A Message from Dean Balch

On behalf of the College of Education at Indiana State University, I extend to you warm greetings. It has been an exciting year for the College; especially in terms of our mission: To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world. We began the academic year with the announcement that our teacher preparation programs were recognized by the University President, Lloyd W. Benjamin III, as a Program of National Distinction; an honor shared among only two programs campus wide for achieving a national reputation of quality. Later in the year, excellence was again validated when the Department of Educational Leadership, Administration, and Foundations was selected by The Chronicle of Higher Education as ranking 8th in the nation for faculty scholarly productivity. Furthering our mission, educational outreach efforts continue among practicing educators and human service professionals. One example is this year’s third consecutive Counselor Day on Campus, featuring Dr. Peggy Hines, Director of the National Center for Transforming School Counseling. This one-day spring event offered guidance and counseling professionals insight into the many opportunities at Indiana State University as well as professional development with licensure renewal opportunities for participants.

This issue showcases the future home of the College – University Hall. This facility was also known as the Laboratory School. The school closed in 1992 after almost 60 years of providing K-12 educational excellence. University Hall is currently the largest state-funded project in the University’s history. The approximate $30 million renovation project began last year with an expected completion date of May 2009.

The Chronicle (10/20/06) noted that a “sustainable” facility promotes the concept of meeting present needs without compromising the ability of future generations to meet their own needs. A “sustainable” facility also preserves the environment, stimulates economic growth, and improves society by helping people. Clearly the renovation of University Hall accomplishes these concepts. In particular, the newly enclosed atrium will serve as a focal point for University Hall. The atrium will be an open-air plaza for students, faculty, and staff to gather and features dining services and a street-scape atmosphere.

A second feature centers on the remodeled 445-seat auditorium, which captures the nostalgia of the 1930s combined with state-of-the-art theatre features.

Additional renovations include faculty offices on the third floor for all departments, 13 classrooms, plentiful media and technology services, and comprehensive clinic facilities to serve the needs of all learners from both K-12 and higher education settings.

As you peruse this year’s magazine, I hope you will share in my deep pride drawn from our excellent students, faculty, staff, alumni, friends, and external stakeholders. Our future remains bright and hopeful.

Thank you for your ongoing support of the College. With best wishes, I remain

Very truly yours,

Bradley V. Balch
Dean
College of Education Mission

To prepare, promote, and advance educational and human service professionals for a diverse and ever changing world.

Core Values:

Honesty—We have integrity and are trustworthy, ethical and fair.
Collegiality—We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.
Caring for Others—We are compassionate and supportive of others.
Responsibility—We are dedicated, dependable and hard working.
Student Success—We bring to bear scholarship, professionalism, respect and high expectations for all students.
Openness to Change—We prize creativity and support continual improvement.
Social Justice and Diversity—We work to create environments that support and enable all members of our community to thrive.

Conceptual Framework: Becoming a Complete Professional

The overarching theme of Indiana State University’s educator preparation programs is “Becoming a Complete Professional.” Initially adopted in 1991, today our theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word complete in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word becoming is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component “Educator as Expert or Mediator of Learning” deals with an educator’s professional skill as a mediator of students’ learning and/or of the progress individuals make in achieving their potential. The component “Educator as Person” represents the traits and dispositions that make a successful educator justifiably respected and emulated by students. The component “Educator as Member of Communities” reflects the necessity of contributing to the various communities of which educators, as professionals, are members. To be proficient, an educator cannot simply be skillful as a mediator of learning or simply be respected and emulated by students or simply be a contributing member of relevant communities. Instead, a truly successful educator must at the same time be a competent expert or mediator of learning, a person committed to social justice and viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function.

Chronicle of Higher Education Ranks ISU Department in Top 10 Nationally

The Chronicle of Higher Education recently ranked Indiana State University’s Department of Educational Leadership, Administration, and Foundations in the top 10 of faculty scholarly productivity.

“This is very affirming,” said Joshua Powers, associate professor and chairperson of the Department of Educational Leadership, Administration, and Foundations (ELAF). “Our department has always prided itself on being engaged as scholars and as practitioners providing real support to the field.”

ISU ranked eighth out of 375 universities that offer a doctorate in ELAF and was the only university in Indiana in the top 10 for that field.

“The Chronicle’s recognition of the ELAF Department's scholarly productivity is a sound affirmation of faculty efforts for the past several years,” Brad Balch, College of Education dean, said.

In measuring each department member’s productivity, the Chronicle looked at books published, journal publications, citations of journal articles, federal-grant dollars awarded, and honors and awards.

“ELAF faculty have been particularly engaged in writing books and monographs in our department, the majority toward practitioners,” Powers said, “a scholarly orientation that makes sense given our institutional mission as a regional state university.”

One department member who has produced numerous books and is a noted speaker is Todd Whitaker, who has written books such as “Seven Simple Secrets: What the Best Teachers Know and Do” and “Dealing with Difficult Parents (and With Parents in Difficult Situations).”

Mary Howard-Hamilton, a professor of ELAF, is another noted speaker and author within the department. She has published more than 75 articles and book chapters and is an expert in multicultural issues in higher education, student development theories, feminist theory and therapy and consultation.

Balch has also published books entitled: “Preparing a Professional Portfolio: A School Administrator’s Guide” and “Transformational Leadership and Decision Making in Schools.”

Faculty members, including Powers, have been a part of bringing in grants totaling hundreds of thousands of dollars into the university.

Powers said each of the 12 members of ELAF’s faculty is actively pursuing scholarly work.

“This recognition validates the alignment of scholarly priorities among faculty members with essential department, college and university missions,” Balch said about the ranking. “Coupled with an equally strong commitment to teaching and service, the Chronicle's ranking serves as a pre-eminent testament to the quality of faculty in the ELAF department.”

Written by Jennifer Sicking, assistant director of media relations.
Making a difference in the lives of students is the heart of education.

Students in the College of Education at Indiana State University experience that difference through thoughtful programming, quality instruction, and the financial support of alumni and friends. It is this support, much of which comes from endowed funds created in honor or memory of educators, faculty, alumni and friends, which continues to make ISU and the College an affordable, viable opportunity for those who want to study in and make their way in education today.

Just as education makes a difference in lives, so do donor-funded endowments, which can be the lifeblood of the College.

Providing additional opportunities for others to become teachers was why Susie Dewey, BS40, decided to create a new endowed fund in the College this winter. “We need to attract good quality people to education…and foster their dedication to the field,” said Dewey, who taught 43 years, “I loved the kids and enjoyed the teaching. I felt there was a real need for additional scholarships now…the families need them…the profession needs them.”

Honoring her mother, Suzanne Wilson McKowen, BS57, recently established the Juliette Phillip Wilson Endowed Scholarship in the College of Education. “My mother’s greatest joy was to see both of her children at Indiana State. She was an education major, and through this scholarship, her family and friends pay tribute to her life,” said McKowen.

