



New Challenge Course to be Installed

Blame the woodpeckers.

The birds carved holes into the wooden poles of the MSU challenge course, an integral component of the Adventure Education Program. Over the years, the woodpeckers wore away at the equipment, rendering it nearly useless. But after 20 years, the time had come for new equipment anyway – the birds just hastened the inevitable.

Come the end of June, a new course will be installed in the woods behind the Gage Towers. And yes, wooden poles are out, steel poles are in. Take that, woodpeckers.

The Adventure Education Program, under the College of Education's Educational Leadership Department, uses the challenge course to foster team-building and problem-solving within various groups. Roughly half the groups who use the course are University-based, such as athletic teams, classes and international student groups. The other groups come from within the community, such as schools, at-risk student populations, Boy Scouts and Girl Scouts.



The previous MSU ropes course

Challenge courses involve activities such as belaying and climbing on a high ropes course and rappelling and climbing on a tower. Courses also sport on-the-ground team-building challenges.

The new course will offer things the old course couldn't, said Julie Carlson, Director of the Adventure Education Program. For example, the new version will be universally accessible. While the high portions (30 feet) of the old course could support just one person, the new course allows two or three people to work simultaneously up above. These changes add another dimension to the team-building concept. The new version also will look more attractive and up-to-date.

"The old course was almost an eyesore at the end," Carlson said. "We didn't feel like it had much to offer anymore. This feels like we're bringing the program into the modern world."

With the new course, Carlson expects to promote more corporate and business use.

Challenge courses emerged in the 1970s as a way to use adventure-based risks to further growth and development among groups and individuals. The concepts can be applied to everyday situations that extend far beyond the adventure itself. By the 1980s, challenge courses gained popularity. Now, the industry is regulated to ensure safety. Inspectors come to the University every year to carefully look over the equipment.

Adventure Education Program officials advocate the "challenge by choice" approach. No one is forced to do anything on the sometimes-daunting course that he or she doesn't want to do. Support and encouragement are constant, Carlson said, and negative feedback is discouraged.



The tower



The spider web

Master's students in Experiential Education lead challenge course activities. Not only does the course benefit those who use it, Carlson noted, but it also enhances leadership skills of the students.

The new challenge course will open Sept. 8. To schedule time on the course, call 507-389-1116.



The porthole

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Elementary Education Learning Community—Making a Difference

Menard's and Home Depot aren't traditional classroom settings. Then again, these first-year elementary education majors learned in anything but a traditional way.

The couple of dozen first year students were part of the first Elementary Education Learning Community at MSU, where students in the same field of study take the same core classes and live together in the residence halls.

The Learning Community's first year focuses on creating a smooth transition between high school and college. Most first-year students say they're ready for college, but are concerned about "unknowns," such as making new friends. In a Learning Community, students overcome the unknowns together – and tend to perform better academically.

Community service was a main component of the Elementary Education Learning Community. The students, through classes every Tuesday and Thursday with professors Ron Browne and Cheryl Kalakian, developed a plan to create a safer outdoor environment at Franklin Elementary School in Mankato.

An outdoor wall at Franklin posed problems in that students would race to the buses after school and use the ledge's six-foot height as a jumping off point, risking injury. The MSU students were to create a plan that would make the area safer.

The students worked in teams to brainstorm ideas and research cost for materials. Franklin Elementary School allotted a \$700 budget contribution. The winning team developed a plan to put a fence on top of the wall and plant trees, bushes and shrubs around the area. So off they went to Menard's and Home Depot to buy materials. They bought the plants at local garden centers, and some items such as dirt and wood chips were donated. After several hours of manual labor, the

path to the jumping-off the wall was blocked.

Drew Shepard, a student from Apple Valley, was on the team that designed the winning proposal. As a result, he and his other team members took charge in completing the project. Teamwork and communication skills were an integral part of the process as they directed other students in the class. Shepard, who plans to become a teacher, said he liked working in a school environment, working on a project that helped ensure kids' safety.

"This was something different. We were learning outside the classroom," Shepard said.

Les Koppendrayer, Franklin principal, told the MSU students that he enjoyed working with them and seeing the fruits of a college/community relationship.

