Annual Fund Calling an Educational Experience

If all alumni and friends would set aside even $10 per year, together we would raise over a million dollars for the University.

Claudia Amorim, Student Coordinator, Minnesota State Mankato’s Annual Fund

Each year, about 70 Minnesota State Mankato Annual Fund students spend over 300 hours each week calling alumni, parents, faculty, staff and friends of the University to raise money for Minnesota State Mankato. This money provides for scholarships, programs, facilities and more. Students who work for the Annual Fund are trained for the job and each week hear from guest faculty, staff and administration about what's new and upcoming for the University. Claudia Amorim serves as Student Coordinator for the program and has found this experience to be valuable.

"Working at the Annual Fund has greatly enhanced my experience at Minnesota State Mankato," Amorim stated. "It has opened the doors to countless experiences that I would otherwise have not had. I have been able to learn about the University, its history, and its future goals. I have met many impressive faculty and staff, including Dr. Miller and President Davenport. I have had the chance to work with so many incredible students and staff members. And most importantly, I have been able to be a part of a team that is truly making a difference to the University every day."

This is Amorim’s third time working for the Annual Fund. Currently, she is a graduate student in Elementary Education and comes from Gaylord, Minnesota. She’s had a long history at Minnesota State Mankato starting in high school through the Post-Secondary Education Option (PSEO) program though Sibley East High School. "It was a great opportunity to begin my collegiate experience at a University that was small and close to home," she said. In May 2002, Amorim graduated from here with a BA in Spanish and Latin American Studies. This degree led her back to her hometown as a Title I Paraprofessional and Interpreter in the elementary school. "I discovered that elementary education was an incredible fit that I had not previously considered," Amorim said.

Her interest in elementary education led her back to Minnesota State Mankato where, in 2006, she received a BST in Elementary Education and Middle School Social Studies. "After completing my first year of teaching," Amorim notes, "I now find myself at Minnesota State Mankato once again, as a graduate student making the most of my summer vacation."

"The campus has changed drastically since I started here in 1997," Amorim says. "It is now a campus where students want to be, whether it is for attending classes, studying, dining or relaxing. I’m envious of the future students who will get to experience all of the expansions." Amorim credits the donors to the Annual Fund for the positive changes. "I admire the people who so generously give back to the University year after year. Their generosity never goes unnoticed and without their support, we would not have the competitive institution that we do. Their philanthropy is an act that is contributing to Minnesota State Mankato’s advancement."
During the last year, the College of Education at Minnesota State University, Mankato has continued to become even more prominent! Specific examples of the College’s efforts include:

- Receiving final approval for our doctorate in Counseling and Student Personnel and a new masters program in Early Childhood Special Education;
- Developing a doctorate in Educational Leadership, marked by innovative experiential program philosophy and structure;
- Implementing new aviation program emphases in safety and the science and engineering of flight, while introducing flight training in all new technologically advanced aircraft;
- Offering remarkable conferences and professional development options for educators and others who work with children and families, while entering into contractual agreements to provide leadership and professional development to districts and organizations across the state and region;
- Adding three new faculty positions and the continuation of hiring outstanding new colleagues;
- Supporting, honoring and celebrating the scholarly performance and importance of faculty;
- Responding to increased requests from policy makers and philanthropic leaders for the research advice of faculty;
- Expanding partnerships and educational opportunities through faculty travel and work in domestic urban sites as well as China, Russia, Thailand and Australia; and
- Refined outreach and involvement of alumni and friends through events, sharpened publications and web communication.

As the faculty, staff, students and alumni of the college do this remarkable work, the opportunities for them continue to expand. Our focus remains to respond to state and community needs by preparing new education professionals, serve the ongoing professional development and mentoring needs of districts and individual educators/professionals, conduct important research on challenging issues in schools and agencies, and develop an increasingly comprehensive set of graduate programs. The stakes are high around issues of education, health and productivity, and the College of Education is rising to the occasion.

As you read about the college, I encourage you to find a way to become even more attached and involved during the coming year. Please commit to come to an event, check the website frequently, read an article or book written by a faculty person, stop by for coffee, or encourage colleagues and friends to take a class or attend a conference. Another way to be involved is to be a connector for the college, involving us in the work that needs to be done by referring us to others. Finally, as state funding for higher education (including the college) shrinks, your contributions toward the Annual Fund or in the form of a gift in your will are increasingly important to us being able to continue our growth and evolution. Please know that you are important, and be in touch.

