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Karen Tadd Witthuhn, Business Education Teacher, Bartlett High School
Message from the Dean

It has been another exciting year in the NIU College of Education. As always, we have numerous projects going on and many students to serve. In this issue of Endeavors we will focus on four areas: Serving the Field, Recognizing Excellence, Investing in the Future, and Pursuing Innovation. Read about some of the many ways we are reaching out to serve real needs in the field of education. Join us in congratulating our faculty, staff, students, and alumni who have been recognized for their outstanding work. Consider the stories of faculty, staff, alumni, and friends who have shown their love for NIU and the College of Education by choosing to invest in our future. Reflect on some of the new ways we are approaching our work and the innovative ideas we are pursuing. We hope you are proud of these accomplishments and of your affiliation with an exceptional institution. We encourage you to help us “Shape the Future with PRIDE.” We look forward to your continuing support of our endeavors. And, we invite you to keep in touch with us this next year.

I want to take this opportunity to welcome a new leader to the College of Education, Carol Logan Patitu. Carol became the Associate Dean in March, moving here from Buffalo, New York, where she most recently was a professor and chair in the Department of Student Personnel Administration. Carol holds M.Ed. and Ed.S. degrees in higher education from the University of Florida and a Ph.D. in educational administration and supervision from Bowling Green. Her education career includes serving as a Florida middle-school Spanish and English teacher and serving as a faculty member at Texas A&M University and at the State University of New York at Buffalo. In 2000, she was a Fulbright Senior Scholar at the University of Durban-Westville in South Africa. She is also a published poet. Carol attributes her passion about education to her third-grade teacher, Mrs. Clark, who told her, “You can do whatever it is you want to do in life. Don’t let anyone tell you otherwise.” Carol understands the impact a teacher can have on a student’s life, and she is committed to making a difference in the lives of students here at NIU.

College of Education

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College of Education Departments
Counseling, Adult and Higher Education (CAHE)
Educational Technology, Research and Assessment (ETRA)
Kinesiology and Physical Education (KNPE)
Leadership, Educational Psychology and Foundations (LEPF)
Literacy Education (LTCY)
Teaching and Learning (TLRN)
Serving the Field

The NIU College of Education has a longstanding commitment to serving the field and meeting the needs of our region. Below are just some of the projects and programs that demonstrate our dedication to making a difference.

Helping Children in Trauma

The Center for Child Welfare and Education is a partnership between NIU, the College of Education, and the Illinois Department of Children and Family Services (DCFS). The Center’s mission is to assist in the education of children and youth who have been abused or neglected. Through its work across the state, the Center contributes to research and helps to ensure academic success and social competence in school for every child under the care of DCFS.

During the course of the year, the Center provides training to over a thousand administrators, educators, service professionals, foster parents, and communities to improve the educational and emotional success of this group of children. One workshop for administrators, Childhood Trauma and the Implications for Education, presents information regarding childhood trauma and stress, its symptoms and effects, and provides steps educators can take to provide a safe, understanding environment for children who have experienced trauma and abuse. In June 2006, the Center and DCFS sponsored a symposium on trauma, stress, and education. Workshops are provided to foster parents and others on advocacy and educational rights for children with special needs. In the past year alone, the Center has provided individual interventions for over 3,000 children.

Long time Center director, Professor Sharon Freagon (TLRN, on left above), will retire in June and Professor Toni Tollerund (CAHE) will step in to continue this exciting, important work.

Meeting the Need for Early Childhood Educators

The Rockford EC² Project (Early Childhood Education Certification), a partnership between Rockford School District 205 and NIU’s College of Education, received funding from the Illinois State Board of Education to develop a program to prepare career changers to become early childhood educators. The program will recruit individuals who possess a bachelor's degree in an area other than early childhood and help them earn early childhood teaching certification along with an ESL/bilingual endorsement or special education approval. The project will focus on recruiting bilingual and minority candidates in the Rockford, Illinois area.

The first courses in the program are anticipated to be offered in Fall 2007 in Rockford. Those who complete the program will serve early childhood programs at three different levels in Rockford, including the school district’s early childhood programs, Head Start programs, and citywide childcare centers. Partners also have agreed to explore the possibility of developing curricula to allow seamless baccalaureate degree completion in early childhood education in Rockford.
Providing Alternate Routes to Teaching

The ground-breaking Bilingual Transition to Teaching (BTTT) Project, funded by a Title II grant from the U.S. Department of Education Office of Innovation and Improvement, was awarded to the Illinois State Board of Education. The project involves collaboration between Northern Illinois University’s College of Education, the Chicago and Cicero public schools, and the Illinois Resource Center.

The BTTT project addresses the critical shortage of bilingual teachers in Illinois by assisting individuals in other professions who wish to change careers and become certified bilingual/ESL teachers in districts that meet federal “high need” criteria. Participants must be fluent in English and another language targeted by the state and hold a bachelor’s degree in any subject other than education. Participants meet the same standards as traditionally certified teachers, but receive on-the-job training in lieu of student teaching.

“The sheer growth in the number of second-language learners in the state of Illinois makes it imperative that we have individuals who are bilingual teaching in the classrooms,” said Professor Norm Stahl, chair of the College’s Department of Literacy Education. “This is particularly true in Chicago, but true also in a growing number of school districts within the NIU service region.”

Collaborating with PALS

The Department of Educational Technology, Research and Assessment and the Prairie Area Library System (PALS) are teaming up to offer graduate-level Library Information Specialist courses. Illinois teachers in the PALS region may earn a M.S. Ed. in Instructional Technology while simultaneously earning advanced Type 10 (K-12) Certification as a Library Information Specialist (LIS).

What makes this collaboration interesting is that the courses are delivered via Interactive Television to three distance education classrooms in the Rockford and Shorewood PALS centers. Unlike many courses delivered asynchronously over the web, all three sites are linked through a high-quality audio and video connection, allowing full live, two-way interactions among all participants. The instructor originates the class most weeks from the NIU campus in DeKalb, but also travels to the remote locations on occasion. The two remote sites are much closer to the students in the program, making it faster and easier for students to fit this instruction into their busy days. The total group of about thirty students loves the quality of the instruction and the convenience.

Preparing Educators for the Visually Impaired

The NIU College of Education’s Visual Disabilities program is the only comprehensive program of its kind in Illinois, providing training for teachers of the vision impaired, orientation and mobility specialists, and rehabilitation teachers. It is one of the most highly regarded programs in the country. The NIU vision program offers extensive training in assistive technology surpassed by no other program in the nation. Students come from all over the United States, as well as internationally, to enroll. NIU graduates are aggressively recruited and are in great demand, so much so that 100% of graduates are employed immediately upon program completion.

Over the years, Professor Gaylen Kapperman of the Department of Teaching and Learning and his colleagues have received grant funding to support the vision program and its students, with three such grants currently active. One grant (funded by the U.S. Department of Education, Office of Special Education

Serving the Field
Programs) trains teachers and orientation and mobility specialists to work with children with visual impairments. Another (funded by the U.S. Department of Education, Rehabilitation Services Administration) focuses on training rehabilitation specialists and orientation and mobility specialists to work with adults who are visually impaired. A third grant (funded by the Illinois Board of Higher Education) provides funding to develop and field test an online course in diversity and visual impairments. The online course takes a different look at visual impairments from the standpoint of diversity, especially how different groups of visually impaired people perceive their disability. Kapperman and Wei Chen Hung (Department of Educational Technology, Research and Assessment) are collaborating with the Chicago Lighthouse for the Blind and Illinois State University (ISU) on the online course project. Eight NIU students and two ISU students are field testing the course.