McKowen explained that although her mother had been a good student, she lived during a time when her family felt it would be best for her to leave school and learn a trade. However, Mrs. Wilson always believed that her children and grandchildren should go to college. “This scholarship will carry on the dream she had for her children and all her family,” said McKowen.

Endowed funds provide for new and innovating programming and open doors to the many bright, talented students who have chosen to become educators. Endowed funds last in perpetuity, helping others far into the future and remembering those that the scholarships memorialize.

“Indiana State felt like the right choice,” said freshman Emily Schepers, an elementary education major from Ferdinand, IN, who noted that she chose ISU because of its small size, personal attention, proximity, and the scholarship assistance she received. “I feel that scholarships have provided me with an enriched and fulfilling college experience,” she said. “I can focus more heavily on my studies and also have time to become involved in various school organizations such as the area government for my residence hall, the honors program, and the Indiana State Education Association (ISEA).”

Emily received the Teresa Brooks Memorial Scholarship, an annually awarded fund that will become an endowed fund through a bequest from family and friends. The scholarship memorializes Teresa Brooks, who was killed in a tragic automobile accident during her junior year at Indiana State. She was an education major, and through this scholarship, her family and friends pay tribute to her life.

Endowments are funds that have been created to honor or memorialize individuals providing for the future of educational, programmatic or faculty support for the College. These funds can be created with a minimum contribution of $20,000. Multi-year pledges and bequests may also be used to establish new funds. Awards from endowed funds are made annually from the interest of the fund investments.

One of the benefits of an endowed fund is that it continues to grow over time. Additional gifts may be made to these funds at any time by faculty, staff, alumni and friends who wish to honor or memorialize individuals. Fund honorees and their families are notified of all new gifts made to the funds.

The following list is composed of all endowed funds that the College currently maintains. Although many of the funds are scholarships, there are also graduate student awards, faculty awards and funds that provide programmatic support listed as well. You may also find these scholarships online at http://coe.indstate.edu.

**College of Education Endowed Funds**

R. Elwood and Juneth S. Adams Memorial Fund  
Ray Asbury Scholarship  
Bradley and Tonya Christman Balch Faculty Development Scholarship  
Marilyn C. Brummett Memorial Fund  
Elisha A. Bourn Scholarship in Education  
DKG-Beta Omicron Chapter Fund  
Patricia J. Drake Memorial Scholarship  
Ruth Ann Bourne Elrod Scholarship in Education  
Marian George Memorial Teaching Scholarship  
Jan Gorrell McCarthy Program Development Fund in Early Childhood  
Norma Grosjean Scholarship in Education  
Norma Grosjean Graduate Assistantship in Education  
Ray and Adelaide Hahn Memorial Scholarship  
R. W. Holmstedt Distinguished Professorship  
Robert and Marjorie Jerry Travel Scholarship  
Dr. Gail Huffman-Joley Scholarship  
Vivian L. Jones and Daisy Marvel Scholarship  
Paul A. Kinser Faculty Development Award in Education  
Dr. Herbert J. Klausmeier Scholarship in Education  
Arthur Lucas and Cora L. Chestnut Fund  
Hilda Maehling Memorial Scholarship  
McKinney Educational Scholarship  
Elliott and Estelle Nelson and Family Scholarship  
Madonna Owen and Linda Owen Scholarship  
Catherine Polson Education Scholarship  
Scoop Fund for Elementary Education
David and Miriam Turney Education Endowment
Pansy Beatrice Bryant Walker Memorial Scholarship
Richard Willey Memorial Faculty Development Fund
Dr. Robert O. Williams PDS Educators Service Award
Ruth Zenor and Helen Zenor Brez Scholarship

Blumberg Center Endowed Funds
Fannie Blumberg Memorial in Special Education
Benjamin Blumberg Memorial Fund
William Littlejohn Professional Development Award

Communications Disorders, Counseling, and School Psychology Department Endowed Funds
Becker School Psychology Award
Boniddell Clouse Research Award
Liam K. Grimley Professional Development Award
Barbara Kane Award in Educational and School Psychology
Merle M. Ohlsen Scholarship
Stella Ringer Memorial Scholarship
Margaret L. Rowe Scholarship
Hannah Schlueter Memorial Scholarship
Cheryl Slaughter Memorial Scholarship
Edward C. Roeder Memorial Scholarship
Dr. Kenneth Walker Outstanding Educational Specialist Award

Curriculum, Instruction, and Media Technology Department Endowed Funds
Helen Layman Dix Memorial Scholarship
Wilburn Elrod Secondary Education Fund
Joan Jacob Award for Excellence in Secondary Education
David W. Pease Award
Van Til Graduate Student Award in Writing

Educational Leadership, Administrations, and Foundations Department Endowed Funds
Dr. Dale Findley Professional Development Award
Dr. Alfred L. and Juanita L. Harding and Family Scholarship
Leland D. “Bill” Melvin Memorial Fund
Edgar L. Morphet Research Scholarship in Education
Anita and David Pankake Scholarship
Fred A. and Joyce E. Snyder Award
Fred Swalls Award in Educational Administration
*Dr. Gregory R. Ulm Endowment in Educational Leadership

Elementary, Early and Special Education Department Endowed Funds
Maflinda Brooks Memorial Scholarship
Michael and Mary Blackwell Scholarship in Elementary Education
Chapman Endowment for Education
*Susie Thurman Dewey Scholarship in Elementary Education
Norma L. Reynerson Davies Scholarship Award in Elementary Education
Margaret Ann Gantner Scholarship
Vanita Gibbs Endowed Scholarship
Lela Meres Gill Memorial Scholarship
ISU Early Childhood Education Endowment
Sylvia Laska Memorial Scholarship
Israel H. and Amanda L. Love Memorial Scholarship
Jean Vrydagh Luce Endowment
John Luce Endowed Award
Linda Owens Parker Scholarship
Dr. Doris Williams Outstanding Student Teacher in Special Education
Ione Shaul Nehf Memorial Scholarship
Donald and Joyce Ottinger Award
Martha Pearman Sharp Endowed Scholarship
*Martha Pearman Sharp Endowment for the Integrated Arts
Otto J. Shipla Endowment
Lloyd N. Smith Memorial Scholarship in Elementary Education
Edgar M. Tanruther Scholarship
*Juliette Phillip Wilson Endowed Scholarship in Elementary Education
Mary E. White Elementary Teacher Scholarship

To make a contribution to any fund listed here, please contact Karen O’Rourke, director of development, College of Education, 812-237-8727 or by email at korourke1@indstatefoundation.org.
A Teacher Quality Enhancement (TQE) Grant awarded to ISU by the U.S. Department of Education is changing the face of teacher education programs at ISU, as well as impacting learning environments for K-12 students. Now in its fifth year, Project PRE: Partnering to Reform Education has involved over 50 faculty and staff across the campus and hundreds of teachers in K-12 schools involved in the ISU Professional Development School Partnership (PDS).