"You've made a difference in the lives of Franklin students," he told the smiling future teachers.

Learning Community students aren't connected to just the community, Kalakian said, but they're also connected to each other and to the faculty. Kalakian met with each student once a week one-on-one to assess progress, advise and answer questions.

As part of the Learning Community, the students participated in two clinical courses spring semester; most elementary education students don't work in clinical school and community settings until their second year.

Shepard said he liked the experience as a whole. He now feels more secure that he made the right decision regarding his major.

This Elementary Education Learning Community will continue for a second year in 2005-06. The second year will focus on the transition from residential living to independent living. Another class next year will again focus heavily on service learning.



Clockwise from top center: Drew Shepard helps a Franklin student with planting; Professors Ron Browne and Cheryl Kalakian; Yunhui Voelker and Franklin student; Learning Community group; MSU students enjoying milk and cookies; Stephanie Myslajek and Franklin student



Graduate Certificate Program Offers Teachers Flexibility

Talk about variety – the new graduate certificate program in Teaching and Learning offers something for most every educator.

Participants can take just one three-credit course. Or, they can take three courses to obtain a certificate. Or, they can combine two certificates with research and walk away with a master's degree.

"It offers the flexibility to let people choose their master's program," says Scott Page, graduate coordinator for Educational Studies, K-12 and post-secondary education.

Most graduate programs offer just one set of core courses, with flexibility only within the electives. Each certificate is composed of three classes for a total of nine credits. With the new certificate program, students choose from six core areas:

- Improving teaching and learning
- Learning communities and leadership
- Data-driven decision making to improve student learning
- Instructional media in the classroom
- Culturally responsive teaching
- Student development and learning

Education professionals indicated the need for flexibility and variety, Page says. Some of the teachers the program is geared toward

already have a master's degree. For them, the certificate program means staying current in the field or obtaining credits for license renewal.

More and more teachers are pursuing master's degrees for a number of reasons, Page says. For one thing, it gives them a chance to earn a higher salary. Others choose additional education because of changes mandated by the No Child Left Behind Act. Others want to keep abreast of current trends and research. In addition, the courses include many of the components necessary for National Board Certification preparation.

No matter the reason, one thing is certain: "This allows them to become exemplary teachers," Page says.

Classes are designed around the working professional. Courses may be offered on weeknights, weekends, face-to-face, on-line or as a hybrid of those four. If teachers from the same school district or neighboring school districts want to take classes together, a cohort can be formed and classes offered on-site.

This new program addresses student needs and current trends such as rapidly shifting student demographics, literacy and bilingualism, active learning, communicating through technology, developing partnerships with parents and community, student development and learning, including charter education, and classroom and professional learning communities.

COE Students Present Research

In the College of Education, there's so much opportunity for students to excel than in just a classroom setting. Often, students at both the graduate and undergraduate levels engage in research that enhances their educational experience. As a result, COE graduates are well-prepared to enter the job market. Here are just a couple of examples of the types of student research regularly done within the college.

Undergraduate research

For Minnesota State University student teachers, the classroom experience involves much more than standing in front of a chalkboard.

These student teachers are conducting research in their classrooms that many professional teachers aren't even doing yet. They're experimenting with different learning methods, compiling charts, analyzing data and coming up with conclusions. The work is part of a required student learning impact project that every practitioner must complete in order to graduate.

The projects come at a time when teachers are held accountable for their students' achievements, namely through the No Child Left Behind Act. All teachers are asked at some point to measure and analyze learning achievements outside of test data provided by the state.

"They need to tell parents, the public, legislators, and principals how they've made a difference," said Kitty Foord, Director of Clinical and Field Experience in the College of Education.

MSU students incorporate methods they've learned in their classes prior to the student teaching experience. Foord said students learn what type of methods tend to work and are encouraged to find specific areas on which to focus.

"We provide them with the base to be a knowledgeable researcher," Foord said.

This year, one student used visual charts to provide information instead of relying solely on reading material. Another student incorporated literature in a health education class rather than using only the textbook.