Giving At-Risk Students a REAL Experience

We often ask ourselves what we can do to interest students when they are not engaged or motivated at school. Project REAL, housed in the College of Education, is attempting to address that problem and help at-risk high school students see themselves as future college students. The REAL NIU Experience is funded through a federal Teacher Quality Enhancement grant and the College of Education. High school students from Jefferson High School in Rockford who have been identified by their teachers as students with potential but who are “falling through the cracks” participate in a week-long summer experience. While on campus, they participate in math and science oriented activities and have the opportunity to learn about different majors and related careers, as well as how to prepare for college and seek financial aid.

Faculty members from five colleges coordinate camp activities while NIU students from the five colleges serve as camp counselors. The high school students experience hands-on activities that are designed to spark their interest in learning. In the College of Engineering and Engineering Technology, they tinker with robots, design bridges, and experience wind tunnels. In the College of Liberal Arts and Sciences, they investigate a mock crime scene; analyze footprints, dental impressions, and fingerprints; examine skeletal models of bones to determine the gender and stature of “victims;” and design roller coasters. In the College of Health and Human Sciences, they conduct basic clinical laboratory science experiments as well as audiology experiments, recording their own voices for analysis. In the College of Visual and Performing Arts, they make plaster moldings of their faces and hands. And in the College of Education, they learn to design and create computer video games.

During the school year, faculty members continue to meet with the students at the high school.

According to their teachers, past participants have turned their grades around, improved their school attendance, signed up for optional honors classes, decided to attend college, and identified careers they would like to pursue. In Summer 2007, approximately 90 campers (9th, 10th, and 11th graders) will attend the REAL NIU Experience.

Partnering with a Charter School

When the Cambridge Lakes housing development began building in Pingree Grove, Illinois, it became critical to look at the educational opportunities within the community. A small village of 124 residents, Pingree Grove recognized that huge growth of families would impact area schools. Working in collaboration with the Northern Kane Educational Corporation, the community and School District 300 supported the development of a charter school. A pre-school and a K-8 school, as well as an adult learning center, will be developed.
For the pre-school program, Northern Kane Educational Corporation created an alliance with the High/Scope Foundation and NIU’s College of Education Early Childhood program to implement a research-based early childhood program for preparing young children for educational success.

The K-8 school is designed with a focus on establishing a pattern of lifelong learning, with a global and international focus as well as integration of arts and technology. A partnership with the American Quality Schools (AQS) and NIU will allow for delivery of a comprehensive curriculum with highly-trained teachers.

The design is unique in that there are multiple buildings arranged by grade levels. The early childhood and kindergarten programs will be together, allowing for collaboration and extended experiences for the children as well as the teacher candidates. Grades 1-8 are arranged in clusters (1-2, 3-4, 5-6, 7-8), focusing on ensuring that all children have quality educational experiences. The entire school will have wireless technology. This partnership will provide not only a dynamic educational experience for our teacher candidates, but also offer opportunities for faculty and teachers to work collaboratively.

**Studying Literacy Coaching**

In May of 2006, Laurie Elish-Piper and Susan L’Allier (Department of Literacy Education) received funding through a prestigious Elva Knight Research Grant from the International Reading Association to study the impact of literacy coaching. Literacy coaches help classroom teachers incorporate literacy instruction in all subject areas at all levels of instruction. According to L’Allier, “Because the current responsibilities of learning [or literacy] coaches are so widely varied and encompass such a myriad of activities, our hope is that this study will narrow down or help us pinpoint the critical tasks literacy coaches use to promote student achievement.”

Using instruments they have developed and field tested, L’Allier and Elish-Piper are collecting data from 10 literacy coaches who work with an estimated 150 teachers and 3,750 students. Students’ pretest and post-test scores are examined. “The literacy coaches are very interested in prioritizing the kinds of coaching activities they use. They’re interested in how they can best spend their time,” Elish-Piper said. “They have hunches that their coaching is helping, but they don’t know what aspects of the coaching are most related to gains in student achievement in reading. Everything in schools is data-driven now, and we need data to say how well it’s working.”

Portions taken from a 3/18/06 Northern Today article by Mark McGowan, Public Affairs

**Supporting Research and Evaluation**

The Office of Research, Education and Policy Studies (REPS) has evolved and expanded in recent years. Under its current director, Professor Brent Wholeben, REPS has attained a national reputation for its expertise in the use of logic models in evaluation of federally-funded projects. The office has expanded its staff to include seven research associates, a grant expert from NIU’s Office of Sponsored Projects, and two secretaries. REPS provides services to the NIU community as well as community and educational organizations across the Midwest.

Currently, REPS participates in three federal grants and three local evaluation contracts that total over $3 million annually. Among its present projects, REPS is the external evaluator for a two-year Aurora West School District 129 federal project, Emergency Response/Crisis Management, awarded by the Substance Abuse and Mental Health Services Administration and the U.S. Department of Health and Human Services with the Office of Homeland Security. REPS has served as an external evaluator for the Illinois State Board of Education, Rockford Unified School District 205, West Chicago Elementary School District 33, Delta-Schoolcraft Intermediate School District in Escanaba, Michigan, the Paul T. Wright Elementary School PDS Initiative, and Belvidere Unified School District 100. In 2006, REPS partnered with the College of Engineering and Engineering Technology to submit five grant applications.
Recognizing Excellence

The NIU College of Education is proud of the accomplishments of our faculty, staff, students, and alumni. We would like to share just some of their accomplishments with you.

Faculty and Staff Excellence

One of the most prestigious honors the University awards is that of Presidential Research or Presidential Teaching Professor. This year, the College of Education is once again pleased to announce that another of our outstanding professors has received this award.

Lee Shumow, Professor of Educational Psychology in the Department of Leadership, Educational Psychology and Foundations (LEPF), has been named a 2007 Presidential Teaching Professor by Northern Illinois University. Professor Shumow holds a master’s degree in curriculum and instruction with an emphasis on urban education from the University of Wisconsin-Milwaukee and a doctorate in educational psychology from the University of Wisconsin-Madison. Since arriving at NIU in 1995, Lee has repeatedly demonstrated her exceptional ability to motivate students. Her courses in adolescent development are in high demand. She strives to show her students that adolescence is a very influential period in development. Students acknowledge that she challenges them to do their best on innovative assignments which incorporate the use of the web to facilitate communication among students, master teachers, novice teachers, and parents. Previously, Professor Shumow received the NIU Undergraduate Teaching Award in 2005 as well as the College’s Outstanding Contribution to Teaching Award in 2004.

A number of other faculty, current and emeritus, have been recognized for their outstanding work by professional associations and other organizations. Listed below are some examples.

Chris Carger, Associate Professor of Literacy Education (LTCY), rides around with a car full of multicultural children’s literature. Her passion for multicultural children’s literature has been recognized by the International Reading Association in the Arbuthnot Award. The prestigious Arbuthnot Award is given to knowledgeable professionals who are innovative educators, leaders in the field of children’s and young adult literature, and exemplary role models/mentors. “This means a lot to me. It affirms my life’s work,” Chris said. The award will be presented in May 2007 in Toronto.

J. Hubert Dunn, Physical Education Professor Emeritus (KNPE) at Northern Illinois University, was one of nine former coaches and athletes who were inducted into the Washington State University Athletic Hall of Fame. He was Washington State University’s first full-time gymnastics coach.