The grant allows faculty, preservice teachers, and school partners time to explore best practices and discover new ways of working together to prepare new teachers for successful teaching careers in the schools of tomorrow. This work is resulting in the opportunity for our teacher candidates to be immersed in deeper and richer clinical experiences within a professional development school. It is also bringing about changes in curriculum and sequencing of that curriculum across both elementary and secondary teacher education programs.

Funding from Project PRE also supports multiple strands of professional development for inservice teachers and principals, all of whom are challenged by the need to meet new state academic standards, higher accountability at the federal and state level, more diverse learners, new technology, and changing demographics. The professional development takes many forms including Mentor Teacher Preparation Workshops, a Summer Teacher Academy, Principal Leadership Institutes, presenting alongside ISU faculty at national conferences related to their content area or PDS partnerships, and grants provided to each PDS for school-based professional development aligned with school improvement goals.

In the summer of 2007, 175 K-12 teachers participated in the fourth Summer Teacher Academy. Each summer, the focus is on deepening teacher knowledge and acquisition of new teaching strategies in a content area, following Indiana’s textbook adoption cycle. In addition, other workshops focus on topics identified by teachers as having a high priority, such as Behavior Management, critical and creative problem solving, and technology infusion into teaching. Teachers from the PDS Partnership who participate earn graduate credit or CRUs for license renewal, as well as a stipend. All the professional development is leading to improved learning environments for K-12 students and their teachers.

Preparing PDS principals for their changing roles in leading a professional development school that works in concert with ISU to prepare new teachers is another priority of Project PRE. The Principal Leadership Institute now has two components: an Aspiring Leaders Institute and PDS Principal Development. Both components are directed by the team of Steve Gruenert, assistant professor in Educational Leadership and Karen Goeller PHD92, deputy superintendent of the Vigo County School Corporation. Each program meets six times during the school year. PDS faculty liaisons have been encouraged to join in the PDS Principal Development workshops to gain a deeper understanding of the principal’s role and current issues impacting each school. The 2007-2008 series is focused on instructional leadership, and the combination of practicing principals and faculty liaisons makes for lively and rich discussion of the selected books and journal articles.

Another aim of the grant is to infuse technology into the teaching and learning process. Several integrated workshops have been included in the Summer Teacher Academy. This year, technology consultants and Ken Janz PHD05, director of the Center for Instruction, Research, and Technology, are working with PDS principals and
their school improvement committees to design and deliver specialized workshops at each school.

Although numerous changes are occurring in the Teacher Education Program, nothing is generating more excitement than the pilot of a new professional semester prior to student teaching. For elementary and special education students, the TOTAL (Teachers of Tomorrow Advancing Learning) Semester allows them to intern with a master teacher in a PDS. The interns take their core methods classes (reading, language arts, math, social studies, with science to be added in Fall 2008) on campus each Monday, and then spend all day in a single classroom the rest of the week with a master teacher who has received training and is designated as a “coaching teacher.” The intern starts out observing and performing many of the duties of a teaching assistant, gradually assuming more responsibility for teaching and behavior management as the semester progresses. During the second half of the semester, the intern takes responsibility for one subject during each of four focus weeks. Students report being able to see the connection between the theories and methods they are being exposed to on Mondays with what is happening in the classroom. Coaching teachers say the experience is good for everyone – they try to model their best strategies, the interns have the opportunity for a rich immersion into the classroom and the whole life of the school, and the children in the classroom get more individualized attention. Parents are excited because they see the benefit to their children of having two adults in the classroom. PDS principals whose schools are part of the TOTAL pilot like the idea of another trained pair of hands helping classroom teachers deliver their curriculum, as opposed to the old “pull-out” model of early field experience which was viewed as an interruption to the classroom curriculum and a scheduling burden for all involved. One principal stated her goal now is to have an intern in every classroom! At the end of the first semester pilot, every intern exuded confidence in their ability to have a successful student teaching experience.

Secondary programs are also experimenting with a professional semester prior to student teaching by collaborating with content methods faculty in four different colleges (CAS, COB, COT, NHHS) to create an extended block of time for students to be placed with a coaching teacher in their content area in a local high school. Content methods faculty and professional pedagogy faculty are revamping their courses together to create space for richer and deeper field experiences, giving the opportunity for students to spend three hours a day for approximately eight weeks paired with a master teacher. Math education students were the first to pilot the new concept, followed by social studies education in the spring semester. All 5-12 licensure areas plan to adopt this model by Fall 2009, with K-12 licensure areas of music, art, and physical education currently studying how to adapt the model for their programs.

After four years of collaboration amongst the College of Education, the College of Arts and Sciences and other colleges housing secondary education programs, and our partners in K-12, our relationship, commitment, and ability to, together, produce the best possible teacher for tomorrow’s schools have strengthened exponentially! And, we are all truly partners in creating rich learning environments for K-12 students.

Written by Dr. Becky Libler, associate dean, College of Education.

For licensing information, contact Education Student Services in the College of Education at 1-812-237-3131
College of Education, Program of National Distinction

Teacher education has been recognized this year by Indiana State University as one of two Programs of National Distinction for achieving a national reputation for the quality of work and reflecting the values of Indiana State while meeting state and national needs.

The program, along with other honoree financial services, fosters appreciation for the quality of the University’s academic programs and the accomplishments of faculty, students and alumni, while externally communicating the University’s pride to stakeholders, promoting public awareness of specific outstanding accomplishments and inviting investment in the institution. Each program will receive $350,000.

Promising Scholars in Education

Four individuals were named Promising Scholars in the College of Education, part of an Indiana State effort to become the best University of its kind in the Midwest. Each year, this honor is given to educators that have not yet attained the rank of professor, but have demonstrated a commitment to meaningful research that has the potential to benefit the state and nation.

The program is designed to help attract and retain exceptionally qualified faculty by providing support for scholarly research early in their careers. Each Promising Scholar receives research grants of up to $15,000.

Hema Ganapathy-Coleman, assistant professor, educational and school psychology, was honored for her work on “At the Interface of Beliefs, Resources, and School Networks: Family Perspectives on Educational Outcomes.”

Against the backdrop of educational research that overwhelmingly focuses on quantitative test-and-assess factors, this project draws upon more textured sources to identify key non-academic, non-quantifiable variables that impact educational outcomes for public elementary school students. These include caregiver diaries, an inventory of children’s resources, indepth interviews with parents, and ethnographic observations. These qualitative methods will be used to determine what relationships, social networks, and resources account for a child’s educational achievement.

Vicki Hammen, assistant professor, communication disorders, was chosen for her research on “Voice Problems in Beginning Teachers: A Multi-Dimensional Approach.”

