



MSU College of Education Newsletter

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Take Me Out to the Ballgame

Cheryl Kalakian,
Student Relations Coordinator

The College of Education hosted its second annual "Day on the Field" Saturday, April 17 at the Minnesota State University baseball field, on one of the first beautiful days of spring. The event was held to show appreciation for school and community partners, emeriti faculty, alumni, faculty, staff, and their families. The Maverick men's baseball doubleheader was preceded by activities for kids including a chance to play catch with the MSU players, hit balls in the batting cage, and catch pop-up balls. During a break in the activities, Coach Bowyer paid a visit, inspiring kids and adults to do their best.

Thanks to the Athletic Department, each child went home with a Junior Maverick t-shirt and a team picture autographed by Maverick players. A drawing was held for prizes that included bobbleheads, baseball

bat and ball sets, and peanuts and crackerjacks. While the older children enjoyed the bobbleheads, the plastic baseball bats and balls were favored by the younger children.

What would baseball be without a hot dog, chips and pop? The group enjoyed a tailgate style lunch of hot dog, chips, potato salad, brownies and pop. As lunch drew to a close, everyone was anticipating Dean Michael Miller's performance in throwing out the first pitch. We're proud to report that Dean Miller threw a "strike" to kick off the baseball doubleheader. For his efforts, the Dean received a baseball signed by the Maverick players and coaches. Between innings, kids enjoyed running the bases and competing in dizzy bat.

The College of Education expresses its gratitude to Coach Bowyer and the Maverick baseball team for taking the time to help host this exciting event.



A College of Education "Day on the Field" participant catches a pop-up ball from a Maverick baseball player.

Interactive Database Breaks New Ground

The College of Education jumped to the forefront of the technological age this spring by unveiling a new data management system that tracks candidate progress and performance over the course of preparation in professional education. The system is exciting as it will help professional programs ensure that they are graduating candidates who are skilled in their fields and meet national standards. "Part of becoming a modern university is using technological tools to our benefit," stated Dr. Tracy Pellett, one of the project architects. The database system not only tracks

performance, it tracks candidate clinical experience and placement data, background check information, as well as admissions, testing and survey data. The system is also designed to generate reports for faculty and programs about individual candidate's performance as well as cohort trends. For instance, comparisons can be made between a cohort group in one year versus another or on-campus versus off-campus cohorts. "The website has tremendous potential," stated Dr. Michael A. Miller, Dean, of the College of Education. "This system will allow us to make predictions about factors that lead students to success or failure. Having

this kind of information will in turn allow us to identify program weaknesses and make program changes. Data collection and analysis of candidate and program performance are critical factors in meeting new standards for accreditation processes." The database will allow the University to more efficiently and effectively use data from a number of different sources related to student performance for program improvement. The Professional Education unit is confident that the Professional Education Database will serve this important role now and in the future.

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Plan Goes Forward for Increasing Diversity in the College of Education

Dr. Jacqueline Lewis, Professor, Department of Counseling and Student Personnel

In October 2004, the College of Education established a Diversity Task Force to examine and make recommendations about issues of diversity. The primary charge of the Task Force was to establish five-year outcomes to guide the COE diversity initiatives. The Task Force was comprised of representatives from the Departments of Counseling and Student Personnel, Educational Leadership, Educational Studies: Elementary and Early Childhood Education, Educational Studies: K-12 and Secondary Programs, Military Science, and Educational Studies: Special Populations.

The efforts of the Task Force were guided by a conceptual framework that included (1) Minnesota State University, Mankato's definition of diversity, (2) the charge of the University Diversity Task Force, (3) the Conceptual Framework of the College of Education,

(4) the COE Goal for Diversity, and (5) National Council for Accreditation of Teacher Education (NCATE) Standard 4: Diversity. These philosophical principles provided a direction for the development of recommendations about diversity.

The Task Force was guided by the following assumptions (a) the work of all diversity is connected, (b) diversity is a state of mind and heart, (c) and schools in the immediate service area of MSU need the support of the University to meet the challenges they face in dealing with racism in schools and communities. Thus, while members embraced a broader definition of diversity, for the purpose of the Task Force, the primary focus was on race.