Laurie Elish-Piper, Professor in Literacy (LTCY) and director of the Northern Illinois University Reading Clinic, was elected in April as president of the College Reading Association. Elish-Piper will begin her service next year as the organization’s vice president before becoming president-elect in 2009 and president in 2010. Prof. Elish-Piper is the fourth professor from the NIU College of Education’s Department of Literacy Education to lead the College Reading Association; she views her upcoming responsibilities as “a great opportunity.”
Fran Giordano, Associate Professor of Counseling (CAHE), was named the Illinois Counselor of the Year by the Illinois Counseling Association. Her work with the association’s ethics committee and the Chair of the Supervision Standards Sub-Committee for the American Association of State Counseling Boards illustrate Giordano’s talent and expertise.

Toni Heinze, Associate Professor in Vision (TLRN), received the 2006 Josephine L. Taylor Award from the Association for the Education and Rehabilitation of the Blind and Visually Impaired. This award is presented to an individual who has significantly contributed to the preparation of personnel in the fields of rehabilitation, orientation and mobility, and teaching students with visual impairments. The selection committee reported that “passionate and dedicated” were the two most common words to describe Heinze.

Gaylen Kapperman, Professor in Vision (TLRN), is a “national treasure,” according to James Kesteloot, president of the Chicago Lighthouse. Professor Kapperman was awarded a Centennial Medal from the Chicago Lighthouse as part of celebrating the organization’s 100th anniversary in 2006.

Mary Zabelski, Director of Educational Services at the Lighthouse, echoes how important Kapperman’s leadership has been in training thousands of teachers who work with the visually impaired in the state of Illinois.

Walt (Coach) Owens, Assistant Professor in Physical Education (KNPE), was honored by the Chicago White Sox during a “Turn Back the Clock” weekend. Walt, along with eight other Negro League baseball team members, was honored during a pregame ceremony. Each honoree was presented with a commemorative ring.

Pamela Nelson, Assistant Professor in Literacy (LTCY), was elected president of the Illinois Reading Council. Nelson’s passion is contagious when it comes to promoting literacy. Her large collection of children’s books illustrates just how important literacy is to her. She hopes to increase the Illinois Reading Council membership by reaching out to young and diverse teachers.

Jenny Parker, Associate Professor in Physical Education (KNPE), was awarded the Outstanding Mentor of the Year Award by NASPE’s College and University Physical Education Council. This award recognizes a full-time faculty member for his/her efforts to mentor undergraduate and/or graduate students pursuing a degree in physical education, sport, kinesiology, or exercise science. Parker received the award in March at the “Major of the Year,” ceremony at the American Alliance for Health, Physical Education, Recreation, and Dance convention.

Rhonda Robinson, Distinguished Teaching Professor in Instructional Technology (ETRA), received the Inspired Teacher Award given annually to 30 educators worldwide. Robinson received the award due to her instrumental role in redesigning and creating several undergraduate and graduate level technology integration courses. Her work includes developing a course on visual literacy and initiating the inclusion of visual learning techniques into the curriculum. In addition, Professor Robinson received the International Visual Literacy Association Education Award to recognize her outstanding contributions to visual literacy.
Sharon Smaldino, LD and Ruth G. Morgridge Endowed Chair in Teacher Education and Professor in Instructional Technology (ETRA), was elected Editor-in-Chief for Tech Trends, the official journal of the Association for Educational Communications and Technology.

Norman A. Stahl, Professor and Department Chair in Literacy Education (LTCY), was inducted as a Fellow of the American Council of Developmental Education Associations. Stahl is known nationally as an authority on postsecondary academic literacy research and instruction. Fellows were selected based on their long-term and significant contributions to the field of literacy. Professor Stahl serves as president-elect of the National Reading Conference and has served as president of the College Reading Association and chair of the board of directors of the American Reading Forum.

Alfred Tatum, Associate Professor of Literacy (LTCY), received national attention for his book, “Teaching Reading to Black Adolescent Males: Closing the Achievement Gap.” Tatum’s book offers teachers insights about successful school experiences for black adolescent males. Following the book’s success, Tatum has spoken to school teachers and administrators in Michigan, New York, New Jersey, and Ohio among other states regarding the urgency of addressing literacy needs.

Alumni and Student Excellence
The quality of our programs is demonstrated by the successes of our students and alumni. Each year, we highlight some of their accomplishments, and we invite you to submit information for inclusion in next year’s Endeavors.

Bruce Brown (Ed.D., 1998, educational administration) received the Excellence in Educational Leadership Award from the University Council for Educational Administration (UCEA). This national award is given annually to practicing school administrators who have made significant contributions to the improvement of administrator preparation. Brown serves as superintendent of schools for Mount Prospect Illinois School District 57. He is an adjunct instructor for the NIU educational leadership program and an active member and officer in the Northern Illinois University Society of Educational Administrators. He has served as a mentor to many aspiring and new superintendents.

Marla Garstka (B.S.Ed., 1983, visual impairment) was a finalist for the 2006 Kohl McCormick Early Childhood Teaching award. The award honors the outstanding work of teachers who are working with children from infancy through third grade. Twenty-two Chicago-land educators were selected as finalists because their work exemplified the best practices of quality early childhood teaching.

Steven Isoya (doctoral candidate, educational administration) was named a Barbara L. Jackson Scholar by the University Council for Educational Administration (UCEA). The Jackson Scholar program was created for graduate students of color who are studying in UCEA members’ educational leadership programs and are planning to become professors in educational administration. The Jackson Scholars are assigned national mentors, whose research interests match theirs.
Michael Jacoby (Ed. S., 1990; Ed.D., 1993 educational administration) is this year’s Keith Getschman Award Recipient. This award is given in honor of the late Keith Getschman, Professor Emeritus of Educational Leadership, and is presented to an alumnus of the College of Education’s educational administration program who has made substantial and noteworthy contributions to the field of educational administration.

Six students (Julie Fox, Kate Kania, Lynn Mielke, Brent Nelson, Suzie Volkmar, and Adam Metcalf) from the Department of Kinesiology and Physical Education will participate in an international trip to Australia and New Zealand for 16 days in May 2007 to gain insight into another nation’s physical education curriculum. The trip is supported by NIU Undergraduate Special Opportunities in Artistry and Research grants. The faculty sponsor for this experience is Jenny Parker.

Cathy Maxwell (Ed.D., 2005, adult continuing education) was appointed Vice President of Academic Affairs at Gwinette Technical College in Georgia after several years of experience in the business sector and in the Illinois Community College system, where she was recently an executive dean of business and technology. Maxwell will oversee programs that meet Gwinnett’s work force needs, handle dual enrollment programs, and develop partnerships with businesses and industries.

Vanessa Sheared (Ed.D., 1992, adult education) was named Dean of the College of Education at Sacramento State University in California. Her research focuses on the intersection of race, gender and politics and the impact these factors have on teaching, learning and literacy in adult education programs.

Betty Trummel (M.S.Ed., 1991, environmental education), fourth-grade teacher, part-time NIU instructor and NIU doctoral candidate, made her way to Antarctica to participate in a science outreach project. Betty was one of six teachers worldwide selected to participate. Educators spent about two and a half months in the south polar region with the scientific team for ANDRILL (Antarctic DRILLing), a $30 million geologic drilling project involving scientists from the United States, New Zealand, Italy and Germany.

Navy Vice Admiral Ann E. Rondeau (doctoral candidate, adult and higher education) was confirmed by the United States Senate as Deputy Commander of the U.S. Transportation Command (USTRANSCOM) following a stint as Director of the Navy Staff, Office of the Chief of Naval Operations at the Pentagon. USTRANSCOM’s mission is to provide air, land, and sea transportation for the Department of Defense in times of peace and war. Rondeau is a permanent member of the Council on Foreign Relations. Her previous awards include the Defense Superior Service Medal, Legion of Merit, Defense Meritorious Service Medal, Navy Meritorious Service Medal, and Navy Commendation Medal.