Voice disorders are an occupational risk for those involved in classroom teaching. This project will employ a multidimensional, three-tier model using impairment, disability and handicap to predict the risk of developing a voice disorder. The investigation seeks to determine if questionnaires, acoustic analyses, and aerodynamic measures can characterize voice production in beginning teachers; and whether the instrumental techniques can predict potential voice problems in these teachers.

Christine MacDonald, associate professor, educational and school psychology, and Dr. Bridget Roberts-Pittman, assistant professor, educational and school psychology, received a grant for their work on “ISU Student Experiences of Bullying.”

While bullying among school-aged children has been studied extensively, very little is known about the presence or outcomes of bullying college students. This project has several objectives, including surveying undergraduate students about their experiences with bullying, the impact such experiences have on their willingness to continue attending college, and their responses, if any, to the bullying. With the popularity of Internet sites for communication among younger adults, the project will also survey specifically the use of technology in bullying, called “cyber-bullying.”

Promising Scholar Dr. Hema Ganapathy-Coleman is researching key variables that impact educational outcomes for public elementary schools. The Promising Scholars program provides support for scholarly research to help attract and retain exceptionally qualified faculty at ISU.
Sommers speaks about the future for school principals

Mary Kay Sommers, president of the National Association of Elementary School Principals, spoke to current and future school principals and administrators about the journey of leadership.

“The future is not a future thing,” said Sommers, who is on leave from her position as an elementary school principal in Fort Collins, Colo. “It’s actually today. The ideas of tomorrow are going on somewhere in the world.”

Sommers, who graduated with her bachelor’s degree from Indiana State University, said it was “indescribable” to return to Terre Haute.

“It’s indescribable when I haven’t been here for 30-plus years,” she said about her return to speak to ISU Department of Educational Leadership, Administration, and Foundations about federal policy issues. “It opens doors that I haven’t thought about for years.”

Sommers selected ISU for her bachelor’s degree because of its strong education program.

“It gave me such a strong foundation,” she said. “It helped me to make a commitment to teaching children, not just teaching content.”

Joshua Powers, chair of ISU’s Department of Educational Leadership, Administration, and Foundations, said it was a joy hosting Sommers for her first visit back to Indiana State in 30 years.

“She has made quite a mark in education. Having her here to advise us on the preparation of tomorrow’s principals and to speak to the Terre Haute educational community about school leadership was wonderful,” he said. “With luck we will have her back to help us celebrate the opening of the new College of Education building.”

In the future, principals could be working more as chief learning officers instead of disciplinarians, Sommers said.

“You could be working totally on instruction and learning,” Sommers said. “It’s already happening in Australia, it’s happening in the U.K. and it’s happening in some places in the United States.”

Also as classrooms shift culturally, students will look less like those teaching and leading them, Sommers said. That means principals will need to become more culturally aware and should visit the homes of their students.

Principals also must take more of an advocacy role for their schools.

“We need to talk about the story of education,” she said.

In the past, Sommers said teachers didn’t have to worry about convincing lawmakers of anything, all teachers had to do was to teach. Those days, she said, are gone.

“We have to be advocates for the school and children in our schools,” she said.

That includes making their voices heard at the highest federal levels.

“People at the federal level are making decisions, but they’re not hearing our stories,” said Sommers, who has testified before Congress on the No Child Left Behind Act and the need for reform in high stakes testing on behalf of 30,000 elementary and middle school principals across the country. “Legislators are saying they’re not hearing from principals, they’re not hearing from teachers.”

The problem with the future, Sommers said, is a person cannot predict it.

“But what we can do is create it,” she added. “All we have to do is stand up and tell what you need. Tell your story.”

Written by Jennifer Sicking, assistant director of media relations.
University Hall: A Building Reborn for Education
After closing its doors to educating local elementary school students in 1992, Indiana State University’s Laboratory School, now known as University Hall, is undergoing a renovation to house the college that turns out teachers and administrators.

The building was at one time home to K-12 students. State High, which educated the upper grades, closed in 1978. The middle school grades were discontinued in 1990-91. Then the school closed for good in 1992 after almost 60 years of educating students.

“Each loss was painful and regretted by much of the community,” said Stanley Evans, who taught at the school and now is an ISU associate professor of English.

Greg Ulm, who was principal at the school and now an ISU faculty emeritus, recalled the feelings of loss at the school’s closing.

“I realized how significant the work of the Laboratory School had been for many years, the exceptional faculty, the many students who contributed to and grew from the experience and the many college students who gained insight into teaching and loving all kinds of students,” he said. “It was clear that all we had done to sustain this work had not been successful in the manner in which we had hoped. It also seemed important to honor our shared memories and to work to heal our grief and sorrow.”

University Hall was a building reborn in 2006 when it became the largest state-funded project in the university’s history as officials sought to renovate it for the College of Education. The State Budget Committee approved the release of $26.88 million in bonding authority for the project. The remaining $2.92 million of the project will be paid for out of university funds.

“It’s symbolic that we’re moving into a building that’s whole intentional purpose was to meet the clinical teaching and learning needs of our program, which still remains our very identity,” said College of Education Dean Brad Balch.

Ulm said the move also provides an opportunity for the college to experience other growth.

“For me, our return to a site where we make something new of our history is also an opportunity for our college to consider how we might be different in how we think, work together, teach and nurture our students and one another,” he said. “It would not be enough for me to just move my stuff. I think I would want to move myself to be something more, different, making change that gains new opportunity.”

The $29.8 million renovation project began in June with an interior demolition of the building. Work crews now are painting classrooms and offices within the building. Steve Culp, Indiana State University construction manager, said the renovation project should be completed in May 2009 and in use for the fall 2009 semester.

Since 1976, the College of Education has been housed in a 15-story former residence hall. The College of Business, located in the adjoining tower, will move into the downtown Federal Building, and the twin towers will be razed. The moves are expected to save the university and the state about $900,000 each year in repair and rehabilitation costs, with additional savings expected in utilities.

In addition to the classrooms and offices throughout the building, two amenities will bring added attraction to the building.

Culp called the atrium a “focal point” for University Hall. The open-air plaza encircled by University Hall will be turned into a steel and glass enclosed atrium with nine 30-foot by 18 ½ foot skylights along with climate control and irrigation systems.

“It will be 72 degrees all year around,” Culp said.

Faculty members signed steel beams that cranes then lifted into place to form the framework for the atrium’s glass ceiling in November. The second amenity involves a remodel of the hall’s auditorium, which will combine the technology of the new with the 1930s’ aesthetic.

“This is another focal point,” Culp said as he looked around the water-damaged auditorium. “It has been vacant for a long time.”

That part of the project calls for refurbishing woodwork and plaster throughout what will be a 445-seat auditorium with

Dr. Greg Ulm stands just outside the door to the old Lab School, of which he was the last principal. Renovations of the building are currently underway to make it the new home for the College of Education.
balcony. Culp said the atrium and auditorium were major projects within the renovation.

Staff offices have been configured into suites of four. While Culp noted the rear offices are smaller, they do have windows that showcase university life outside the college. The front two offices in the suite have windows looking into the hallway.