"It's kind of neat to see undergraduate students use these

advanced methods," Foord said.

Students provide data on how the class and the No Child Left Behind subgroups – such as ESL students and special education students – did. Then they come up with conclusions and recommendations. Students present their findings at professional conferences.

"When you show it to others, it increases all of our knowledge. We're trying to foster that professional dialogue," Foord said.

Few colleges have their student teachers doing this level of research, Foord said. In fact, few new teachers use data to chart learning processes.

"This is pretty unique," she said.

The research isn't easy: it takes lots of time on top of everything else a student must complete.

"It's one of the more difficult projects they're asked to do," Foord said.

Graduate research

For years, graduate students in the Counseling and Student Personnel Department went through the same process as other MSU graduate students. Their capstone projects, the culmination of years of research and learning, were bound and handed back to them. Students got a copy, the library got a copy, the department got a copy.

The trouble was, rarely anyone apart from the student and the committee saw that work. CSP faculty members thought that was a shame. Students were doing great writing and research in all areas—college student affairs, community counseling and school counseling – yet few people saw the results. Something needed to change.

As a result, the research colloquium was born. A couple of years later, a department journal composed of a year's worth of capstone projects was created.

"We have a great opportunity to showcase what our students are doing," says Diane Coursol, CSP department chair.

Continued on page 4



COE Students Present Research

All CSP students conduct literature reviews for their capstone project. That research is presented at the colloquium and also published in the journal. This year's sixth annual research colloquium was held in April, and the journal is in its third year.

Coursol says the colloquium is treated like a professional conference.

"They not only get the writing experience, but also the professional speaking experience," she says.

The colloquium also helps family members understand what graduate students go through. Coursol says many CSP students are non-traditional students, balancing coursework with school and family obligations.

"Especially with moms, the kids can see why Mom was sequestered away," Coursol says. She adds that the colloquium may motivate others – they see students' wonderful accomplishments and may decide to pursue scholarship.

The journal also gives students a professional edge. It's a meaty book – last year's was 350 pages. The first journal contained 23 articles; 34 articles made up the second journal. Each edition features artwork created by an alumna of the program, Barb Skodje-Mack. The result is an attractive book that's pleasing to the eye – a far cry from the plain thesis

covers.

These journals don't sit on shelves to gather dust. The work is seen by those throughout the University, and it also appeals to those who are considering enrolling in the CSP program.

Papers range in topics – adolescent suicide, spirituality in counseling, spanking and timeouts, death on the college campus, career development of women and college student credit card use.

The students pay \$45 to be published in the journal; that compares to \$60 for a thesis binding. The journal also is easier to tote around and easier to leaf through. Coursol says many students take the journal to show at job interviews.

The research colloquium and journal are valuable not only to students, but to the department, Coursol says. It helps faculty evaluate their teaching methods and allows them to discover if they've taught their students to be critical thinkers.

For students, it's a better way to showcase their work than the dusty old thesis.

"The whole idea behind the capstone project is so it's something you can show off," she says.

NCATE Accreditation Achieved Again!

This March the College of Education (COE) received long awaited news. The National Council for Accreditation of Teacher Education (NCATE) renewed the COE's accreditation until 2011. NCATE is a non-profit, non-governmental alliance of 33 national professional education and public organizations representing millions of Americans who support quality teaching. NCATE's approving nod means that the teaching methods, clinical experiences, relations with school partners, resources, and professors employed within the COE meet the high standards and criteria set by NCATE and, subsequently, the Minnesota Board of Teaching (BOT).

"The faculty and staff really came together in preparing for this visit. We spent many hours in meetings, discussions, and preparing documents. The hard work and late nights paid off with a very successful visit," remarked Maureen Prenn, Coordinator of Professional Education.

Every seven years, the colleges of education that wish to bear the distinction of NCATE's accreditation undergo rigorous examination. In November 2004, members of NCATE and the MN BOT came to MSU-Mankato for a three-day campus visit. During the visit, the NCATE and BOT members held numerous meetings with faculty, staff, school partners, and students in order to question and learn how the COE meets national standards. The members also studied documents, reports, and statistics covering all aspects of the COE, from the fulfillment of its mission statement to its distribution of funds. When the visit concluded, the members returned to their respective posts to draw up their report on the institution. Both the BOT and NCATE teams were particularly impressed with our Professional Development School program, the quality of clinical experiences, our assessment system, and the wealth of technology available to students and faculty.

