Contents
1 MESSAGE FROM THE DEAN
2 DEPARTMENT PROFILE
6 RETIREMENTS
8 SCHOOL COUNSELING PROFILE
12 DEVELOPMENT NEWS
15 PROGRAM SPOTLIGHT
16 ALUMNI SPOTLIGHT
18 TEACHING WITH TECHNOLOGY
21 EVENTS
23 ALUMNI NOTES

Produced by:
School of Education
Indiana State University
Terre Haute, Indiana 47809
812-237-2888
http://soc.indstate.edu

Dr. Robert O. Williams
Acting Dean

Dr. Susan Powers
Acting Associate Dean

Brenda Weber
Director of Development

Kenneth Janz
Director of Instructional and Information Technology Services/Editor

Emily Gruenert
Managing Editor/Layout and Design

Cover Photo:
Elementary students experiment with ImagWorks handheld science probes.

Inside Photo:
Dr. Jack Maynard with Elementary Education major Alicia D. Powers, recipient of the McKinney Education Scholarship and the Minority Teacher and Special Education Service Scholarship.
Message from the Dean

What an interesting and challenging time to be involved in the field of education. Standards and accountability have become the “buzz-words.” We see this in the No Child Left Behind Act, Indiana’s Public Law 221, and in the re-authorization of the Federal Higher Education Act. Each of these is an attempt by policymakers to develop legislation that will ensure that schools and universities are performing at a high level.

The expectations are clear for us in the School of Education. We must continue to produce teachers, administrators, counselors, school psychologists, speech pathologists, and other professional educators who are capable of ensuring that children learn at higher levels, that schools improve, and that individuals and families function and grow in these challenging times.

Are we up to this challenge? Yes! The School of Education at Indiana State University has always been up to the challenge. As you know, we have a rich tradition of preparing the very best teachers, administrators, counselors, instructional technologist, speech pathologist, school psychologist, and higher education administrators and faculty. Today, more than ever, Indiana State University has placed educator development at the center of its mission. By all measures, the School of Education continues to be a leader at the state and national level in the preparation of professional educators and human service professionals who continue to ensure that no child is left behind.

As we begin another school year, it is important to reflect on our progress. We continue to place high quality programs at the center of our work. APA and ASHA re-accredited our school psychology and speech pathology program last year. Other programs will undergo review by national organizations this year. Over 98 percent of our students passed their licensure examinations. Over half of the graduate degrees awarded by the University were awarded through the School of Education. Faculty and staff brought in almost three million dollars in grants and contracts last year. Our clinics, centers, and outreach efforts impacted children and families all across the state. Directly, we connected with over 16,000 children. Indirectly we impacted students in over 800 schools in the state.

It is impossible to cite all that was accomplished. However, this newsletter provides us with a way to keep you informed of some of the important work of faculty, staff, students, alumni, and friends. I am proud, and I hope you are proud, of the school and the University. The faculty and staff continue to work to make this one of the most outstanding schools of education in the nation.

Enjoy the newsletter. Use our Alumni Update Form to let us know what you are doing. Schedule a visit to Terre Haute and stop by and visit. Please check our Web site [http://soc.indstate.edu] for additional information on school and University activities.

Just as we are going to press, some temporary staffing changes have been made here at the University. I have been asked to serve as interim provost and vice president for academic affairs for the remainder of this academic year. Dr. Robert Williams, associate dean of the School of Education and director of the ISU Professional Development School Partnership, has agreed to serve as acting dean of the School of Education for this year. The school is in great hands. Bob’s knowledge of the school, the University, and our partners and his commitment to the school will ensure that the School of Education will continue to be one of the outstanding schools in the country.

On behalf of everyone in the School of Education, our sincere thanks and appreciation for all that you have done and continue to do to support your School of Education.

C. Jone Maynard
Experiencing the Future:
Preparing Tomorrow's Counseling Practitioners

By Susan Hayhurst

Boasting a picturesque view of the Indiana State University campus from the fifteenth floor of the School of Education sits the Department of Counseling, affectionately called "the penthouse" by faculty and students. This department is comprised of five graduate disciplines led by nationally renowned faculty whose mission is the "professional preparation of practitioners."

Approximately 150 graduate students are pursuing degrees in counseling psychology, school counseling, student affairs, marriage and family therapy. They are drawn to the department by its reputation of required extensive clinical service and internships, curriculum entrenched in theory, research and practical experience, the faculty's open-door policy, and being treated as junior colleagues.

With its mission statement, "Scholarship in Action: Spanning Boundaries," of the Counseling Department is concerned with the application of principles, methods, and procedures for facilitating the effective psychological functioning during the entire life-span, says Dr. Michele Boyer, chairperson of the department. "As faculty, we model applied proactive activity. Our students get to experience their future while in a university setting. They work clinically and present research at state and national conferences. We also tailor students' training to what they want to do with their lives. We encourage them to come, visit, and get to know us. We conduct personal interviewing and have applicants talk with other students. And students are mentored by faculty and treated as junior colleagues, not as empty receptacles to be filled."

Dr. Will Barratt, associate professor of counseling psychology, laughingly labels his discipline as the "fun department" but stresses the importance of accountability to his students. "Our students are very sensitive to changes in higher education because we try to give them skills to be successful in a changing world," says Barratt. "We stress accountability and how important it is in higher ed. Accountability and research go hand in hand as students do professional evaluations and assessments that document successes. They must be able and willing to handle diversity which is
now central to understanding institutions for which they may be working. Finally, they need to be able to adjust to student populations and be increasingly respectful of differences."

The 30 students enrolled in the master’s degree student affairs program understand the department is proactive-oriented. "We are engaged in the professional preparation of practitioners, grounded in theory and research," says Barratt. "Our students also use and enjoy technology. An excellent example of how they blended technology, theory, and research recently was the creation of the I-Res interactive project launched in 2002 in the ISU residence halls."

“Our students learned they need to understand what undergraduates want when coming to campus,” says Barratt. "As part of campus needs assessment we took cameras to residence halls and took lots of photos of activities. These were posted on a Web site that students, their parents, and friends could view, giving them a connection between home and campus. The response from parents and students was tremendous. As a result, the participating graduate students shared this project with administrators on campus and at state, regional, and national conferences. The Web site was featured as the Web site of the month for the National Student Association.”

Marriage and family therapy student, Irena Davis during a family counseling session.

Practical experience is also at the heart of the master’s and doctoral degrees in counseling. Recently appointed director of the master’s program in counseling psychology, Dr. James Campbell explains, "Indiana is more stringent than other states for licensing, for comprehensive-ness sake, thereby being more beneficial to consumers. Our department tends to graduate competent mental health professionals with a wide variety of experiences who can operate in many arenas.”

More than 30 students are enrolled in the 60-hour intensive master’s program which includes 1,000 hours of clinical experience. These requirements meet state regulations for licensure. Students currently partner with local clinical service areas as well as Butler University and Indiana University-Purdue University at Indianapolis, says Campbell: "Our students provide a bucketload of services annually for a total of

http://issn.indstate.edu

Sycamore Educator 3
7,000 hours of clinical service. This service extends into the University, the community, school counseling, and student affairs environments."