One person will have a special office, which has a greenhouse attached.

“This is a relatively small office, but this makes it much larger,” Culp said. “It will have a new framework, new glass and French doors. It’s very structurally sound. Once it’s finished, it will probably be the nicest office on campus.”

In addition to offices for College of Education faculty and staff inside the historic building, the hall will include 13 classrooms with the latest technology and two mock classrooms for students to practice teaching. Data and electrical outlets will be spaced throughout the classrooms for students’ use.

“No student will be more than six feet away from an electrical outlet to recharge a computer;” Culp said.

From arched doorways to original stairwells, Culp said the goal is to keep historic aspects of University Hall, which was built for $1 million and opened in 1935. It is now listed on the Indiana Division of Historic Preservation and Archeology’s historic sites and structures list. A Works Progress Administration grant allowed the building of an additional wing that housed the Sycamore Auditorium and gymnasiums.

Arched ceilings throughout the building’s corridors also give the building a sense of history.

“It will give it a more period look,” Culp said. “It never had arched hallways. We’re putting that in as an added bonus.”

Another bonus for University Hall are the murals by Terre Haute native son and well-known muralist Gilbert Wilson. One mural depicts a scene from Utopia to Armageddon, while the second is of a sunburst with two hands reaching toward it. The murals, located in the building’s entryway, have been protected with plywood for the duration of the renovation project.

Throughout its changing history, education has been a part of University Hall as much as its bricks and mortar.

Ulm described the school as a place where students from different backgrounds found a culture of acceptance, high expectation and opportunity.

“The school was a welcoming and engaging place,” he said. “There were so many chances for children to grow, Did you attend Lab School…teach in the Lab School? The College of Education is currently collecting stories, pictures and artifacts about the Lab School at Indiana State University, and would like to invite you to participate in the project.

There is no doubt that education has helped to define Indiana State, and that the Lab School was a significant part of that. In recognition of the institution’s educational foundation, the College is working to capture the past through stories of alumni and faculty. This history will be displayed in the newly renovated University Hall, formerly the Lab School, in a historical timeline.

The timeline will show significant events in education, and will incorporate the true stories of individuals who spent time learning and teaching in the building. What better way for education students to learn about the history and traditions of their own institution, while looking to the future of education here in Indiana.

The project is being led by Greg Ulm, emeritus faculty of educational administration, and the last principal of the Lab School. Committee members include: Louise Clark, Bob Clouse, Sonnie Crawford, Susan Davis, Stan Evans, Vanita Gibbs, Becky Libler, Jim Mullican and Karen O’Rourke.

For more information about the project or to send your stories contact, Karen O’Rourke at 812-237-8727, korourke1@indstatefoundation.org, or in the mail to College of Education, Indiana State University, Terre Haute, IN 47809.
some of the exceptional examples include early childhood development, art, instrumental and vocal music, physical development, reading and literature, theater, service learning, social learning and social activism, gifted education, science and mathematics, technology, practical arts and learning to live with others different than you.”

That education resulted in students ready for the world as they left the Laboratory School.

“There is a history of our graduates that is both valuable because of extraordinary achievement and exceptional because of ordinary achievement, that is, the ability to contribute as a citizen and member of our society in ways that are ordinary yet essential to the welfare of our communities.”

Faculty and staff of the College pose with the large crane used to lift steel beams for the newly covered atrium in University Hall.

The same could be said for the College of Education as it prepares teachers and administrators to lead classes and schools as they leave University Hall in 2009. The college’s framework carries values such as caring for others, openness to change, social justice and diversity and responsibility.

“I seek to find it in myself, I look for it in my faculty and staff, but I think it’s also exemplified in our teaching and learning in the classroom, and we find those things in our graduates,” Balch said.

Written by Jennifer Sicking, ISU assistant director of media relations.

Drawing of the newly enclosed atrium, a focal point of the remodeled structure.
Student who struggled with reading earns highest GPA honor at ISU

In second grade, Amanda Wilson struggled with her reading.

Years later, she isn’t struggling anymore.

Wilson was the sole Hines Memorial Medal winner for Indiana State University’s winter commencement. The award, named for Linnaeus Neal Hines, who served as university president from 1921 through 1933, is given to the graduating senior with the highest grade point average.

The Fort Wayne native said she did her part to earn her grades by studying and completing projects to the best of her ability. She also acknowledged the part that others played in her success.

“I really have my family, friends and professors to thank for their support and encouragement while at ISU,” she said.

When Wilson decided to study education at ISU, she said it seemed like a natural fit.

“After some reflection about my own struggles learning to read in second grade, I decided that I wanted to help students who have a hard time learning because a teacher did the same thing for me, and I am so grateful,” she said.

Wilson said her struggles stemmed from a learning environment that didn’t help her to be successful. However, when she moved to Indiana and began attending a new school, her second-grade teacher spent time with her during recess and she occasionally received help from the special education teacher.

“By the end of second grade, I was beginning to read,” she said. “I was never labeled as having a learning disability because I just needed more direct instruction than was given to me in kindergarten and first grade. Reflecting back, I am so very grateful that those teachers gave me the intervention I needed to get me on track to be successful throughout my schooling.”

Wilson decided to study education at ISU because she said she was impressed with its teaching program.

“I was also interested in the opportunity to double major in both special education and elementary education, and ISU was one of the only schools I found offering a dual licensure program at the time,” she said.

Wilson also completed the teaching English as a second language program while at ISU. She hopes to be hired for a special education teaching position in the Indianapolis area.

Wilson was recognized during Indiana State’s winter commencement.

Written by Jennifer Sicking, assistant director of media relations.

Making Math Available to all: Professor Helps to Develop Software for Visually Impaired

Indiana State University associate professor Elizabeth Jones has spent the past seven months working to make math accessible to all students.

Jones, an associate professor of mathematics and computer science, took a sabbatical for the fall and spring semesters to work as a consultant with ViewPlus Technologies, a company that creates hardware and software for the visually impaired in Corvallis, Ore.

John Gardner, a physicist who went blind as an adult, started the company to create products that would help the visually impaired overcome obstacles in the way of education. After receiving a National Science Foundation small business grant to create math software for students, he contacted Jones to serve as the math educator on the project team.

“I feel very lucky to be doing this,” Jones said, adding that it has been an “amazing” experience.

“It’s made me think a little more about how to make math available for all students,” she said. “As a mainstream math educator, when I’m making curriculum, there are things that I just don’t think about. Now, it’s on my radar and I’ll pass it on to my students before they’re thrown into it.”

Currently, many visually impaired children are taught math using an abacus, Jones said.

“We’re trying to move away from the abacus and get blind kids doing arithmetic the same way as sighted kids,” she said.

With 75 percent of the visually impaired children in mainstream classrooms, Jones said it was also important to develop math programs that could be used by all students. The program they developed uses all three ways people learn: sight, hearing and touch.

