K-Staters are on top of the world
Want a graduate degree built on a foundation as solid as native Kansas limestone?

Department of Curriculum and Instruction | 785-532-5904 | kaylor@k-state.edu

- Master of Arts in Teaching – Elementary (audits PK-12 license)
- Master of Arts in Teaching – Modern Languages (audits PK-12 license)
- Master of Arts in Teaching – Special Studies (audits PK-12 license)

Curricular and Instruction
- Master of Science Areas of Specializations:
  - Elementary/Middle Level
  - Middle Level/Secondary
  - Reading/Language Arts
  - Reading Specialist
  - Educational Technology
  - English as a Second Language
  - Learning Skills/School Improvement
  - Mathematics Education
  - Teaching Civics and Government

Teaching and Learning (Secondary Licensure in Portfolio)

Department of Educational Leadership | 785-532-5535 | edlea@k-state.edu

- Adult Learning and Leadership
- Adult Learning
- Leadership Dynamics for Adult Learners
- Qualitative Research
- Teaching English as a Second Language for Adult Learners
- Educational Leadership
- Social Justice Education

Department of Special Education, Counseling and Student Affairs | 785-532-5541 | secsa@k-state.edu

- Academic Advising
- College Student Development
- Counselor Education and Supervision
- School Counseling
- Student Affairs in Higher Education
- Special Education
- High Incidence Special Education
- Low Incidence Special Education
- Teaching Students with Autism Spectrum Disorders

Note: This chart is for information purposes only. Please check the graduate catalog, contact the department, or visit coe.k-state.edu/academics/graduate for details.

Connections
FALL 2019

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.

On the cover: Zach Cooper, agriculture education teacher at Abilene High School and current graduate student in curriculum and instruction.

KANSAS STATE UNIVERSITY
College of Education
ADMINISTRATION
Debbie Mercer
Dean
F. Todd Goodson
Professor, assistant dean and chair of the curriculum and instruction department
Ken Hughey
Professor and chair of the special education, counseling and student affairs department
Jerry Johnson
Professor and chair of the educational leadership department
Roger Schieferecke
Assistant dean and director of the Center for Student Success and Professional Services

CONTENTS
4 Greetings from Dean Debbie Mercer
5 EdCats from Hutch praise district for inspiring them to become teachers
6 Crash the Class is a blast for teachers, students
8 EdCats ring in career at the Bluemont Bell
10 K-STEP UP breaks barrier for students in Liberal, KCK
12 New programs attract graduate, undergraduate students
14 We love SCIENCE!
16 College produces significant resource for educators
17 K-State unveils nation’s premier community college leadership program
18 Rural Education Center hosts first Rural Education Summit
20 Roger Schieferecke becomes an EdCat
21 Kidd hired as college’s first-ever assistant director of recruitment
21 Call Me MISTERS have another impressive year
22 College advances education, innovation globally
23 Development director’s column

2019 ALUMNI FELLOWS
Below left: State Rep. Barbara Ballard was the 2019 Graduate School Alumni Fellow and earned her doctorate in counseling and student personnel services. From left: Judy Hughey, Doris Wright Carroll, Rep. Ballard and Ken Hughey.

Below right: Dean Debbie Mercer with 2019 College of Education Alumni Fellow Jon Heim, Executive Director of the Kansas Association of School Boards. Heim earned his doctorate in educational administration.

K-State College of Education
Greetings from Dean Debbie Mercer

Hello, friends!

Each fall, I relish the opportunity to share good news from the College of Education, and this year we may have an unprecedented volume to report. Here are some of the highlights: Our programs are growing; we’ve structured the nation’s top Ed.D. program for community college leaders; we’ve received a $1.6 million grant to bring K-State to future teachers living in KCK; the Master’s in Teaching degree has tripled enrollment – with more than 170 students enrolled; and we’ve added new programs you’ll read about in this edition of “Connections,” as we are constantly adapting to the needs of our profession and the changing lives of students.

Our success continues. With a profound impact on the needs of our profession and the lives of millions of K–12 students, His is both impressive and impossible to summarize. His transformed higher ed administrator – it turned principal turned superintendent turned ed administrator – it is both impossible and impressive to quantify the impact he’s had on the lives of millions of K–12 students. His voluminous scholarly contributions propelled him into a national spotlight.

Several EdCats from Hutchinson – more than half of whom are heading home after graduation – expressed gratitude for the people and places that inspired them to become teachers.

Brooks Armstrong, Lexie Bass, Dylan Graves, and Halle Morris accepted positions with USD 308, and Hanna Lehr accepted a job at nearby Butler High School. Angela Johnson is heading to Paola, and Baylee Heitschmidt will begin her career in Emporia. Armstrong, who’ll teach math at Hutchinson High School and coach track, said he valued the sense of community. "The culture they established in the district promoted learning and allowed all students to be successful, and that’s something I wanted to be part of," he said.

For Bass, a special education teacher at De Soto USD 232, the teachers who cared and worked at forming relationships made the biggest impact on her and fueled her desire to connect with her students. "As a special education teacher, building relationships can be difficult, but it’s a challenge I love because it’s worth it."

For Graves, who’ll teach 6th grade at Morgan Elementary, it’s not just about coming home, it’s about home room. "I will be teaching in the same building where I went to elementary school and teaching in the room I had for home room in 6th grade," Graves said. "The College of Education has done a great job of preparing me, and I’m ready to have my own classroom."

