College of Education
Connections

Fall 2015

Kansas State University
### Department of Curriculum and Instruction

**Curriculum and Instruction**  
For details, call 785-532-5904 or ktaylor@k-state.edu

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**M.S. areas of specialization**

- Elementary/Middle Level
  - Reading/Language Arts
  - The Reading Specialist
  - Middle Level/Secondary
  - Educational Computing, Design and Online Learning
  - Digital Teaching and Learning
  - English as a Second Language
  - Teacher Leader/School Improvement
  - Mathematics Education
  - Online Course Design
  - Teaching and Learning

**Department of Educational Leadership**  
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- Leadership Dynamics for Adult Learners
- Teaching English as a Second Language for Adult Learners
- Educational Leadership
- Educational Leadership

**Department of Special Education, Counseling and Student Affairs**  
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- College Student Development
- Counselor Education and Supervision
- School Counseling
- Student Affairs in Higher Education
- Special Education
- Adaptive Special Education
- Functional Special Education
- Teaching Students with Autism Spectrum Disorders

**Dean of Education**  
For details, sjegradcert@k-state.edu

- Social Justice Education

*This chart is for information purposes only. Please check the graduate catalog or with the department for details. For more information, visit coe.ksu.edu/academics/graduate.
The college is collaborating with dynamic champions of social justice education, including author and illustrator team, Andrea Davis Pinkney and Brian Pinkney, and Sonia Nieto, during its “Not Just a Year of Social Justice Education” program. All activities support the college's certificate in social justice education. Visit meac.org for a complete list of activities and events.

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About the Cover: A collage of the college's past and present represents 50 amazing years of excellence.

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: “Not Just a Year of Social Justice Education” brings together researchers, subject matter experts, clergy, authors, community leaders and student organizations to shed light on today’s most pressing issues. The activities supplement the college’s social justice education certificate. For more information, events and activities, visit http://www.meac.org/NotJustAYear.html.

Patrice Scott is editor of Connections Magazine, which is published annually. Share story ideas with her at 785-532-2521 or patrices@k-state.edu. Photography was contributed in part by Rusty Earl and Mary Hammel. This magazine was produced in cooperation with the Division of Communications and Marketing.
What an exciting year it is to be dean of the College of Education! The college is celebrating our

- 50th anniversary;
- Receipt of a national award for global teacher education;
- Role in the university’s Innovation & Inspiration fundraising campaign;
- Outreach to new audiences with video production efforts; and
- Significant strides toward K-State 2025 goals and objectives through research.

When I step back from all of the activity, the word I keep coming back to is “impact.”

The college has had an especially profound impact in the state of Kansas. According to the most recent statistics, an astounding 89 percent of graduates remain in Kansas after graduation. The investment in education by taxpayers, philanthropists and parents is truly an investment in our very own schools and communities. Yet, our impact extends well beyond Kansas’ borders as our graduates live and work in all 50 states and more than 50 countries.

As part of the college’s 50th anniversary, I would like to take this opportunity to thank all of the faculty and staff who built the college into the renowned institution it is today. And, I’d like to extend my personal thanks to all of the deans and administrators before me, especially Dean Emeritus Michael C. Holen, whose vision and commitment built the solid foundation we stand on today. I take the college’s future very seriously and will honor its proud heritage by continuing to elevate the profession and preparing educators so all students feel safe and accepted in their classrooms.

Educators do an outstanding job of sharing knowledge and helping students and fellow teachers reach their potential, but one area we could improve in is external communications. As our hectic days slide into evenings that evaporate with family obligations, school functions and grading, it’s easy for others to take the lead and frame important discussions about education. Sometimes there’s good conversation; other times it’s just noise. That is one of the key reasons the college is producing documentaries and a monthly Web series called “EduCATion Today,” which are resources for educators and external audiences alike. Our state’s policies matter, and I ask you to make your lived experiences known to those with the power to improve the state’s education system. Please tell them that teachers understand “data” and “trends” are simply research terms for people. It’s a very different reality when the “data” is a hungry, homeless 6-year-old sitting in your classroom versus a statistic about homeless school-age children in a report. Budget cuts in education have real consequences, and teachers come face-to-face, literally, with those issues daily. Our voices deserve to be heard.

As a land-grant institution, the college’s faculty and administrators will continue to nurture meaningful partnerships and explore opportunities devoted to improving teacher preparation and student achievement. We are honored when education leaders across the state turn to the college for professional development, guidance in expanding a district’s technology infrastructure, or creating pipelines for our highly skilled students and graduates.

Please stay in touch and join us in our 50th anniversary celebration events. We value your opinion and hope you will stay connected during this very important year in our college’s history. Thank you for your dedication to our profession.

With purple pride,

Debbie Mercer
The college’s continual quest for excellence
By Paul Burden, professor and assistant dean of teacher education

What are the qualities of outstanding businesses such as Apple? They provide a needed product or service, hire well-qualified workers, have a vision of continuing growth and improvement, and make relevant adjustments to meet the changing needs of the market, often being a leader in their field. From the start of its 50-year history, the College of Education has demonstrated similar qualities and has embarked on a continual quest for excellence.

Meeting current and emerging educational needs
The college offers 24 programs leading to a Kansas educator license, such as elementary education, secondary mathematics and school counseling. These programs exist as part of our land-grant mission to serve the state.

Through the years, new programs were added to meet emerging needs. Examples include an undergraduate major in early childhood education, a master’s degree in academic advising, new content-based elementary education areas of specialization, new specializations in the master’s degree in curriculum and instruction, and updated requirements in many graduate programs.

Many new graduate certificate programs have been developed to address emerging needs. Examples include certificate programs in academic advising, adult learning, online course design, social justice education, teaching and learning, and autism spectrum disorders.

All of these changes were made to address emerging educational needs and to better prepare students for their professional work.

Hiring talented faculty
As a result of national searches, hiring creative, talented faculty members who share this vision of excellence has laid the foundation for success. Through their important contributions in teaching, research and service, faculty members have earned national reputations in their academic fields.

Through their research and scholarship, faculty members contribute to the knowledge base in their academic fields and help improve practice throughout the United States in teaching, educational leadership, school counseling and a variety of educational fields. For example, faculty members in the 2013-2014 academic year produced six textbooks, 17 book chapters, 67 refereed journal articles, 133 presentations at professional conferences, and secured 44 funded grants for a total of $8.1 million.

Faculty members provide professional service in numerous ways, such as collaborating with P-12 schools to improve practice, providing service and leadership in professional organizations, and serving on accreditation teams. Faculty members report similar success and excellence in their teaching.