The COE's careful preparation for this visit (beginning in 2002) resulted in success and praise for the College of Education and all of MSU. This stamp of approval provides the public the assurance that MSU's College of Education prepares quality teachers, school specialists, and administrators for the future.



Top: Like other dedicated faculty of the COE, Drs. Maureen Prenn and Peg Ballard put in long hours to ensure a successful visit for the NCATE and MN BOT members. Bottom: Drs. Jean Haar and Kitty Foord work beyond office hours with good spirit and teamwork.



COE Alumna Earns Teaching Honor



Deborah Berg is the “Susan Lucci” of teaching.

Berg, a 1990 graduate with a degree in elementary education and minor in special education, has been nominated eight times for teacher of the year in 15 years in her district. Finally, this year, the first-grade teacher at Pelican Island Elementary in Sebastian, north of Port St. Lucie on Florida’s Atlantic coast, won the coveted honor.

She said she was excited to receive the recognition, especially since teachers are nominated by their peers.

Berg credits her education from MSU as the foundation of her success.

“All the instructors really pushed us into getting something

more than just elementary education, that we should get a dual certification in something,” she said.

Indeed, dual certification helped her get a job in the first place. When the Jasper, Minnesota, native moved to Florida right out of college, she had four offers for work.

“I never had difficulty getting a job,” she said.

Berg began as a special education teacher, but wanted to switch to first grade to lay a foundation for those students. She still works with special needs students who are integrated into her class. She’s also earned certification in ESOL.

Recently, she finished a master’s degree in administration. She says she likes working with kids, and probably will do so for a while, but doesn’t rule out moving into a supervisory role at some point.

Meanwhile, having finally received her career’s prestigious award, as did Susan Lucci, Deborah will go on playing the role of an accomplished and successful teacher!

Center for Engaged Leadership

School principals and administrators face a variety of tasks and challenges that are more numerous than ever – budgeting, management, school violence, ESL students, Adequate Yearly Progress, No Child Left Behind.

Thanks to the Center for Engaged Leadership, they don’t have to deal with those issues on their own.

Through workshops and classes, school administrators work together in a collaborative environment. CEL, housed in COE’s Department of Educational Leadership, aims to develop and strengthen leadership in schools. The mission is two-fold, says Director Jean Haar: to better prepare people to work in educational administration and to serve those already in the field.

“They’re addressing change on a constant basis,” she says.

Ultimately, the result is quality schools staffed by quality teachers and administrators.

A center such as CEL fits perfectly into COE’s overall mission, Haar says. COE already focuses on better preparing administrators and expanding the knowledge of those already working in schools. The CEL is just another component of that mission.

The CEL just completed its first year. This summer, CEL will host programs and workshops aimed at a variety of audiences. For example, the Exemplary Leader Experience will provide current school leaders the opportunity to refine their leadership skills, and stretch their capabilities and eventually become mentors for other school leaders.

Also, three workshops offered this summer give a sense of the CEL’s broad base. One workshop focuses on educators and explains experiential education techniques (activities, projects, field experiences) that can be used in the classroom to maximize student learning. Aspiring superintendents are another target group – a weeklong series of classes gives participants an overview of what they might expect on the job. Finally, a two-day workshop geared toward principals provides them with teaching strategies and evaluation techniques.

In this type of environment, education professionals learn to work together. Too often, they work individually in the field in a competitive manner. All CEL programs emphasize group process skills, communication, trust-building, problem-solving and collaboration.

In addition to the Exemplary Leader Experience already planned, the CEL envisions a number of other programs aimed at educators:

Academies: Professional development programs for principals. Research has identified the principal as the key to the success of school improvement. An academy would provide ongoing support through networking and mentoring.

Teacher Leadership Academy: This academy would prepare teachers to become leaders in their schools and help them take an active role in their classrooms. Teachers would learn how to lead learning teams and study groups, conduct research and prepare for the National Board for Professional Teaching Standards.