"Both master's and doctoral students are a part of the mental health profession—that is, they are working with relatively normal, healthy people to prevent exacerbation of a problem and to help them deal with the problem that is already occurring," says Campbell. "We try to focus on developmental characteristics that are going to occur, i.e. issues that come up as a freshman, certain points in a year where problems frequently arise, family crises happening annually at the start of school."

Campbell describes the doctoral degree as a cognet health psychology program where students are trained to be generalists but are encouraged to choose their own specialty. Forty-five students are enrolled in the doctoral program. "They all get similar experiences but pursue individual interests through practicum, dissertation, fellowships, and elective courses. We have a strong clinical program and expect supervisors to be well trained. Though the program is resource demanding on us due to supervision responsibility, we turn out highly qualified clinical practitioners. All students are involved on research teams and can integrate what they know and how to make it work in practice."

"Our doctoral students are going to be our peers and they end up practicing in a variety of environments including VA clinics and hospitals, private practice, health psychology and medical centers, research, university counseling centers, and in faculty positions," says Campbell.

Accreditation is important to university programs and pursuing such accreditation is on-going. ISU is one of two accredited university counseling departments in the United States. The American Psychology Association accredits the doctoral program and the American Association of Marriage and Family Therapy accredits the marriage and family therapy program. Having also applied for accreditation from the Council for Accreditation of Counseling and Related Education Programs, ISU would be the only school in the nation to receive all three if approved, says Campbell.

All program directors cite the department's open door policy for students as crucial to maintaining an enthusiastic and cohesive department. "One of our biggest strengths is the personal attention we all give to students," says Campbell. "We have an open door policy for them, and our energetic and dynamic faculty work together well even though we have different areas of expertise."

Energy and enthusiasm drive Dr. Peggy Hines, associate professor of counseling, as she leads the 40 graduate students enrolled in the school counseling program. This program is covered in greater detail in the article "School Counselors: The Business of Helping Kids" on page eight.

Dr. Lawrence Passmore, director of the master's degree program in marriage and family therapy, is proud the Department of Counseling offers many more practice sites for its students than other universities. "As a department, we have more sites for our students to practice..."
than many other recognized universities. We also have agreements for the provision of counseling services for area students at Saint Mary-of-the-Woods College, Rose-Hulman Institute of Technology, and Ivy Tech State College. Our graduate students are supervised by ISU faculty but the help comes from those institutions underwriting fellowships for the services.

While marriage and family therapy students come from throughout the United States, many have ties to the "heartland," says Passmore. "We appreciate the incentives these ties bring because we can fund two to two and one-half in-state students for every one out-of-state student. We turn out high quality practitioners, use data driven programs, and practice knowledge through research and by consensus."

The marriage and family therapy program stresses "good introduction to theory and scholarship of doing marriage and family therapy, and like our other departmental programs, they get extensive experience. We are the only program in the department that trains its students in their first year in our clinic on the fourteenth floor with live supervision. The students receive individual and group supervision and are also put into the community for experience their first year at excellent training sites," says Passmore.

Recently the marriage and family therapy program was asked to absorb the student overload from Hamilton Center when the center's funding ran out. "Several ISU students had been seeking help from Hamilton Center when the funding was lost," said Passmore. "We were able to take on those students and offer good service where needed."

The two-year degree program currently enrolls ten students. These students will be the beneficiaries of a new advisory board who will serve as off-campus mentors and role models to current students. "The board will be comprised of top marriage and family therapy graduates and doctoral graduates with marriage and family therapy experience. We look forward to this group providing long-distance mentoring for our students," says Passmore.

**Counseling Programs**

- Counseling Psychology Doctoral and Masters Programs
- Marriage and Family Therapy Graduate Program
- School Counseling Graduate Program
- Student Affairs Administration Graduate Program

For additional information, please visit the Department of Counseling’s Web page at: [http://counseling.indstate.edu](http://counseling.indstate.edu)

---

**Counseling Graduate Named as One of Indy’s Best**

Dr. Linda Ferreira, (Ph.D. '75), was recently named one of Indianapolis' top psychotherapists by Indianapolis Monthly. Ferreira was one of 37 psychotherapists selected by her peers to be profiled in the March 2003 issue.

Ferreira has a private practice specializing in marriage and family therapy in Indianapolis. Prior to private practice, she was a therapist and trainer for Raines Pastoral Counseling Center. She is the daughter of Professor Emeritus Merle Oldsen, ISU counseling faculty member from 1969 to 1981.

---

http://sue.indstate.edu

Sycamore Educator 5
Five Retire from School of Education

John E. Carter served as assistant professor at Indiana State University from 1970-1974, teaching secondary curriculum, instructional methods, and social foundations of education. In 1974 he became assistant professor at Southwest Missouri State, returning to Indiana State University in 1975 where he taught educational foundations for the remainder of his career.

Carter was the founder and then coordinator from 1990-2002 of the ISU Exchange Program with China. He first received a Fulbright-Hays Group Grant for the People's Republic of China in 1988, and was a visiting exchange professor at Liaoning Normal University, Dalian, China in the spring of 1992. A Fulbright Hays Group Grant for China to develop curriculum materials for American teachers was received in 1997. Carter also served as head of the Indiana State University/China Scholar Exchange Program. For his international work he received the ISU Distinguished Service Award in 1998.

Service learning was also an area where Carter exerted his leadership. He was instrumental in initiating and then coordinating efforts to embed service-learning into teacher education. In 1999 he received the Hofmstedt Distinguished Professor Award. Currently he is the interim chair of the Mathematics and Science Education Department at East Carolina University.

Reece Chaney joined the ISU Department of Counseling faculty in 1968. During his tenure in the department, he served as the director of training for the Counseling Psychology Doctoral Program (1984-1986), the Marriage and Family Therapy Program (1997-2000), and the Master's in Counseling Psychology Program (2000-2002). In addition, he served as chairperson of the department from 1986-1991. Students and faculty alike appreciated his calm and facilitative leadership style.

As a licensed psychologist, licensed marriage and family therapist, and an American Marriage and Family Therapy Association (AAMFT) clinical member and approved supervisor, he was a sought-after teacher, clinical supervisor, and doctoral committee member whose contributions to professional education were recognized by his students and peers. He received the Indiana Personnel and Guidance Association's Distinguished Counselor Educator Award, ISU's Caleb Mills Distinguished Teaching Award, Ohio University's Distinguished Alumni Award, and the Indiana Association for Marriage and Therapy Award of Merit for Innovative Service to the Profession.

Future plans include remaining in Terre Haute, for now, where he can enjoy time with family members and work on projects in his woodshop.