Focusing on continuous improvement
We are not satisfied with the status quo. We use assessment data about students, programs and the college as a basis for decisions about areas for improvement.

In the undergraduate programs, we have increased field experiences, clarified and heightened expectations, and improved our nationally recognized professional development schools, which are used for the field experiences. Based on assessment data, we changed program requirements, including adding courses on classroom management, assessment, technology, diversity and exceptional children.

Similarly, graduate programs have made continual improvements in course content, assessments and instructional delivery.

Making relevant adjustments
Over time, circumstances and educational needs change, and the college has made many relevant changes to meet the needs in the field. Adjustments can be seen in increased distance course delivery, increased use of technology in instruction, increased inclusion of technology and diversity in programs, and changes in centers and departmental configurations.

The college now offers many graduate courses online, and many entire programs are available online. Resources and faculty development have been devoted to the preparation of these programs.

All programs now include goals and course content on the use of technology, and our instructional delivery now includes substantial use of technology. Our recent iPad initiative provides an iPad for every new teacher education student, and many faculty members have created their own electronic textbooks for their courses.

The college has identified technology and diversity proficiencies, and these concepts are incorporated into the programs. Every faculty member is provided an iPad and accompanying professional development for its use in instruction and professional roles. Significant professional development on diversity has been provided.

Many academic centers have been created to address relevant needs. Centers have been established for science education, social studies education, rural education and small schools, cultural and linguistic diversity, and equity assistance.

Furthermore, departments have been reconfigured several times over the years to provide better administrative support for the academic programs and improved service and support for faculty and students.

Receiving recognitions
Excellence draws attention. The faculty and the college have received many recognitions over the years for teaching, service, advising and academic programs. From 2010 to 2015, for example, the college received 12 national recognitions for the distinguished program in teacher education, exemplary professional development schools, professional ethics and moral dispositions, service to underserved populations, academic advising and adult education. One significant diversity award in 2015 was the Best Practice Award in Support of Global and International Teacher Education.

We are exceptionally proud of our college’s 50-year history, and we will continue to demonstrate these qualities in our quest for excellence.
The College of Education recently received a national award for global teacher education. It was five decades, seven deans and several programs in the making. The commitment to diversity is still defining the college as evidenced through the current accreditation process.

The college was presented with the American Association of Colleges for Teacher Education’s Best Practice Award in Support of Global and International Teacher Education at the association’s 67th annual meeting in Atlanta in May. Debbie Mercer, dean; Amanda Morales, assistant professor and diversity coordinator; and Tonnie Martinez, assistant professor, accepted the award.

“Diversity isn’t a class that is taught within our college,” Mercer said. “Diversity is how we live, it is how we relate to others, and it is how we prepare future teachers to educate all of the students in their classrooms. This award is particularly meaningful as it affirms that we are taking the right steps at the right time, and are truly impacting the education students receive in Kansas as well as students far beyond our state’s and nation’s borders.”

What people may not realize is inclusion is so much a part of the fabric of the college that it is simply viewed as meeting the needs of diverse learners. This frame allows a better understanding of the college’s history with the historically black colleges and universities, or HBCUs, and the role diversity programming plays in the college’s future and the accreditation process.

Historically black colleges and universities
According to Mike Holen, dean emeritus, the steps Mercer referred to can be traced back to the university’s mission as a land-grant institution and the notions of access and opportunity, concepts he passionately promoted as a faculty member and administrator.

“Access to education and the opportunity to succeed — or sometimes even to fail — are the fundamental keys to the door of the American dream,” Holen said.

Few people are aware of the important role K-State played in the lives of 273 African-American teachers who came to the university for training after their schools were closed because of desegregation and their jobs were given to white teachers. Practically overnight, 38,000 black teachers and administrators in 17 Southern and border states were fired.

“I am convinced the greatest and longest-lasting impact on American public education resulted from America breaking an unwritten social compact with generations of dedicated and able African-American teachers who, for many decades, raised their own children to become teachers — one of the few professional careers upon which they could count,” Holen said. “When American schools fired legions of black teachers and hired white teachers in the name of desegregated schooling, that crucial trust was lost. It has never been regained, and I believe it is related to the dearth of black teachers in modern American school systems.”

Leaders in K-State’s College of Education recognized these unemployed professionals needed a new direction. In 1971, Sam Keys, dean, and Arnie Moore, department head, secured a $216,000 government-funded grant for the PRIDE Program to offer graduate
programming for the jobless teachers. PRIDE is an acronym for Preparation Retraining Institute for Developing Educators. Keys turned to a doctoral student (Dr. Charles Rankin) for recruitment. Seventy earned master's degrees and 203 earned doctorates from K-State, with many going on to hold high-ranking leadership positions at the nation's HBCUs.

While these professionals had impressive careers and the opportunity at the college changed their lives, the College of Education changed, too.

"By enabling opportunities to these individuals, it allowed the college to become better at responding to the needs of our society and the needs of our schools, and it required faculty development. It also required us to get rid of people who could not change," Holen said.

Growth involved taking chances.

"You gotta take risks," Holen said of the decision to develop the PRIDE Program. "Risks are when you take actions that you think are the right thing to do even though the potential for a good outcome is uncertain. If you know things are going to work out, then risk isn’t the right word to describe it. It’s just a good deal."

Holen spent more than 40 years at the College of Education. When asked why diversity is so important to educators, his answer was direct.

"We have untold trillions of dollars lost or lost productivity, not to mention lost lives, because we didn’t maximize the opportunity for our citizens to be productive and satisfied," he said. "It’s an economic, social and mental health issue for the nation."

Holen asserts there is a direct link between teacher preparation and student success.

"At the end of the day, the issue is that colleges of education are tasked with preparing the best possible teachers that they can," he said. "In my view, the best teachers have to be willing and able to respond to the diverse needs of learners."

**Accreditation**

Paul Burden, professor and assistant dean, led the college’s reaccreditation effort. He said diversity was one of the National Council for Accreditation of Teacher Education’s six standards, and it was the one the college selected for target — meaning the college was confident it had the data to exceed expectation.

"We have diversity topics in courses, we require assessments on diversity, we have major programming, such as with the international students from Ecuador, and we recently added the social justice certificate," Burden said. "There’s a whole host of activity we reported."

He believes the recent string of 12 national awards since 2010 is also a testament to the college’s commitment to the nine areas of diversity: gender, ethnicity, race, socio-economic, exceptionalities, language, religion, sexual orientation and geographical area. Burden said evaluating the college at this high level is revealing.