Morris, who’ll teach 4th grade at Graber Elementary, is ready for the classroom. "I have thoroughly enjoyed my time at K-State and have grown so much in two short years because every professor in the College of Education is so passionate about what they do," Morris said. "I can’t wait to take what I have learned back to my hometown of Hutchinson!"

Lehr, who’ll teach English at Butler High School, said she wants to live up to the examples she experienced as a student. "The K-State College of Ed has only deepened my love for teaching and my desire to be a great educator like the ones I had at Hutch," Lehr said. "I can never fully thank all those teachers for setting an example for me and encouraging me to pursue this career."

Johnson, who’ll teach 6th grade math and science and be an assistant volleyball coach at Paola Middle School, credits her hometown with using local resources as magnets for learning. "Hutch is rich with education opportunities like the Cosmosphere, Kansas Underground Salt Museum, Stratata, the Hutch Zoo and even the Kansas State Fair," Johnson said. "Having all of those opportunities made me realize at a young age how fun learning can be – and should be!"

Heitschmidt, who’ll teach 7th grade language arts at Emporia Middle School, admits she was scared to leave Hutch but realized she had the same support and concern from the professors at K-State. "Classrooms can be a community if students feel comfortable and loved," Heitschmidt said. "The field of education is full of people with an innate ability to love others, and I can’t thank USD 308 or the K-State College of Education enough for giving me that outlook."
Our purpose is to honor the profession and honor those who are doing a great job,” Mercer said in the video while driving to Shaheen’s class. “It’s a wonderful way to acknowledge the impact our graduates are having on student learning.”

Like Shaheen, Cooper was shocked and grateful for the experience.

“As a graduate, it made me feel appreciated,” Cooper said. “Even though I am in the real world of teaching, the college still cares for every one of its students and keeps track of their success. And, it’s comforting to know there is always someone that I can ask for help or support because they want us all to succeed. I’m proud to be a graduate from a college that keeps in touch in students.”

Mercer said the goal of “Crash the Class” is to showcase some of K-State’s outstanding graduates and show the profound impact teachers have on students each and every day.

“Our purpose is to honor the profession and honor those who are doing a great job – it’s a wonderful way to acknowledge the impact our graduates are having on student learning.”

– Dean Debbie Mercer
No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

It’s being a part of a new/old tradition that is taking something important from the history of Manhattan, K-State, and the namesake of our College of Ed and keeping it relevant with a tradition that celebrates the future and reflects on the past,” Harrell said.

“It was a bit like moving my tassel,” Jantz said. “After ringing the bell, it finally hit me that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a connection to K-State’s College of Education, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Forever EDCATS

Education powered by purpose

Connections

Written by Lori Goodson

“Nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts!”

– Robert “Scotty” Burford

Ring in career at the Bluemont Bell

Harrell, who will teach 7th grade geography this fall at Fort Riley Middle School, had a unique journey at K-State. An Army National Guardsman, Harrell’s studies were interrupted as he was deployed for three semesters, were interrupted as he was deployed for three semesters, because I wanted to give my mom a chance to experience one of our K-State traditions, especially as I was finishing up my time at K-State,” Feezor said. “I appreciated getting together one last time with the professors and students in the college that I was unable to see during student teaching,” she said.

Set to teach third grade at Berean Academy in Elbing, Kansas, Jillian Jantz said she was thrilled to ring the bell. “It was a bit like moving my tassel,” Jantz said. “After ringing the bell, it finally hit me that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a connection to K-State’s College of Education, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

“For me, it symbolized us all together one last time. For me, it symbolized the conclusion of my undergraduate college career. It was just a nice way to finish things off in a way that was special just to the College of Education. For me, it symbolized the conclusion of my undergraduate college career. It was just a nice way to finish things off in a way that was special just to the College of Education.”

“It’s being a part of a new/old tradition that is taking something important from the history of Manhattan, K-State, and the namesake of our College of Ed and keeping it relevant with a tradition that celebrates the future and reflects on the past,” Harrell said.

“It was a bit like moving my tassel,” Jantz said. “After ringing the bell, it finally hit me that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a connection to K-State’s College of Education, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Robert “Scotty” Burford, who will teach sixth grade at USD 383’s Northview Elementary, appreciated how the event brought him, his friends, and his family together. “Getting to laugh and celebrate with my friends one last time was an absolute delight,” Burford said. “There’s nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates.

“To me it was a semisweet event, getting to enjoy time with my wonderful friends, while talking about our future endeavors,” he said. “I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!”

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

“It’s being a part of a new/old tradition that is taking something important from the history of Manhattan, K-State, and the namesake of our College of Ed and keeping it relevant with a tradition that celebrates the future and reflects on the past,” Harrell said.

“It was a bit like moving my tassel,” Jantz said. “After ringing the bell, it finally hit me that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a connection to K-State’s College of Education, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

For Austin Harrell, a social studies secondary education major, the event was a tradition he wanted to experience.

“I liked the idea of doing something unique that no other college in the university does,” he said. “It’s something special to our college.”

It also provided an opportunity for him to reconnect with friends and faculty after being off campus for his student teaching semester— and being able to go through graduation with my roommate and friends, seeing people I hadn’t seen since the fall!”