In addition to providing a solid, research-based educational program for our students, the College of Education provides opportunities to faculty members in professional development and collaboration with professional colleagues all over the world. Recently, faculty members have traveled to China, Russia, Thailand, and Australia in search of collaborative relationships that will enhance and enrich our teacher preparation programs. Funding for these travels comes from faculty professional development funds and other College monies set aside for such activities.

Recently future travel projects were given a boost by endowment funds donated by Marjorie L. Oelerich, COE Faculty Emerita. Lucette Wildt, director of development, sat down with Dr. Oelerich to talk about the fund, known as the “Marjorie L. Oelerich International Faculty Development Endowment.” Here is their conversation:

**LW** - What was your motivation for establishing “Marjorie L. Oelerich International Faculty Development Endowment” to support faculty travel?

**MO** - I established the Fund because international education has been a lifelong interest of mine. In my own professional life, I have personally benefited from such partnerships with international colleagues. I know many Minnesota State Mankato faculty members are expanding the global-mindedness of our students so that they understand cultures different from their own. In addition, my...
Congratulations to Our Scholarship Recipients

Congratulations to the recipients of College of Education Scholarships! The College of Education Scholarship Committee awards academic scholarships to students pursing coursework in the areas of Elementary Education, Early Childhood Education, K-12 and Secondary Education and Developmental Disabilities. Criteria for scholarship applicants include:

1. A minimum cumulative undergraduate GPA of 3.3
2. Completion of a minimum of 30 semester credits after Spring Semester before award year
3. Students must be attending Minnesota State Mankato full time during the academic year for which the scholarship is awarded
4. Two letters of recommendation including leadership experiences, community service and personal characteristics (One recommendation is preferred from a Minnesota State Mankato faculty member)
5. Essay submission (2 pg. max.) stating qualifications and need, if applicable

The following students were awarded scholarships for the 2007-2008 school year:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Scholarship Fund</th>
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<tbody>
<tr>
<td>Shannon Dale</td>
<td>Grace Jefferson Endowment, Vera Mae Cowling Endowment</td>
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<tr>
<td>Elizabeth Drommerhausen</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
</tr>
<tr>
<td>Amanda Glasscock</td>
<td>Bunny Just Endowment, Agnes &amp; Rhea McCarthy Endowment</td>
</tr>
<tr>
<td>Jarrod Haack</td>
<td>Kiwanis Munson, Ronald E. Eick Endowment</td>
</tr>
<tr>
<td>Kristy Huls</td>
<td>Ruth Cook</td>
</tr>
<tr>
<td>Laura Izuno</td>
<td>Marion Sederburg Endowment, Evelyn Hatfield Endowment and Bill &amp; Lou Schroeder Endowment</td>
</tr>
<tr>
<td>Woo-Jung Jung</td>
<td>Vera Mae Cowling Endowment, Jane Neubert Endowment</td>
</tr>
<tr>
<td>Elizabeth Keller</td>
<td>Clare &amp; Robert Kreuser Endowment, Ann Peters Endowment</td>
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<tr>
<td>Elizabeth Kern</td>
<td>Ruth Cook</td>
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<tr>
<td>Jill Kreibich</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
</tr>
<tr>
<td>Renee Lee</td>
<td>Dean’s Endowed</td>
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<tr>
<td>Sarah Matzke</td>
<td>Dean’s Endowed</td>
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<tr>
<td>Michael Meeker</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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<tr>
<td>Lisa Neubert</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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<tr>
<td>Laure Pace</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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<tr>
<td>Heidi Pagelkopf</td>
<td>Ruth Cook</td>
</tr>
<tr>
<td>Autumn Pankonin</td>
<td>Cliff &amp; Mildred Marlow Endowment, Ruth Cook</td>
</tr>
<tr>
<td>Nicole Price</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
</tr>
<tr>
<td>Stacy Quam</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
</tr>
<tr>
<td>Benjamin Roberson</td>
<td>Olga Olsen Endowment, Maurice Nelson Endowment</td>
</tr>
<tr>
<td>Teresa Roberts</td>
<td>Bremer Fund Endowment, Florence True Endowment</td>
</tr>
<tr>
<td>Lisa Schmidt</td>
<td>Ruth Cook</td>
</tr>
<tr>
<td>Alicia Smith</td>
<td>Grace Armstrong Endowment, Ruth Cook</td>
</tr>
<tr>
<td>Amy Timmer</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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<tr>
<td>Yunhui Voelker</td>
<td>D &amp; R Merrill</td>
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<tr>
<td>Elizabeth Weinandt</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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<tr>
<td>Laura Weir</td>
<td>Bunny Just Endowment</td>
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<tr>
<td>Alison Williams</td>
<td>Agnes &amp; Rhea McCarthy Endowment</td>
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</tbody>
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Scholarships are particularly necessary given the funding trends for education. Minnesota State Mankato is funded by appropriations from the state and tuition dollars. Over the past 10 years, state funding has declined.
Upcoming Events