Robert George was a part-time instructor of speech at Indiana State University from 1965-1966. In 1966 he accepted a research assistant position at Indiana University. From 1967-1968 he was a visit-
Edward Kirby accepted an invitation to join the faculty at Indiana State University as an associate professor of school psychology in 1975. Though his early research investigated learning and adjustment problems, Kirby's work in the late 1970s began to reflect on a topic he would research for the next 25 years, namely, developmentally inappropriate attention. At the same time, Kirby began to apply cognitive-behavior modification to the treatment of children and youth with whom he worked.

In 1986, Kirby co-authored with Liam Grindle, an ISU faculty colleague, the book, *Understanding and Treating Attention Deficit Disorder in Children* (Pergamon Press). Over the next 15 years, Kirby produced published manuscripts, paper presentations, and funded grants on the treatment of attention problems and hyperactivity. Kirby's work maintained a strong link to the application of psychology, and undoubtedly, he was one of the most successful academics at narrowing the gap between theory and practice.

Kirby possesses many other important credentials including being a licensed psychologist and certified school psychologist. He is a past president of the Indiana School Psychologist Division of the Indiana Psychological Association.

Doris L. Williams has been engaged in teaching and learning for over 38 years as a classroom teacher of children with special needs in the public schools of Indianapolis and Columbus, Indiana, and Murphysboro, Illinois, and as a university teacher of teachers in the area of special education at Indiana State University. She joined the faculty of Indiana State University as a part-time instructor in 1971, and transitioned to a full-time position in 1981.

Noted as a consummate instructor, advisor, and advocate for students, Williams has received many awards for outstanding teaching. In 1990 ISU awarded her the Caleb Mills Distinguished Teaching Award, and in 1999 she was awarded the Distinguished Teacher Educator of the Year Award by the Indiana Association of Colleges for Teacher Education. She has also received the Alpha Phi Outstanding Professor of the Year Award in 1999-2000, the Blue Key Outstanding Teacher of the Month in October 1989, and Kappa Delta Pi Teacher of the Year Award in 1984.

Williams has also excelled in service activities to the University and her profession, displaying an unselfish willingness to give of her time and talents.

In retirement, she plans to finish many projects around the house that have been ignored and to spend more time with family and friends, and especially her three grandchildren.
A transformation in the school counseling program has brought local, state, and national recognition to faculty and the Department of Counseling in the School of Education.

Led by Dr. Peggy Hines, associate professor of counseling, the "Transforming School Counseling Initiative" was created to recruit and train school counselors to be change agents and advocates for children in grades Kindergarten - 12. The $450,000 grant was awarded from the DeWitt Wallace-Reader's Digest Fund and administered through the Education Trust, Inc. The initiative has spurred an increase in enrollment in the school counseling master's degree program; bolstered relationships between Indiana State University and school corporations throughout Indiana; brought acclaim to Hines, her students, and colleagues; and has set a precedent for schools throughout the country.

Lawrence Boymer, former chairperson of the Department of Counseling, hired Hines in 1996 and "charged her with redoing the school counseling program and securing the grant," says Dr. Michele Boyer, current chairperson of the department. "Peggy has the energy and dedication needed to lead the initiative. She thinks outside the box and is good at innovative thinking."

About five years ago, DeWitt Wallace-Reader's Digest allocated funds to study school counseling, says Hines. "They wanted effective counselors, but moreover, they wanted school counselors to act as advocates instead of gatekeepers. As a result, kids would make better choices. For many years, school counselors were trained as effective mental health counselors instead of school counselors who help kids achieve high standards. DeWitt Wallace-Reader's Digest realized an important way to create change in the schools was to make a difference in how school counselors were trained."

Of 72 institutions applying for the grants, ten applicants, including ISU, were asked to create planning grants in December 1997. ISU was one of the final six awarded a grant in November 1998. While the grant officially ended in 2002, modifications and assessment continue. And thanks to the success of the National Transforming School Counseling Initiative, "an additional 30 institutions nationally are official companions joining forces with us to transform school counseling," says Hines.
“Transforming School Counseling” is a joint effort of ISU and the Vigo County School Corporation (VCSC). Its goal is to develop and implement a training program that provides a wide variety of experiences designed to graduate 21st century school counselors. Specific objectives include: implementing a redesigned school counseling program, attracting diverse school counseling students, empowering faculty through professional development, supporting new and experienced counselors, impacting the achievement gap through interdisciplinary collaboration, influencing policies and program through state collaboration, and engaging pre-service educator programs through collaboration.

“We’re trying to create real change within the profession of school counseling,” says Hines. “We’re coming at it from several directions. First, from a local perspective, we’re working with the school corporation and its counselors. We have a wonderful relationship with the Vigo County School Corporation. At the beginning of the grant we created a steering team with the community and the school corporation. We all went out and listened to educators, counselors, parents, and caseworkers, asking them, ‘What skills do counselors need.’ We conducted a paper survey throughout Indiana. The grant also provided an opportunity for the school corporation to conduct professional development for school counselors which continues today.”

Carlos Ahall, (B.S. ’69, M.S. ’74) coordinator of student services for the VCSC and a member of the grant’s core steering team, is enthusiastic of the relationship and success the school corporation shares with ISU through the grant. “Peggy Hines is highly regarded throughout the state for her vast knowledge of school counseling and how to impart it to others. Through the grant we’ve adopted the national standards set forth for school counseling and enhanced our counseling programs for kindergarten-12. We’ve also partnered with community agencies and are happy with side benefits like being a part of the selection process of counseling students entering ISU’s program.” Aball noted the VCSC has hired four or five graduates of ISU’s school counseling program in the last few years. “When we hire these graduates we know they are well prepared and ready to go into the schools to help children. They play such important roles in schools while trying to cover career, academic, and social/personal development issues. We’re trying to reach more and more kids in development programs in classrooms so the kids will feel comfortable with the counselors and seek them out more readily for assistance. The bottom line is our students are benefiting from the experience.”

A comprehensive overhaul of the two-year school counseling master’s degree curriculum was launched during the grant process and has been met with resounding acceptance by students, faculty, and community agencies. “We are gearing our curriculum to meeting the needs of the students,” says Hines. “They have their own history of life experiences, family, and work, they are trying to juggle. Course work is now on-campus one weekend per month instead of five days a week. Learning modules can be done over the Internet. The Department of Counseling now goes to the student to supervise their experiences rather than making the students do all their experiences near campus.”
Jennifer Pike, a part-time school counselor for Hoosier Prairie Elementary School in Terre Haute, received her master's in school counseling in 2000 from ISU prior to the new school counseling program but sees the positive results as a member of the core team. "I wholeheartedly support the new initiative. The program interested teachers already in the schools to become school counselors. We know if we want people from different backgrounds and vocations to become school counselors we need to adjust the program and how classes and internships are offered to accommodate the students' schedules. The program is also good for students already getting a degree but who want to further their education."