Jill Jantz, Set to teach third grade at Berean Academy in Elbing, Kansas, Jillian Jantz said she was thrilled to ring the bell. “It was a bit like moving my tassel,” Jantz said. “After ringing the bell, it finally hit me that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a connection to K-State’s College of Education, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Robert “Scotty” Burford, who will teach sixth grade at USD 383’s Northview Elementary, appreciated how the event brought him, his friends, and his family together. “Getting to laugh and celebrate with my friends one last time was an absolute delight,” Burford said. “There’s nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates.

“To me it was a semisweet event, getting to enjoy time with my wonderful friends, while talking about our future endeavors,” he said. “I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!”

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Robert “Scotty” Burford, who will teach sixth grade at USD 383’s Northview Elementary, appreciated how the event brought him, his friends, and his family together. “Getting to laugh and celebrate with my friends one last time was an absolute delight,” Burford said. “There’s nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates.

“To me it was a semisweet event, getting to enjoy time with my wonderful friends, while talking about our future endeavors,” he said. “I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!”

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Robert “Scotty” Burford, who will teach sixth grade at USD 383’s Northview Elementary, appreciated how the event brought him, his friends, and his family together. “Getting to laugh and celebrate with my friends one last time was an absolute delight,” Burford said. “There’s nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates.

“To me it was a semisweet event, getting to enjoy time with my wonderful friends, while talking about our future endeavors,” he said. “I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!”

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.

Robert “Scotty” Burford, who will teach sixth grade at USD 383’s Northview Elementary, appreciated how the event brought him, his friends, and his family together. “Getting to laugh and celebrate with my friends one last time was an absolute delight,” Burford said. “There’s nothing like the ringing of a big bell to celebrate the culmination of one’s academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates.

“To me it was a semisweet event, getting to enjoy time with my wonderful friends, while talking about our future endeavors,” he said. “I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!”

No matter where their new career leads, ringing the bell symbolizes a connection to K-State’s College of Education that can’t be broken.
of attendees were from Liberal and Kansas City, Kansas—participating as members of the college’s K-STEP UP grant—along with students from Dodge City, Abilene, St. Louis, Missouri, and one from Belgium. The students participated in fun team-building activities around campus such as climbing the rock wall, maneuvering the challenges ropes course, swimming at the Natatorium and bowling. “We had a great time with the extracurricular activities,” Alberto said. “But the real heart of the program was the intense curriculum being delivered by seasoned professionals who challenged them (academy attendees) to never give up on their students and to search for novel ways to keep their students engaged!” Alberto said K-State’s “deep bench” of professional educators with decades of classroom experience shared their unique perspectives and experiences—and most notably, wisdom—with attendees. They included presenters with: Brad Burenheide, associate professor; David L. Griffin, assistant dean emeritus; Socorro Herrera, professor; Sherri Martirive, associate professor; and Vicki Sherbert, assistant professor. The students also met with Debbie Mercer, dean, Roger Schieffercke, assistant dean, and several other faculty and staff members throughout the college. Byron Lewis, K-State future teacher and Call Me MISTER scholar, served as program leader/activities coordinator, and Zach Cooper, agriculture education teacher at Abilene High School and current College of Education graduate student, served as assistant program leader.

“I’ve always known that I wanted to be a teacher, but now I can’t wait to have my own classroom and my own students,” said Dodge City’s Audrey Phelps. “Dr. David Griffin’s whole presentation stuck out to me. Everything he said would help us become the teacher we want to be. He said ‘those who didn’t learn today will learn tomorrow, depending on you, and any teacher who chooses to make a difference, will make one’. I’ve thought about those two quotes every day because it’s a lot of pressure to have a classroom full of students. If they fail, then you fail. But KATA helped me realize that there are many ways to teach, one concept, and that you’re not alone through your teaching career.” Rosa Cano, who attends Summer Academy in Kansas City, Kansas, said, like Phelps, KATA cemented her decision to become an educator.

“Yes, we have, “ Mercer said in agreement to search for novel ways to keep their students engaged!” Alberto said K-State’s “deep bench” of professional educators with decades of classroom experience shared their unique perspectives and experiences—and most notably, wisdom—with attendees. They included presenters with: Brad Burenheide, associate professor; David L. Griffin, assistant dean emeritus; Socorro Herrera, professor; Sherri Martirive, associate professor; and Vicki Sherbert, assistant professor. The students also met with Debbie Mercer, dean, Roger Schieffercke, assistant

Martinez, co-principal investigator on the grant and former high school teacher in Southwest Kansas, said she pictured the faces of students who could be impacted by Project K-STEP UP while writing the grant. “I taught students who never would have had the opportunity to go to college and now they can attend K-State,” Martinez said. “They were the brightest students, but there were too many barriers. This program opens the doors of opportunity—from one side of Kansas to the other—and prepares teachers who reflect the children in their communities.”