"When you work on an accreditation report like this, you get insights," he said. "For instance, in the last four years, eight of the last 17 tenure-track faculty members — 47 percent — are persons of color," he said.

He said two main areas are coming into full focus.

"The nature of our undergraduate and graduate programs better prepare our educators to work with diverse learners," Burden said. "That’s really important, and we continually work to strengthen our programming. The second big takeaway is our faculty has an impressive amount of scholarship — books, articles and grants — leading to more understanding of issues of diversity. This ties into the K-State 2025 objectives to elevate the university to become a Top 50 research institution."

"Burden believes 16 points illustrate the college’s ability to exceed target expectations."

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Emporia State University’s Jim Persinger meets with academic advisors from across campus during a session sponsored by the Gay, Lesbian & Straight Education Network.

Story continues on Page 17
A WALK IN MY SHOES...

FIRST-GENERATION COLLEGE STUDENTS
Documentaries produced by the College of Education offer educators new opportunities to discuss today’s most pressing social issues featuring people their students can relate to. One of the films was even nominated for a regional Emmy Award.

To date, the college has produced seven full-length documentaries and numerous shorter videos. They can be accessed on the college’s YouTube channel or by visiting the Web page dedicated to them at coe.k-state.edu/documentaries/index.html. For YouTube access, go to the college’s main Web page, coe.k-state.edu, and click on the YouTube icon.

Segregation, learning disabilities, being raised in a nontraditional family, life with post-traumatic stress disorder, not fitting in, social justice and the Holocaust are just a few of the issues and events explored in the documentaries. Educators understand that if something affects the human condition, it is a factor in the classroom.

Teachers know their students and help them with the academic and social aspects of school. But the public at large has little opportunity to hear student stories, which can lead to assumptions and a lack of understanding. At the same time, these same students very often feel like they are the only ones dealing with their situations. Meanwhile, teachers need low-cost, high-quality resources.

These are just a few of the reasons Debbie Mercer, dean of the College of Education, decided to expand the college’s sphere of expertise and commission documentaries.

“Our goal is for people to get a glimpse of what teachers really face every day in Kansas classrooms and to show the challenges and gifts many students bring with them to school,” Mercer said. “These documentaries give us an unprecedented opportunity to reach external audiences and show how difficult and rewarding the profession really is and the complexities that reside in every classroom.”

Staff members in the college’s Catalyst Center offered video production services for several years that focused on creating online content and taping faculty lectures. In 2011, the college hired Rusty Earl, a former middle and high school theater, public speaking and video production teacher from Mountain Home, Idaho, and the window of opportunity opened.

“When we hired Rusty, we knew we had someone really special,” Mercer said. “He was passionate about making documentaries, and we knew it would add another dimension to our communications effort — and it did. Rusty has a talent for not just telling a story, but also finding the heartbeat, and he gave voice to the college’s focus on diversity in a new way while creating high-quality content for educators.”

The college hosted premieres for its films and the feedback has been overwhelmingly positive.

“The reason the documentaries have been so well received is because they ring true,” Mercer said. “Rusty brings a simple truth to each production that he captures through his lens as a teacher as well as the lens of his camera. His unassuming approach puts people at ease and allows them to feel comfortable sharing details of their lives and experiences, which we all benefit from.”

Left: Helene Nguyen, Kristofer Bailey and Angelica Villanueva are three of six K-Staters who appeared in the college’s documentary “A Walk in My Shoes: First-Generation College Students.” Above: Rusty Earl, the college’s videographer who is a former middle and high school teacher, created all of the documentaries. Visit the college’s documentaries page coe.k-state.edu/documentaries or YouTube channel to access these resources.
The results have been impressive. Schools and universities around the country are using the films, and several of the documentaries have aired on PBS stations in Kansas, proving there is interest in high-quality programming dedicated to education issues. “A Long Road: 150 Years of African-American Experiences at K-State” was nominated for a regional Emmy award by the Heartland Chapter of the National Academy of Television Arts & Sciences.

Lisa Comer, English as a second language director at Syracuse High School in Syracuse, Kansas, said “A Long Road” was a powerful teaching tool as it promoted discussion, empathy and family pride. “The students actually enjoyed discussing these more difficult topics because they were able to relate their own experiences they might not have been ordinarily invited to discuss openly in a school setting,” Comer said. “It allowed them to lower their affective filters and feel more comfortable in talking about real issues in their lives and what they are seeing in the news and world around them.”

Kris Bailey, senior in secondary education-social studies, knows about obstacles. He was one of the preservice teachers featured in “A Walk in My Shoes: First-Generation College Students” and believes this film is an important resource for teachers and students alike.

“‘We are creating content that teachers can use,’” Earl said.

If the teacher is part of a family in which everyone has gone to college, the concept of first-generation students may be foreign,” Bailey said. “Kids usually want to see stories that appeal to them with people who are fairly close in age. This film did a great job of showing many diverse situations like students coming from a single-parent home, students being raised by foster parents, to students with big families where college wasn’t really an option. I hope people walk away with the understanding that there are often many obstacles beside academics for some students even getting to college.”

Comer agreed with Bailey that students gravitate toward people they have things in common with such as the people in “A Long Road.” “The students were able to strongly relate with having pride in themselves, their families and the values their parents had taught them, such as continuing their education, working hard and staying out of trouble,” she said. “There was an increased sentiment of being able to achieve their dreams despite obstacles.”

Steven P. Dandaneau, vice provost of undergraduate studies, worked with Earl on the first-generation college student film. “The viewer is drawn deeply into each story, and Rusty’s films often do bring people to tears, but they are also stimulating intellectually,” Dandaneau said. “The viewer can’t help but acquire an intimate understanding of the students and their lives. But I think his films also help viewers better understand and appreciate the nature of society in relation to the mission of the land-grant university.”

In keeping with the university’s land-grant mission, some of the documentaries have been broken into individual segments, making it convenient for educators to access the individual stories for lesson plans.

“We are creating content that teachers can use. If I were still a classroom teacher, I would think, ‘Wow, this is something
important,” Earl said. “Because it was created by teachers, you can also use this as an example for projects your students can create.”

Comers believes these films create opportunities for meaningful dialogue.

“I might not ever know the full impact on their learning and lives, but it was my intention to raise awareness of important history the students might not have been exposed to from their previous experiences or by living in a rural town in Kansas,” Comer said. “It was also my goal to encourage and reinforce positive self-esteem and pride in their own cultures and build a respect for other cultures as well, which I think occurred to a great extent.”