Classes go to agencies including Hamilton Center and the Family Services Association to understand resources available. Internships and practicum are essential in Kindergarten-12. The new twist is the students get into the classrooms at all levels, and those who become middle and high school counselors are better equipped and encouraged to get into and participate more in their classrooms. The standards are tougher now but cohorts—the students going through the counseling program—graduate now with a lot better sense of school settings," says Pike.

"The counselors who have been in their positions for quite awhile see those of us newer counselors working with enthusiasm and trying to make positive changes in advocacy and systemic change."

"The technology component of the curriculum challenges the cohorts while providing an essential job skill. "The technology component was tremendous and I've learned in demonstrating the technology that existing counselors are seeing what we can do in our positions through spreadsheets and keeping track of data," says Lismans. "We can share this data with administrators and parents which promotes the advocacy we bring to the position. It's all part of the systemic change Peggy made so important in the curriculum and why ISU's program is so great."

Another successful outcome of the grant is the surge in applications for the school counseling program. Fifty to 60 applicants vie for 20 spots annually in the master's school counseling program. More than 20 school districts in Indiana are working with school counseling students and over
12,000 hours per year of service are performed in schools by ISU students through internships and practica. The grant’s outreach has spread throughout the state and the country, especially to address the lack of attention legislators and government give to school counseling. “We are passionate about not letting any children fall through the cracks,” says Hines. “We worked, along with the Indiana School Counselor Association, to change the Indiana Administrative Code and to make sure the state licensing requirements reflect the ideas of the initiative.”

The program has served as a national model of advocacy and systemic change. Hines was part of the writing team that developed the National Model for School Counseling Programs for the American School Counselors Association. For her work with the grant and her dedication in transforming school counseling throughout the country, Hines was recognized as a “pioneer in transforming school counseling” with a silver clock from the Education Trust in November 2002.

According to Hines, the next major step for the program is to research the influence the graduates have on students and teachers. “No longer is it ok for school counselors to talk about how many students they saw in group counseling or how many classroom guidance lessons they taught. School counselors now need to answer the question, ‘How are students different because of the school counseling program?’

“School counselors are in the business of helping kids,” says Hines. “A key person in the school is the counselor whose job it is to see no child is left behind. We’re working with principals and superintendents to understand the critical role counselors play in raising student achievement. If we can change the system, the students will change too.”

Passmore Family Scholarship Established

The Passmore Family Endowed Scholarship will benefit both the School of Education and the School of Health and Human Performance. Drs. J. Laurence and Barbara Passmore have established the scholarship with the hope that the fund will serve to help attract to ISU the “best and the brightest” master’s degree students. The Passmores feel that scholarship dollars for graduate education are “dear.” When the Lilly Challenge grant was announced, they decided it would be a good time to cap off their years of devotion to higher education and Indiana State University by creating this endowment.

The renewable scholarship, to be awarded for the first time next spring, will alternate between the School of Health and Human Performance and the Department of Counseling. Dr. J. Laurence Passmore is an esteemed professor of counseling psychology and Dr. Barbara Passmore is dean of the School of Health and Human Performance and professor of physical education. The Passmores, together, account for more than 70 years of distinguished and dedicated service to Indiana State University. Besides scholarship, the criteria for the award includes demonstrated evidence of leadership and service to community.

http://see.indstate.edu
On behalf of the faculty, staff, and students of the School of Education, I want to express sincere appreciation to all our alumni and friends for their support this past year.

The generous response of faculty, staff, alumni, and friends to the Lilly Matching Gift Challenge will realize for the School of Education an additional $300,000 in support of our mission to prepare the next generation of educators who will teach, guide, and counsel students in all areas of education. Not only did a record number of alumni make first time gifts, but many of our long-time donors reached a little deeper and made special commitments.

Your spirit of giving is assuredly a tremendous vote of confidence—in the research we are able to advance, the new programs we are able to create, and the talented students and future educators we are able to support. We must not forget to extend our sincere thanks to the Lilly Endowment for being such a great Indiana partner and giving Indiana’s higher education institutions the unprecedented challenge to increase educational opportunities for today’s and tomorrow’s students during those tough financial times through their special matching gift program.

Twenty years ago, the University received 90 percent of its budget from state funds. Today, state funding provides for less than two-thirds of the funds necessary. We can no longer be considered as state-supported but state-assisted. As educators, we share the belief that there is no more important work than preparing children for successful and productive lives. Outstanding and well-prepared educators are at the heart of our country’s highly envied educational system. ISU School of Education graduates can be found teaching in nearly every school corporation in our state, in every state across our nation, and in various countries around the globe. As state support for public education dwindles, your support is increasingly important to keeping our communities strong through excellence in education.

All gifts, large or small, are deeply appreciated. The School of Education is fortunate to have the support of alumni, faculty, and friends, who recognize the positive impacts that their philanthropy has in assisting our efforts to provide better educational opportunities. For more information about the School of Education, its development programs, and other special giving opportunities, please contact me at (317) 237-8727 or e-mail dwesheber@isu.indstate.edu.

Brenda Weber
Director of Development
School of Education
Indiana State University
Terre Haute, Indiana 47809

School of Education Honor Roll 2002-2003

This list reflects donors who made gifts between July 1, 2002 and June 30, 2003. All gifts, large or small express a donor’s belief in the School of Education. We gratefully acknowledge those who made a difference through their generous support of education students and programs.

Dean’s Leadership Circle:
The Dean’s Leadership Circle recognizes individuals who are dedicated to supporting the School of Education with annual gifts of $1,000 or more.

$5000 and above
Dale Gene Finley
Norma R. Grigsby
Herbert J. Klamerut
Jean Kyte
David R. Joyce (Merton) Ottger
Lorraine & Barbara Panarese
Magdalene H. Scott
ISU-CRE

$1000-$4999
Robert & Bonnie C. Chase
Seth Cohen
Daniel Baty
Richard Alan Hahn
Enjaya Rebecca Hinds
Robert & Mary Lou Jerry
Gail Huffman-Jolley
Charles Jolley
Darby M. Jones
John L. Lauck
Rebecca W. Linke
William D. Lavelle
Max Meany
John W. Moore
Brenda J. Weller
Paton Foundation
Ground Motors Foundation

School of Education Honor Roll 2002-2003

This list reflects donors who made gifts between July 1, 2002 and June 30, 2003. All gifts, large or small express a donor’s belief in the School of Education. We gratefully acknowledge those who made a difference through their generous support of education students and programs.

Dean’s Leadership Circle:
The Dean’s Leadership Circle recognizes individuals who are dedicated to supporting the School of Education with annual gifts of $1,000 or more.