And the first groups of students Martinez pictured while working on the grant arrived on campus this summer as part of the Kansas Advanced Teacher Academy, or KATA. The grant paid for students in the K-STEP UP program to attend the weeklong immersive camp. In total, 25 students in grades 10 through 12 participated in one of the weeklong sessions, according to KATA program coordinator James Alberto, an instructor in the department of curriculum and instruction. The majority

“KATA has most definitely impacted my decision to be a teacher,” Cano said.
New programs attract graduate, undergraduate students

Bachelor’s of educational studies

Students who want to work in education but not in a classroom setting have a Bachelor’s of educational studies position at the Office of Educational Innovation and Evaluation, Botkin planned to be a business teacher until accepting a student for this degree because it will provide me with a strong foundation. “I believe it will equip me to ultimately go on to graduate school and pursue a career in academia.”

coe.ksu.edu/academics/bachelor/educational-studies.html

Anna Richardson and Haden Botkin are among the first students in the BSES program.

Troops to Teachers

The College of Education and Kansas State Department of Education were awarded a $400,000 grant for Troops to Teachers in 2018 that provides pathways to the classroom – both a bachelor’s and master’s program – for transitioning military members. The program is open to service members who have used their GI Bill.

“His passion is about the knowledge, the interaction, and the competency to develop a curriculum and – this is critical – the ability to implement it.”

Choosing a major and changing majors can be vexing issues for students and – this is critical – the ability to implement it.”

Stoney said. “Our program is about the knowledge, the interaction, and the competency to develop a curriculum and – this is critical – the ability to implement it.”

Be Stoney, associate professor of curriculum and instruction and a chief architect of the program, explained the degree was designed for undergraduates who want a substantive background in education but for whom the culminating capstone experience is not in a classroom. Examples include professionals planning to work at non-profits, museums, community agencies, ministries, research or public policy.

“We looked at similar programs around the country and wanted to make sure that K-State’s went beyond pedagogy,” Stoney said. “Our program is about the knowledge, the interaction, and the competency to develop a curriculum and – this is critical – the ability to implement it.”

Anna Richardson and Haden Botkin, the BSES was the perfect answer for two very different reasons.

“My love of learning made choosing a major difficult,” Richardson said. “My passions include government, political philosophy, social studies and many other areas of study, but I was drawn to education early on because of conversations I was exposed to. I truly believe education desperately needs policymakers with a background in education, and I am thankful for this degree because it will provide me with a strong foundation.”

Botkin planned to be a business teacher until accepting a student position at the Online Educational Innovation and Evaluation, or OEIE.

“I became interested in the BSES degree because of my work at OEIE, where I learned about program evaluation and qualitative research,” Botkin said. “The degree in educational studies appealed to me primarily because of my interests in higher education and educational research. I believe it will equip me to ultimately go on to graduate school and pursue a career in academia.”

coe.ksu.edu/academics/bachelor/educational-studies.html

Which master’s degree program produces the most graduates? The MAT.
From defining best practices for teacher preparation to sparking a love of science in elementary students, the K-State College of Education is addressing the nation's need for science, technology, engineering and math, or STEM, educators and sowing the seeds of innovation every step along the way. These initiatives are in addition to the college's annual STEM Institute that brings more than 300 kids to campus for the month of June.

**100Kin10**

Kimberly Staples, associate professor of curriculum and instruction, was selected as the K-State representative for the prestigious national “100Kin10” initiative with the goal of attracting and preparing 100,000 STEM teachers in 10 years. Staples was named project team leader after she suggested the topic of preparing teachers for high needs schools. Staples' leadership is absolutely critical, said Debbie Mercer, dean of the College of Education. “Her expertise as a science educator and passion for preparing educators for high needs schools – in both urban and rural districts – is providing an important voice and perspective that is reverberating across the nation.”

**NSTA chapter**

K-State has an official student chapter of the National Science Teachers Association, or NSTA, thanks to Staples' diligent work and a group of her dedicated future science teachers. NSTA is the world's largest association devoted to promoting excellence and innovation in science with 50,000 members.

In addition to the group's monthly meetings, which is open to all undergraduate STEM majors across campus, Staples took four EdCats to the association's annual conference in the Washington, D.C., metro area in November 2018 where they also toured the Smithsonian National Museum of African American History & Culture. In April 2019, Staples took another group of students to St. Louis for the NSTA national conference.

“Through NSTA, our future science teachers experience national and international perspectives of excellence in teaching across science content fields and engineering,” Staples said. “The exposure to outstanding, innovative, amazingly creative teachers of STEM strengthen our students' ability to become research-driven, science teacher leaders at K-State, in Kansas, and across global communities. Every student in Kansas deserves a great science teacher – NSTA supports our vision.”

**Family STEAM Nights**

How does a hover craft become a hover craft? That's the concept that inspired Sherri Martinie, associate professor of curriculum and instruction, and Ryan Bird at the Family STEAM Nights at area schools in 2013.

“We wanted kids to look at things around them – things they thought were cool – and realize STEM is how those things are possible,” Martinie works with future teachers to create engaging activities that bring together family members and professionals in STEM fields.

“I have learned many ways to make traditional classroom subjects relatable and exciting for students,” said EdCat Rachael Duden. “The students get the opportunity to create, to predict, to experiment, and to learn, but my favorite part of these events is watching parents and families explore STEM fields together.”

**Woodrow Wilson Block B-Day**

“Is this the best day of my life?”

That's what a 4th grader professed after the Woodrow Wilson Block B-Day focusing on science and literature at Bluemont Hall. James Albert, instructor of curriculum and instruction, explained they brought the students to campus for two reasons: 1. To remove them from their school environment with the excitement of a field trip, and 2. To allow future teachers to independently create and design a learning environment.

