edu, visit enewsletters.k-state.edu/education/tag/ed-cats, friend us on Facebook or follow us on Twitter @ [WeAreEdCats](https://twitter.com/WeAreEdCats).

Not Just a Year of Social Justice Education and films

In education, there is great power in sharing personal stories. The college, through the skill and imagination of videographer Rusty Earl, has created and produced numerous documentaries telling the stories of students, teachers, leaders and historical figures who have made an impact in the lives of children. Each documentary is designed to acquaint and educate people about the diverse experiences of individuals and the contexts in which they lived.

Through this thought-provoking medium, the college is addressing broad, complex social issues and making them specific and relatable, hence the name "Not Just a Year of Social Justice Education."

Upcoming premiere

The college will release the fifth documentary later this fall in its series, "A Walk in My Shoes," which will focus on the successes and challenges first-year teachers experience.

Degrees of change

The college continues to reach new audiences, whether they are on campus or online. Two programs attracting career-changers to the profession are the Master of Arts in teaching, or M.A.T., and the Master of Science in school counseling.



The M.A.T. degree is a one-year, 100 percent online degree for anyone with a bachelor's degree wishing to teach at the elementary level. For more information about the program, please visit global.k-state.edu/education/mateaching or contact Tom Vontz at tvontz@k-state.edu.

The school counseling degree is now being offered on the K-State Olathe campus and the first cohort will begin in June. The program is designed to prepare dynamic, professional school counselors to be team leaders who implement comprehensive school counseling programs that are integral to the total educational program. For more information about the program, please visit coe.k-state.edu/academics/graduate/student-affairs-development or contact Judy Hughey at jhughey@k-state.edu.





Coloring Our World

Art educator's vivid vision shapes future teachers

Some people brighten a room just by entering it. However, art education instructor Trina Harlow leaves an impression wherever she goes. This vibrant educator has enlivened the corridors of Bluemont Hall as well as the corners of Kansas and beyond. Her color palette is every bit as bold as her conviction to art education and the ways it connects people and brings out the very best in humanity.

The tireless volunteer, organizer and art champion lives by example. "Visual arts provide the beauty that the human soul craves," she said. "The art education program at Kansas State University is growing art education leaders who will make their districts' art programs exciting and invaluable, and enhance our state, country and world."

Q. How has art education changed over the years?

A. Art education may have once been about holiday bulletin boards and studying the master artists, but all that has changed. Twenty-first-century educators not only understand holistic education but teach within and outside of a framework that contributes to it. This accelerates an understanding of the ever-shrinking globe humans reside on.

Q. How does art contribute to other subjects?

A. The magic of art education is an educator can take glue, scissors, paint and paper and turn it into a canvas of learning. Curriculum integration projects, where the arts are combined with math, science, language arts and history, use the arts in invaluable ways. Visual arts offer a unique platform to teach about other cultures, communities, people, groups and countries, and inspire a journey of exploration into our similarities and differences.

Q. Can you provide an example of an integrated project?

A. My students planned an Afro-Peruvian cajon-making workshop that we took to Syracuse, Kansas, in collaboration with several faculty members at K-State. It was a total arts experience — a STEAM workshop. STEAM stands for science, technology, engineering, art and math. I hope to take more workshops to small rural schools around Kansas as they seem to be the ones struggling the most to keep their arts programs alive.

Q. What influenced you the most?

A. Teaching school short term in Uganda, Ecuador and Switzerland placed me in situations of abundance and in situations of great need. More importantly, these opportunities allowed me to grow the lens through which I viewed art education. Other travels also exposed me to talents and skills of folk artists, cultural identity and the rich way in which color is created and used around the world.

Q. How do your international experiences benefit Kansas students?

A. Most classrooms in Kansas and across the country are not only multicultural but also provide a home to refugee students, recent immigrants and students from a variety of ethnicities, creeds and cultures. Place-based learning and globally inspired learning partner in every respect.

Q. How are you inspiring future teachers?

A. In two short years, we have brought to K-State a Huichol yarn painter from Nayarit, Mexico, a Oaxacan wood carver and painter from Oaxaca, Mexico, and a retablista from Peru. A genuine exchange of art, people, ideas, humanity and acceptance takes place with these guests. Another one of my art education goals is to enhance art education programs in the area, so we take visiting artists to area elementary, middle and high schools to work with K-12 students.

Q. How are you inspiring area art teachers?

A. We developed "Aprendiendo del Arte-Learning from Art," a workshop specifically designed for art educators and other educators who want to grow professionally.