$5000 and above
Dale Gene Finley
Norma R. Grigsby
Herbert J. Klamerut
Jean Kyte
David R. Joyce (Merton) Ottger
Lorraine & Barbara Panarese
Magdalene H. Scott
ISU-CRE

$1000-$4999
Robert & Bonnie C. Chase
Seth Cohen
Daniel Baty
Richard Alan Hahn
Enjaya Rebecca Hinds
Robert & Mary Lou Jerry
Gail Huffman-Jolley
Charles Jolley
Darby M. Jones
John L. Lauck
Rebecca W. Linke
William D. Lavelle
Max Meany
John W. Moore
Brenda J. Weller
Paton Foundation
Ground Motors Foundation
Pioneer in Education
Teaching Methods
Presents Gift to ISU

Dr. Herbert J. Klausmeier (B.S. ’40, M.S. ’47) of San Diego, California, is considered by his colleagues and former students to be the father of the IGEL method. IGEL is a form of elementary schooling, an alternative to the traditional age-graded form of education. Klausmeier, professor emeritus of educational psychology at the University of Wisconsin—Madison, developed this program while serving as a founder of the Wisconsin Center for Education Research at the University. His impact on education resounds through his nearly 50 years of teaching and guiding children, teachers, and university students.

Klausmeier authored or edited more than 50 books, over 200 articles and research reports, and five college texts. He has received coveted awards and recognition in the fields of education, psychology, research, and leadership.

Special Education Receives a $103,000 Gift from Luce Trust

The Special Education Program received a gift of $103,000 from the trust estate of Jean Verdagh Luce. Luce was born on July 30, 1904 and died at the age of 83 on May 1, 1988. She left her estate in a trust for her son, John, who has recently passed away.

Elizabeth J. Tred, chairperson of the Department of Elementary and Early Childhood Education was very excited about the opportunities the generous gift will provide to ISU’s students in special education. She stated that the department will use the gift to create the Jean Verdagh Luce Endowment for Special Education so that Jean LUCE’s generosity will benefit ISU’s special education programs and its students for many generations to come.

Luce taught for many years at Greenwood Elementary School. She received her teaching certification from Indiana Normal School in 1924, and completed her undergraduate degree from Indiana State Teachers College in 1948 followed by her master’s in 1958.

The School of Education would like to know more about Jean LUCE to share with the future students who will benefit from her generosity. Anyone who has additional information regarding LUCE can contact Brenda Weber at (912) 237-8727.

Dr. Herbert J. Klausmeier

He received his bachelor’s degree in social studies from the College of Arts and Sciences and his master’s degree in elementary education from the School of Graduate Studies at ISU. He received his doctorate from Stanford University in 1949.

Klausmeier is grateful for the encouragement and education he received while attending Indiana State. The Dr. Herbert J. Klausmeier Scholarship in Education is his way of saying thank you for the support and guidance he received. Furthermore, it is Klausmeier’s hope that the future teachers who benefit from his scholarship will enjoy teaching as much as he has.

$500–$999

Michael G. Christ, In-5
Michael Benzley
Dennis R. Dunn
Teqo A. Luna Dunn
Keshal Edna Hoat
Thomas R. Edgerton
John T. Linda Ellis
Beverly Chauvin Findley
James H. Feily
Sue O. G. Frantz
Mary Anne Hazen
Joey Lee Hawkins
Gregory Donald Jennings
Martin Lockwood
Tony P. McDaniell
Nerissa Cleary
Jay Douglas Omori
Susan A. Vernon-Owara
Emerson R. Payleth
L. Robert & Diane Quirschke
Larry R. Randis
Rebecca F. Walier
Carol A. Walker
David White
Robert C. 5. Williams
Steven Lloyd Yeager

P.S. Donor-Student Upsilon Eta Phi Chapter

$100–$499

P. Gowanlin Aufric
Javier Marcelo Alguero
Dale S. Dean Andrews
Linda Kay Ballam
Koosri S. Santin
Robert S. Berger
Vivca G. Burchett
Robert A. Buedinger
Patricia Alice Bouzagou
Robert L. Byrd
Susan M. Bradbury
Emile Richard Brown
Kevin L. Brown
Chris Burche
Robert A. Reggis B. Byer
John A. Carlet
David E. Chaney
Peggy Cobb
Afn Joy Cohen
Gary Daniel Everitt
Janice Leonora Evans
Margie Gwennett Curry
Margaret Ann Dairy
Gary Leslie Devore
Gregory Bernard Doolan
Alan Ray Dunn
Evelyn M. Durshney
Terese Lee Efray
Elizabeth Ann Elkins
Ann McPherson Ence
Mary Jane Erskine
Joyce Ellen Field

http://isu.indstate.edu

Sycamore Educator 13
Mother Establishes Award in Memory of Her Son

Mrs. Marie Turner of Terre Haute has established the Lanny Turner Memorial Award in Technology Education in memory of her beloved son, Lorenzo H. (Lanny) Turner, IV.

Mrs. Turner endowed the award in Lanny’s memory to show her love and appreciation for what he gave her and her late husband, Lorenzo H. Turner, III. She said that Lanny always made sure that they lived as well as he did and that she is most grateful for the many wonderful memories of a very loving son. It’s her wish to help students aspiring to be teachers, who model the attributes and promise of good educators in the area of technology.

Lanny was an industrial arts teacher at Woodrow Wilson Middle School for more than 30 years. Prior to that, he taught for two years at Van Buren High School in Clay County. He also enjoyed building and restoring homes, including the home that Mrs. Turner lives in today. Lanny died on August 18, 2000 at the age of 58.

Leader in the Field of Education Designates Gift to School of Education

Dr. Margaret Greer Miller (B.S. ’55, M.S. ’65) of Orlando, Florida, established her gift through the Dr. P. Philips Foundation of which she is a board member.

Miller has dedicated her career to serving in all levels of education. Serving for more than 30 years in various capacities at the University of Central Florida (UCF), she recently retired as assistant dean for undergraduate studies and clinical experiences. Her 44 years in education in the state of Florida included precedent setting opportunities. Miller was the first African American hired as a full-time faculty member at UCF in 1971. She initiated UCF’s Exceptional Education Program and developed the university’s Office of Multicultural Issues. Miller has also worked in leadership roles in Florida’s public school system and has been recognized with many civic and community awards in the Orlando area.

Born in Indianapolis, Indiana, Miller received her bachelor’s degree in music and theater and a master’s degree in speech pathology from ISU. Her doctorate in special education was received from the University of Florida. Her specific areas of interest are speech pathology and teaching the emotionally disturbed.

Miller’s educational experiences are indeed substantial and we are grateful for her significant contribution toward the future of educating others. She is married to the former Indiana State basketball star, Charles Miller (B.S. ’54). They are both retired but remain actively involved in the Orlando community.

School of Education 14
School psychology graduate students at Indiana State University are currently administering the READ program, which is designed to help improve the reading skills of children with reading problems.

Faculty supervisor Dr. P.G. Aaron, along with a graduate student coordinator, two graduate student supervisors, and a team of graduate student instructors began working with the children on August 27. The children, who are from the surrounding area, were referred by their parents, and range in age from six to 11 years and are currently in the first through sixth grades. The program is comprised of 19 students and 11 graduate student instructors. All graduate instructors are working toward either a specialist or doctoral degree in school psychology.