“We balanced thinking creatively with an awareness of the resources and time available for the activities we were planning,” said EdCat Katie Buhler. “Every single one of the students were engaged and excited about experimenting, forming explanations, and applying their learning to the real world.”

EdCats participating in the Woodrow Wilson Block B-Day.

**STEM Challenge**

Cassie Banka, ’09 ’10, Forever EdCat and high school math teacher at Goddard High School in Goddard, Kansas, made national headlines when her students were selected as one of 10 national finalists in Samsung's Solve for Tomorrow STEM challenge.

The students created a clicker device for kids in foster care that sends a prewritten text to their case manager or emergency personnel with a GPS link. They won a $50,000 technology award for their school and pitched their idea to a group of engineers in New York City.

“The most impactful thing for the students was seeing the skills they learned at school impacted something outside of the classroom,” Banka said. “It was more than a competition – social advocacy came along with the project.”

Cassie Banka (far right) and her Goddard High students.
Understanding Refugees, Exploring Trauma and Best Practices for Newcomers and Schools. It was produced in tandem with the college’s documentary “Refuge in the Heartland,” which she co-directed with Rusty Earl, College of Education video producer.

While the e-book and film are geared toward newcomer students, the e-book has a pronounced lens on art education as many world-renowned artists and organizations participated. Newcomers are generally defined as: 1. recent immigrants; 2. students with asylum status; and 3. all students who come to the United States from other countries and find themselves in a country where they are unfamiliar with the culture and the language.

Harlow quickly points out trauma is trauma — no matter where it was acquired.

“Trauma is a life experience that is so intense it affects your physical and psychological being,” said Harlow. “It could be something that happened to a child born in Ness City, Kansas, or it could be something that happened to a child in the Congo who now sits in a Kansas classroom. Teachers need to have a good understanding of trauma because we can best help students by acknowledging and understanding what they’ve been through.”

How common are trauma and anxiety in schools? According to a report published last fall by the National Survey on Children’s Health, 47 percent of all children in this country have experienced at least one adverse childhood experience, or ACE, and 35 percent have at least one ACE by kindergarten. Nearly one-quarter of all children have two or more ACEs.

Harlow is an active leader for the National Art Education Association and continually advocates for important tenants of art education and advocacy in schools. She believes social-emotional artistic learning, or SEAL, is a needed methodology in 21st century PK-12 schools.

“Having been a teacher for 27 years, there are a couple of chapters in the e-book that had I known years ago would have been a game-changer for me as an educator,” Harlow said.

With 15 independently functioning chapters and spotlight segments, the e-book is divided into three sections. The first describes what it means to be a refugee, the second is devoted to trauma and how it affects the brain, and the final section offers best practices for schools and youth organizations.

“Each chapter was designed to be self-supporting, a pull-out section if you will, so teachers can find the topic they are interested in and hone in on that particular topic,” she said.

In addition to Harlow, K-State faculty members who authored chapters are: Susan Velch-Biskeeds, associate professor of educational leadership; Socorro Herrera, professor and director of the Center for Intercultural and Multilingual Advocacy; Judy Hughey, associate professor of special education, counseling and student affairs; and Be Stoney, associate professor of curriculum and instruction. Jeff Zacharakis, professor of adult learning and leadership, served as copy editor and advisor, and Mary Hammel, instructor and associate director of the college’s Catalyst Technology and Media Services, designed the book and created the digital layout.

The cover was illustrated by Marie Taylor, 2017 art education program graduate and teaching assistant professor, and Mary Hammel, art education teaching assistant professor, conceptualized, created and edited the College of Education’s free e-book, “Journey to Refugee.”

Students in the Wayne County Community College District (Detroit, MI) pose with their online instructor Dr. Marguerite Fain (on the screen in the background).

“Journey to Refugee: Understanding Refugees, Exploring Trauma, and Best Practices for Newcomers and Schools,” please visit coe.ksu.edu/journey-to-refuge/.

The College of Education is home to the John E. Roueche Center for Community College Leadership and the nation’s premiere doctoral program for aspiring community college leaders. John E. Roueche, the visionary behind the doctoral program at the University of Texas at Austin for four decades, recently joined the College of Education faculty. His hiring provided an opportunity for Roueche and the college to collaboratively chart the future path for community college leadership development with a 21st Century-focused curriculum.

“K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats,” Roueche said. “Philosophically and structurally, we are a good fit, and we are already operational.”

Debbie Mercer, dean of the K-State College of Education, explained this Ed.D. program will place K-State at the forefront of community college leaders, noting the American Association of Community College has about 1,200 members.

“Dr. Roueche is adding an entirely new dimension to our college’s already impressive educational leadership offerings, and we are delighted to welcome him to the faculty,” Mercer said. “We are excited about the exposure this program brings to the college and even more so about the potential to raise K-State’s national profile and attract transfer students from all across the country – be it online or on campus. Every college across our campus will likely benefit from this association.”

About 60 students from two cohorts are already enrolled in the leadership program. The concept behind the program was to design a curriculum so each course would be directly applicable to a community college or technical college faculty member or administrator.

“Universities are funded dramatically different than community colleges,” Roueche said.