Through technology, a computer provides the voice for the typed words and figures that are on a computer screen. An embosser creates print outs, with not only Braille, but also graphics that the students can feel.

“The blind can touch it,” she said. “It can also be used by the learning disabled who can see and feel it.”

Students can take the printed page and place it on a touch pad, which is connected to the computer.
ISU alumna Carolyn Cochren, MS81, PHD00, was selected as middle school Principal of the Year in Indiana.

Cochren, principal at Princeton Community Middle School, was selected for the award because of her work to change the curriculum to support student needs. She was also recognized for her work to seek grant funding and encourage her staff to do the same. She received a $40,000 SINE grant to implement a Model School Program for Problem Solving, and was also awarded a $15,000 grant from the Welborn Baptist Foundation to purchase heart monitors for the school’s physical fitness program. Over the course of three years, Toyota Corporation has provided grants totaling $26,500 for remediation programs, a renaissance program, and physical fitness program. In addition, several teachers at the school have been awarded grants for further education in their content areas.

When she joined Princeton Middle School in 2003, putting together a public relations marketing plan for the school was first on her agenda. She felt it was critical to gain the support and trust of her staff members so that they could show the community that the school had an outstanding and dedicated staff, students who wanted to learn, and an administration willing to work with students and staff to be successful.

Each year, the Principal of the Year Awards are given statewide to three individuals, one from each level, high school, middle school, and elementary school. Cochren was one of 325 potential middle school candidates. ISU alumni who received the Principal of the Year regional awards were: James Church, Greencastle High School, Carolyn Cochren, Princeton Community Middle School; Tom Galovic, Whiteland Community High School; Denise Jacobs, Carmel Middle School; Jeffrey Jerrels, North Daviess Junior/Senior High School; Rhonda Majors, Clinton Central Elementary School; Tammy Roeschlein, Chauncey Rose Middle School; John Williams, Carmel High School.

“The they can touch on the printed page and the computer will voice what it is,” she said.

The developed program focuses on addition, subtraction and multiplication. Future editions will focus on division, fractions and eventually higher levels of math.

“Right now, we’re focusing on the lower levels of math,” Jones said. “If they don’t get the lower levels, they won’t be able to use high-level math.”

While the goal is to have the technology available for schools in the fall, Jones said it also could be used at home as well.

“We’ve tested it with mainstream students,” she said. “It will be tested on the visually impaired in April. We would like it to work for everyone from blind and deaf students to the gifted and talented.”

Written by Jennifer Sicking, assistant director of media relations.

Keynote Speaker, Dr. Peggy Hines, Director, National Center for Transforming School Counseling, spoke at the 2008 annual Counselor Day on Campus about “Transformed K-12 School Counselors: Ensuring College and Career Success for All Students.” This is the third year for this event, which draws school counselors from around the state and Illinois.
Sycamore Educator’s Day

The annual Sycamore Educator’s Day offered teachers throughout the state a chance for renewal and rejuvenation through innovative programs and a full day of sessions on campus at Indiana State. Dr. Thomas Moore, a nationally recognized early childhood consultant, author, and children’s recording artist, who earned a master’s degree in education in 1988 and a doctoral degree in education in 1991 from Indiana State, presented a lively and interactive keynote address. Teachers attending the program had the chance to be selected to receive one of four scholarships offered annually. This year’s Sycamore Ed Day will be November 1, 2008.
Indiana State University’s College of Education has long focused on leadership, now officials plan to showcase it.

“Leadership is integral to today’s schools and colleges and to the future of education,” said Josh Powers, chairperson of the Department of Educational Leadership, Administration, and Foundations. “Leadership has been the strong focus of the College of Education for decades.”

On the second floor of University Hall, which is being renovated to house the College of Education and will open in 2009, one wing – Leadership Hall – also will act as a showcase for those who have excelled in providing leadership at schools, colleges and universities.

“There will be a place to honor current students and alums on achievements they have had,” Powers said.

In conjunction with the development of Leadership Hall, a capital campaign kicked off in November with a goal to raise $150,000, Danyelle Ard, assistant director of annual giving for the ISU Foundation, said. As of April, giving had totaled more than $70,000. The campaign continues until University Hall opens in the fall of 2009.

In addition to housing the department of educational leadership, Leadership Hall also will be the home for the North Central Association and the new Center for Pedagogy. The hall also will have the only balcony access to the atrium, which is a centerpiece of the University Hall project.

“It will have an exhibit about the creation of the department with K-12, higher education and student affairs,” Ard said about other Leadership Hall components. “It will bring them all together.”

The hall will be named for Robert Boyd, ISU associate professor of educational leadership and director of administrative placement, in recognition of his dedication to the educational field and the preparation of administrative leaders.

“He is a long-time member of the education community and has been a part of our faculty for many years,” Powers said.

Boyd started in education in 1965 and spent the past 20 years with ISU.

“I believe that the long history of the department of educational leadership at ISU and its contribution to the many school administrators across Indiana and many states in the U.S. will be appropriately acknowledged by the creation of the Leadership Hall,” he said. “I was humbled and thrilled to have my name used to represent the hundreds of school leaders that have experienced ISU. The Robert Boyd Leadership Hall will really mean educational leadership for all of our graduates.”

Of the money raised, 25 percent will be directed toward scholarships, including the Gregory Ulm Endowment in Education Leadership. Ulm is a professor emeritus of the department. The scholarship would provide assistance to students in the leadership program.

Donations may be made by contacting Ard at 812-237-7609 or at dard@indstatefoundation.org. Donations also may be made through the foundation’s website at www.indstatefoundation.org.

For more information contact, Joshua Powers, at (812) 237-2900 or at jpowers@indstate.edu.

Written by Jennifer Sicking, assistant director of media relations.
Early Childhood Center Earns National Accreditation

“The ISU Early Childhood Education Center’s NAEYC Accreditation is a sign that they are a leader in a national effort to invest in high-quality early childhood education, and to help give all children a better start.”

The NAEYC Accreditation system has set voluntary professional standards for programs for young children since 1985. As of September 2006, the Association’s revised program standards and criteria have introduced a new level of quality, accountability, and service for parents and children in child care programs. The new standards reflect the latest research and best practices in early childhood education and development. NAEYC is committed to utilizing the newest studies and analysis on positive child outcomes to ensure young children continue receiving the highest-quality care and education possible.

The NAEYC Accreditation system was created in 1985 to set professional standards for early childhood education, and to help families identify high-quality preschools, child care centers and other early education programs. To earn NAEYC Accreditation, a program must meet each of the 10 NAEYC Early Childhood Program Standards. Programs are accredited by NAEYC for a five-year period.

For more information about the Early Childhood Education Center’s programs, or to schedule a tour, contact the center at 812-237-2547, or visit them online at www.indstate.edu/ecec.