Institutes: Institutes focus on school-wide teams. Principals cannot transform a school on their own – they need the help of all staff within a school. Principals will learn to create an environment where all school personnel are expected to lead in their areas of expertise and skill.

Experience-based programs: This program is for aspiring school leaders who want to obtain administrative licensure through an independent, personalized, hands-on approach. A pilot program would consist of 15-20 students in an 18-month program.

Professional development opportunities: Staff within COE would offer customized service to meet the specific needs of a school. With budget crunches and limited resources, many school officials don’t have time to formulate concrete plans regarding school violence, ESL students, or poverty.

Policymaking think tank: This think tank is geared toward those who want a strong voice for education. The program would focus on establishing relationships with key players in the legislative process, fine-tuning communication skills and strengthening writing and research skills.

The Center’s services may also extend to other professionals, such as business leaders and organized teams.

Haar says it’s been exciting to be an integral part of CEL’s first year.

“It’s been interesting to create something from nothing,” she says.



Meet the College of Education's New Faculty

Dr. Susan McWilliams

Department of Elementary & Early Childhood

BS, University of Missouri, MA, University of Colorado at Denver

Ph.D., Educational Leadership and Innovation, C & I

Susan was an assistant professor of Early Childhood Education at South Dakota State University. She has shared her expertise and research in many publications and presentations. Susan is organizing the state-wide kindergarten conference to be held at MSU next spring.

Dr. Beth Handler

Department of Educational Studies, Special Populations

BA, William Paterson University; MAT, University of Wisconsin-Whitewater; MS, University of Wisconsin-Madison

Ph.D., University of Wisconsin-Madison, Special Education

Beth taught at the University of Louisiana at Lafayette and the University of Wisconsin-Madison before coming to MSU. She's worked with children, youth and adults with disabilities in a variety of community and school settings. Her research is in the areas of disability studies and education.

Dr. Jerry Robicheau

Department of Educational Leadership

BS, Moorhead State University; MS, St. Cloud State University;

Ph.D., University of Minnesota, Educational Policy and Administration
Before coming to MSU, Jerry had been a superintendent since 1996 and has received many distinctions for his work.

Dr. Richard Kiefer-O'Donnell

Department of Educational Studies, Special Populations

BS, University of Illinois; M.Ed., University of Illinois

Ph.D., University of Utah, Special Education

Since 2001, Richard had been a professor at the University of Montana Center for Excellence, Rural Institute on Disabilities. Richard also taught and did much of his research at the University of Utah. He has shared his expertise in education in many publications, as well as at national conferences and presentations.

Ms. Deborah Jesseman

Library Media Education

BS, Plymouth State University; MS, Indiana University

Ph.D., University of Nebraska, Education Administration, C & I

Deborah was the Director of Library and Media Services at University School of Jackson. She's taught at the high school and community college levels. She's also a reviewer for School Library Journal magazine and a member of many professional organizations.

Dr. Kathleen (Kitty) Foord

Director of Clinical and Field Experiences

BS, University of Minnesota; MA, University of Connecticut

Ed.D., Hamline University, Educational Leadership

Administrative Certification: K-12, Principal, Hamline University

Kitty served as District Coordinator of Secondary Curriculum and Instruction in Chaska, Minn., District Coordinator of Assessment and Graduation Standards for the same district, and was an adjunct instructor at Hamline University. She's made many presentations and received several grants.

Dr. Loretta DeLong

Department of Educational Leadership

BS, MA, ED.D., University of North Dakota; Specialist Diploma, UND;

Bush Leadership Fellow.

Loretta brings to MSU experience in promoting educational excellence, especially within the Native American population. She has been involved in diverse working experiences within the Turtle Mountain Agency in North Dakota as Superintendent of Schools, Principal/CAO of the Ojibwa Indian School, Assistant Professor at the University of North Dakota and Vice President of the United Tribes Technical College as well as various other positions within the education field.