Earl is currently working on two major projects for 2015-16:
A documentary about the Underground Railroad in Kansas with Richard Pitts, director of the Wonder Workshop in Manhattan, Kansas; and the next installment of “A Walk in My Shoes,” which delves into social justice education.

“I’m really excited to be working on two vastly different projects that will be assets for the classroom,” Earl said. “The Underground Railroad will explore the perspective of the freed slaves, and we are filming in Wabaunsee County. Social justice education will provide an in-depth look at six people’s lives, three students and three alumni, each with their own unique perspective on social justice education, such as special education and ESL. As a former teacher, both of these videos will be incredible resources, especially for Kansas history.”

Earl is grateful Dean Mercer allowed him to venture into producing documentaries.

“Opportunities to tell stories like these are uncommon,” Earl said. “I want to thank Dean Mercer for letting us find ways to tell stories in new and engaging ways so people can experience all the great things this medium and the teaching profession have to offer.”

These are some of the full-length documentaries available to educators. For a complete listing, visit the college’s YouTube page.
Q. Why was the MEAC created?
A. The Brown v. Topeka Board of Education Supreme Court decision in 1954 ruled school segregation was unconstitutional. The 1964 Civil Rights Act created General Assistance Centers to help schools with integration, and in 1973 the name changed to Desegregation Assistance Center.

Q. How did your background prepare you to be the director of the MEAC?
A. I grew up in Winfield, Kansas, and had been an elementary school teacher, principal and head of the Cooperative Urban Teacher Education program. In 1971, I came to K-State to pursue my doctorate and to direct the PRIDE, Preparation Retraining Institute for Developing Educators, program to retrain black teachers from the South who lost their jobs when their schools closed because of desegregation. The program was very successful and many of these educators went on to become college presidents, deans and administrators both at historically black colleges and universities and majority institutions. In 1973, I completed my doctoral degree; my dissertation was on the impacts of forced busing for desegregation on the social and psychological effects on minority children. It got a lot of attention in Washington, D.C., and across the country. I was hired to run a new center at the University of Missouri, Columbia called the General Assistance Center to help school districts deal with desegregation related issues.

Q. Why is the MEAC at K-State?
A. I ran the General Assistance Center in Missouri from 1973-78, and found that the university, the state and school districts were very cautious about implementing desegregation programs. In 1978, the leadership of the K-State College of Education asked me to return. I came back and headed a team, including my colleague Connie Earhart (later the associate director), Mike Holen and Kathy (Treadway) Holen to write a successful, nationally competitive proposal to bring the Midwest center to K-State.

Q. Why is the MEAC needed?
A. You don’t pick your parents. You are just born. You just showed up. The tragedy of that is if you happen to be a person of color, you are just born with a hard row to hoe. If you happen to be born female, you are going to make only 77 cents on the dollar relative to men. But why? You didn’t have anything to do with that. You just showed up.

Q. What stands out as a pivotal moment in the organization’s history?
A. Moving to K-State in 1978. The move to an institution of higher education that not only embraced the mission, but also supported it and was willing to provide office space, materials and telephones, really enabled us to do the job. We weren't viewed as a threat; we were viewed as an asset. It was like coming home.

Q. Why has being at K-State been good for MEAC and the College of Education?
A. MEAC is totally integrated into the mission of the college and to the teacher education program. We are viewed as colleagues, partners and subject matter experts. MEAC professionals teach classes, serve as guest lecturers and hold leadership roles on college committees. A significant number of individuals who continue to play key roles in promoting diversity in the university served as employees of MEAC prior to assuming other major positions, including David L. Griffin Sr., Juanita McGowan, Be Stoney, Socorro Herrera and Kevin Murry.

Q. Why is MEAC’s work not done?
A. When you deal in education, you don’t see immediate results, and you are working with kids 180 days a year. We are trying to change attitudes and hoping it affects behavior, but it’s a hard thing to measure. If people have bigoted attitudes and prejudiced attitudes and they aren’t demonstrated overtly, you don’t know. The only thing you hope for is to change the behavior. That’s step one. Step two is to change the attitude. We are in the business of trying to make more human human beings.

Q. What resources does MEAC have for schools in its region?
A. Podcasts, publications and lesson plans aligned to the common core are all on the website, meac.org. There’s also a lending library, and all materials are free to borrow. School districts can invite us in to help solve some of the problems they are having difficulty with.
Culture and language are undoubtedly intertwined. Our language influences how we view the world around us, thus affecting how we see ourselves and how we interact with others who inhabit different worldviews, traditions and beliefs.

Since 1996, we, at the Center of Intercultural and Multilingual Advocacy, or CIMA, have worked under the guidance of our mission statement: “To foster knowledge through teaching and learning, ethics through action and reflection, and advocacy through compassion and commitment.” By keeping our mission statement at the forefront, we have spent the past 19 years bridging the gap between different cultures and languages through biography-driven instruction for culturally and linguistically diverse learners.

Throughout its existence, CIMA has disseminated research and best practices related to second language teaching and learning through nine books, 11 book chapters, more than 75 articles and a multitude of presentations at international, national and regional conferences and symposia. Through grants and other awards, funding resulting from the combined efforts of our dedicated CIMA faculty and staff has exceeded $43 million. Ultimately, the beneficiaries of our collective work are the thousands of children, families and communities whose lives have been touched by our efforts to promote educational equity for all.

Our first project began in 1996 with a distance education program utilizing the CLASSIC distance education model. CLASSIC, an acronym for Critically reflective, Lifelong Advocacy for Second language learners, Site-specific Innovation, and Cross-cultural competency, provided professional development on best practices for English learners with more than 10,000 teachers in 100 school districts in eight states, in collaboration with eight universities. Participants have applied their pedagogical expertise as instructional leaders, ESL directors and literacy coaches in their districts. As of fall 2014, 370 CLASSIC program participants had been awarded ESL master’s degrees.

With the support of the Bilingual/Bicultural Education Students Interacting to Obtain Success, or BESITOS, program, 103 preservice educators have obtained four-year degrees. Of these culturally and linguistically diverse educators, 35 have completed master’s degrees and five are pursuing doctorates. BESITOS alumni are committed to serving Kansas students and their families, with a large percentage working in their home communities. BESITOS received national recognition for its success in recruiting, retaining, and graduating Latina/o students and has been supported through five federally funded grants totaling more than $6.5 million.

