College of Human Sciences Matters (Summer 2012)

Iowa State University College of Human Sciences

Follow this and additional works at: http://lib.dr.iastate.edu/chsmatters

Part of the Higher Education Commons

Recommended Citation
Iowa State University College of Human Sciences, "College of Human Sciences Matters (Summer 2012)" (2012). College of Human Sciences Matters. 11.
http://lib.dr.iastate.edu/chsmatters/11

This Book is brought to you for free and open access by the College of Human Sciences at Iowa State University Digital Repository. It has been accepted for inclusion in College of Human Sciences Matters by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Dear Alumni and Friends,

Today, we can connect with colleagues in Rome, students in Shanghai, and children in Ghana – all before lunch and without leaving Ames. Technological innovations are fast erasing the friction of distance as people, cultures, and politics around the world grow increasingly intertwined. To flourish in the 21st century, students must understand issues of gender imbalances in China and educational inequities in Brazil as well as financial literacy challenges in the United States.

That’s why international programs are so vital to the student experience. It’s why our dietetic internship program is now the first in the nation to offer an international component in a developing country. Still other College of Human Sciences students immerse themselves in Spanish culture, build homes in Brazil, and teach nutrition to self-help groups in India.

Each student who gets the chance to travel abroad returns with a richer, more global perspective. Their eyes sparkle as they describe complexities witnessed and challenges overcome. Once home, they continue to chat and collaborate with new friends through Facebook, Skype, and Blackboard.

Through cyberspace, we also are expanding our programs of study. Each term, more than 1,000 students earn more than 4,000 credit hours online through our college. Two new fully online programs – a master’s in educational administration and a graduate certificate in literacy coaching – are meeting growing demand for convenient but rigorous distance education.

We always enjoy sharing our latest adventures with alumni and friends. As our students traverse the globe and our programs draw others through the virtual world, we deeply appreciate your continued support.

Globally yours,

Pamela J. White
Dean
Chinese students explore education at ISU

By Scott Schrage

China may feature the world’s greatest wall, but its universities are taking unprecedented strides beyond its doorstep — and onto the welcome mat laid out by the College of Human Sciences and the School of Education.

Linda Serra Hagedorn, associate dean for undergraduate programs and professor of education, has launched a partnership program with Henan Normal University in Xinxiang (shin-SHEE-ahn), China. The program gives Henan Normal graduate students the opportunity to study at Iowa State and earn a master’s in education with a focus on global leadership.

An inaugural cohort of five Henan Normal students arrived in fall 2011, with two more set to enter the program this fall. Participating students earn six credits at Henan Normal and 24 at Iowa State, where they take courses in higher education, learning, American community colleges, and research methodology. In addition to teaching classes, Hagedorn directs leadership seminars that help Henan Normal students cultivate a global perspective while applying what they learn. She also advises the students during their time at Iowa State.

Even before establishing the program, Hagedorn was advising a Chinese student from Henan Province — and noticing a large influx of students from the region. She soon learned that Henan Normal University shared much with Iowa State: Not only did it reside in its country’s heartland, but it was a public institution with a longstanding tradition of training quality teachers.

“Our systems are more similar than different,” Hagedorn said. “What I have learned is that university faculty and administrators, regardless of country, want their students to be successful. The Chinese administrators and faculty with whom I have worked have been very supportive and appreciative of our interest in guiding their students.”

Once the first Henan Normal students arrived, Hagedorn realized that they, Continued on page 4
Li bridges Chinese, American education

In the course of finding his life’s passion, Ran Li has discovered that the world is indeed a classroom.

Li earned his undergraduate degree in engineering from Henan Normal University. While working as a teaching assistant with a nonprofit organization dedicated to bridging Chinese and American education, however, he realized where he belonged.

“When I learned about the [partnership] program at Iowa State, I thought it could be a life-changing opportunity for me to start my journey in the field of education,” Li said. “The excellent reputation of the educational leadership and policy studies program... and the feasible structure of the partnership program were important reasons for me to choose Iowa State.”

Li has adapted quickly to Ames, earning a 4.0 grade point average in his first semester on campus. He hopes to graduate with his master’s this summer – and remain at Iowa State to pursue a doctorate in education.