Center for Mentoring & Induction 2007-08 Cognitive Coaching Training

Cognitive Coaching training focuses on the maps and tools needed to mediate another’s thinking. A coach is equipped to assist another person in “navigating the territory” of his/her thinking. Each coach uses the maps and tools in slightly different ways, while maintaining focus on mediating thinking.

In the 8-day Cognitive Coaching Foundation Seminar, participants will learn how to:

- Build trust and rapport
- Utilize planning, reflecting, and problem resolving maps
- Facilitate self-directed learning
- Develop teachers’ autonomy and sense of community
- Develop higher levels of efficacy, consciousness, craftsmanship, flexibility, and interdependence
- Distinguish support functions: coaching, evaluating, consulting, and collaborating
- Apply coaching skills which enhance the intellectual processes of instruction

Research has shown that Cognitive Coaching produces real, time-tested results, including:

- Increased student learning
- Improved problem solving skills
- Higher satisfaction with teaching
- Increased teaching effectiveness
- More reflection and complex thinking
- More professional school cultures
- Higher levels collaboration

It is not enough to change an isolated behavior. What is important is the thinking that caused the behavior.

Cognitive Coaching gets to the core of what actually impacts teacher learning and growth: teacher cognition. Rather than attempting to “fix” isolated behaviors, this approach enhances the cognitive processes that produce these behaviors. Coaches support and enhance long-term sustainable growth for teachers and success for their students.

At the heart of this training is the concept that we all have resources that enable us to grow and change from within. The person being coached, not the coach, evaluates what is good or poor, appropriate or inappropriate, effective or ineffective about his/her work. Cognitive Coaching is a powerful approach to enhancing teacher performance.

All training will take place from 8:00 A.M.-4:00 P.M. in Centennial Student Union at Minnesota State University. A one hour break for lunch will be on your own.

Day 1 & 2: Oct. 31-Nov. 1, 2007
Day 7 & 8: Feb. 24-25, 2008

Registration fee will cover 8 full days of training, and includes a participant guide and text, Cognitive Coaching, by Dr. Aurthur Costa and Dr. Robert Garmston. Refreshments will be provided.

Registration Information:
Lori Bird, Director
Center for Mentoring & Induction
119 Armstrong Hall
Mankato, MN 56001
Phone: 507-389-5716
Fax: 507-389-1154
E-mail: Lori.bird@mnsu.edu
Summer Events

SuMMER 2007  VOLUME V, ISSUE VI

Summer Events

Summer Academy for Educators and Leaders:
Building a World Where Everyone Learns
July 30 – August 2, 2007
http://ed.mnsu.edu/summeracademy/
SPONSORED BY THE COLLEGE OF EDUCATION

MINNESOTA STATE UNIVERSITY, MANKATO

FAWNS IN GORILLA SUITS:
PRactical Play therapy techniques with aggressive children and adolescents
Friday, September 28, 2007
Minnesota State University, Mankato Centennial Student Union
A workshop presented by David A. Crenshaw, Ph.D., ABPP, RPPS

Summer Aviation Adventures

“IT took you a year to learn to walk. We can teach you to fly in 6 months ... for college credit!”