Developed within the context of creating an antiracist environment, the diversity plan is grounded in established multicultural organizational theory. The final draft of the diversity plan articulated goals in four broad areas: Vision, Recruitment and

Retention of Faculty, Staff and Students, Professional Development of Faculty and Staff, and Pedagogy. The primary goal in the area of Vision recommends that the COE adopt a vision statement that supports the University's efforts to promote diversity. Another goal is to establish a diversity committee that will work with the Dean to create an antiracist environment and monitor progress towards promoting diversity.

In the area of Recruitment and Retention of Faculty, Staff and Students, a major goal is the need for the COE to become an organization that recruits, retains and graduates students, faculty and staff from diverse backgrounds. A related goal is for the COE to hire faculty and staff who support curriculum and pedagogy that enhance positive interactions with persons from diverse backgrounds and design programs that attract and retain students from diverse backgrounds.

In the area of Professional Development of Faculty and Staff,

the principle goal is to enable faculty, staff and students to possess the dispositions, knowledge and skills that will enable them to work with diverse colleagues, students, schools and communities. Another goal is that the faculty can demonstrate diversity outcomes in their teaching, scholarship, student growth, professional development and/or service to the University and the community.

In the area of Pedagogy the goal is for the curriculum, syllabi, assessment, and field experiences to embody the professional standards related to diversity so that students can work effectively with persons from diverse backgrounds.

The draft diversity plan was reviewed by members of the College who were encouraged to provide feedback. Feedback from two forums was incorporated into the plan. Discussion of implementation will be a topic at the College of Education Fall Retreat.

Army ROTC Distinguished Young Alumni Returns to Campus

Captain Mark M. Weber, United States Army, returned to Minnesota in late April 2004. The purpose of his visit was to receive the Distinguished Young Alumni Award from Minnesota State University, Mankato and address future Army officers in Army ROTC. His return marked another milestone in his stellar career. Mark graduated magna cum laude with a Bachelor of Science in History and a teaching license in 1994. The top cadet in his ROTC class, he was commissioned as a second lieutenant in military police. His first assignment was a Goldbar recruiter for the Army ROTC program. Upon completing his recruiting duties he advanced from one successful assignment to another while serving on active duty in the United States Army.

He began his military career in earnest by commanding soldiers at the platoon level at Fort Lee, Virginia. This was followed by an assignment on a staff training brigade and command of a detach-

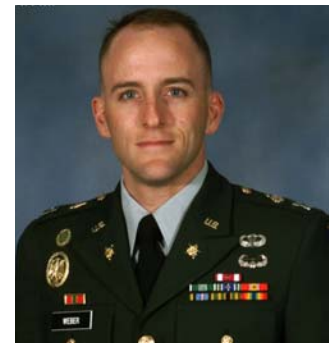
ment of military police at Fort McClellan, Alabama. At Fort Leonard Wood, Missouri, he spent two years as a company commander. Mark's military education includes: the Military Police Officer Basic and Advance Course, Combined Arms and Service Staff School and a multitude of security and law enforcement courses. Interspersed with his military career he has found the time to obtain a Master of Arts in History from Jacksonville State University and is currently pursuing a Master of Public Policy in Executive Policy Management from Georgetown University. His most recent achievement was to be one of only twenty Army officers selected as an intern with the Joint Chiefs of Staff and the Officer of the Secretary of Defense in the Pentagon. He has since been assigned to serve on the personal staff of the Chairman of the Joint Chiefs of Staff, starting in May 2004.

Captain Weber has always been a high achiever. At his first

Army school as an officer, his small group leader wrote, "Second Lieutenant Webber planned, developed, and supervised the execution of a briefing that was one of the most innovative and informative that I've seen." This undoubtedly can be attributed to experiences as a student teacher at MSU where he excelled in the classroom. His most recent accomplishment was being selected for the very prestigious General Douglass MacArthur Leadership award (presented annually to the very best young leaders in the Army). He has also earned three Army Meritorious Service Medals, the Army Commendation Medal and Army Achievement Medal. Mark has also been selected for promotion to major below the zone, which is awarded to fewer than two percent of Army officers.

Mark reflected on his time as a college student "as non-stop fun." Besides his life as a cadet and scholar he found the time to meet his wife Kristin (also a MSU

graduate). They have three boys, Mathew, Joshua and Noah. Since graduating from MSU, Mark's time as an Army officer has been non-stop success and commitment to the soldiers he leads and the nation he serves. MSU has recognized his achievements by honoring him with a Distinguished Young Alumni Award for 2004.