“The governance of universities is dramatically different than the governance of community colleges. The curriculum, dramatically different. The students, dramatically different. So, what we’ve done is to make sure every course students are required to take as they pursue the doctorate is pertinent.”

Roueche explained this is an ideal time to enhance partnerships with community colleges.

“Community colleges are growing,” he said. “Most community colleges are about 40 to 50 years old and an awful lot of the people who were around in those early days are retiring or are retiring very soon. For example, 700 community college presidents have retired in the last six years. Future leadership is essential!”

For more information about this program, please visit coe.ksu.edu/community-college-leadership/.

K-State unveils nation’s premier community college leadership program

John E. Roueche

“K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats.”

– John E. Roueche
Rural Education Center hosts first Rural Education Summit

Education leaders from nearly 40 school districts across Kansas, K-State faculty and three of the nation’s leading experts on public education in rural America convened for the College of Education’s inaugural Rural Education Summit June 13.

The summit was the first event coordinated by the new leaders of the Rural Education Center, or REC. J. Spencer Clark, REC director and associate professor; Lori Goodson, REC assistant director and assistant professor; Dean Debbie Mercer and Kansas Commissioner of Education Randy Watson welcomed attendees.

“We had an awesome group of educators who were engaged in the sessions, anxious to collaborate, and ready to be catalysts for innovation in their communities,” Clark said. “I think we started discussions at the summit that will have lasting impacts on rural schools in Kansas.”

Jerry Johnson, professor and chair of the K-State College of Education’s department of educational leadership and summit presenter, applauded the summit’s interdisciplinary approach and believes K-State is uniquely positioned to address issues affecting rural communities because of its connections and credibility.

“There are very strong and very deep relationships between K-State and its K-12 partners,” Johnson said. “Nothing made that more apparent than the size of the audience and the distance people traveled to attend the summit. I’ve been around major universities most of my career and many have the organizational firepower to do important work, but that work doesn’t lead to improvements in the lives of people and communities outside of the campus, especially rural people and communities. What’s so powerful and impressive about K-State is that you have that firepower along with the commitment to application and practice that comes with being a land-grant institution; access to rural areas; and real and meaningful relationships between the academy and practitioners.”

Todd Goodson, professor and chair of the department curriculum and instruction, said one of the summit’s goals was to serve as a connector and by all accounts, it worked.

“This event helped us identify needs and focus our efforts with rural schools based on the leaders’ input, and I am very proud of the inclusive approach Spencer and Lori took while planning the summit,” Goodson said. “This event also opened the door for collaboration with Dr. Johnson and his department, and we looking forward to drawing on his expertise in the months and years to come.”

Allen Pratt, keynote presenter and executive director of the National Rural Education Association, said he travels around the country and was surprised by what he experienced while on campus.

“This (K-State) is unlike any place I’ve been,” Pratt said. “It’s so positive here. There’s already a dialogue occurring between the university and rural communities. They know you are legit, and you understand rural. Because of that, they trust you. People in other places are fighting to get to that point, and you’re already there.”

Hobart Harmon, keynote presenter and co-director of the Rural Math Excel Partnership grant at the Virginia Advanced Study Strategies and a leading expert in innovation in public education in rural America, echoed Pratt’s observation.

“The center’s role fits perfectly with the land-grant mission,” Harmon said. “You (K-State) are the perfect institution to create a model for how land-grants improve school systems and give young people more opportunities, but this requires a close relationship.”

Pratt and Harmon believe drawing on existing relationships and enhancing the collaboration between K-State and rural schools could be a game-changer for education in the state.

“I’m not certain the university and K-12 districts realize how powerful their unified voice could be for legislative purposes, for grant purpose and for changing the dynamics of education,” Pratt said. “That collaborative process is powerful.”

Harmon said the center’s timing is remarkable.

“Rural America is much more visible to the average American now because of food insecurity, safety issues in schools and poverty,” he said. “Technology is critical because with high speed Internet access, people have access to jobs in urban areas but can live in a rural community. Entrepreneurialism and job creation are part of revitalizing rural America. It’s how we tap the resources of creativity in people and partner with people inside and outside of rural America to revitalize economies and create opportunities for future generations.”

Plans are already under way for the 2020 Rural Education Summit. Visit coe.k-state.edu/rec for more information about the college’s new Rural Education Center.

“There are very strong and very deep relationships between K-State and its K-12 partners.”

- Jerry Johnson

Dean Debbie Mercer is interviewed after the Summit by KSN TV news reporter Alec Gartner.

Back row from left: J. Spencer Clark, Jerry Johnson, and Allen Pratt. Front row from left: Lori Goodson, Dean Debbie Mercer, and Hobart Harmon.

Dr. Jerry Johnson gives one of the summit’s keynote presentations.

Dr. Todd Goodson welcomes attendees.
enthusiastically about K-State. The why students and alumni speak so
It didn’t take long to understand my undergraduate experience, so I just
Wildcat. I didn’t feel the same about Aggieville. Each story was infused with
countless stories of beloved professors, by purple pride for years. I’ve heard
A proud 1997 graduate of the college the Vietnam Conflict. My sister, Kelly, is
industrial arts, until he was drafted into a degree in secondary education –
Success and Professional Services. director of the Center for Student
reflecting on my first year of being
These are the words I think of when “Proud to be an EdCat!”
Roger Schieferecke becomes an EdCat
Our social media presence is at an all-time high and growing. Search EdCats across all platforms to see our efforts. We are also reaching out to our best recruiters – you, our alumni! to identify students who would be amazing teachers and to recommend K-State. We’re filling Kansas classrooms with EdCat posters and pennants and partnering with education pathway programs in high schools and community colleges to build the teaching profession. But we need your help!

success Byron Lewis IV, elementary education with an emphasis in Spanish, who is student teaching this fall.