The Department of Aviation and the Center for School University Partnerships is proud to present
The 2007 “Summer Adventures in Aviation” Series

Movement in the Elementary Classroom
July 10–12, 2007
Presented by Dr. Julie Kerr-Berry
The Center for School-University Partnership is proud to sponsor the Following Institute for Early Childhood Education (ISE)
http://ed.mnsu.edu/csuw/ri/summerofforings.html
Mankato State Teachers College All-School Reunion

Graduates of the Mankato State Teachers College, spanning the years 1921 to 1957 fanned out across the state, region and country to be the teachers, administrators and business professionals of the baby boom generation. On Friday, July 13, they came back to campus to participate in an all-classes reunion, marking the 50th anniversary of the change from “Teachers College” to “College.”

The day was filled with activities from tours of campus to interest sessions on current happenings at the University. Cheryl Kalakian, Academic Advisor for the College of Education set up the booth for the College and provided a backdrop for photos for alumni. Dean Miller held a roundtable discussion for interested alumni to discuss trends in education. Lunch was held at Cooper and Daniel Buck halls, formerly dorm residences for students. Dinner was in the CSU Ballroom and the alumni were toasted by Michael Miller, Dean of the College of Education and addressed by Richard Davenport, President of Minnesota State University, Mankato.
Doctoral Programs Making the Grade in the College of Education

As part of the presentations at the Mankato State Teachers College reunion, the College of Education’s Rick Auger (Counseling & Student Personnel) and Jerry Robicheau (Educational Leadership) presented information on the College’s doctoral programs.

Counseling & Student Personnel (CSP) has admitted the first students to its program starting this fall. “Several things came together to make this program happen for us,” said Dr. Auger, Chair. “The Legislature providing approval for state universities to offer applied doctoral programs, significant unmet mental health needs among Minnesotans, demonstrated demand for a doctoral program by counselors in the region, and the willingness of the faculty in the CSP department to put in a tremendous amount of extra work to develop the program combined to bring us to the point of starting our first cohort in 2007.”

It has been a long haul for the department. After receiving initial approval to develop the Ed.D. program in Counselor Education and Supervision, the department came together to develop a shared vision and to write the proposal. After approval by the College of Education’s Curriculum Committee and the University Graduate Committee, the department underwent an external review. Following the external review, approval was sought from the University Vice President and President and received a site visit from the Higher Learning Commission. “Within 5 years we expect to have approximately 30 students in the program, with doctoral students making substantial contributions to the vitality and quality of the entire department,” Auger said. “We intend to have approximately 9 students per year entering the program and hope to have some type of funding for them all.”

Mirroring the effort made by CSP, Educational Leadership is in the middle of the approval process for their Ed.D. program in Educational Leadership. “We have passed three of the six hurdles,” said Robicheau, chair of the Educational Leadership Department. “Yet to be completed is approval from the VP/Provosts and the University President, a review by MnSCU and a site visit from the Higher Learning Commission.” If all goes well, the department expects to admit its first students in Fall 2008.

Both programs address the professional development needs of practitioners. The EdD in Counselor Education and Supervision is aimed at practicing community counselors, school counselors, and college student affairs practitioners who wish to enhance their skills, attain supervision or leadership positions, or become counselor educators at colleges or universities. The EdD in Educational Leadership is designed for those who wish to obtain positions such as PK-12 public school administrator; leaders of alternative educational organizations; administrators of non-profit organizations; administrators in higher education or experiential education organization; and college faculty.

Both chairs believe that the doctoral students are going to bring beneficial resources to the educational community here. “We expect the doctoral candidates are going to be able to provide one-on-one interaction with the candidates in our Master’s program,” Auger stated. “In addition, they will be able to make in-depth presentations on topics of interest in their area of specialty.” Dr. Robicheau agrees, “In addition to providing access to their expertise, doctoral candidates bring attention and increased enrollments at the Master’s and undergraduate levels.”

Interested in learning more? Dr. Auger can be reached at 507-389-5725; Dr. Robicheau at 507-389-1116.
Or you can visit us at the website at www.ed.mnsu.edu and click on Departments.
High School Students Take a Lesson in Lesson Plans

On June 24-30, 2007, the College of Education was host to eleven students attending the Ethnic Heritage Pre-College Summer Institute. Presented by the Office of Institutional Diversity partnering with the Colleges of Education, Social & Behavioral Sciences and Science, Engineering & Technology, the Institute provides a residential one-week college experience for 45 selected high school students. “Our goal is to provide students with academic, social and multicultural experiences that will empower students,” said Jessica Rowe, coordinator of the Institute. “The students participated in cultural diversity workshops in the morning and selected career interest tracks in the afternoon.”