Captain Mark Weber, Army ROTC graduate and recipient of the MSU Distinguished Young Alumni Award

Students Honored with Scholarships

The College of Education's Undergraduate Scholarship Committee awarded \$30,500 in scholarships to twenty-three outstanding students. Scholarships were awarded on the basis of academic performance, community service and involvement, and financial need. Committee members examined applicants' participation in professional and honor organizations, and community and volunteer work. They also considered leadership activities, special

honors received, and education related work experience. All award winners are true scholars exhibiting a 3.3 cumulative grade point average performance.

The College of Education extends its congratulations to the scholarship winners. The College wants to express its appreciation to all the donors who make these scholarships possible. Thanks also go to the Scholarship Committee members for their hard work.



Scholarship recipients honored at reception.

2004 COE Scholarship Winners

Agnes & Rhea McCarthy Scholarship

Jeet Sausen \$4000
Jessica Marthaler \$2700
Virginia Hoekstra \$2500
Jesse Hackenmueller \$2300
Randy Domstrand \$2000
Erin King \$600

Ann Peters Scholarship

Kristy Loehlein \$550

Bill and Lou Schroeder Scholarship

Ayumi Suzuki \$300

Bunny Just Scholarship

Kristin Opat \$1000
Jesse Hackenmueller \$200

Clare & Robert Kreuser Scholarship

Rachel Rysavy \$350

Clifford & Mildred Marlow Scholarship

Katherine Hjulberg \$600
Jillian Atchison \$600

Dean's Endowment

Lindsay Thompson \$1000
Jolene Carlson \$100

Evelyn Hatfield Scholarship

Rachel Goodloe \$300

Florence True Scholarship

Wendy Naze \$500

Grace Armstrong Scholarship

Jolene Carlson \$200

Grace Jefferson Scholarship

Melissa Hinecker \$1600

Kiwanis Munson Estate Scholarship

Joshua Geiger \$500
Erica Lorenz \$300

Marion Sederburg Scholarship

Lindsay Thompson \$500

Olga Olsen Scholarship

Terri Koep \$600

Ronald Eick Memorial Scholarship

Rachel Goodloe \$700

Ruth Cook Scholarship

Sabrina Winkleman \$3000
Kaylyn Riemersma \$2500
Susan Olsen \$400

Vera Mae Cowling Scholarship

Rachel Goodloe \$600

Teacher Preparation Student Wins Award

Megan Kikalos received the best presentation award in the speech communication strand at the Undergraduate Research Conference at Minnesota State University, Mankato. Megan, an elementary education student presented, "The American People's Response to a New Look for George W. Bush."

The University's undergraduate research program offers faculty and

students the opportunity to collaborate and design research projects that reflect their interests. Faculty mentors provide guidance, experience, knowledge, and resources to assist students with their projects. The conference provides undergraduates from all disciplines the opportunity to present their scholarship in a public forum, either as a poster or an oral presentation session.

Marriage and Family Graduate Certificate Program Approved

A new Marriage and Family Counseling Certificate Program has been approved by Minnesota State Colleges and Universities. The certificate program is designed for mental health professionals with Master's degrees in a helping profession who are seeking licensure in Minnesota as Marriage and Family Therapists. Dr. Diane Coursol, Department of Counseling and Student Personnel Chair, stated, "This certificate program is a part of our department's commitment to identify and meet the continuing professional development needs of clinicians in Southern Minnesota."

For some years, CSP Professional Community Counselor graduates have been able to take additional coursework to qualify for the Marriage and Family Therapist exam. The department has also

offered on a case-by-case basis courses for master's level professionals seeking MFT licensure. The addition of the Certificate Program will help the department better promote this professional training opportunity in Southern Minnesota. "This is a great opportunity for individuals to upgrade their training, further their career, and better serve the family mental health needs of our region," according to Dr. John Seymour, Assistant Professor in CSP and a Licensed Marriage and Family Therapist. "There is an increasing expectation in human service organizations for mental health professionals who can be licensed at the Master's level and provide insurance-reimbursable work in settings that include inpatient, outpatient, day treatment, and in-home services."

Those accepted into the program will complete a minimum of eighteen hours of graduate study focused on topic areas required for licensure. Approved supervision of clinical experience will also be offered when needed.