“I was inspired to become a teacher at an early age. I grew up in a multicultural family and community. My mother was a teacher, and she led me to pursue my passion. I am grateful for the Call Me MISTER program because it provided me with the support and resources I needed to achieve my goals,” said Lewis. “It has been a fantastic year for the Call Me MISTERs. Membership is steadily growing and extracurricular activities are heightening the visibility of this group of scholars. Call Me MISTER is a national program designed to attract men of color to the teaching profession, and the College of Education formally adopted the program in 2016.

“It didn’t take long to understand why students and alumni speak so enthusiastically about K-State. The campus is beautiful. The programs are exceptional. The Manhattan community embraces students and creates a college town vibe second to none. But what really stands out are the people. The K-State faculty and staff are committed to student success. Nowhere is this more evident than in the College of Education. A major responsibility of my position is to promote the teaching profession and, in particular, recruit prospective students to pursue their teaching degrees at K-State. I may be a little biased but I think you’ll agree that K-State prepares teachers better than any other education program in Kansas, the region, and may be so bold, the country. You may have noticed the EdCat (Wildcats majoring in education) phenomenon that has occurred over the last year. It’s who we are. It’s what to expect. It’s our story. EdCats are a special species and we build upon our educator DNA – our sense of family – and rally around the future leaders of classrooms and our profession. We now issue EdCat identification cards to incoming students and present Forever EdCat cards to our graduates. It’s a lasting reminder that the power of K-State is going into the classroom with you.

High school educators working with students interested in teaching have a new partner in the quest to attract the best and brightest students to the profession.

Marcus Kidd joined the college July 1 in the newly created position of assistant director of enrollment management and institutional partnerships. Kidd will oversee recruitment efforts, the Call Me MISTER program and student Ambassador program and will spend a great deal of time in high schools meeting with educators and prospective students. “We have more degree options and pathways available to students interested in teaching than ever before,” Kidd said. “K-State changed my mom’s life, and it changed mine. Now, I have the opportunity to go out and share the message that you can change your life and you can earn an award-winning degree from K-State. If you are meant to be a teacher, our college needs you and your future students need you. Let’s do this.”

If you would like to invite Kidd to speak to students considering the teaching profession, please email him at mkidd@ksu.edu.

Kidd hired as college’s first-ever assistant director of recruitment

It has been a fantastic year for the Call Me MISTERs. Membership is steadily growing and extracurricular activities are heightening the visibility of this group of scholars. Call Me MISTER is a national program designed to attract men of color to the teaching profession, and the College of Education formally adopted the program in 2016. During the 2018-19 academic year, the MISTERs took field trips, launched a podcast, held bi-monthly meetings, attended social events and participated in family events at Woodrow Wilson Elementary School, all organized by Jamie Griffin, activities coordinator. The MISTERs served the families, but more importantly, they served as companions for children whose parents were not able to attend the events.

Marcus Kidd will serve as the faculty advisor for the MISTERs and he looks forward to supporting their efforts and growing the program. “The Call Me MISTER program is the only one of its kind in Kansas,” Kidd said. “There is a need for men of color in our schools, and K-State sees this as an important initiative to pursue because representation matters and it plays a vital role in student development.”

Sam Thederahn, secondary education – social studies major and president, succeeds Byron Lewis IV, elementary education with an emphasis in Spanish, who is student teaching this fall.

“Above all else, Call Me MISTER instilled a sense of responsibility that what we do is really important in terms of students,” Lewis said. “This is what I want to do and what I want to be – a role model!”

For more information about the Call Me MISTER program, please visit coe.ksu.edu/cmm

The Call Me MISTER program is the only one of its kind in Kansas, “ Kidd said. “There is a need for men of color in our schools, and K-State sees this as an important initiative to pursue because representation matters and it plays a vital role in student development.”

Sam Thederahn, secondary education – social studies major and president, succeeds Byron Lewis IV, elementary education with an emphasis in Spanish, who is student teaching this fall.

It has been a fantastic year for the Call Me MISTERs.
The College of Education welcomed the second cohort of 40 teacher scholars from Saudi Arabia in May for the Khbrat SUMMIT, a year-long professional development program.

K-State is one of 14 universities in the nation selected to host the program, which also has cohorts in nine countries. However, only two institutions – K-State and the University of Delaware – received special recognition for their highly successful partnerships and programs.