Each year, the University and the College recognize alumni and friends for their outstanding achievements and for their commitment to and support of the College of Education. We are pleased to announce the awardees for 2006-2007.

2007 College of Education Outstanding Philanthropy Awards

Each year, the College of Education Development Board recognizes those who exhibit outstanding philanthropy to the College through their financial contributions. Awards can be given to individuals, corporations, or organizations. This year, the Board voted to confer three awards.

James and Moke Chee Wolter have shown their commitment to NIU by establishing two endowments to support the College of Education. The Wolters’ gifts, which reflect their love for children and education, offer life-changing opportunities to students at NIU and to children in the community. You will read more about their story in the next section of Endeavors.

2007 NIU Alumni Association Outstanding College Award

Gary S. Krahenbuhl received the 2007 NIU Alumni Association’s Outstanding College Alumnus Award for the College of Education. A native of northern Illinois, Krahenbuhl grew up on a family farm southwest of DeKalb. He graduated from NIU with Bachelor and Masters degrees in physical education and taught in Illinois public schools while pursuing his doctorate. Throughout his career, Krahenbuhl held a variety of positions in higher education, including Assistant Professor at the University of Hawaii, Professor and Chair in the Department of Health and Physical Education at Arizona State University (ASU), Dean of ASU’s College of Liberal Arts and Sciences, Senior Vice President, and Deputy Provost at ASU. He is well known in his field of study. Most recently he was honored with the Hetherington Award, which is the highest award given by the American Academy of Kinesiology and Physical Education. He is currently enjoying retirement in Tempe, Arizona.

Margaret Hoffmann’s love for education leads her to find tangible ways to support future students. For many years, Margaret and Earl, a former faculty member in the College of Education, were staples on the NIU campus and as volunteers in the community. Their service included their church, Habitat for Humanity, Northern Illinois Reading Information Services, and, of course, their beloved Northern Illinois University. Earl and Margaret’s decision to help students for generations to come illustrates the power of “giving back.” Their endowed scholarships in both the College of Education and the School of Music demonstrate their commitment to children and education. Although Earl passed away in 2004, Margaret has carried on their shared commitment to students and faculty in the College of Education. The Hoffmanns’ scholarships remind us of Earl’s great energy and the passion for education that he and Margaret shared.

Muriel Niemi established the John A. Niemi Memorial Scholarship for Travel, to honor the career and scholarship of her late husband, a beloved teacher and mentor whose career spanned more than three decades the College of Education at NIU. You will read more about this story in the next section of Endeavors.
2007 College of Education Friend of the College Awards

The “Friend of the College” award is given each year by the College of Education Alumni Council to individuals who have demonstrated long-term, outstanding support of the College through their service and volunteer efforts. Two recipients were named for 2006-2007.

George A. McCoy was honored with the Friend of the College Lifetime Award – the first such designation. In 1969, he received his Master of Science degree in Elementary Education from NIU while working as a counselor at Ella Flagg Young School. He continued to work for Chicago Public Schools as a counselor and teacher until his retirement. Over the years, he maintained his connections to NIU, so it was natural for him to accept the College’s invitation to be a member of the College of Education’s Alumni Council Board over a decade ago. George could be found at all commencement receptions, congratulating our latest graduates with a welcoming smile. At homecoming he was dressed proudly in red with a megaphone in his hand leading the call to returning alumni to visit the College of Education tent, and making the raffle and give-away events great fun. Wherever he goes, whatever he does, George proudly points to NIU as a place that made a difference in his life.

Karen Tadd Witthuhn graduated from NIU with a Bachelor’s degree in Elementary Education and a Master’s degree in Secondary Education. Having grown up in DeKalb, Karen had already developed a strong affinity to the university, which naturally led to her strong support of the College. She is a long-time member of the College’s Alumni Council Board, where she has chaired numerous committees and has held the position of President. Karen brings to her service a wealth of knowledge about the College, the field of education, and the northern Illinois region. She also serves as a member of the College of Education Development Board, working diligently to increase resources for the College and demonstrating that commitment through her own giving. Karen is currently a teacher of business education at Bartlett High School in Bartlett, Illinois.

College of Education Retirees in 2006-2007

Each year we recognize members of the College of Education family who are retiring. We thank them for sharing their expertise and knowledge with us.

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Investing in the Future

Private giving from alumni, friends, faculty, and staff provides NIU with the financial security and confidence to take command of its future. Charitable gifts allow NIU and the College of Education to sustain the University’s commitment to affordability while recruiting talented students and faculty who will thrive in a challenging academic environment. Because they are permanent funds with only a portion of their investment income spent each year, endowment gifts in particular are essential to the university’s continued growth and vitality. In the following sections, we tell the stories of individuals who have chosen to establish endowed funds in the College, helping to ensure the enduring value of an NIU education.

Stories from Faculty and Staff

Every day, faculty and staff exemplify excellence and inspire the College of Education’s students through teaching, community outreach, and supportive services. Many of the College’s current and retired faculty and staff further demonstrate their commitment to the College’s mission by making contributions to support its students and programs. Last year, current and retired faculty and staff in the College contributed more than $160,000. In addition, a number of current and retired educators and staff members are investing in the long-term future of the College through endowments established by them or in their honor. Since 2001, 14 of those funds, which are highlighted below, have been established. We are proud of and honored by this tremendous show of support for the College of Education and its students. We begin with the story of Professors John and Muriel Niemi whose enduring legacy will transform teaching and learning in adult education forever.

Professor John and Professor Muriel Niemi: “Remember that I cared about students.”

The John A. Niemi Memorial Scholarship for Travel was established in 2007 by his widow, Professor Muriel Niemi. This scholarship supports doctoral students in the College’s Adult and Higher Education program who conduct scholarship and research on Adult Education in other countries.

John Arvo Niemi was born in 1932, in Ironwood, Michigan, the only son of Arvo Johannes Niemi, an iron ore miner, and Eva Remes, and the grandson of Finnish immigrants. Like most men in that close-knit Finnish community, he was soon adept at fishing, logging, trapping, and hunting. John received his bachelor’s degree from Michigan State University, then completed a master’s degree at the University of Alaska, where he became Assistant to the President and then Director of Evening and Off-Campus courses for military and civilian personnel. It was in Alaska that John began his lifelong commitment to the study of Adult Education.

John earned his doctorate in Adult Education from UCLA, then joined the faculty of the University of British Columbia (Vancouver), as Assistant Professor of Adult Education. It was there that he met and married Muriel Winnifred Tomkins, a faculty member who had just arrived from Harvard University with a doctorate in English. She had previously taught at McGill University in her native Montreal.

In 1975, John accepted a position at NIU, teaching courses in adult literacy, adult learning, and human resource development. In 30 years at NIU, John recruited hundreds of students into the Adult Education program and led numerous student study groups to Canada, Estonia, Finland, the Netherlands, and Russia, where they examined various aspects of adult education.

In Finland, John taught and conducted research at the University of Helsinki and elsewhere, organizing congresses that brought together American, Finnish, and Scandinavian adult educators. He crossed the border with the then-Soviet Union to teach at the University of Leningrad; other teaching adventures took him to Alaska, China, Taiwan, and five Canadian provinces.