The first week of the program was dedicated to testing the children in order to assess their current reading comprehension and decoding abilities. After testing was completed, the scores were evaluated and the children were placed in a decoding group or a reading comprehension group, depending on the specific need of the child. In the decoding group, phoneme awareness training is used to teach the children multiple ways of recognizing and using sounds. In the reading comprehension group, children are taught strategies to use while reading in an effort to help them comprehend what is being read.

A conference is held with Dr. Aaron, the instructor of the specific child, the parents, and the child in order to discuss test results and inform the parents and child which instruction the child will be receiving. In addition to being grouped by decoding or comprehension, the children are also grouped according to ability level in order to increase efficiency in instruction. Each group of students, which contains between one and three children, is assigned two instructors who work together to instruct the group for the entire semester.

The last week of the program will be dedicated to post-testing. Children are tested again using the same instruments used in pre-testing in order to determine the progress made during the program.
Alumni Spotlight

Copes Receives Alan Shepard Technology Award

Industrial technology teacher, Brian Copes, (B.S. ’92), from Mooresville High School in Mooresville, Indiana, was recently named the recipient of the National Association of Educational Technology Specialists (NAETS) 2003 Alan Shepard Technology in Education Award.

Four years ago, Copes founded a Technology Club to inspire students and to involve businesses and the community in the high school. The students also receive training and guidance from professionals who work in technology-related fields.

Aikman Receives Graduate of the Last Decade Award

Sarah Hadley Aikman, (B.S. ’90, M.S. ’94) was honored as a recipient of the Alumni Association’s Graduate of the Last Decade (GOLD) Award. The purpose of the GOLD Award is to provide recognition for the outstanding achievements of ISU graduates of the past ten years.

Aikman earned a bachelor’s in business management and a master’s in college student personnel at ISU. She is currently the assistant director of Reeve Memorial Union and Student Activities at the University of Wisconsin in Oshkosh. From 1996-2000 she was the assistant director of Student Life Programs at ISU. In 1996, Aikman received the Richard Blackburn New Professional Award from the Association of College Unions International (ACUI). Aikman has consistently been an active participant and leader in local civic and campus community activities in addition to her ongoing involvement with ISU alumni activities.

Pictured with Brian Copes (center) is Apollo 13 Astronaut, Fred Haise (left) and Astronaut Memorial Foundation vice president, Gene T. Tunney.

Copes’ technology-based curriculum for his high school students, ties mathematics, science, physics, English, and technology together. He implemented this curriculum in a program which helped his high school students develop three of the top ten eletrathon cars (electric car racing) in the United States.

Pictured left to right, Dr. Robert Williams, acting dean, Sarah Aikman, Dr. Michele Bayer, Department of Counseling chairperson, and Dr. Will Barratt, associate professor of counseling.
Alumna Shares Expertise in Autism at First Becker Institute

By Jennifer Kearns

Schools in nearly every community in America have at least one child who has autism, says Indiana State University alumna Susan Wilczynski (Ph.D. '97). Her goal is to be sure educators are prepared to give those children the education they deserve.

"These children need to be successful just like other kids," said Wilczynski, program director of Project BEST-CASE at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center. "We need to set them up for success. It takes a lot of time and training to provide comprehensive services for these kids. Tremendous gains can be made through communication, social interaction, play, and life skills."

Wilczynski was the presenter recently at Indiana State University's first Becker Institute on Interventions, a summer seminar open to ISU faculty and students as well as public school teachers and other educators. Her topic was "Assessment and Treatment of Children with Autism."

Lisa Bischoff, associate professor of educational and school psychology at ISU, said autism was chosen as the topic of the first institute because of the number of autistic children in schools and to help ensure that educators receive training in applied behavioral analysis.

"There are very effective procedures and people in schools need to be aware of them," Bischoff continued. "Susan is having exceptional success working with autistic children and their schools.

Herman D. Becker, an ISU alumnus and longtime friend of the University, established the Becker Scholar Program in 1966 to promote quality psychological services to children with disabilities. The Becker Scholar Award is given annually to the outstanding doctoral student in the school psychology program. Becker and his wife, Jackie, are interested in services that improve mental health and educational needs of children.

http://soc.indstate.edu

Sycamore Educator 17
Teaching with Technology

PT3 Sponsors Summer Institute

Denise Udo, a third-grade teacher at West Vigo Elementary School, recognizes the impact computers have with her students. She was one of 42 teachers to participate in Indiana State University's PT3-sponsored Summer Institute, an eight-week workshop designed to enable area teachers to integrate technology into their curricula.

The Summer Institute showed teachers how to present information in a manner consistent with modern learning styles, while earning their own continuing education credits at a discount.

PT3 (Preparing Tomorrow's Teachers to use Technology) is a $1.1 million federal grant that provides professional development for ISU faculty, funding for visiting speakers, and assistance for graduate students.

Jared Keongue, curriculum and instruction doctoral student, works with Eleanor Rodier, from West Vigo Elementary.

By Jennifer Kearns

as well as specialized training for area teachers. About $40,000 goes to running the Institute. ISU was one of only three institutions to be awarded the PT3 grant in Indiana.

Kenneth Janz, director of instructional and information technology for ISU's School of Education, said the focus of the Summer Institute is to enable teachers "to think strategically and more broadly....To know the difference between using and integrating technology."

Janz and 12 other facilitators from the School of Education donated their time and ventured into Vigo County schools to show teachers what the future of education looks like and how "to really grab students and enhance student learning."

The Summer Institute enables teachers to learn the latest in technology — something their students are likely to already know. "...the kids already know how to do half this stuff," said Terre Haute South Vigo High School teacher Aaron Worrall. "It would be nice to keep up with them."

School of Education 18
In the Palm of your Hand[held]

By Adriane Shaw

Imagine a computer laboratory for 30 people fitting in a shoe box or putting your PowerPoint presentation in your coat pocket. Such things are happening at ISU’s School of Education where faculty are pushing the envelope with tiny handheld computers.

The school is paying for the handheld computers, also called PDAs or personal digital assistants, through a small portion of a $1.1 million federal Preparing Tomorrow’s Teachers to use Technology (PT3) Grant.

Robert Williams, acting dean of education, used his handheld to run software during a presentation at a major national convention last January.

“I had more questions and interest from those in attendance about the handheld computer storing and displaying a PowerPoint presentation than I did about the content of the presentation,” Williams said.

About $30,000 of the PT3 Grant has been spent so far for the diminutive devices, said Kenneth Janz, director of instructional and information technology.

In a document about the Handheld Computing Initiative, Janz says, “What started as a small pilot program a year ago has grown into a project that is challenging the way faculty are thinking about technology and its application in the teaching and learning process.”

Janz said that of the 148 handhelds purchased, 86 with keyboards were distributed to faculty and 60 were reserved for classroom use.

Susan Powers, associate professor of instructional technology, has already integrated handhelds into her classroom. Powers explained that handhelds can run nearly any software one would find on a desktop computer that includes word processing, spreadsheets, presentation software, concept mapping, Internet access, and shared discussion boards.
Sometimes the handhelds simply make things easier.