“Studying at ISU has made me realize that education is my interest,” Li said, “and I would like to further my development in the field.”

Chinese students, continued

too, had much in common with their Iowa State peers.

“Students from central China want the same futures as those from central Iowa – a chance for a good life and the opportunity to show that they are willing to put in the effort to make that future happen,” she said.

Hagedorn believes that the program benefits both institutions by maximizing available resources and fostering perspectives that neither could gain without the other.

“China realizes that if it is to provide a positive future for its mass population, education is imperative,” Hagedorn said. “China very much wants to expand its educational offerings but does not currently have the facilities that the United States does. International education allows Chinese students to pursue opportunities that would not be available in their home country.”

Meanwhile, Henan Normal students have already provided valuable insights by developing a survey that gauges international scholars’ satisfaction with Iowa State’s orientation and advising services. The survey should also help reveal why international students choose Iowa State.

Want more?

• Read full-length stories
• Watch videos
• View photos online at www.hs.iastate.edu
Dietetics internship program has international reach

By Aimee Inama

Students in Iowa State University’s dietetics internship program are learning firsthand the dietary and health challenges faced by people in West Africa – and will use their experiences in their future careers.

The dietetics program in food science and human nutrition offers students a chance to study in Asesewa, Ghana.

The students will tap these experiences when they return to the United States. By better understanding that different groups of people have different needs, students can better help people across all socioeconomic boundaries.

“We sent five [students] to Ghana in June, and six more are going in October,” said Jean Anderson, the senior dietetics clinician who oversees the internship program. “Iowa State is the only university that has an accredited internship program rotation in a developing country.”

With coordination by Erin Berquist Iowa State partnered with international nutrition researcher Grace Marquis, a former Iowa State University professor, and Anna Lartey, associate professor in nutrition and food sciences at the University of Ghana, to provide the internship opportunity to students.

Interns in Ghana complete the community nutrition rotation of the program, performing a comprehensive assessment of a community’s or village’s needs.

“The mothers and children were cooperative when we headed to Sisiamong Yiti village so that we were able to obtain data necessary to do a community assessment,” said Kathleen Kohlhaas, a student in the program who wrote about her trip while she was there. “From the assessment, we identified nutritional problems and came up with an intervention plan to better nourish the children.”

Interns focused on maternal, infant, and children’s nutritional needs and addressed food security, anemia, and adequate growth concerns. These are also areas of concern in the United States, but not to the same degree; resources and interventions also differ significantly.

The international component consists of 200 work hours in Ghana and follows completion of 1,000 hours of medical nutrition therapy and management dietetics rotations in the U.S. Students who do not go to Ghana fulfill their community rotation in Iowa or elsewhere in the United States. The entire internship program lasts 25 weeks.

“International settings for our dietetic internships provide exciting opportunities for students to gain a worldwide perspective of their profession, while also adhering to ISU’s traditional goals of engagement and outreach,” said Pamela White, dean of the College of Human Sciences.

Iowa State’s program is highly competitive. Only 120 students are admitted into the full-time internship program; another 20 are admitted into the individualized supervised practice pathway program, a new part-time program that started in January.

“The pathway program is similar to our regular internship program, but it’s more part-time to accommodate working professionals,” Anderson said.

After students complete the dietetics internship program, they’re qualified to take a national exam administered by the Commission on Dietetic Registration. If they pass that, students are designated as registered dietitians through the American Dietetic Association.

Did you know?

Iowa State offers the largest accredited dietetic internship in the country.

Workers get food ready in the Korle Bu Hospital in Accra, Ghana. Five participants in Iowa State’s dietetics internship program recently completed their studies in Ghana. Contributed photo.
Audra Skartvedt didn’t just want to teach English as a second language. She also wanted to experience life as a second-language learner in a foreign land.

Through the international student-teaching experience offered by the College of Human Sciences, Skartvedt learned firsthand what it’s like to integrate into a new culture and learn the language to accomplish everyday activities.

“I have wanted to student teach internationally ever since I first heard about the program at Iowa State,” Skartvedt said. “I wanted to do my student teaching in Spain because I knew the best way to learn a language is to be immersed into it.”

Iowa State gave Skartvedt opportunities to grow academically and personally. Her coursework stressed the importance of making lessons multicultural, and her experiences studying in Valenica, Spain, made her realize she loved the Spanish language.