The Early Childhood Education Center at Indiana State this past fall was one of the first early childhood programs to earn accreditation from the National Association for the Education of Young Children (NAEYC) – the nation’s leading organization of early childhood professionals.

The center is affiliated with the ISU College of Education, and provides care and education for children ages 6 weeks – 5 years in both full day and part day preschool programs. The full day program is located in University Apartments at 200 Farrington St., while the shorter day preschool program is currently located in Franklin Elementary School.

“We’re proud to have earned the mark of quality from NAEYC, and to be recognized for our commitment to reaching the highest professional standards,” said Gail Gottschling, program director. “NAEYC Accreditation lets families in our community know that children in our program are getting the best care and early learning experiences possible.”

To earn NAEYC Accreditation in the new system, the Early Childhood Education Center went through an extensive self-study process, measuring the program and its services against the 10 new NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. The program received NAEYC Accreditation after an on-site visit by NAEYC Assessors to ensure that the program meets each of the 10 NAEYC program standards. NAEYC-accredited programs are also subject to unannounced visits during their accreditation, which lasts for five years.

In the 20 years since NAEYC Accreditation was established, it has become a widely recognized sign of high-quality early childhood education. More than 11,000 programs, serving one million young children, are currently accredited by NAEYC – approximately eight percent of all preschools and other early childhood programs. “The new NAEYC Accreditation system raises the bar for preschools, child care centers and other early childhood programs,” said Mark Ginsberg, Ph.D., executive director of NAEYC. “The ISU Early Childhood Education Center’s NAEYC Accreditation is a sign that they are a leader in a national effort to invest in high-quality early childhood education, and to help give all children a better start.”

Early Childhood Specialist Andrea Henderson works with a preschooler in the ISU Program at Franklin Elementary School.
It was with student teachers in mind that Dr. Marvin Al Henry, professor of education emeritus from Indiana State University, decided to help change the lives of others in the College of Education. Dr. Henry donated copies of “Supervising Student Teachers the Professional Way,” a textbook which he co-authored, to the ISU College of Education for use in its student teaching program.

“I observed that teachers usually enjoyed supervising student teachers but there was no supervisory preparation in most cases. College and university personnel were not available for any intended periods to instruct and orient the teachers for the role of supervisor. The obvious result was that the experience was not as thorough and meaningful as it could and should have been,” noted Dr. Henry.

Written to enhance the skills of teachers who supervise students in the final stages of their professional development prior to certification, Dr. Henry still puts students first, even in retirement.

Dr. Henry said, “I felt that student teaching was the most beneficial and influential experience that I had in college. I was fortunate enough to secure a position as a university supervisor of student teachers and focused on field experiences as my major professional interest as a professor.”

“Another supervisor and I perceived that teachers would like to have a practical reference book which would help them work with student teachers in a more professional way. We began to note questions being asked by teachers at meetings and in conversation and eventually organized those concerns into book chapters. The result was a practical reference guide which starts with preparation for a student teacher’s arrival and ends with evaluation at the end of the experience.”

It was written in a direct, forthright manner with specific suggestions and case studies based on actual experiences. It was an instant success. Since its inception in 1972, it has been used as a reference by educators in every state as well as several foreign countries. Now in its sixth edition, it remains as the standard textbook for universities that have courses in student teacher supervision, and is often used as a resource for study in workshops on student teaching.

Dr. Henry completed his bachelor’s degree at Indiana State. After teaching a few years and serving a brief period in the Army, he returned to ISU and remained for 36 and one-half years as a supervisor of student teachers, Director of Student Teaching, and eventually Chairperson of the Department of Curriculum, Instruction and Media Technology. He had national visibility in education and served as president of the National Association of Teacher Educators in 1977-78 and was later named a distinguished member of that organization. Recognized as a leader in student teaching, he was often a consultant, speaker or resource person for groups focusing on student teaching. His interests extended into support for beginning teachers. He also developed a support program that was named Distinguished Program in Teacher Education by the Association of Teacher Educators in 1988.

Dr. Henry donated books to allow each school cooperating with Indiana State to have reference copies. “I realize that with shrinking budgets universities cannot provide as thorough training for cooperating teachers as they would like. This university and this book have both been good to me and I hope that in a small way I can repay them for the contribution they have made to my life.”

The book was co-authored by Dr. Wayne Beasley, formerly of Indiana State and the University of South Florida and Dr. Kenneth Brighton, Professor of Education at Johnson State College, Vermont.

Dr. Henry retired in 1995 and lives in Terre Haute.
Alumni, emeriti and friends of the College of Education had fun times during Homecoming 2007. Emeriti of the College enjoyed an annual luncheon hosted by Dean Balch, and a special tour of the University Hall renovation project. College faculty and staff enjoyed visiting with a host of guests at Tent City outside Memorial Stadium before the football game. Pictured are (starting top left, clockwise): Lucille Turner and her daughter Suzanne Turner with Sycamore Sam at the College Emeriti Luncheon; Steve Gruenert and Dean Balch talking with Bob Jerry and his son, Robert Jerry; alumnus Roger Fierst and Dean Balch chatting outside the tent; emeriti and friends touring the renovation project at University Hall; alumni Darrell Roundtree and Christi Fenton looking at the transformation of the former Lab School into the new College of Education. This year’s Homecoming will be October 25, 2008.
1940's
Smith, Marjorie H., BS43 passed away January 25, 2008. She was a graduate of Indiana State Teachers' College in 1943.

Mardis, Robert C., BS49, MS51 passed away Aug. 15, 2007. Bob retired from the Vigo County School Corporation in 1989 where he had served as principal for 37 years at McKeen School which later became Lincoln School and was finally named Franklin Elementary School in 1961. He received the Distinguished Alumnus Award for Indiana State University in 1987.

1950's
Collins, Jack E., BS58 former teacher/administrator in LaPorte, IN retired and now resides in Dunnellon, FL.

1960's
Porter, Andrew C., BS63, MS65 has been named Dean of the Graduate School of Education at the University of Pennsylvania. A nationally-known scholar and educator, Dr. Porter is an expert in quantitative methods.

Johnson Sloop, Harriet, BS64, MS68 retired from teaching at the end of 2007. Harriet taught in the Elkhart Community Schools for 41 years.

Roberson, William E., BS68, EDS75 has been named Superintendent of Mt. Pleasant Township Community School Corporation.

Sommers, Mary Kay, BS68 was selected as President of the National Association of Elementary School Principals.

Phillips, Michael, BS69 passed away January 18, 2007. Mike spent his entire career at his alma mater, Indiana State. After graduation, he began working in the Office of Student Financial Aid, where he worked his way up from assistant director to director. In 1995, he assumed the position of Student Ombudsperson where he continued until the time of his death.

1970's
Blankenbaker, Mary (Dietrich), BS71 has been appointed director to the board of the National Restaurant Association and was past Chairperson of the Illinois Restaurant Association.