His publications include over 150 articles and four books. His honors and awards include that of Fulbright scholar; Honorary Doctor of Philosophy, University of Helsinki; Distinguished Teaching Professor, Northern Illinois University; Distinguished Teaching Alumnus, UCLA; Honorary Professor, Shanghai Second Institute; and Commander of the Order of the Lion of Finland, that country’s highest civilian honor.
Other endowments established by or in honor of faculty and staff since 2001 include:

**Linda Kay Barnes Scholarship**
Linda Kay Barnes devoted 30 years of her professional life to adapted physical activity as a volunteer in various summer Special Olympic camps and as a teacher for adapted physical activity in Texas and Illinois. This fund was established in her honor to provide scholarship support for graduate students pursuing a career in Adapted Physical Activity through study in the Department of Kinesiology and Physical Education.

**Martin H. and Verna Conklin Bartels Memorial Scholarship in Education**
A graduate of Wilmington College, Verna was a dedicated homemaker who returned to teaching English and home economics while Martin completed graduate work. Martin earned his bachelor’s degree from Capital University and his master’s and Ph.D. from Ohio State University and became a professor in the School of Education and Placement Director at NIU (then called “Northern Illinois State Teacher’s College”) from 1951 until his retirement in 1976. This memorial scholarship was endowed by their family to honor Martin and Verna’s life-long dedication to education and supports students who are early childhood or elementary education majors.

**Judith A. Bischoff Scholarship**
Professor Judith Bischoff served NIU for 26 years before retiring in June 2002. She earned her bachelor’s degree from the University of Cincinnati, her master’s degree from Indiana University, and her doctorate from the University of Michigan. While at NIU, Professor Bischoff served as a department chair in the College for 13 years. She also served as editor of the *Chronicle of Physical Education in Higher Education* and chair of the Presidential Commission on Women. She received the Wilma D. Stricklin Award for the Enhancement of the Climate for Women on Campus. This scholarship was established to honor Professor Bischoff at her retirement and provides scholarships for students in the Department of Kinesiology and Physical Education.

**Phyllis Cunningham Social Justice Fund**
Phyllis Cunningham began her teaching career in NIU’s College of Education in 1977. A scholar of, and advocate for, community and popular education, Professor Cunningham has had national and international impact, focusing on service to the underprivileged, empowering communities, and striving for social justice. Established in recognition of her far-reaching career and scholarship, this fund supports initiatives in popular and community education in the College of Education.

**Pamela J. Farris Literacy Education Fund**
A Distinguished Teaching Professor Emerita, Professor Farris taught in the College’s language arts program for over 25 years before retiring in 2005. Known for her dynamic teaching as well as her caring mentoring of students, Professor Farris was also involved in the Northern Illinois Reading Council, NIU’s Children’s Literature Conference, and the School-University Partnership Program. Over the years, she has published over 175 articles and seven books, including three children’s books. In recognition of Professor Farris’ contributions to the College and to the field of literacy, this fund promotes the innovative teaching of courses in language arts, children’s literature, and reading pedagogy.

**James and Deborah Fransen Endowment for Literacy Education**
Jim and Deborah Fransen share a lifelong commitment to literacy, higher education, and cultural pursuits. Jim’s support and encouragement were instrumental to Deborah’s success as a nontraditional-aged student; she graduated summa cum laude and *Phi Beta Kappa* from Rockford College in 1991. Over the next six years, Jim worked full-time as a manager for DaimlerChrysler while pursuing his degree in organizational management from Concordia University; he graduated magna cum laude in 1997. Deborah currently works as a senior gift and estate planning officer in the College of Education. The Fransens established this fund to support doctoral students’ research and scholarship in Literacy Education.
Norman S. and Marion D. Gilbert Endowed Scholarship in Music and Education

Norm Gilbert graduated from the Northern Illinois State Teachers College (now NIU) in 1954 and continued his education at the University of Illinois in Champaign, where he earned both a Masters and a Doctorate in Education. He returned to NIU in 1969 serving as a professor of Educational Psychology and the director of the Office of Testing Services, until retiring in 1995. Marion Gilbert, a native of Canada, joined the NIU campus community in 1975 as the secretary at Lutheran Campus Ministry. She served as Secretary in the NIU College of Education from 1988 until retiring in 1995. Both Norm and Marion believe in the importance of providing opportunities for students to develop their talents and interests through education, as demonstrated by this scholarship.

Earl and Margaret Hoffmann Endowed Scholarship in Elementary Education

Earl was born in Beaver Dam, Wisconsin, and received his bachelor’s degree in Education from the University of Wisconsin-Whitewater. He completed his M.S. and Ph.D. degrees in Educational Administration from University of Wisconsin-Madison, then went on to teach elementary school and serve as a principal and superintendent of schools in Wisconsin and Illinois. He taught and supervised student teachers at Northern from 1968-1993. A native of Indiana, Margaret received her B.S. in Elementary Education from Ball State University and her M.S. in Reading from NIU. She taught elementary school children in Indiana, Wisconsin, and Illinois. Earl passed away in 2004, but this fund, which supports senior elementary education majors in the College, remains a lasting tribute to his and Margaret’s lifelong passion for education and helping others.

Jerry Johns Literacy Presentation Award

A Distinguished Teaching Professor Emeritus, influential writer, and outstanding teacher educator, Professor Jerry L. Johns taught in the College of Education for over 30 years. He was president of the Illinois Reading Council, the College Reading Association, and the International Reading Association. Professor Johns has received numerous accolades including induction into the Illinois Reading Council’s Reading Hall of Fame; the Outstanding Teacher Educator in Reading Award from the International Reading Association; and the A.B. Herr Award for outstanding contributions to the field of reading. Professor Johns’ fund helps defray the costs associated with presentations masters or doctoral students in the Department of Literacy Education.

Elizabeth A. Patterson Scholarship

Elizabeth “Betty” Patterson began her 30-year teaching career in physical education at Northern Illinois University in 1965. During her tenure, she served as the department’s coordinator of publicity and recruitment and coordinator of advisement. This fund was established to honor Mrs. Patterson’s dedicated service to the College of Education, providing scholarships for undergraduate students in the Department of Kinesiology and Physical Education who demonstrate leadership potential and community services.

Sharon Plowman Physical Fitness/Exercise Physiology Research Fund

Professor Sharon Plowman received her bachelor’s degree from Gettysburg College and her master’s and doctoral degrees from the University of Illinois at Urbana-Champaign. She joined NIU’s Department of Physical Education for Women in 1970 and retired from the Department of Kinesiology and Physical Education in 2003. She received NIU’s Excellence in Teaching Award, the Illinois Governor’s Health & Fitness Award, the AAHPERD Physical Fitness Council Honor Award, the Distinguished Alumni Award from the University of Illinois, and was the first recipient of the IAHPERD Past Presidents’ Scholar Award. Established to honor Professor Plowman’s achievements, this fund supports graduate student research in Physical Fitness/Exercise Physiology at NIU and encourages presentation/publication of such studies.
Francis Stroup and J. Hubert Dunn Scholarship

Francis Stroup, Professor Emeritus of Physical Education, directed the Department’s graduate program for a number of years. While at Southern State College in Arkansas, he directed research studies funded by the Ford Foundation and by the U.S. Office of Education. In 1961, he employed his long-time hobby of songwriting to compose words for the Huskie Fight Song. He is in the Athletic Hall of Fame at both North Texas State and Northern Illinois University. World War II veteran Professor Hubert Dunn served fifteen years at Washington State, as a physical education teacher and the university’s first gymnastics coach. He joined the NIU faculty in 1962 and retired in 1986, serving during that time as director of graduate programs. He was the first faculty member in the College to receive the Excellence in Undergraduate Teaching Award. He has been inducted into five Halls of Fame, including USA Gymnastics, Washington State University Athletics, and Northern Illinois University Athletics. Their scholarship provides support for graduate students in the Department of Kinesiology and Physical Education, specializing in Biomechanics or Exercise Physiology.