"Students do peer evaluations, they are word processed, downloaded and sent to the presenter... [there is] no dealing with handwritten evaluations that are hard to read," Powers said.

The cost of a handheld computer and keyboard are substantially less than a laptop. A top-of-the-line PC runs $1,500 where as a top-of-the-line handheld computer runs $400.

"We are avidly exploring the impact handheld technologies can have on collecting performance assessment data and making real-time data-driven instructional decisions," Powers explained.

Powers said there are a few students who see little value in handheld technology, but that has excited others. "After doing a demo of the handheld... and with the use of the [handheld] for peer evaluation last fall, we had four students who purchased their own."

Julia Hunger, a junior English education major from Sullivan, Indiana, is one student who sees the value of using handhelds in the classroom.

"We've been using them for a couple of weeks on a regular basis for assessing teachers in our class," Hunger said about assistant professor Susan Kiger's class. "We're using them like we would a normal computer, typing on them and sending everything we've assessed or typed to Dr. Kiger so she can collect all the information together on one form."

Hanger has been thinking about different ways she could use a handheld computer in her own teaching career.

"I can definitely see future possibilities," she said. "I can see it as something being used quite often and implemented in the classroom."

Janz said that 37 percent of faculty in the School of Education are using their handhelds constantly. "The biggest key for faculty is not just the calendar feature, but that the handheld could do more than just the Microsoft applications."

"Imagine as a teacher the ease of having your students accessing the World Wide Web, sharing documents with you and among classmates, assessing work instantly, and providing constructive feedback as quickly," Williams said.

Janz, Williams, and Powers agreed there is endless potential to what handheld computers can do for education.

"The economy of cost and size coupled with the ease of use makes future applications endless, especially in schools and in college classrooms," Williams said.
IMS Joins TIAA-CREF as Corporate Sponsors for Seventh Annual Sycamore Educators Day

Once again this year’s conference theme will be “Becoming a Complete Professional.” The conference will be held on November 15, in the Hulman Memorial Student Union.

Featured speaker for this year’s event will be Richard Ruffalo, motivational speaker and 1995 Disney Teacher of the Year. At age 32, Ruffalo lost his eyesight but never lost his “vision.” This master motivator, author, educator, and internationally recognized athlete inspires audiences everywhere.

We are pleased that Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF) and Indiana Secondary Market for Education Loans, Inc. (ISM) will be underwriting this year’s Sycamore Educators Day.

TIAA-CREF is a leading financial services organization, a major institutional investor, and one of the world’s largest retirement systems for people employed in education and research. TIAA-CREF serves approximately 3.5 million employees at nearly 15,000 institutions.

Indiana Secondary Market for Education Loans, Inc. (ISM) was formed in 1980 at the request of the governor to provide liquidation options for Indiana lenders participating in the federal guaranteed student loan program. ISM’s primary lender is Key Bank USA. Other Indiana lenders will soon join ISM to provide more borrowing choices for students and parents.

With the support of our corporate sponsors, this exciting day of professional development is free to ISU alumni and $10.00 for non-ISU graduates. Mark your calendar and join us November 15 for Sycamore Educators Day.

To register for the Seventh Annual Sycamore Educators Day, please go online to http://www.indstate.edu/ and follow the simple instructions.

Dr. Jack Maynard and Dr. Elizabeth Jarek with scholarship recipient Jessica Sheerertz.

standing support of the PDS partnership, with special acknowledgment to Dr. Thomas Rehr for his 11 years of commitment and support.
I wish to contribute $_________ to support educational growth and excellence for future educators. I would like my gift to go to the following scholarships or academic enhancements:

☐ Dean’s Discretionary Fund
☐ College of Education General Endowment
☐ Other

Endowed Funds: Please check the appropriate box(es)

Name: ____________________________
Address: ____________________________
City: ____________________________ State: ______ Zip: ______
Home Phone: __________ Work Phone: __________
E-mail address: ____________________________

Credit Card Information
Visa MasterCard Discover
Card No.: ____________________________ Exp. Date / /

Authorized Signature: ____________________________

Make checks payable to ISU Foundation
Mail to: School of Education • Office of the Dean
Indiana State University • Terre Haute, IN 47809

Ways of Giving: Some of the effective ways to continue to support the future of education through the ISU School of Education include planned gifts such as real estate, trusts, life insurance policies, and bequests. The school welcomes the opportunity to be involved with you as you plan your gift.

☐ I would like information about planned giving programs.
☐ I have included the ISU School of Education in my will.

A Gift to Education
Is a Gift for a Lifetime!

Endowed Funds—School of Education

• Roy Ashley Scholarship in Education
• Early Childhood Education Center
• Dr. Wilbur Erskine Scholarship
• Dr. Dale Findly Professional Development Fund
• Dr. Verna Gibbs Scholarship
• Pamela and Earl Goddard Scholarship
• Norma Greiwe Scholarship
• Ray and Addie Jane Hahn Memorial Scholarship
• Dr. Kjal M. W. Huffman-Joly Scholarship
• Robert & Majorette Jerry Educational Travel Scholarship
• Barbara Kate Award in Educational Psychology
• Dr. Herbert Klaunzerer Scholarship in Education
• Sylvia Laskis Memorial Scholarship Fund
• Max McCracken Memorial Scholarship
• Melita M. Gibbels Scholarship
• Linda Owens Parker Scholarship
• Wayne E. Schoren Scholarship
• Pozman Sharp Endowed Scholarship
• Cheryl Shepler Memorial Scholarship
• Lloyd N. Swalls Memorial Scholarship
• Fred A. and Joyce Snyder Fund
• Fred Swalls Scholarship in School Administration
• Lanny Turner Memorial Award
• Doree and Miriam Tame Endowment
• Sam Til Graduate Student Award
• Dr. Kenneth Walker Outstanding Professor Award
• Dr. Doris Williams Award in Special Education
• Ruth Zieser and Helen Zieser Beaz Scholarship

School of Education
60s

James F. Snow (B.S. '87, M.S. '79 and Ed.S. '73) is the guidance director and counselor at the Princeton Community High School. He recently received the Irene Carter Distinguished Service Award from the Indiana Counseling Association in recognition of his contributions in leadership for the association.

Dr. Tim Risch (Ph.D. '69) is now serving as campus dean for the start-up of Stayer University in Nashville, Tennessee. Dr. Risch retired from Louisiana State University in 1998 and AIG/VALIC in 2002 to join the Peace Corps with his wife. They had to cut their mission short due to health concerns.

Dr. Ronald Etienne (M.S. '68, Ph.D. '78) retired this past year as superintendent of the North Spencer County School Corporation. He will be replaced by Dr. Goger Stuckelher (Ph.D. '90). Stuckelher was the former curriculum coordinator for secondary instruction for the MSD Steuben County School Corporation.