Q. What is your goal for the art education program?

A. My goal for the K-State art education program is to be one of the most respected in the country. I think we are well on our way because our program is progressive, global in scope and functions from the viewpoint that art education should contribute to the overall academic experience of the student.

Kansas Educational Leadership Institute

Helping education leaders become effective leaders

A leadership organization housed in the College of Education was recently identified by the state's leading authority on education as playing a pivotal role in addressing two of the most challenging issues facing schools today: teacher supply and teacher retention.

Kansas Commissioner of Education Randy Watson's Blue Ribbon Task Force on Teacher Vacancies and Supply Report was released in August and named the Kansas Educational Leadership Institute, or KELI, instrumental in ensuring "that building and district leadership curricula are providing the school leaders of Kansas information and skills needed to create the school culture to retain outstanding teachers." Laurie Curtis, assistant professor of curriculum and instruction, is now the co-chair of the task force's standing committee.

Rick Doll, KELI executive director and former superintendent of Lawrence USD 497, said the need for leadership is extraordinary given the challenges facing Kansas schools. He pointed to the state's well-publicized financial concerns; a record turnover of Kansas superintendents — 20 percent left their positions in 2016; and teacher supply and retention issues.

"We're finding that young administrators are being thrust into higher-level leadership positions faster than ever," Doll said. "We desperately need strong leaders right now because of the issues involving the budget and standards, at-risk students and of course, teacher retention."

While the challenges are numerous, Doll is confident KELI is uniquely positioned to provide Kansas schools with the thing needed most: leadership. But how, exactly, does that translate into making schools better?

"KELI's research-based model helps administrators provide more effective leadership so teachers can be more effective, helping kids achieve at higher levels," Doll said. "It's all about student achievement. The research is pretty clear that the most important component of a child's education is the teacher. The second most important component is leadership. So if you can help teachers become more effective, that fits with leadership."

Doll said mentoring is not picking up the phone and calling a peer and asking what they would do in a given situation. Rather, the KELI model is based on coaching.

"Mentoring is all about training the mentors so they know how to coach, not just answer questions," Doll said. "It's about on-site visits to sit down with the new administrator. We evaluate the program annually from a mentor and a mentee standpoint. We gather feedback from the field, from school board members, and we have advisory groups. Then we have a field-based group advise us on what we're doing right and what we could be doing better."

KELI is proof that Kansas communities care about school leaders.

"A new superintendent or principal is an investment to a community," Doll said. "The research indicates that connecting them with a mentor really does ensure their success as a leader. Our product is kids. The consequence of us missing the mark is it impacts student learning. We can't afford to not get it right because having kids dropout is catastrophic to our society."

KELI was launched in 2011 when several statewide organizations banded together to form a comprehensive leadership program for the state's newest superintendents. It was so successful, the program expanded to new principals and, as of this year, includes special needs directors.

Education legend Mary Devin, longtime superintendent of Geary County 475, was the chief architect of the institute and served as KELI's first executive director. Dan Yunk, national award winner and former superintendent of Manhattan-Ogden USD 383, served as KELI's second executive director. Doll was named executive director in summer 2016.

For more information about KELI, please visit coe.k-state.edu/annex/keli.



New faculty

The college officially welcomed four new faculty since the last issue of Connections was published.



J. Spencer Clark

Department: Curriculum and Instruction

Degree: Doctor of Philosophy, Curriculum Studies, Indiana University

Research interests: Curriculum theory, teacher agency, teaching civic and historical agency, international civic education, and technology in civic education



Jessica Lane

Department: Special Education, Counseling and Student Affairs

Degree: Doctor of Philosophy, Curriculum Studies, Indiana University

Research interests: Kindergarten transition, elementary school counseling, counseling military children, academic motherhood, teaching/counseling children of poverty, collaboration between general and special education, common core, early childhood education



Suzanne L. Porath

Department: Curriculum and Instruction

Degree: Doctor of Philosophy, Curriculum and Instruction, University of Wisconsin, Madison

Research interests: Literacy, teacher learning and development, technology in professional learning, action research, teacher inquiry



Rick Doll

Department: Executive director, Kansas Education Leadership Institute

Degree: Doctor of Philosophy, Educational Administration, Kansas State University

Research interests: District leadership and mentorship of new school leaders

College established Educators Rising program

Since the fall 2016, approximately 170 students in the College of Education have teamed up as part of a mentoring effort among five organizations collaborating to provide unprecedented support for future teachers.

Educators Rising is a national network, but the College of Education modified its structure to include a peer-mentorship model designed. The goal is to better prepare students for success during their time at K-State, and ultimately for success in their future classrooms. The students were paired with fellow student leaders in Education Ambassadors; Education Council; Kansas National Education Association — Student Program; Kappa Delta Pi International Honorary; and Phi Delta Kappa International.