That first experience was the reason she added her Spanish endorsement and why she returned to student teach in Spain. During her eight-week student-teaching experience in 2011, Skartvedt was exposed to a different way of life, living with a host family who didn’t speak English.

The recent Iowa State University graduate will draw from her study abroad experience in Spain when she becomes an English as a second language teacher or a bilingual educator. Skartvedt graduated in 2011 with a degree in elementary education with specializations in English as a second language and Spanish.

“I wanted to become a teacher because I love being around children and wanted to do something rewarding,” she said. “More and more, I became aware of the advantages and importance of knowing a second language. I also wanted to experience what it was like to be a second-language learner, as I have hopes of teaching English to non-native English speakers.”

“I initially specialized in teaching English as a second language, but after traveling around Spain midway through completing my degree, I decided that I wanted to continue studying Spanish,” she said, adding she had studied the language in high school. “I had no desire to continue studying it until I visited a Spanish-speaking culture.”
Fiore forges ISU’s first dual-degree graduate program

By Scott Schrage

Americans have grown accustomed to finding three familiar words on their favorite shirts, skirts, and shoes: Made in China. While the United States has mastered the branding and retailing of this apparel, China has led the way in producing it.

Thanks to the efforts of Ann Marie Fiore, the College of Human Sciences is helping East meet West.

As a professor in apparel, merchandising, and design (AMD), Fiore has spearheaded Iowa State’s first dual-degree graduate program by forging a partnership with Shanghai’s Donghua University. Since its 2009 formation, the program has recruited seven Donghua students to Iowa State. Those who complete the program earn degrees from both universities, with Iowa State granting a master’s in family and consumer sciences with a concentration in AMD.

Fiore said that the partnership helps Donghua students learn aspects of the AMD industry that China has only begun to fully explore.

“The focus of the U.S. industry is more on retail, sourcing, and brand development, whereas the industry in China has been largely focused on manufacturing,” Fiore said. “The dual-degree program gives Donghua students an opportunity to expand their academic horizons, taking courses at Iowa State that they would not be able to take at Donghua University. These students have an advantage when looking for positions back in China because they have a better understanding of the U.S. market.”

To achieve this understanding, students take 22 credits at Iowa State to supplement the 14 or more credits they earn through Donghua. The program’s curriculum offers insights into merchandising, apparel design, social science and aesthetics, textile science and conservation, and the history of fashion.

As the program has broadened Donghua students’ understanding of their industry, it has also propelled the college’s efforts to expand global ties and draw the world’s elite talent.

“It is important for graduate students to have a global perspective,” Fiore said. “Having top students from various countries helps build a global classroom experience.”

Apparel students go global

Students in Elena Karpova’s class get global apparel business experience without leaving the Ames campus.

In her sourcing and global issues class, students collaborate with peers from Australia and South Africa. Karpova and a team of professors have developed several learning modules to improve students’ global competence.

Karpova, an associate professor in apparel, events, and hospitality management, said the international exposure is vital because about 95 percent of apparel purchased in the U.S. is produced abroad. Only 20 to 30 percent of students feel they can afford to study abroad, but the class provides them all a chance to interact with their global counterparts.

“It is important for graduate students to have a global perspective,” Fiore said. “Having top students from various countries helps build a global classroom experience.”
Josh Leutscher, a graduate student in food science and human nutrition, recently joined 19 students and professors in grain science and industry at Kansas State University for a 14-day tour of wheat and rye milling sites in Germany and Switzerland.

“It was really interesting to see how industry works in a different country,” Leutscher said. “One bakery had a stone that was pre-World War I in one spot and, in another corner, a piece of equipment from 2011.”

The group visited sites that included Buhler equipment headquarters, Bakery Ingredients, the Federal Research Institute of Nutrition and Food, the Department of Safety and Quality of Cereals, the German Milling School, and a grain storage facility.

Leutscher noticed that operations were smaller and more efficient than many in the United States. Many use alternative power, ship only nearby, and eliminate the “middle man.”

International trips allow people to expand their knowledge base, dispel myths, and compare and contrast practices to make improvements, Leutscher said.