Additional CIMA recruitment and retention efforts have supported the educational success of migrant students in Kansas and Colorado. Through its 15 years of operation, CIMA’s high school equivalency program has supported more than 750 students from migrant and seasonal farm work backgrounds in obtaining GED diplomas. The CAMP-Migrant Education Program, to date, has served more than 170 migrant students in postsecondary education, with 46 of those students having completed a postsecondary degree.

International outreach for K-State students in the College of Education has been made possible for many CIMA undergraduate and graduate students through generous donations by Bill and Marilyn Taylor. Thanks to the Taylors, 195 students have participated in study abroad experiences in six countries: China, Ecuador, Guatemala, Mexico, Paraguay and Spain. These opportunities provide teacher candidates with cross-cultural experiences and theory-into-practice applications of culturally responsive ESL methods and strategies.

Most recently, CIMA’s international endeavors expanded to include professional development for teacher scholars from Ecuador. Six cohorts of English teachers have participated in the Go Teacher partnership among K-State and Ecuador’s Ministry of Education and SENESCYT, the country’s governing body for higher education. More than 1,000 teachers have received professional development through K-State or one of our four partner institutions, with many program alumni also participating in a follow-up observation component. Ecuadorian scholars also have come to K-State to pursue a master’s degree in curriculum and instruction with an emphasis in teaching English as a second/foreign language. To date, 62 students from Ecuador have completed or are in the process of completing their master’s degrees. In addition to informing the educational practices of faculty, staff and students, these progressive endeavors were instrumental in securing more than $10 million in funding for the university.

Part of our current agenda is to assist in building technology skills for culturally and linguistically diverse students. While many students have access to technology in their homes, in their schools and in their communities, some need culturally responsive spaces to boost their technology skills in order to become even more academically successful. To accomplish this goal, CIMA’s Leticia Burbano De Lara, Socorro Herrera and Jorge Valenzuela are writing a book that will address these issues in-depth. This resource will fill a critical void in the field. Look for this important, forthcoming text.

By Socorro Herrera
Professor and director of CIMA
On a mission
College mission statement applies to early-career teachers

Most academic institutions have well-crafted mission statements that define the student experience. What’s unique about the College of Education’s mission statement is it is alive and well, even after graduation.

Debbie Mercer, dean of the College of Education, and Tonnie Martinez, assistant professor of curriculum and instruction, decided it was time to address the most pressing issues facing early-career teachers to combat the national trend of losing half of all teachers within the first five years of service. Recognizing the remarkable toll this takes on the profession, schools and student achievement, the college began to examine the root causes, explore options and develop practical solutions. While these initiatives are in their infancy, they strike at the heart of many issues teachers face. How do we know? We asked.

Mercer and Martinez conducted a focus group in summer 2014 to determine the challenges early-career teachers contend with. The teachers reported they spent a minimum of an hour every evening scouring the Internet for creative ideas that supplemented their lesson plans; they spent a minimum of $1,000 out-of-pocket on classroom supplies; and they were unable/unwilling to pay for content because of the other expenditures. (An article in The Journal on a research study conducted by the National School Supply and Equipment Association revealed public school K-12 teachers spent $1.6 billion on classroom supplies and gear annually.)

In response to their needs, Mercer established the Office of Innovation & Collaboration and named Martinez director. The college built a relationship with an

online resource for educators, developed a blog by early-career teachers for early-career teachers, created an electronic newsletter, and organized a powerful social media support system for College of Education faculty and recent graduates, #WeAreEdCats. The Web address is coe.k-state.edu/edcats.

“Our goal is to provide graduates with a toolbox that goes with them to their first job and we stay connected to them, available to them throughout their early career, which we have defined as the first three years,” Martinez said.

Time to bloom
Pinterest was a primary source for spurring the teachers’ ideas; however, Mercer and Martinez explained none of the information is vetted and it is time-consuming. That’s why the college piloted a program this summer with BloomBoard, an online, searchable, vetted resource designed specifically for educators that has videos, books, articles and e-books.

“I believe we are the first college of education to collaborate with BloomBoard in this fashion,” Martinez said. “The pilot project went so well that Dean Mercer extended the trial period for one year.”

Time to chime in
Lori Goodson, assistant professor of curriculum and instruction, created a monthly e-newsletter in August 2014, “Before the Bell,” that offers practical advice for first-year teachers. To be added to the subscriber list, please email Goodson at lagoodson@k-state.edu.

“We know the first year of teaching can be overwhelming, so we wanted to offer suggestions as the new teachers progressed through their first year — from their first open house to sending out grades to wrapping up the school year,” Goodson said.

Time to unite
Martinez identified three teachers — one elementary, one middle school and one high school — who began blogging for the college this fall and serve as a resource for early-career teachers. The blog is on the college’s main Web page at coe.k-state.edu.

“We’re building postgraduation relationships — and look at the benefits. It benefits students. It benefits school buildings. It benefits districts. It benefits communities. It benefits industry,” Martinez said. “This adds value to our graduates’ degrees.”

Just as the college is supporting its new graduates, philanthropists Tim and Sue Regan have made these new initiatives possible by supporting the college and the people with the expertise to affect change.

“This is the perfect example of what K-State is all about,” Mercer said. “Because of Tim and Sue’s heartfelt desire to help K-State be successful, we now have the financial resources to take additional steps to ensure our graduates’ success.”
## 15 Facts in 2015 about the K-State College of Education