Blackburn, Michael, BS72, EDS05, PHD07 was named Associate Executive Director of National Interscholastic Athletic Administrators Association in June 2006. His previous 27 years were spent as Director of Athletics at Northwestern High School in Kokomo, IN. Michael has a total of 35 years in education and administration.

Davis, Susan K. (Smock), BS73, MS76, has taught Speech Therapy for 25 years in High School through Elementary in both Indiana and Illinois.

1980's
Bell Friedman, Susan, MS81 was named President and CEO of the Alzheimer's Association of central and western Virginia serving 37 counties and more than 42,000 Virginians with Alzheimer's or dementia.
Hull, Ken, BS81 became Speedway Schools Superintendent in August 2007. He brings to the position strong communication skills and knowledge of school finance. He and his wife Tamara BS81, have two children. Tamara works for Pike Township Schools.

Pride, Murray, MS83 was selected as Indiana Association of Public School superintendents District IV “Superintendent of the Year” for 2007.

Hadley-Aikman, Sarah, BS90, MS94 is conference program chair for the 88th annual Association of College Unions International (ACUI) conference, March 16-19 in New Orleans, LA. Sarah is the director of the student union at Northern Kentucky University.

Jordon, Tim, BS92, BS94 and his wife Raye welcomed their first child, a son, Luke Melvin on May 26, 2007. Tim was also recently hired as Athletic Director at Edinburgh Jr. – Sr. High School for the 2007 – 2008 school year.

Janiak-Fenton, Julie, MS93 accepted the TRIO Student Support Services Director position for the University of Wisconsin Colleges in July 2007. Her home campus is still UW-Rock County where she oversees the TRIO SSS programs at UW-Baraboo, US-Marathon, and UW-Waukesha. They serve 450 students throughout the four sites.

Nowak, Meg, MS93 adopted a baby girl from Vietnam last January. You can visit their blog about the adoption and raising Ava Linh at www.avalinh.blogspot.com.

Miklozek, Heather (Dalton), BS98, MS02 had a baby girl on October 3, 2007. Her name is Adelaide Louise Miklozek. The proud father is Frank Miklozek III.

Owen, Heather, BS98, MA00, MS04 is on the conference program team for the ACUI conference. Heather is the director of student activities and recreation at Purdue University.

Buxton, Jasmine H., MS07 and Clay, Jasmine P., MS07 co-presented “Nooses, Ethnic Parties and Mandatory Diversity Programs, Oh My!: A look at the current cultural status of the African American college student” at the First Annual Big 10 Conference on Black Student Leadership hosted at The Ohio State University, January 25 – 28, 2008.

Dewan, Mary Ann, PHD00 was named assistant superintendent for the MSD of Wayne Township in Indianapolis. Mary Ann will be responsible for elementary programs.

Whitlow, Kelly (Knue), BS01 and Scott Whitlow, BS02 of Terre Haute, IN welcomed their second daughter, Mia Christine, in November 2006. They have a three-year-old daughter, Claudia Alexis.

Duan, Xin-Ran, PHD03 has taken the position of Dean at Holyoke Community College in Massachusetts. HCC is the oldest community college in Massachusetts with a student population of 10,000 which includes many international students. The college has over 100 programs.

Todd, Verl, MS03 a member of FLORIDA SADD for the past three years, received the Who’s Who of Prevention Leadership Award for his outstanding work with young people across the state of Florida.

Smith, Tieree, MS06 recently appeared on the front page of the Lincoln Journal Star newspaper as an influential leader and role model. She was recognized by the NAACP for outstanding leadership at Nebraska Wesleyan University, where she serves as the director of multicultural programs and services. She was also recently appointed to the university’s Higher Learning Committee, which is conducting a self study for accreditation.

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Faculty and Staff Notes

Pearman Sharp, Martha, BS39 passed away May 11, 2007. Martha served as a faculty member in music education at ISU for nearly 25 years from 1950 to 1974. Her influence also extended to young children during the time she spent as a supervisor of music in public schools in Indiana and Illinois. Martha supported Early Childhood Education through endowed funds, which is a legacy that will support children and the joy of learning far into the future.

Aaron, P. G., professor, Department of Communications Disorders and Counseling, School, and Educational Psychology, retired.

Gilman, David, BS55, passed away June 13, 2007, in Terre Haute, IN. Gilman started his teaching career at ISU in 1967. A prolific writer, he authored over 500 articles and research reports and conducted collaborative research projects or served as a research consultant for over 450 agencies and school systems. He was the recipient of the Caleb Mills Award for Distinguished Teaching in 1973, the Theodore Dreiser Award for Distinguished Contributions in Research and Creativity in 2003 and received the University Service Award 2003.

DeFrance, Robert, BS72, MS73, MS74, assistant professor, Department of Curriculum, Instruction, and Media Technology, retired.

Isbell, Elaine, student support specialist, Education Student Services, retired.

Jerry, Marjorie C., BS47, MS51, passed away on March 14, 2008. Marge taught home economics at ISU from 1966 to 1985. She, along with her husband Bob, served in a volunteer capacity as representatives of the ISU School of Graduate Studies, visiting colleges and universities throughout the Midwest, and established the Marjorie and Robert Jerry Travel Scholarship at ISU. She and Bob enjoyed national and international travel, including trips to every continent.

Ohlsen, Merle passed away February 26, 2008 in Savoy, IL. He was the Holmstedt Distinguished Professor of Guidance and Psychological Services at Indiana State University from 1969 to 1981. He wrote numerous professional books, primarily focused on group counseling. The Merle Ohlsen Scholarship Fund continues at Indiana State in his memory.

Swarens, Darrell, BS67, MS70, assistant professor, Department of Elementary, Early, and Special Education, retired.

Thacker, Della, associate professor, Department of Curriculum, Instruction, and Media Technology, was recognized with the Caleb Mills Distinguished Teaching Award for 2007-08.

Send us your updates!

Let the College know what’s happening in your life—did you get a promotion, have a baby, author a book? Send your emails to Jean Cantrell at gcantrell@isugw.indstate.edu. We’ll include your information in the next issue of the Sycamore Educator!

You can also find helpful information on these web sites:

Update your alumni information (job title, address, phone and email changes) at www.indstate.edu/alumni/chng_add.htm on the Alumni Office web site.

To make a gift online today, go to www.indstatefoundation.org/GivingOnline.aspx. Your support can help make a difference in the life of a future educator!

Find out what’s happening in your College! Visit us online at http://coe.indstate.edu.
Lauren Athey
Junior, Elementary and Special Education Major
Terre Haute, Ind.
Recipient of the Ray and Adelaide Hahn Memorial Scholarship and the John R. Luce Endowed Scholarship

“Growing up, I had many wonderful teachers who really made a difference in my life. Being a teacher that all the students look up to and being able to make an impact in children’s lives, is why I want to be a teacher. I chose to attend Indiana State University, because I knew the College of Education had a great program. Now, after three years, I know I made the right decision!”