Dr. Todd Busch

Department of Educational Studies, Special Populations

BS, MA ED, Ph. D, University of Minnesota

Todd comes to MSU, Mankato with valuable teaching experience at the University of South Carolina and the University of Minnesota. He shares his knowledge of curriculum-based measures, development and assessment in his publications and several state and national presentations.

Recent Faculty Publications and Presentations within the COE

THE ROLE OF PROFESSIONAL DEVELOPMENT IN THE PRINCIPALSHIP in *Catalyst for Change*. Jean Haar

The principalship has been identified as a key factor in the success of school change and improvement efforts. The purpose of the article is to share research on (1) key responsibilities of the principalship, (2) the importance of professional development for the principal, (3) the type of professional development needed for the principal and (4) the role of the principalship in providing professional development for teachers. Based on a synthesis of the research, recommendations for school districts are provided.

RESPONDING TO TERROR: THE IMPACT OF SEPTEMBER 11TH ON K-12 SCHOOLS AND SCHOOLS' RESPONSES in *Professional School Counseling*. Auger, R. W., Seymour, J. W., & Roberts, W. B.

Eighty-nine school counselors and related helping professionals were surveyed regarding the impact of the September 11th terrorist attacks on students and staff in K-12 schools. High levels of student distress were found immediately following September 11th, with substantially less distress evident 6 weeks later. Schools responded to the events by taking a variety of actions to meet student mental health needs but were much less likely to have acted to meet staff mental health needs.



Maverick's ROTC Prides Itself in Building Dynamic Leaders

Captain Greg Miller, Assistant Professor of Military Science, Department of Military Science & Leadership

Army ROTC was started at MSU in 1980 with a graduating class of six in 1981. This year, the Maverick Battalion Army ROTC program will graduate 10 students into the United States Army as commissioned officers. The new officers – the class of 2005 – hail from all walks of life. Like their recent predecessors, the class of 2005 knows it will be demonstrating its leadership abilities not long after graduation.

Geographically, one graduate is originally from Azerbaijan, seven are from Minnesota, one is from South Dakota, and one is from Florida. Academically, graduating cadets majored in subjects ranging from International Relations, History, International Business, Geography and Recreation, Parks and Leisure. Militarily, all graduates successfully completed the demanding 32-day Leader Development and Assessment Course at Fort Lewis, WA in summer 2004, with performance scores higher than regional and national norms. Three of the ten were later selected for the prestigious Distinguished Military Graduate designation (top 20 percent of all Army ROTC graduates) during the national ROTC board held in Washington, DC in October 2004.

Leadership development remains the central foundation of the Maverick Battalion Army ROTC program. Cadets are taught critical skills and subjects such as consideration of others, professional writing

and oral communication, counseling, prevention of sexual harassment, equal opportunity, drug and alcohol awareness, military history, military law, ethics, land navigation, tactical leadership, water survival, time and stress management, effecting organizational change, and many others. During their junior and senior years, cadets are thoroughly tested and evaluated in writing during on campus activities, joint field exercises conducted at Camp Ripley, MN with other regional Army ROTC programs, and during the 32-day internship at Fort Lewis, WA. Whether going on to serve on Active Duty, in the Army National Guard, or in the Army Reserve after graduation, Maverick Battalion Army ROTC prepares young leaders for a lifetime of service to the nation.

This dynamic background and commitment to serving the country is what sets the Military Science and Leadership Department apart from all others at MSU. Our graduates are expected to perform as leaders immediately after graduation and commissioning. Given the ongoing war on terror, our graduates understand they will have little time for on-the-job training and will likely be deploying into combat in a matter of months. They will be leading the sons and daughters of America in support of U.S. national security goals – there is no greater demonstration of leadership ability.



Left: Maverick Battalion Army ROTC Class of 2005; Right: Cadets learning how to be leaders

Academic Career Takes Off For Aviation Student

A Minnesota State Mankato aviation student is flying high after finding out he's one of two national winners of the Dr. Harold S. Wood Award for Excellence.

Scott R. Winter received the \$1,000 award, sponsored by the General Aviation Manufacturers Association. The honor recognizes students who demonstrate academic excellence while promoting aviation on campus and in their communities.