For more information about the Marriage and Family Counseling Certificate Program please contact the Department of Counseling and Student Personnel at (507) 389-5725 or on the web at www.coled.mnsu.edu/departments/csp/

Recent Publications and Presentations by College of Education Faculty

Publications:

- DESCY, D.E. (2004). All Aboard the Internet: Let's put it in writing for everyone to see: The blog. *TechTrends*, 48(3).
- DESCY, D.E. (2004). All Aboard the Internet: I can speak 5 languages fluently... so can you! *TechTrends*, 48(2).
- DESCY, D.E. (2004). All Aboard the Internet: From the visible to the invisible. *TechTrends*, 48(1).
- DESCY, D.E. (2003). All Aboard the Internet: Neat Little Web Page Add-ons. *TechTrends*, 47(6).
- DESCY, D.E. (2003). Organizing the Internet: Safe passage through a minefield of information. *Library Trends*, 52(2).
- HANNON, J. & PELLET, T.L. (in press). Influence of activity mode on feeling states of high school physical education students. *The Physical Educator*.
- JOHNSON, A. (2004). *A short guide to action research* (2nd ed.). Boston: Allyn and Bacon.
- JOHNSON, A. (2004). *Drinking from the empty cup: A re-examination of traditional Christian ideas*. Frederick, MD: PublishAmerica.
- JOHNSON, A. (2004). *Teaching elementary and middle school social studies*. Accepted for publication. Thousand Oaks, CA: Sages.
- PAGE, S.M. & COPPEDGE, G. (2004). The Darkwood Forest. *Science Children*, 41(6), pp. 52-55.
- PELLETT, T.L. & HENSCHER-PELLETT, H. (2003). Web-based communication patterns of physical education teachers. *Perceptual and Motor Skills*, 97, 753-754.
- WURDINGER, S.D. and STEFFEN, J. (2003). *Developing challenge course programs for schools*. Dubuque, IA: Kendall/Hunt Publishing.

Presentations:

- DESCY, D.E. (2003). *Surfing New Waves to Web Site Evaluation: Can we tell the good, the bad, and the ugly...* Presented at the Association for Educational Communications and Technology Convention. Anaheim, CA.
- DESCY, D.E. (2003). *Surfing the Invisible Web: Finding Information on the Invisible Web*. Presented at the Association for Educational Communications and Technology 2003 Convention. Anaheim, CA.
- DESCY, D.E. & GUNTER, G. (2003). *Surfing New Faculty: Training Faculty in Technology Online!* Presented at the Association for Educational Communications and Technology 2003 Convention. Anaheim, CA.
- DESCY, D.E. (2003). *What Teachers Should Know about the Invisible Web*. Presented at the Minnesota Educational Media Organization Annual Convention, Fargo, ND.
- DESCY, D.E. (2003). *Designing and Using WebQuests in the Classroom*. Presented at the Minnesota Educational Media Organization Annual Convention. Fargo, ND.
- HENSCHER-PELLETT, H., PELLETT, T.L., RICK, C., NELSOON, C. (2004). *A Stakeholder Analysis of Six Professional Development Schools*. Presented at the National Professional Development School Conference. Orlando, FL.
- GUSHWA, P. (2004). *The Job Model: Results When You Interview and Evaluate Staff*. Presented to the Minnesota Association of School Administrators and Minnesota Administrators of Special Education. Bloomington, MN.
- GUSHWA, P. (2004). *Women In Leadership: Where Have We Been? Where Are You Going?* Presented to Women Executives in Business (W.E.B.). Mankato, MN.
- HAAR, J.M., PALLADINO, J. (2004). *IDEA, Parental Empowerment, and Foster Care: Legal and Political Challenges for K-12 Educators*. Presented at the Annual Meeting of the American Educational Research Association (AERA). San Diego, CA.
- HAAR, J.M., PALLADINO, J. (2004). *Understanding the Social Context of Youth in Foster Care: Instructional and Assessment Implications*. Presented at the Annual Meeting of the American Educational Research Association (AERA). San Diego, CA.
- HOFFMAN, P. A. (2004). *Impact of a Multi-district PDS ESL Teacher Network on Professionalism and Practice*. Presented at the National Professional Development School Conference. Orlando, FL.
- HOFFMAN, P. A. (2004). *Exploring educators' understanding of the differences between typical English Language Learners and those with special education needs*. Presented at the American Educational Research Association Conference (AERA). San Diego, CA.
- KALAKIAN, C. L. (2004). *Creatively Challenging Students for Success: Five Distinct Approaches on One Campus*. Presented at the National Academic Advising Association (NACADA). St. Paul, MN.
- PELLETT, T.L., & LYSNE, R. (2004). *Examining Student Teacher Performance and Perception in PDS and Non-PDS Districts*. Presented at the National Professional Development School Conference. Orlando, FL.
- WEISS, R. P. (2004). *Adjudicated Adolescents and their Placement at and Transition from the Minnesota State Correctional Facility-Red Wing*. Presented at the Minnesota State Conference on Alternative Education and at the