Nancy M. Vedral Scholarship

Nancy M. Vedral received her undergraduate degree from Marycrest College, her master’s degree from the University of Illinois at Urbana-Champaign, and her doctorate from Indiana University. After teaching in public schools for several years, Professor Vedral joined NIU’s College of Education in 1968. She taught for 11 years and was the first female chair of the Department of Curriculum and Instruction. Professor Vedral served in several administrative positions before retiring as the Dean of Continuing Education in 1994. Professor Vedral was the university’s faculty representative to the National Collegiate Athletic Association (NCAA) for 13 years. Her fund provides scholarships for the College’s nontraditional, female students in early childhood education or elementary education.

Other faculty and staff who “paved the way” by establishing endowment funds prior to 2001 include the listing below. We applaud their vision and are deeply grateful for the funding their endowments have provided over the course of the years and – because endowments last forever – for the funding they will continue to provide in the future.

Miriam Anderson Scholarship (1998) supports undergraduate physical education major.

Robert H. Bauernfeind Memorial Fund (1992) supports graduate students in testing and measurement.

College of Education Retirees Endowment (1996), tsupports creditable projects involving faculty, staff or students of the College of Education.

Maureen Bloomster Coxhead Memorial Scholarship (1966) provides scholarships to encourage students to become teachers at the first or second grade levels.

Harold W. “Rip” Collins Scholarship (1988) provides scholarships for students who will enter the teaching profession.

Margaret Duncan Physical Education Scholarship (1992) provides awards for undergraduate female students majoring in physical education.

Dr. James Douglas Gott Scholarship for Excellence in Instructional Technology (1997) provides awards for outstanding doctoral students in instructional technology.

Dr. Ernest E. Hanson Memorial Scholarship (1998) provides an award for top students (other than freshmen) in the College of Education.

Lawrence B. Hapeman Scholarship (1978) provides scholarships for students in the visual disabilities program.
Dr. John H. Johansen Scholarship (1996) provides awards for education majors.


Dr. Orville Jones Memorial International Fund (1993) provides funding for students and faculty in education to participate in international experiences.

Al Kranz Student Athletic Trainer Scholarship (2000) supports upper-level students in athletic training.

Elizabeth C. Lane Exercise Physiology Laboratory Research Fund (1989) supports graduate student research activities, presentations, and publication of studies in physical fitness/exercise physiology.

Jim and Helen Merritt Fund for Philosophy of Education (1991) provides scholarships for students, as well as a broad range of programs (including the esteemed Merritt Lecture Series) in, the College’s philosophy of education program.

Lou Jean Moyer Scholarship (1992) provides scholarships for undergraduate students with strong academic credentials who are majoring in physical education.

Wesley I. Schmidt Scholarship (1990) provides scholarships for graduate students in the College, with a special interest in human resource development.

Robert M. Smith Memorial Scholarship in Adult Learning (1996) provides scholarships for graduate students in adult education research.

A. Kerby and Helene Tink Teacher Education Endowment (1997) provide funds for scholarships in curriculum development for future teachers of early adolescents.

Lela Trager Scholarship (1997) supports female students majoring in kinesiology or physical education.

Romeo M. Zulauf Memorial Fund (1997) supports an annual lecture series sponsored by Phi Delta Kappa, a professional association for educators, at NIU.

Stories from Alumni and Friends

Alumni and friends have also been especially generous in providing “priceless” support for the College’s students, faculty, and programs. In all, alumni and friends have established 31 endowed funds, listed below. We begin by highlighting the story of James and Moke Chee Wolter, whose two endowment funds reflect their commitment to educating young children.

Professor James and Mrs. Moke Chee Wolter: Changing Lives, Encouraging Others

When asked what they’d like to say about their gifts to the College of Education, Jim and Moke Chee responded, “We appreciate the opportunities that the College and the NIU Foundation provide us in assisting undergraduate elementary education students to obtain a quality education, as well as helping young children receive tutoring and other services through the College’s Reading Clinic.”

The Wolters’ gifts, which demonstrate their love for children and education, will offer life-changing opportunities to students at NIU and to children in the community. In 2004, Jim and Moke Chee established their first endowment in the Department of Teaching and Learning, making regular gifts over time to build their fund. The James and Moke Chee Wolter Scholarship provides financial aid to students majoring in elementary education who demonstrate a special ability to reach out to children. In 2006, the Wolters started their second endowment, the James and Moke Chee Wolter Scholarship for Reading Assessment and Tutoring Services, which will provide funding for low-income children in the community to access the NIU Reading Clinic’s reading assessment and tutoring services. Because both funds are endowed, they will serve as permanent testaments to the power of education and opportunity — values that Jim and Moke Chee hold so dear.
A native of Malaysia, Moke Chee has a degree in education from Brinsford Lodge at Birmingham University in England. She was teaching art, history, and geography at the time that she met Jim, who was a Peace Corps volunteer. They were married, and their two children, James Jr., a neurosurgeon, and Sheana, an attorney, were both born in Malaysia. Moke Chee has been a professional artist (oil and acrylic) since living in the United States.

Jim has a Bachelor of Science degree in biological science and a Doctorate of Education in leadership and policy studies from Northern Illinois University. He is a due process hearing officer for the State of Illinois. From 1961-66, Jim taught science, mathematics, and English as a Peace Corps volunteer in Malaysia. He spent his career in the education of individuals with disabilities, and for many years was a special education teacher and administrator at New Trier High School. Jim is a Professor Emeritus at Chicago State University.

Other alumni and friends who have made a tremendous impact on the College through their endowed gifts include the following.

Iris Adam Memorial Endowment (1993) provides scholarships to junior-level students majoring in special education.


Penelope (Penny Fike) Cameron Scholarship (1998) provides scholarship assistance to junior or senior students majoring in elementary education.

Circle of Gold Scholarship from Classes of 1949-1953 and 1956 (1991) provides awards to juniors or seniors who will enter the teaching profession.

College of Education Endowment for School/University Partnerships (1998) supports the College’s Partnership Office to strengthen collaboration with school districts in the region.

Professor Thomas R. Crowell, Jr. and Mrs. Judith F. Crowell Scholarship (1997) provides scholarships for students in the educational administration program, with preference for doctoral students.

Maureen McLaughlin Devereaux Fund (1997) provides awards for elementary education students.


Mary F. English Technology Award (2000) assists in recruiting and retaining financially or physically disadvantaged students in the College of Education by providing technological resources and training.

Dorothy A. (née Studnicka) and Glenn E. Erickson Scholarship (1988) supports students in elementary education (College of Education) and mathematics (College of Liberal Arts and Sciences).

The Ada Grimwood Memorial Fund (1980) provides scholarships for elementary education students.

Jessie Griffith Memorial Scholarship (1992) provides awards for students pursuing teaching degrees.

Raymond M. Haas and Harriet Cords Harrington Haas Scholarship (2000) supports students from Illinois who are majoring in elementary education in the College of Education.

Alice H. Hicks Teacher Education Scholarship (1983) provides support for nontraditional-aged students majoring in education.

Horvath Family Fund (1998) provides scholarships for undergraduate students enrolled in the College of Business, College of Education, Department of Computer Science, or Department of Mathematical Science.
Tony and Carolyn Kambich Educational Endowment (2005) assists in promoting and supporting efforts related to peaceful schools.