Winter is a certified flight instructor with a commercial rating and is active in the Aviation Club and Storm Chasers Club. He's the vice president of the Minnesota Storm Intercept Association. In

addition, the senior is a teaching assistant in the University's Weather Analysis Laboratory and has been appointed by the Student Senate to be the first student representative to the MSU Aviation Advisory Board.

Winter, a Milwaukee native, plans to pursue a master's degree and wants to teach aviation.

Pat McKinzie, of MSU's Aviation Department, says the award is an outstanding achievement for Winter and reflects well on the program.



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COE Scholarship Awards Set Record

Thanks to the generosity of the College of Education's donors*, scholarships totaling \$95,000 were awarded this year. This is the highest amount awarded in a single year. Twenty-nine undergraduates in the College now have more financial help to aid them.

The Agnes and Rhea McCarthy bequest alone was responsible for \$75,000. The sisters graduated from MSU and embarked on teaching careers. Their generosity is passed on to a number of students each year.

\$8000	Ashley Evans
\$7000	Kaylyn Riemersma, Jesse Hackenmueller, Joanna Krienke
\$6500	Ramon Pinero
\$6000	Rachel Goodloe
\$5000	Heidi Mahn, Rebecca Stockel
\$4500	Mandy Wold
\$4000	Lindsey Thompson, Doug Storbeck, Elizabeth Landwehr
\$3000	Adam Petit, Victoria Gregus, Amber James, Megan Conway, Aubrey Forrester
\$2731	Korrie Engel
\$1944	Greg Burman
\$1514	Jillian Atchison
\$ 986	Linnea Campbell
\$ 700	Ashley Osberg, Stacy Torigian
\$ 579	Diana Neidecker
\$ 550	Rachel Rysavy
\$ 521	Kari Sandstrom
\$ 552	Casey Elbert
\$ 500	Erica Lorenz, Jessica Kittleson, Joshua Geiger

* Agnes & Rhea McCarthy, Ronald Eick, Grace Jefferson, Clare and Robert Kreuser, Bunny Just, Marion Sederburg, Evelyn Hatfield, Clifford & Mildred Marlowe, Ruth Cook, Olga Olsen, Ann Peters, Florence True, D & R Merrill, Grace Armstrong, Vera Mae Cowling, Maurice Nelson, Kiwanis, and Jane Neubert

Message from the Dean - Dr. Michael A. Miller

Greetings from the College of Education. We hope your summer is going well.

We finished our year with new accreditation, several new programs and partners, new collaborative efforts within the University and with educational organizations outside, a few new people joining us as faculty and staff persons, and many fabulous new alumni. This summer, there are a number of exciting courses, workshops and programs being offered in the College of Education. In addition to the things that we anticipate and look forward to in 2005-2006, we know that the year will also bring opportunities that are unexpected. Our sense of excitement and joy about these

new possibilities is a sign of the positive culture here at MSU.

As I am writing this entry, the Minnesota Legislature is still in special session. There are a number of items having to do with P-12 education that have yet to be decided. Our attention and advocacy remains energetic until the session is complete. The outcomes will certainly affect our school partners and our work. Support remains for our developing centers for outreach and research, though funding is less certain. It is great news that the legislature passed legislation that allows MnSCU universities to offer doctoral programs. Two of our departments, Counseling and Student Personnel (CSP) and Edu-

cational Leadership (EDLD), have already begun planning the initial steps of a proposal to offer doctorates.

It is very good news that our alumni are becoming more involved in activities and events of the College of Education. We are reaching out much more with our newsletters and written communications, held several coffees and special events, and have formed an advisory body to provide advice and assistance in sharing news and inviting participation of alumni, partners, and special friends. One sign of the growing support for developments within the College of Education is found in data regarding our annual giving. At this point, the COE has

eight hundred more donors than last year. In addition, the contributions to programs and scholarships by alumni have increased by fifty-one percent. While we have even loftier goals, these contributions have allowed us to triple our scholarship awards this year and support vitally important faculty and program development.

Please continue to watch for publications and to visit our website for opportunities to re-engage with the college. Be in touch with any and all ideas!