### Celebrating its 50th Anniversary 1965-2015

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>The College of Education produces <strong>more teachers</strong> annually than any other program in Kansas.</td>
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<td>2</td>
<td>Nearly <strong>850</strong> of the U.S. Army’s <strong>highest-ranking officers</strong> earned graduate degrees from the College of Education’s Adult and Continuing Education program while attending the Command and General Staff College, or CGSC, at <strong>Fort Leavenworth</strong>.</td>
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<td>3</td>
<td>The College of Education has won <strong>12 prestigious awards</strong> since 2010, including the Association of Teacher Educators — Distinguished Elementary Education Program in Teacher Education Award.</td>
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<td>4</td>
<td>The college’s graduate programs are consistently ranked in the top 100 in U.S. News and World Report.</td>
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<td>5</td>
<td><strong>Thirty-three percent</strong> of the College of Education’s undergraduate students are <strong>first-generation college students</strong>. A college degree raises income potential by nearly 40 percent.</td>
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<td>6</td>
<td>College of Education faculty members parlayed <strong>$27,700 in grants</strong> into nearly <strong>$500,000 in immediate savings</strong> for students by creating electronic resources that replaced costly textbooks.</td>
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<td>7</td>
<td><strong>All of the 100 students</strong> who graduated from the college’s BESITOS program, designed for Latino students primarily from western Kansas, are still in the education profession, and <strong>60 percent</strong> remain in their home communities. <strong>Half</strong> of the students — 50 — earned master’s degrees; seven earned doctorate degrees.</td>
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<td>8</td>
<td><strong>The Pride of Wildcat Land</strong>, K-State’s Marching Band, was recently awarded the Sudler Trophy, the nation’s highest award. Twenty-five percent of the 400 band members are majoring in education and will be teaching in Kansas classrooms very soon.</td>
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<td>9</td>
<td>The College of Education was the first to offer programming at <strong>K-State Olathe</strong>.</td>
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<td>10</td>
<td>The college created <strong>iCamp</strong>, an annual low-cost, daylong professional development conference for K-20 teachers to maximize the use of <strong>technology</strong> in their classrooms.</td>
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<td>11</td>
<td>The College of Education is the host institution for <strong>NACADA: The Global Community for Academic Advising</strong>. As the <strong>world leader</strong> in academic advising, the association <strong>made history</strong> when it was the first to hold an academic advising conference in the Middle East.</td>
</tr>
<tr>
<td>12</td>
<td>The College of Education founded the Office of Educational Innovation and Evaluation in 2000, which specializes in <strong>evaluation services</strong> for projects in the fields of science, agriculture, education, health and workforce development.</td>
</tr>
<tr>
<td>13</td>
<td>The Midwest Equity Assistance Center, housed within the college, has secured more than <strong>$30 million</strong> since its inception to support schools in a four-state region concerning <strong>equity issues</strong>.</td>
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<tr>
<td>14</td>
<td>The Center for Intercultural and Multilingual Advocacy has also procured more than $30 million since its inception. CIMA’s CLASSIC Program has operated as the primary model for the professional development for some <strong>10,000 English as a Second Language teachers</strong> throughout the Midwest since 1998. About 90 percent of the teachers were in rural areas.</td>
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<tr>
<td>15</td>
<td>The College of Education was selected by the <strong>Ecuadorian government</strong> to lead the Go Teacher program, an ambitious initiative to train 3,000 of the country’s English as Second Language teachers in pedagogy, the <strong>art and science of teaching</strong>.</td>
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*Making the world a better place one mind at a time*
A key leader in the Negro Leagues Baseball Museum, or NLBM, is in a league of his own.

Raymond Doswell, vice president of the NLBM, was selected as the College of Education's 2015 Alumni Fellow. Doswell earned a doctorate from K-State in educational leadership in 2008 and recently appeared in the inaugural webisode of "EduCATion Today," the college's Web series dedicated to the issues and experts in education. Find the series at coe.k-state.edu/about/education-today.html.

Established in 1990, the NLBM is celebrating its 25th anniversary. The museum is dedicated to the baseball players in the Negro Leagues who played during the 1800s to the 1960s. Doswell has been with the museum for 20 years.

"The Negro Leagues were founded in the 1920s at the Paseo YMCA in Kansas City," Doswell explained. "People in the community wanted to preserve that heritage, so local leaders, who included former baseball players, gathered to charter the museum in the historic district of 18th and Vine."

Michael C. Holen, then-dean of the college, made it possible for Doswell to pursue a doctorate while the College of Education and the NLBM were establishing curriculum materials for teachers using Negro Leagues baseball as a way to discuss diversity.

"The museum provides content as an entrée into diversity," Doswell said. "Sports is a terrain that is shared and understood equally. It allows students to imagine their favorite teams without some of their favorite players. For older students, they can even imagine some of the social pressures these players faced like eating and traveling. It wasn't that long ago."

Doswell said his doctorate has been an invaluable asset, and he draws on many of the lectures given by his graduate advisor Jerry Bailey.

"I try to rely on my training as much as possible when implementing changes at the museum," Doswell said. "We learned a lot about leadership and organizations, and Dr. Bailey really emphasized how leaders embrace change."

A consummate historian and teacher, Doswell effortlessly offers context of America's favorite pastime and the role it played in the American psyche.

"The military was the country's first test for integration," he said. "Baseball was pivotal to the civil right process because if the country wanted to live up to its principles — and sports exalts fair play — America was living against its principles. As the players slowly came around, the fans came around."

Since opening its doors, sports writers, teachers, filmmakers, novelists, researchers, scriptwriters, politicians and rock legends frequent the museum. Doswell said the arts community reaches out to various industries, including scientists with the Stowers Institute of Medical Research, so people are aware of the rich history and art institutions available in Kansas City.

"If you want to attract top-notch researchers, they want things to do," Doswell said. "The STEM — science, technology, engineering and math — field is very important, but the arts, culture and history need champions as well."

Champions like Buck O'Neil, Jackie Robinson and the legions of educators teaching about diversity in their classrooms.

Doswell graduated from Monmouth College in 1991 with a degree in history and training in education. He taught high school briefly in St. Louis before earning a master's degree in history with an emphasis on historic resources management from the University of California, Riverside. For more information about the NLBM, visit nlbm.com.
**Book chapters**

**Authors: Lotta Larson and B. Dwyer**  
**Chapter:** “Digging Deeper with Reader Response: Using Digital Tools to Support Comprehension of Literary Texts in Online Learning Environments”  
**Book:** “Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction”

**Authors: B. Dwyer and Lotta Larson**  
**Chapter:** “The Writer in the Reader: Building Communities of Response in Digital Government”  
**Book:** “Exploring Technology for Writing and Writing Instruction”

**Authors: Amanda Morales and J. Samkoff**  
**Chapter:** “The Teacher-Artist’s Creed: Teaching as a Human, Artistic, and Moral Act”  
**Book:** “Handbook of Progressive Education”

**Authors: Socorro Herrera and Melissa Holmes**  
**Chapter:** “The 3 Rs: Rhetoric, Recruitment, and Retention”  
**Book:** “Revisiting Education in the New Latino Diaspora”

**Authors: Kevin Murry, Socorro Herrera, S. Miller, Cristina Fanning, S. Kavimandan and Melissa Holmes**  
**Chapter:** “Effect of Transnational Standards on U.S. Teacher Education”  
**Book:** “Forum for International Research in Education”

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**The following is a brief summary of the college’s diversity-related initiatives:**

- The Midwest Equity Assistance Center has been housed at K-State since 1978. See Page 12.

- The Go Teacher program is an international partnership among the Center for Intercultural and Multilingual Advocacy, or CIMA, several other campus departments and the governing body of higher education in Ecuador. K-State is the lead institution in training 3,000 of Ecuador’s ESL teachers.