Students could select to examine careers in Education, Science & Technology and Corrections. The COE hosted students who selected to examine careers in Education. Cheryl Kalakian, Academic Adviser and Laura Bemel, Elementary and Early Childhood faculty member, led the Education Track for the Institute. “Our purpose was to encourage students from diverse backgrounds to consider education as a career”, Kalakian said. “We wanted to acquaint students with learning experiences that will inform their choices upon graduation from high school.”

The students met every afternoon from 1 - 4 for activities and lectures on developing lesson plans and carrying out a 10-minute presentation designed to teach a skill or idea to their peers.
St. Paul’s Arlington and Humboldt High Schools Visit Minnesota State Mankato

The 2006-2007 school year marks the 11th year of the Urban Teacher Education Partnership (UTEP) with St Paul Schools. During the course of the school year, St. Paul schools offer the opportunity for Minnesota State Mankato teacher candidates to work in classes with highly diverse populations, increasing their understanding of the impact of diversity on the educational environment. Minnesota State Mankato returns the favor every spring by hosting groups of Arlington High School and Humboldt High School students on campus visits. The College of Education’s Center for School-University Partnerships hosted nearly 200 ninth- and tenth-grade students and faculty from Arlington High School on April 12th & 20th and from Humboldt High School on April 18th and May 3rd.

The Urban Teacher Education Partnership’s major strength is an ongoing commitment by the partners to work together for the benefit of pre-K-16 students. The relationships between the university and Saint Paul faculty enhance student achievements for the pre-K-12 partners, and successful urban experiences for university students. In addition to placement and support of clinical experiences, the partners seek opportunities for improving student achievement, promoting teaching as a career choice for urban students, and recruiting and retaining quality teaching professionals in urban settings.

Continued from page 2

dughter, Dr. Elizabeth Sandell (Chair and faculty member in the Department of Elementary and Early Childhood Education) is also interested in international education partnerships, particularly in Russia. She keeps me informed about current and future interests among the faculty members.

LW - Was setting up the endowment fund difficult?

MO - It was not difficult at all. It has been fulfilling and rewarding to create my endowment, and my family supported my decision. In addition, I am very pleased that Dr. Miller is interested in international education and followed my wishes exactly. I would definitely encourage others to do something such as this, if they are in the financial position to do so. It does not take a lot of money to make a big difference for students and faculty members.

LW - What was your experience at Minnesota State Mankato that led you to establish this endowment?

MO - During my years at Minnesota State Mankato, I led several study tours with undergraduate and graduate students to tour the British Infant Schools. In England, they use the word “infant” to refer to children between 3 and 5 years old. These tours underscored the importance of an active learning curriculum based on the specific needs of children in this age group. Our learning helped enrich the professional development of staff members of Minnesota State Mankato’s The Children’s House and other early education programs in the Mankato community.

LW - How were you involved with The Children’s House?

MO - I actually assisted in developing The Children’s House in the 1970’s with the great assistance of the Minnesota State Mankato administration. Dr. James Nickerson was the president at that time, and he was strongly supportive of the project. In the early 1970’s, it was still controversial for women to work outside the home and therefore to need daycare for their children. Dr. Nickerson and others went out on a limb to support The Children’s House program for Minnesota State Mankato students and the community.

LW - What are your activities now that you are retired?

MO - I retired at age 62 years and am involved in many activities. My hobbies have included church activities and volunteer projects; family genealogy and travel (to American locations and to Russia, Australia, and South Africa); and membership in Minnesota State Mankato’s Faculty Emeriti, Delta Kappa Gamma, Minnesota Valley Association for Early Childhood Education (MVAECE), Retired Educators Association of Minnesota (REAM) and its local affiliate MAREA, as well as a lifetime membership in National Association for the Education of Young Children (NAEYC). I enjoy hearing about new developments and new students in the professional field of early childhood education. And it is rewarding to have friends and family in my home for coffee and sharing.
Reaching for the Stars –
A Pilot Program in Aeronautics and Engineering

In Minnesota, only 10 percent of tenth graders indicate an interest in pursuing science or engineering career paths. “Reaching for the Stars” an aerospace summer camp pilot program for area high school students kicked off an effort by Minnesota State Mankato and the Minnesota Center for Engineering and Manufacturing Excellence (MNCEME) to increase the level of interest in science and engineering careers. Dr. Nihad Daidzic (Aviation) and Dr. Vojin Nikolic (Mechanical and Civil Engineering) offered this two-week, hands-on introduction to the world of science, aviation and engineering in June 2007.