70s

Larry Weltsamp (B.S. '76, M.S. '83) has been appointed superintendent for the Loogootee Community School Corporation.

Candace Jackson Wehr (B.S. '77, M.S. '82) left teaching after more than 20 years in both the public and private sector to accept a position with Renaissance Learning as a reading consultant.

Melanie S. (Harris) Turner (B.S. '75) was recently named "Professional Woman of the Year" at the Boone County Chamber of Commerce Annual Dinner. Turner is in her tenth year of teaching at Lebanon High School where she is the sponsor for "Z" Club which was awarded international honors at the Zonta International Convention for Service and Involvement in School Community and Nation. She also created, eight years ago, a curriculum for "Tiger Crow," an in-school entrepreneurship which last year exceeded $48,000 in sales.

Lula Bliss (B.S. '76) received her ISU degree in special education and physical education. She is currently a high school counselor at Apopka High School in Orange County, Florida. Bliss recently was recognized as the "Counselor of the Year" by the Southern Region College Board.

Dr. Thomas Webster Rohr (B.S. '73, M.S. '79, Ph.D. '79) has been appointed superintendent for the Greater Clark County Schools. Rohr was honored by the School of Education this past spring for his many contributions to ISU and the PDS Partnership Program. He will be replaced at Clay Community School Corporation by William Schad (B.S. '70, M.S. '76, Ed.S. '80). Schad was the former superintendent for the Southwest Parke School Corporation.

Dr. Sherida (Sherrie) Brower (B.S. '73) is the new superintendent for the Mill Creek Community School Corporation.

Ron Bush (B.S. '70, M.S. '76, Ed.S. '80) has been appointed superintendent for the Linton-Stockton School Corporation. Bush is the former superintendent for MSD Shakamak. He will be replaced by Michael F. Turner (B.S. '75, M.S. '80, Ed.S. '91).

80s

Dr. Lota Sonpol (Ph.D. '84) is in private practice in Miami. Florida. Sonpol's practice specializes in psychotherapy and clinical hypnotherapy.

Dr. John B. Quick (M.S. '79, Ed.S. '88, Ph.D. '93) has been appointed superintendent for the Bartholomew Community School Corporation.

90s

Dr. Richard Cochren (Ph.D. '92) has been appointed superintendent for the North Gibson School Corporation.

Jed Beachkofsky (B.S. '99) is in his second year of medical school at Nova Southeastern University. He began his rotation in July.

Angie Beachkofsky Zimmerman (M.S. '99) is the director of family services at Life Skills of Boca Raton. She is a licensed marriage and family therapist and is currently working with drug addicts and their families.

Angelia Avenham-Lewis (B.S. '97) received her degree in early childhood education. She writes that she has been happily married for almost a year and is the proud mom of a seven-year-old daughter.

Suzzanne (Maines) Boyett (B.S. '98) is a graduate of the Department of Elementary and Early Childhood Education. She has recently published a book for teachers called So Much Stuff, So Little Space. The book includes suggestions for teachers about ways to set up a classroom, write substitute plans for when you are going to be absent, and organize and manage all the "stuff" that teach-

http://coe.indiana.edu/Sycamore_Educator_23
ers tend to accumulate. If you are inter-
tested and would like to view the
book, it can be seen at maupinhouse.com or amazon.com.

Keny Taylor-Wash (B.S., ’99) was
recently featured in the “Indiana Liv-
ing” section of the Indianapolis Star.
Wash recently published a book en-
titled *Any Possible Outcome: A Book
of Urban Tales*. The book, available
through GND Publishing, is com-
posed of seven stories about teens
and “twence” facing difficult situa-
tions and the consequences of their
actions. Anyone interested in obtain-
ing a copy of Wash’s book can e-mail
kehill22@aol.com. Wash teaches fifth
grade at Indianapolis Public School
20 on the southeast side and writes
for young audiences under the name
of K.C. Taylor. She and her husband,
Terrence, have a two-year-old daugh-
ter, Dasmir.

Bradley Schneider (M.S., ’96, Ed.S., ’02) has been appointed super-
tendent for the Warrick County
School Corporation.

Gina Berridge (M.S., ’95, Ed.S., ’00) has accepted a position as superin-
tendent for Northern Wells Commu-
nity Schools.

Steve Miller (B.S., ’72, M.S., ’75,
Ed.S., ’96) is the new superintendent
for South Vermillion Community
Schools. He is replacing Jay Douglas
“Doug” Orman (B.S., ’78, M.S., ’73,
Ed.S., ’83) who retired this past June.
Best wishes to Doug and his wife,
Lynne (B.S., ’70, M.S., ’74).

**00s**

Megan J. (Worley) Anderson (B.S.,
’04) now resides in Merrillville, Indi-
ana where she teaches kindergarten
at a private school.

Sherri Roach (B.S., ’93), an English
education major, was chosen as ISU’s
2003 commencement speaker. Roach
was also a 2003 recipient of the Alan
C. Rankin Memorial Distinguished
Senior Award. She and husband, Tom,
have been married 22 years and have
two sons, Adam, 19 and Alex, 15.
Reach has applied for graduate school
at Indiana State University and plans
in the fall.

Linda Gellert (Ed.S., ’92) has been
appointed superintendent for the Flat
Rock-Hawtree School Corporation.

Randi Barrett (Ed.S., ’01) has been
appointed superintendent for the
Eastern School District of Greene
County.

**In Memoriam**

Dr. M. Dale Baughman, professor of
education 1966-1982, passed away

Dr. Max E. Bough, professor of edu-
cation 1960-1988, passed away De-
ember 22, 2002.

Dr. William Sherfey, associate pro-
fessor of education 1961-1988, passed
away August 17, 2002.

Dr. Otto James Shipka, professor of
education 1956-1986, passed away

Dr. William L. Walker, professor of
education and elementary education
chairperson 1965-1994, passed away

Dr. David Waterman, professor of
education 1964-1999, passed away

---

**Alumni Update Form**

Complete and return to:
Director of Development • School of Education • Office of the Dean • Indiana State University • Terre Haute, IN 47809

Please print type

Name __________________________

Class year and major/graduate degree __________________________

Home Address: __________________________

Is this a new address? ______ Telephone: __________________________ E-mail Address: __________________________

News and events you would like to share with your fellow alumni: __________________________

Or E-mail: devweben@surgs.indstate.edu

School of Education 24
There are 3200 reasons to support ISU’s School of Education.

Steve, Laura, and Nicole are just three of them.

To learn more, contact
Brenda Weber
Director of Development
School of Education
(812)237-8727
deweber@issugw.indstate.edu

Laura Wilson
Fort Wayne, IN
Special Education
& Elementary Education

Steve DeKemper
Jasper, IN
Special Education

Nicole Smith
Indianapolis, IN
Secondary Education - History
Educators from the Class of 1953

Indiana State University
Office of the Dean
School of Education
Terre Haute, IN 47809

Non-Profit
Organization
U.S. Postage
PAID
Terre Haute, Indiana
Permit No. 48