- CIMA’s BESISITOS program has become a model for bilingual/bicultural students in ESL education. The program recently celebrated its 15th anniversary.

- The Center for Student and Professional Services implemented “Why Teach?” — a recruitment program with a research-based developmental advising model to address retention of first-generation college students and underrepresented students.

- Preservice teachers are typically placed in one of three highly diverse schools districts that are members of the college’s award-winning Professional Developmental Schools partnership.

- The college began its fourth year of Project EXCELL, an acronym for Extending College Education for Lifelong Learning. It provides a collegiate opportunity for adults with mild developmental disabilities for supplemental transition services. Student volunteers assist with classes.

- The college’s Military/Veteran Educational Initiative began in 2012 with the purpose of preparing educators to serve military personnel, veterans and their families in educational settings.

- The college produced a diversity-themed documentary series titled “A Walk in My Shoes” and topics include international graduate students, first-generation college students and military life.

- The documentary “A Long Road: 150 Years of Experience from Five African-American K-State Alumni” was nominated for a regional Emmy award.

- The college established a diversity task force, diversity for community committee, diversity brown-bag sessions, a multicultural inquiry group and a distinguished research lecture series.

- The college joined the Call me MISTER (Mentors Instructing Students Toward Effective Role Models) Initiative, a program to attract people from diverse backgrounds to teach in underserved or disadvantaged communities.

- The college developed a graduate certificate in social justice education. For more information, visit coe.k-state.edu/academics/graduate/certificates/sje/.

- The college has hosted 29 diversity-related speakers/organizations since 2010.
Q. **There are many colleges of education in Kansas. Why should someone choose K-State?**

A. There are several reasons:

- K-State graduates are in demand. Employers seek out our graduates because they need highly trained teachers to address the vast educational needs of Kansas’ 500,000 K-12 students.
- K-State is a national leader. Since 2010, the college has amassed 12 national awards, including being named the top elementary education program in the nation by the Association of Teacher Educators.
- More than one-third of education majors are first generation, and the college has a proven history of preparing these teachers who often return to their home communities to live and work.
- Students are attending a research institution and can participate in authentic, practical research they can apply in their classrooms.
- K-State is a resource for life. The college offers innovative programs, including a newly minted support program for first-year teachers, as well as graduate degrees, certificates and endorsements.

Q. **What kind of experience will students receive from K-State’s education program?**

A. K-State is all about family, and being a family member comes with high expectations.

The overarching teacher preparation program instills strong Kansas values as service to community is required in addition to mastering both subject matter content and core teaching skills.

The rigorous curriculum, which is supported by an experienced faculty committed to student success, lays the foundation for a robust semesterlong student teaching experience that became a national model.

Q. **Why should the state of Kansas invest in the K-State College of Education?**

A. Investing in the College of Education is investing in each and every community in our state as alumni are in all 105 Kansas counties. K-State produces the most teachers each year; 90 percent of our undergraduate students are from Kansas, and 89 percent remain in Kansas after graduation.

Q. **Where do most students come from who are out of state?**

A. The top three states in order are Missouri, Colorado and Texas.

Q. **What’s the average ACT of incoming K-State students?**

A. Roughly 24.3. (The average ACT for the state of Kansas is 22.)

Q. **What’s the average ACT of students in surrounding states?**

A. Colorado, 20.6; Iowa, 22; Missouri, 21.8; Nebraska 21.7; Oklahoma, 20.7; and Texas, 20.9.

Q. **What type of jobs are your students taking?**

A. Teaching, advising, school specialists, counselors, reading specialists and positions in adult education.

Q. **What’s the AVERAGE debt load of a K-State undergraduate student?**

A. $24,779 (Roughly a $260 monthly payment for 10 years.)
The college officially welcomed several new faculty members and an academic advisor.

- **Jenneen LeMay**
  Special Education, Counseling, and Student Affairs  
  M.S.: School Counseling, Kansas State University  
  Professional interests: Leadership, adolescent development, parent relationships, and parent/student support for students with mental/emotional disorders.

- **Alex Red Corn**
  Ph.D.: Candidate in Educational Leadership  
  Master’s: Social and cultural studies in education, University of Kansas  
  Research interests: Leadership and development of American Indian and indigenous education systems, de/colonizing and indigenous methodologies, and multiculturalism and social diversity in education.

- **Jia “Grace” Liang**
  Educational Leadership  
  Ph.D.: Educational administration and policy, University of Georgia  
  Research interests: Instructional leadership, leadership for community engagement, and equity for women and racial minorities.

- **Jessica Holloway-Libell**
  Educational Leadership  
  Ph.D.: Education policy and evaluation, Arizona State University  
  Research interests: Education policy; teacher evaluation policies, practices and instruments; the influence of market-based logics on education policy; and qualitative research methods.

- **Jessica Nelson**
  Special Education, Counseling and Student Affairs  
  M.S.: Special education, Emporia State University

- **Tiana McCoy Pearce**
  Department: Curriculum and Instruction  
  Ph.D.: Curriculum and instruction with an emphasis in literacy studies, Texas A&M University-Corpus Christi  
  Research interests: Reading teacher preparation, educating exceptional students, preservice teachers’ literacy practices, preservice teacher education, children’s and adolescents’ literature.

- **Amber Schaffer**
  Center for Intercultural and Multilingual Advocacy  
  M.S.: Curriculum and instruction, English as a second language, Kansas State University  
  Research interests: Dual language applied linguistics, neurolinguistics, school integration programs, bilingualism.

- **Deepak Prem Subramony**
  Curriculum and Instruction  
  Ph.D.: Instructional systems technology, Indiana University, Bloomington  
  Research interests: Equitable access to educational technologies, socio-economic and cultural ramifications of educational technology adoption and use.

- **Elizabeth Rowe**
  Center for Student and Professional Services  
  Ed.S.: Instructional technology and educational studies, University of Tennessee  
  Academic advisor

- **Jill Wood**
  Curriculum and Instruction  
  M.S.: Emporia State University  
  Research interests: Technology integration, student motivation, problem-based learning, brain-based teaching strategies.
Happy 50th anniversary to the College of Education!

It is most certainly a time of landmarks and milestones. The college has such a storied past, and it is exciting to be part of its future. The next 50 years are going to be another for the history books, starting with a recent recognition: Dean Debbie Mercer was named one of the top 30 education deans in the nation. We already knew that we were being led by an extremely capable leader, but now the rest of the country knows it as well. Congratulations, Dean Mercer.