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Play Therapy Course Begins Third Year

For the third consecutive year, Play Therapy Theories and Techniques (CSP 654), will be offered weekday mornings from July 6 to 16 by the Department of Counseling and Student Personnel. Students will learn basic theories and techniques of play therapy and how to apply them to working with children aged two to twelve. Classes will include lots of “hands-on” practice experiences to enable students to gain confidence in using play

therapy materials in their counseling with children and families. The three graduate credits for the course can be used toward the CSP master’s degree, Marriage and Family Therapy licensure, Registered Play Therapist credential with the Association for Play Therapy, and continuing education requirements for a number of mental health professions.

“There has been high interest in the course in the two prior years, and I am

again receiving a number of inquiries for this summer,” said Dr. John Seymour, Assistant Professor in the CSP department and instructor for the course. “Participants in the course have included students in our CSP program, students in other MSU programs, and practicing professional counselors in private practice, agency, and school settings. National surveys have demonstrated a shortage of well-trained mental health practitioners for children.”

From the Dean

Dr. Michael A. Miller, Dean

As our academic year draws to a close, we offer one more update on activities and accomplishments of the College of Education at Minnesota State University, Mankato. This edition includes articles that reveal optimism, scholarship, and action!

The College has accomplished much this year – some have commented that we have completed several years of work in the last nine months. Our work has included: final forms of our mission statement and conceptual framework, a new college logo, finalized sets of standards and monitoring policies that allow us to hold to increasing expectations for candidates in all of our programs, agreed upon plans and implementation steps in diversity and resource development, procedures for multi-year planning in areas such as tech-

nology and equipment, finalization of an assessment system and database that is proving to be one of the most powerful systems in the country, successful accreditation visits in Educational Leadership and The Children’s House, successful reviews/inspections in Aviation and Military Science, a strong College presence and voice in state and national dialogues regarding a variety of educational issues, the hiring of many new colleagues, frequent school district conversations leading to revised school-university agreements, and many steps toward an increasingly positive College culture.

This summer we anticipate heavy enrollment, and look forward to greeting many of our graduates who are returning for one of several exciting certificate or degree programs. A writing team will be working diligently on final preparations for our major accreditation

visit of the Minnesota Board of Teaching and the National Council for the Accreditation of Teacher Education (NCATE) scheduled for mid-November. Finally, work in communications and website improvement will continue at the same brisk pace.

Planning is already underway for 2004-2005. While difficult to specify everything that the year will bring, we anticipate welcoming a stellar new “class” of faculty and students, a successful accreditation visit, the development of several new program offerings (degree and certificate programs, distance education, and customized professional development), many events and communications with alumni, and stirring professional development initiatives. We have strong resolve to emphasize our diversity initiatives, enhance the coherence of our programs, and find new ways to strengthen the importance of our

school and community partnerships. We are hopeful that the year will also bring additional new faculty positions.

In the last newsletter I invited you to communicate with us via phone or e-mail. Several alumni and interested others e-mailed thoughts and questions that in turn led to investigation and responses. This interaction was really quite helpful. Therefore I would like to invite you again to send a thought, a question, or even a challenge. I promise these communications will lead to a rapid response. In addition, please respond, if you wish, to the following questions: What kinds of support and rejuvenation do teachers, counselors, and administrators need the most? How can university-based aviation programs best respond to needs of the industry?

An Affirmative Action/Equal Opportunity University

The information in this newsletter will be made available in alternative format, such as large print or on cassette tape, upon request to the College of Education
507-389-5445 (voice), 800-625-3529 or 711 (MRS/TTY)

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