Kathleen Sheehy Katz Endowment for the One Room School House provides for the maintenance and future needs of the One Room School House on campus.

Ari and Ruth Kovacevich Distinguished Scholarship (2000) provides awards for Illinois Arlington County (VA) high school graduates.

Dr. Laurence A. Mack Memorial Scholarship (2004) provides support for students majoring in elementary education.

LD and Ruth G. Morgridge Endowed Chair in Teacher Education and Preparation (1995) supports research, staff assistance and professional advancement for the professor holding the chair.

Julia Calliss Morris Scholarship (1999) supports students in the College’s school-university partnership program, with preference for graduates of Kaneland High School.


The (Dr. Thomas L. and Rev. Joanne) Nolan Prize (2007) will provide awards for the most innovative ideas to enhance students’ learning experiences and improve adult and higher education practice.

The Granville and Elenor Price Scholarship (1997) supports students in the Department of Journalism and the College of Education.

Physical Education Scholarship (1960) supports outstanding female students in physical education.

Eunice B. Schwemm Scholarship (1999) provides awards for needy students from Chicago who are studying to be teachers.

Thomas R. and Shirley Klein Scott Scholarship (1999) provides awards for students from the Chicago metropolitan area who are studying to be teachers in the College of Education.

Teacher Education Scholarship (1988) provides awards for outstanding students in the College of Education who will enter the teaching profession.

Rista Simich Memorial Scholarship (1998) provides awards for undergraduate students in the College of Education.

Donald G. and Helen Gum Westlake Endowed Grant (1999) supports the College’s School-University Partnership program, and its faculty and students.

While we have made every effort to include all funded endowments on this list, mistakes do occur. If we have inadvertently omitted any endowed fund, we apologize and ask that you contact Deborah Fransen at (815) 753-1137 to correct the error.
Endowment Opportunities. . . Limitless Potential

Endowment gifts are permanently invested, with only a portion of the earnings used to support scholarships, faculty and administrative positions, programs, research, technology, or a variety of other areas of interest to the donor. While NIU and the College of Education are rising in national prominence, the number of its endowed funds – and especially its endowed chairs and professorships – has not kept pace with its growing profile or its peers in the field. Nearly all other MAC schools outpace us in terms of their endowed chairs; NIU has three such positions, while other MAC institutions have as many as 20.

Following are a few examples of how you can help build and protect the College’s “intellectual trust” by establishing an endowed funds. In all cases, the endowed fund may carry the name that the donor designates.

**Endowed Chair: Minimum of $1,000,000**

As the highest honor that can be bestowed on a faculty member, the endowed chair provides an eminent scholar with salary support as well as additional funding for assistantships, secretarial support, course development, and research expenses.

**Endowed Professorship: $250,000-$750,000**

Professorships provide supplemental support for scholarship, teaching, and research expenses and are normally awarded to tenured faculty who are distinguished in their field. Professorships may be designated on an extended or rotating basis, depending on the donor’s wishes and departmental needs. Visiting professorships are another option, supporting limited residencies of faculty from other institutions.

**Endowed Lectureship: $100,000 Minimum**

Endowing a lecture series heightens the College’s visibility, allowing it to retain regionally and nationally recognized experts to participate in lectures to benefit students, faculty, and alumni.

**Endowed Scholarships: $25,000 Minimum**

Scholarships allow the College to attract and retain a diverse student body, and may be designated for undergraduate and graduate students.

**Program Endowments: $25,000 Minimum**

Program endowments provide opportunities to specific programs to build, strengthen, or pursue innovative ideas.

There are no limits to what students, faculty, and staff can achieve when working together in an environment that fosters innovation, nurtures creativity and encourages excellence. To further develop and maintain that kind of environment, we are pleased to announce a new endowment fund, The College of Education Fund for Academic Excellence, which will support faculty, staff, and student professional development. Proceeds from this year’s silent auction, held each May at our annual recognition event, will be used to build this endowment. The Fund for Academic Excellence will help ensure that every student has opportunities for success by developing the talents of our faculty and staff to their fullest potential. It also demonstrates the College’s commitment to building and strengthening our own intellectual trust.

If you would like to make a contribution to help endow this fund, please contact us (below). Or, if you’d like information about other opportunities for giving – including ways you may give over time to build your own endowment, arrangements you can make now to ensure a future gift from your will or estate plan, or gifting options that provide attractive income during your lifetime – we would be happy to talk with you.

Please contact Deborah Fransen, Senior Gift and Estate Planning Officer for the College of Education, at (815) 753-1137 or via email at dffransen@niu.edu.
Pursuing Innovation

In the College of Education, we understand our responsibility to seek new ways of doing things and our obligation to serve our students and our field in the best ways possible. We are constantly on the lookout for new ideas. Our efforts have resulted in some innovative approaches that we would like to tell you about.

Executive Doctorate

The new partnership with Elgin Community College and the Department of Counseling, Adult and Higher Education is off to a strong beginning. In Fall 2006, 18 administrators from around the Chicago-land area joined a competitive and rigorous program leading to a doctorate in Adult and Higher Education. Courses are offered through a combination of weekend and online experiences. The unique cohort model provides students with enriching discussions and networking opportunities.

Student Debra Fountain-Ellis stated, “This cohort is my first nontraditional, formal education experience. It is the best thing that I could have done. Working with a group of intelligent, motivated adults toward the same goal - the Ed.D - has thus far been a wonderful experience. My expectation is that it gets even better.” Students participate in workshops that focus specifically on the needs of the cohort and are making connections that will last throughout their professional careers.

Student Affairs Collaboration

The faculty in the Department of Counseling, Adult and Higher Education (CAHE) and staff in the Division of Student Affairs recently developed a number of partnerships to improve the educational experiences of students who plan to pursue professional work in student affairs and higher education. During their graduate preparation, students who are interested in student affairs work in Assessment Consultant Groups to design a high-quality, research-based assessment plan for a unit in the Division of Student Affairs. Students gain a concrete theory-to-practice understanding of student development and outcomes in a real world setting.

In addition, CAHE and the Division of Student Affairs collaborated to implement a Graduate Student and Assistantship Recruitment Program (GSARP) to recruit students from across the region and nation to attend NIU’s graduate program in Adult and Higher Education. GSARP is designed for entering graduate students who are pursuing professional positions in colleges and universities. The two-day program introduces students to the theory and practice of counseling and adult and higher education, essential program information, professors and staff members, and enables them to interview for assistantships in Division of Student Affairs.

Carnegie Project on the Education Doctorate

In 2007, Northern Illinois University was one of 20 universities chosen for the Carnegie Project on the Education Doctorate (CPED), sponsored by the Carnegie Foundation and supported by the Council of Academic Deans in Research Education Institutions (CADREI). CPED is a five-year effort to strengthen the education doctorate with a particular focus on degrees that lead to careers in professional practice. Participating institutions are committed to critical examination and strengthening of their programs. An emphasis will be placed on the scholarship of teaching, identification of a “signature pedagogy” to guide the work, creation of “laboratories of practice,” and new capstone experiences.

Each school has a team of administrators, academics, and graduate students to explore the three-phase plan for action by CPED. During the first Conceptual and Design Phase, faculty and graduate students will document their challenges and accomplishments. During the Experimental Phase, they will examine the program more closely and implement change. During the last phase, Deliberation and Dissemination, universities will exchange findings and work together to produce new programs.
Each participating institution is committed to envisioning new ways to prepare professional practitioners and to designing new programs that will enable them to function effectively in work settings. Each will examine recent advances in the learning sciences and human cognition, statistics and technology, leadership and discipline-based knowledge, and alternative pedagogies.