It is such a privilege to report that we had another outstanding year. Last year, I had the pleasure of reporting the college set a fundraising record of $2.2 million. This year, we set another record: donations increased by 55 percent for a total of $3.4 million. Thank you to everyone who helped us reach this milestone. Through Dean Mercer’s bold vision, we are developing programs and creating initiatives that identify needs and, in the K-State Way, provide solutions. Our friends and alumni are responding like never before.

Thanks to the generosity of many donors, nearly 100 student teachers who applied for scholarships received funding specifically for their professional semester. This is a critical need. Many people don’t realize preservice teachers must pay tuition and all their living expenses while being a full-time student teacher. Because the college recognizes the professional and academic obligations placed upon them, preservice teachers are asked not to hold outside employment. This, while having to purchase a professional wardrobe, can be an extremely difficult semester for students. It is wonderful to report that so many students received much-needed assistance.

The college has enjoyed large turnouts at our annual Cat Town event, we enjoyed a fantastic gathering for the annual Scholarship Connection event uniting students and philanthropists, and we had an active year of meetings with the college’s campaign committee. Speaking of campaigns, earlier this month the KSU Foundation kicked off its Innovation & Inspiration campaign, a $1 billion fundraising campaign of which the college’s goal is $15 million. It is with Purple Pride that I share the college is on its way to meeting this goal. The name of this campaign strikes at the heart of many of the college’s innovative programs — such as our new initiative #WeAreEdCats — that inspire students and philanthropists alike.

Dean Mercer identified the top priorities for the Innovation & Inspiration campaign: student enhancement; faculty enhancement; programmatic enhancement; facility enhancement; and excellence funds. Together, I have no doubt through this initiative our amazing alumni and friends will send record numbers of students on study abroad trips, we will award more scholarships than ever before, and Bluemont Hall will be the technological envy of other education colleges.

Thank you for your ongoing commitment to the profession and to the schools and children who need you. Also, thank you for the many ways you support your alma mater, whether that’s by being a fantastic teacher, choosing the college for graduate-level work, or by making donations. Success requires all of us doing what we can when we can.

Warmly,

Marty Kramer
Director of Development
College of Education
KSU Foundation
Office: 785-532-7578
Cell: 785-826-6131
martyk@found.ksu.edu

Philanthropists Marilyn and Bill Taylor (fourth and fifth from left) spent the day on campus recently to meet with many of the students who went on a study abroad experience, thanks to their generosity. Please go to YouTube and learn the very personal reason the Taylors decided to establish scholarships in the hopes of making “something good” come from their tragic loss. https://www.youtube.com/watch?v=–RvKrbPe4H8
Lifetime Honor Roll Gifts

Bluemont Visionaries
$100,000 and above
Judith Cain*
Gib and Brenda Compton
Goedon and Pat Crosby
Lee and Barbara Harris
Charles and Sandra Rankin
Sue and Timothy Regan
Jim Schroeder
Elvon* and Lydia* Sween
Mary Lynn and Warren Staley
Marilyn and Bill Taylor
Phyllis Wilbur
Dorothy and Bob Willcoxon

Bluemont Leaders
$50,000-$99,999
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Ernest Braun*
Lewis Braun*
Nancy and Charley Cole
Bob and Tracey DeBruyn
Marilee and Rich Donaldson
Mike and Kathy Helen
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

Bluemont Patrons
$10,000 - $49,999
Mike and Dixie Aarstad
Russ and Cari Alford
Bill and Deb Anderson
Donna and Bill* Bright
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Kenneth and Maxine Burkhard
Randy and Rachel Collett
Nancy and Roger Coulter
Nancy and Charlie Craig
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Kelton Faulkner*
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Cheryl and Richard Lewis
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Jo* and Jim McKinnis

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Michael and Susan Scully
David and Eileen Simmons
John and Benda Snyder
Brad Stauffer and Judy Molde-Stauffer
Marilyn and Bill Taylor
Bob Thompson and Jeanne Curtis-Thompson
Judy and Terry Turner
Richard and Martha Wenger
Nancy and Tex Winter

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Airgas Central Accounting Group
Alice E. Cain Trust
AT&T Foundation
Atwood & Palmer Inc.
Bartlett and Co.
Blueville Nursey Inc.
Burlington Northern Santa Fe Foundation
Citgo Petroleum Corp.
Compton Construction Corp.
Cynthia Johnson Trust
Doris Dewey Smith Trust
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Ernst & Young
Focus Autism Inc.
Grambling State University
IBM International Foundation
Ideal Learning Inc.
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Kansas City Southern Industries Inc.
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MacSource
Margaret I Morris Trust
National Academic Advising Association
Phyllis Mayott Moore Estate
R.D. & Joan Dale Hubbard Foundation
Securities Industry Foundation for Economic Education
Sprint Foundation
Texas Instruments Foundation
The Boeing Co.
The Dow Chemical Co.
The Dow Chemical Foundation
The Master Teachers
Zimmerman Family Foundation Inc.

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$10,000 and above
Alan and Karen Bell
Phyllis and Bill Binford
Alice Cain*
LeAnn and Stan Clark
Nancy and Charley Cole
Gib and Brenda Compton
Norman Cooper
Nancy and Roger Coulter
Marilee and Rich Donaldson
Dave and Kristen Dreiling
Dogony and Larry Erpelding
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Cathy and Mitchell Foote
Ed and Deanne Gorsky
Chris and Joe Gottschalk
Beverly and Morris Greenwood
Carolyn and Gary Haden
Lee and Barbara Harris
Mary and Dan Hebert
Jan and Dick Hedges
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Mike and Kathy Helen
Robert and Marcela Irby
Mike and Gloria Konold
Cheryl and Richard Lewis
Alfred* and LaDonna Mayer
Karen and Jim McMillen
Linda and Timothy Mitchell
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Karen and Don Norton
Nancy and Thomas Nurnberg
Carl Nuzman
Joycelyn and Thomas Parish
Kellee Par
Donna and George* Pierson
Sharon Pooler
Dennis and Nancy Powell
Margaret Racullo

Making the world a better place one mind at a time

College of Education Honor Roll of Philanthropy

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William Powell
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Brad Stauffer and Judy Molde-Stauffer
Marilyn and Bill Taylor
Bob Thompson and Jeanne Curtis-Thompson
Ann Zimmerman and Dexter Eggers

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Sharon Fortmeyer-Selan and Lawrence Selan
Karmen and Jeremy Girard
Sondra and Skeeter Goar
Ed and Deanne Gorsky
Marcia and Allen Hahn
Jim and Mary Kay Harders
Nancy Hause
Elizabeth and Thad Henry
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