Rylan Laudan, senior in elementary education and K-State Educators Rising president, said connecting with people is key to student success.

“I believe this is a perfect fit for a college that is already making so many strides to help its students make an impact,” Laudan said. “I’ve always been passionate about relationship-building and mentoring others, so not only does Ed Rising play to what I am extremely enthusiastic about, it also provides tremendous benefits for both mentors and mentees in the College of Education.”

Mac Benavides '13, the college's recruitment coordinator, explained Educators Rising developed or enriched programs that bookend the student experience at K-State.

“With Educators Rising, we have a mentorship program that pairs a student with a peer on campus and

connects them with national organizations that will serve as a support system throughout their tenure on campus,” he said. “After graduation, the EdCats program will provide early-career teachers with professional guidance and support as they navigate through their first few years in the classroom. We think these initiatives will be especially attractive to students looking to be a valued member of a university throughout their academic career and beyond.”



Mac Benavides, right, pauses with a group of future teachers while attending a regional Educators Rising conference at Washburn University this spring.



College of Education Honor Roll of Philanthropy

Lifetime Honor Roll Gifts

Bluement Visionaries

\$100,000 and above

Judith Cain*
Gib and Brenda Compton
Gordon and Pat Crosby
Lee and Barbara Harris
Charles and Sandra Rankin
Sue and Timothy Regan
Cibyl and Jim Ronen
Jim Schroeder
Elvon* and Lydia* Skeen
Mary Lynn and Warren Staley
Marilyn and Bill Taylor
Phyllis Wilbur
Dorothy and Bob Willcoxon

Bluement Leaders

\$50,000-\$99,999

Paul Blackwood*
Ernest BrAun*
Lewis BrAun*
Nancy and Charley Cole
Bob and Tracey DeBruyn
Marilee and Rich Donaldson
Mike and Kathy Holen
John and Charlotte Morrow
Steven Palmer
Sylvia and Roy Robinson
Bob Thompson and
Jeanne Curtis-Thompson
Connie and Donald Wertz
Nancy and Tex Winter
Dan and Cheryl Yunk

Bluement Patrons

\$10,000 - \$49,999

Mike and Dixie Aarstad
Russ and Cari Alford
Bill and Deb Anderson
Kathy Borck
Donna and Bill Bright
Dwayne Broddle
Kenneth and Maxine Burkhard
Colene Henson Butler and Charles Butler
Doris and Greg Carroll
Randy and Rachel Collett
Nancy and Roger Coulter
Nancy and Charlie Craig
Debbie and Mike Dawes
Karen and Jim Day
Ann Zimmerman and Dexter Eggers
Yelton Faulkner*
Karol and Ben Finch
Freeman French*
Katherine Geyer*
James and Rebecca Graham
Karen and Jim Graves
Bev and Morris Greenwood
Garth and Lindsay Greimann
Cynthia and Ken Habiger
Richard Hampe
Patricia and Steve Hanson
Allan and Carolyn Harms
Carolyn and Allan Harms
Nancy Hause
Michael and Marlys Haverty
Betty and Lee Higbie
Joleen Hill
Ken and Judy Hughey

Jan and Jon Isch
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Marty Vanier and Bob Krause*
Gary and Carol Lazarus
Cheryl and Richard Lewis
Tim and Julie Lim
David and Ruth Martin
Mel and Don Matuszak
Janice McIntosh
Jo* and Jim McKinnis
Karen and Jim* McMillen
Eveanna Mosier
Ed and Jeanne Mulcahy
Rod and Beverly Nash
Jean Oberhelman
Jeanette and Dan Pearson
Joe and Paula Rei

Joy and John Richards
Margaret Ruccolo
Nancy Ryan
Francis and Phyllis Sanders
Mary Schindler*
Bruce and Peggy Schrott
Phyllis and Donald Schultz
Michael and Susan Scully
Barry Segal
Charles* and Doris* Setterquist
Alice Show*
Bob and Marilyn Sjogren
John and Renda Snyder
Veryl* and Rosemary* Snyder
Brad Stauffer and Judy Molde-Stauffer
Michael Romaniszyn and Be Stoney
Pat Sweeney
Sharon and Alan Sylvester
David and Diane Thompson
Linda Thurston
Douglas and Pat Tippin
Keith and Diane Turner
Janet and Dave Wavering
Richard and Martha Wenger
Mary Sue and Herb Whitney

Trusts/Foundations/ Corporations

\$10,000 and above

Airgas Central Accounting Group
Alice E Cain Trust
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