Participating institutions in the Carnegie Project on the Education Doctorate include: University of Connecticut, Duquesne University, University of Florida, University of Houston, University of Kansas, University of Kentucky, University of Louisville, University of Maryland, University of Missouri-Columbia, University of Nebraska-Lincoln, Northern Illinois University, University of Oklahoma, Pennsylvania State University, Rutgers University, University of South Florida, University of Southern California, Vanderbilt University, University of Vermont, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and Washington State University.

Advanced Preparation in Special Education

Meeting the needs of increasing numbers of students with disabilities in inclusive classrooms requires collaboration among general education and special education professionals. Increasingly, the role of special education teachers involves providing consultation services to general education teachers and developing expertise in disability areas beyond the cross-categorical, general special education Learning Behavior Specialist I (LBS1) certification. Newly developed Certificates of Graduate Study offered through the Department of Teaching and Learning (TLRN) are designed to equip special education teachers with expertise in four advanced Learning Behavior Specialist (LBS II) areas.

• The Curriculum Adaptation Specialist program focuses on knowledge and skills in assisting general education teachers in providing appropriate curriculum and instruction for students with severe to mild disabilities in inclusive classrooms. Emphases in the program include translating research into practice, collaborating with professionals and families, integrating technology into instruction, and curriculum-based assessment.

• The Behavior Intervention Specialist program concentrates on implementing assessments and interventions for the challenging behaviors of students with a range of disabilities in regular education or special settings. Emphases in the program include collaborating with professionals and families, conducting functional behavior assessment in school and home settings, and designing programs for students with serious emotional and behavioral disorders.

• The Multiple Disabilities Specialist program prepares special educators to assess and instruct students with moderate to severe cognitive and physical disabilities in regular education or special settings. Emphases in the program include coordination and case management of interdisciplinary services in the school and home settings and facilitating successful transition across school programs and into postsecondary life.

• The Assistive Technology Specialist program equips special educators to identify and procure instructional and assistive technologies for students with mild to multiple disabilities by assessing a student’s technology needs and integrating such technology into the daily instruction and routine for the student. Emphases in the program include collaborating with professionals, researching current emerging technologies, procuring and supporting technology in a school setting, and preparing students, teachers, and parents to use instructional and assistive technologies.
In addition, faculty in the Department of Teaching and Learning and the Department of Leadership, Educational Psychology and Foundations collaborated to develop a Certificate of Graduate Study to prepare educational leaders for the role of Director of Special Education.

School Technology Specialist Program
Let's say that a school district wants to expand its use of computers and other learning technologies. Perhaps they wish to install a new wireless network throughout their high school to encourage Internet access on laptops and other mobile devices. The district might also be interested in assisting staff to use instructional technologies more effectively, developing interactive web-sites with homework tips and on-line student progress (that parents can access) or using the school's library and media centers to support learning.

Program support for all of these activities requires an individual with specialized training in the integration of Instructional Technologies in educational settings. Recognizing the growing importance of this training, the Illinois State Board of Education adopted a new advanced professional certification – the Technology Specialist (Type 10). The Department of Educational Technology, Research and Assessment (ETRA) has developed a new program to train individuals wanting to enter this exciting field. Approved by the State of Illinois in Summer 2006 (one of only four such programs in the state), this certification program is embedded within a Master of Education degree in Instructional Technology, allowing students to earn both the advanced certification and degree simultaneously. Students take courses in media design (print, audio, and computer), distance education (including web site design and utilization), technology facilities and administration, and networking. They also participate in a clinical practicum experience, putting their learning to practice in a school setting.

The ETRA department is proud of its 10 students who have successfully passed the state’s rigorous Technology Specialist examination, with 15 more students currently working in the programs. ETRA classes are held both on-campus and in select off-campus locations.

Teaching with Video Games
LEPF faculty member David Shernoff is partnering with Brianno Coller, a College of Engineering and Engineering Technology colleague, to develop a video game for teaching one of the most difficult and abstract courses in mechanical engineering: Dynamic Systems and Control. Knowing that young adults spend a great deal of time playing video games, the two decided to use them as a strategy to engage students in tasks that require high level critical-thinking skills. The software might have the look and feel of a commercial video game, but it is really a sophisticated engineering simulation.

The research project, Teaching Dynamic Systems and Control with a Video Game to Mechanical Engineering Undergraduates, is funded by the National Science Foundation. It will focus on determining whether game-based instruction improves student learning outcomes and engagement. Shernoff and Coller hope to be able to determine what types of game strategies are most effective in undergraduate education. The video game also will be used as part of an outreach program to middle school and high school students, allowing them to discover what engineering is all about.
If you were given a camera when you were in grade school, what pictures would you have taken? Children from seven countries were given disposable cameras to capture images from their everyday lives and experiences. The Voices of Children traveling exhibition came to NIU in October 2006. Images from Australia, Hong Kong, Malaysia, Samoa, Thailand, United States, and Zambia depict the world as seen through children’s eyes.

This extraordinary project is a collaboration among universities throughout the world and originated in Australia. Participating universities include: Assumption University, Thailand; City University, Hong Kong; Northern Illinois University, USA; Universiti Sains Malaysia, and University of Wollongong, Australia. Rhonda Robinson, a Distinguished Teaching professor (ETRA), served as the project’s U.S. representative. Professor Robinson collected photos from students in DeKalb and Geneva, Illinois. Voices of Children has been generously supported by Adobe Systems, U.S. Support in the United States provided by NIU College of Education, ETRA, and the Office of School-University Partnerships. www.voicesofchildren.org
Fifteen Ways Endowment Funds Shape the Future with PRIDE:

Program and Position Endowments
1. Develop and support partnerships and collaboration between departments and disciplines, as well as with other schools, colleges, universities, agencies, and organizations
2. Expand the College’s scope and impact beyond regional, national, and international borders
3. Attract new faculty “stars” and retain outstanding faculty members to teach, develop curriculum, lead programs, and develop new scholarship

Research Endowments
4. Spur new scholarship and innovation and uncover new approaches to education
5. Energize and encourage faculty, graduate students, and staff
6. Focus talented minds on tough educational problems

Information and Technology Endowments
7. Ensure that College offices and classrooms have resources for ever-changing technology
8. Encourage efficiency and effectiveness in teaching, learning, communication, and interaction of students, faculty, and staff
9. Help prepare tomorrow’s teachers for the best uses of technology in teaching

Develop Endowments for Faculty and Staff
10. Provide funding for research expenses, publications, and presentations
11. Encourage faculty and staff to develop skills, talents, and expertise
12. Provide experiences that ensure all College personnel develop into well-rounded individuals

Education Endowments (Student Scholarships and Awards)
13. Enable students with financial difficulties, physical disabilities, or other concerns to concentrate on academics rather than need
14. Attract and retain students with outstanding ability and potential
15. Increase access to education for a diverse student community, for example, through programs that bring youth to campus for special opportunities and pre-college experiences

Endowment funds bolster the College’s academic programs, heighten its reputation, and ensure its long-term impact. Look to the future by helping to build the College’s endowment today.
New Website Coming!

The College of Education’s website will have a new look in Fall 2007. The change comes about due to the NIU Web Presence Project, which began as a collaborative endeavor between Enrollment Services and the Division of Outreach and Administration. The College of Education website will be more user-friendly for our alumni and friends, prospective and current students, and faculty and staff. Our goal is to develop a team of professionals at the college level to support the college with the latest and most accurate information possible.
www.cedu.niu.edu

A COMMUNITY OF LEARNERS