Camp activities consisted of brief presentations on aviation, aeronautics, aerospace, general engineering and science careers and some hands-on activities such as building and flying and launching airplane and rocket models. “We made visits to different science labs and did a flight in the flight simulator and in twin-engine Piper Seminoles”, said Dr. Daidzic. “The students really enjoyed the flight experiences. They flew the ‘left seat’ in flight simulators used by North Star Aviation for actual flight training and flew in a thirty-five minute ride in twin-engine Piper Seminoles. They were very enthusiastic about both experiences.”

At the end of the two week camp, the students were given certificates of participation and four awards were presented to student teams for Best Performance and Best Design in both the Airplane and the Rocket categories.

“All the students enjoyed the experiences they had at the camp,” said Dr. Nikolic. “The atmosphere throughout the program remained very positive, even with all the deadlines to complete various components of the program.” The camp also changed many minds. “This camp was a pilot program aimed at teens entering their junior year in high school,” commented Dr. Daidzic. “Our survey results indicated that these previously uninterested students can have their minds changed about making science and engineering a life long pursuit. Out of the 14 participants in the camp, only one student had mixed feelings about engineering as a career, others indicated a strong interest in pursuing this career.”

Also 84% students indicated that they are now more likely to pursue aviation and aeronautics careers and maybe become pilots. The camp was held at no cost to the students and was funded by the Minnesota Center for Engineering and Manufacturing Excellence (MNCEME), Minnesota State University, Mankato, College of Education and the College of Science, Engineering and Technology were supporting the activity.
On April 20th the Army ROTC program was honored to welcome Major General Dennis J. Hejlik to campus during a ceremony recognizing superior alumni achievement. MG Hejlik, Commanding General, U.S. Marine Corps Forces Special Operations Command, received Minnesota State University, Mankato’s Distinguished Alumni Achievement Award as a result of his contributions to the Marine Corps and broader defense community.

During his visit MG Hejlik spoke to the Army ROTC Corps of Cadets about today’s military and the importance of effective leadership. Reflecting on nearly forty years of service, MG Hejlik briefly introduced and commented on his experiences while simultaneously stimulating a current events discussion.

Having served at every level of command in a variety of diverse positions, MG Hejlik offered a comprehensive overview of what it means to be a Commissioned Officer in today’s military.

Cadets actively engaged MG Hejlik by asking questions relating to the differences between Marine and Army Officers and more complex issues such as the Global War on Terror. Nicolas Fougner, a senior Geography major who commissioned this past May, reflected, “MG Hejlik was very knowledgeable in topics ranging from the War in Iraq to domestic security concerns. Furthermore, he provided valuable insight into future regional and international conflicts.”

Aside from providing invaluable guidance to the future leaders, MG Hejlik left a momento during his visit of the Army ROTC program. Singling out Senior Nicolas Fougner for his leadership as the Cadet Battalion Commander, the General handed the aspiring officer one of his personal coins. The challenge coin, a tradition dating back to World War I, was immediately recognized as a sign of respect and admiration.
Summa Cum Laude Society

The College of Education Summa Cum Laude Society is an honor society initiated by Ken Pengelly, ’72 alumnus, faculty emeritus, and COE Advisory Council Executive Committee member. Membership in the Society is limited to those COE students who graduated summa cum laude, the highest academic distinction. In recognition of their achievement, Dr. Ken Pengelly hosted a reception for 70 guests that included faculty, graduates and their families following the spring pinning ceremony. In honor of their achievements, Dr. Pengelly donates a book in the name of the 16 summa graduates with a personalized bookplate.

The summa graduates pictured with Dean Miller, Dr. Pengelly and Dean Roca are Danielle Austin, Teresa Bromley, Rachel Gunderman, Jessica Kittleson, Kelly Kleist, JoAnna Krienke, Trudy Lynch, Elizabeth Mullikin, Laura Nolting, Jamie Slawson, Amanda Stenzel, Alexandra Weibel, Mandy Wold and Katrina Youngberg. Not pictured: Kayla Kaiser and Heidi Nistler.