"K-State has the expertise and infrastructure to affect the level of change Saudi education leaders want to make," said Socorro Herrera, professor and director of the Center for Intercultural and Multilingual Advocacy, or CIMA. "K-State, so I thought to myself, 'let me try it!'" she said. "I started thinking about all the seminars that we took at K-State, so I thought to myself, 'let me try something new;" said Abdulla Alkawari, a 2018 Khbrat scholar. "After talking to the students and realizing how they are different from one another, the session about differentiation instruction came to mind. I started going through my notes, and the next class I assigned the students to different groups based on their interests and skill level. It was awkward and noisy at first but once everyone got with the program, they loved it. In fact, I had to teach other teachers in my school about differentiated instruction, so that it can be applied in other subjects." Vicki Sherbert, assistant professor of curriculum and instruction and Khbrat faculty mentor, reflected on her experience. "It has been an honor to learn alongside these scholars as they considered big questions and sought innovative solutions," Sherbert said. "Their passion for their students in Saudi Arabia has been evident in every conversation, and I believe the scholars as well as our future teachers and faculty have all benefited from this experience." Ayed Matar Alshammari, an English faculty mentor, reflected on her experience. "It has been an honor to learn alongside these scholars as they considered big questions and sought innovative solutions," Sherbert said. "Their passion for their students in Saudi Arabia has been evident in every conversation, and I believe the scholars as well as our future teachers and faculty have all benefited from this experience." Ayed Matar Alshammari, an English supervisor for the kingdom’s ministry of education and Khbrat scholar, agreed. "This program is really one of the most powerful and academically worthwhile programs we’ve ever experienced.”

Abel Frederic Jr.
Senior Director of Development
Office: 785-532-7586
Cell: 785-418-0420
abelf@found.ksu.edu

From the Development Director

Hello, Wildcat Family!

Thank you for your commitment to your students, our university and the College of Education's future teachers. I am always amazed by the generosity of K-State Family. During countless conversations with alumni and friends of the college across the country, more often than not our conversations turn to one theme: belief. You so believe in the college's ability to prepare future educators that you have invested your time and resources to support our faculty, students and programs. I am truly humbled by your efforts and am always amazed at the quality of professionals the college has produced.

On Oct. 9, 2015, Kansas State University launched its most ambitious fundraising campaign in history. The goal was to raise $1 billion to advance its strategic vision of becoming a top 50 research university. Later, the campaign was extended into the year 2020 with a goal of raising $1.4 billion, and the College of Education was asked to raise $18 million. I am pleased to announce that because of your belief and commitment to the work that takes place every day in Bluemont Hall, the college’s goal has been met—and surpassed. One reason for celebration is that we are announcing well in advance of the June 2020 campaign end date. Because of you, the college’s scholarship support has doubled since 2010 as has its endowment. Your commitment ensures that educators from K-State will continue to have an impact in all 105 counties in the state of Kansas, all 50 states in the U.S. and many countries around the world. It has been a privilege to witness the impact of each gift made to the College of Education. The fact that our alumni believe so much in our college is compelling. Your philanthropic investment into the college extends beyond the walls of Bluemont Hall. I get excited when I think about the study abroad experiences our students have, and the lessons they take from those opportunities into the classroom as educators. It is humbling to visit with donors who are passionate about providing summer learning opportunities for middle school students through our Summer STEM program. And it is surreal to think that there are so many of you that are compelled to make a financial contribution that will last long after you and I are gone. How wonderful is it that you are so concerned for the future of education, and the many lives that will be impacted by a quality educator?

In closing, all I can say is thank you. To work alongside each of you has been the pinnacle of my career. There is so much that we have been able to accomplish together, and I am very excited for the future. Your passion is contagious, and I am sure that we are not done yet.

Thank care,

Take care,

KANSAS STATE UNIVERSITY FOUNDATION

Hello, Wildcat Family!

Thank you for your commitment to your students, our university and the College of Education's future teachers. I am always amazed by the generosity of K-State Family. During countless conversations with alumni and friends of the college across the country, more often than not our conversations turn to one theme: belief. You so believe in the college's ability to prepare future educators that you have invested your time and resources to support our faculty, students and programs. I am truly humbled by your efforts and am always amazed at the quality of professionals the college has produced.

On Oct. 9, 2015, Kansas State University launched its most ambitious fundraising campaign in history. The goal was to raise $1 billion to advance its strategic vision of becoming a top 50 research university. Later, the campaign was extended into the year 2020 with a goal of raising $1.4 billion, and the College of Education was asked to raise $18 million. I am pleased to announce that because of your belief and commitment to the work that takes place every day in Bluemont Hall, the college’s goal has been met—and surpassed. One reason for celebration is that we are announcing well in advance of the June 2020 campaign end date. Because of you, the college’s scholarship support has doubled since 2010 as has its endowment. Your commitment ensures that educators from K-State will continue to have an impact in all 105 counties in the state of Kansas, all 50 states in the U.S. and many countries across the globe. It has been a privilege to witness the impact of each gift made to the College of Education. The fact that our alumni believe so much in our college is compelling. Your philanthropic investment into the college extends beyond the walls of Bluemont Hall. I get excited when I think about the study abroad experiences our students have, and the lessons they take from those opportunities into the classroom as educators. It is humbling to visit with donors who are passionate about providing summer learning opportunities for middle school students through our Summer STEM program. And it is surreal to think that there are so many of you that are compelled to make a financial contribution that will last long after you and I are gone. How wonderful is it that you are so concerned for the future of education, and the many lives that will be impacted by a quality educator?

In closing, all I can say is thank you. To work alongside each of you has been the pinnacle of my career. There is so much that we have been able to accomplish together, and I am very excited for the future. Your passion is contagious, and I am sure that we are not done yet.

Take care,
Hope to see you next summer!
July 26-28, 2020