Students empower self-help groups in India

By Breanna Wetzler

Halfway around the world, 14 Iowa State University students put their knowledge to the test in one of the world’s most populous countries.

For three weeks this summer, food science and human nutrition students immersed themselves in India, where they set about solving some of the problems plaguing rural communities.

Manju Reddy, a professor of nutrition, and Sarah Francis, an assistant professor and extension and outreach specialist, led the experience.

“Nutrition and dietetic professionals need to have a good understanding of and appreciation for cultural and environmental differences if they are expected to advocate for healthful diets for a diverse population,” said Francis.

Students on the trip had demonstrated interest in community and international nutrition and the concept of service learning. Amber Noterman, a junior in dietetics, said she was eager to visit with village residents and learn their ideas as they worked toward a common goal, “rather than telling them what to do.”

Students spent the first week in the demographically diverse city of Bangalore, visiting self-help nutrition organizations, assisting budding women entrepreneurs, and helping people suffering from Alzheimer’s and dementia.

Le Lee Yap, a junior in dietetics, said she was amazed by the number of self-help groups.

“India has so few resources and supports, yet [its citizens] help themselves by establishing groups,” Yap said.

The students used their knowledge of nutrition to help local extension professionals create innovative programming that filled gaps of service to locals in the city of Dharwad.

Using the Participatory Rural Appraisal approach to gather the knowledge and opinions of rural residents, the students developed and presented lessons on hand-washing and nutrition for older adults, children, and pregnant women.

“It was very rewarding to see the students apply classroom knowledge to real-world situations,” said Francis.

To ensure each lesson could be readily shared with others, students created posters for local extension workers to use in their communities.

“Hopefully, this experience has provided our students with better understanding and empathy for the challenges others face in regards to nutrition and health,” Francis said.

Leutscher compares grain milling sites in Europe, U.S.

Josh Leutscher stands at the base of Zugspitze, the tallest mountain in Germany. Contributed photo.
Students’ Brazil-U.S. connections take off

By Jessica Lown

Once the plane landed in Rio de Janeiro, Iowa State University students were off and running. No rest for the smart, eager students. Within 30 minutes of touchdown, the 10 doctoral, master’s, and undergraduate students were zipping through the sky in a cable car headed for the summit of Sugarloaf Mountain, an iconic landmark of the Brazilian city.

“I was in shock and awe,” said Aja Holmes, a doctoral student in educational leadership and policy studies (ELPS).

“I think that really set the tone for the whole trip. We were there to learn and experience,” Manuel Del Real, another doctoral student in ELPS, said of the quick start.

After their eye-opening introduction to the country, the students quickly began working with local non-governmental organizations to more fully understand the historic, social, political, and economic constructs that continue to influence Brazil’s development. The ways in which Brazil is responding to poverty, discrimination, and income disparities were at the forefront of course discussions.

During one stop along the educational journey, students met with representatives from “Torture Never Again” (Tortura Nunca Mais), an organization focused on uncovering the truth surrounding Brazil’s history of military rule. Coincidently, while the group was in Rio, President Dilma Rousseff announced she was appointing a “Brazilian National Truth Commission” to delve into never-before-revealed historic records, which allegedly document years of human-rights abuses.

The travelers also worked with the Bento Rubião Foundation, building homes alongside low-income families in an area of Rio called Jacarepagua.

“It was very apparent who was poor and what poor looked like,” said ELPS doctoral student Cameron Beatty about how the stark poverty frequently fell along racial lines despite Rio’s reputation as a socially progressive community.

After each encounter, Nana Osei-Kofi, an associate professor in the School of Education, facilitated group discussions in which students reflected upon the poignant and intense experiences and critical social responsibility issues explored during the trip.

Now back on U.S. soil after their two-week study abroad experience, the group continues to consider how the lessons learned in Brazil affect their understanding of similar social dynamics in the United States and globally.

“When I talked to another student who was interested in a study abroad trip, I told him, ‘Learn about the history of the country, politically and socially. Be open to new experiences and take the time to understand those experiences. Be critical,’” Del Real said.

Share your personal international story on the College of Human Sciences Facebook timeline.

The gift of graffiti in Rio

Heading into the Rio trip, Aja Holmes, a doctoral student in educational leadership and policy studies (ELPS), intended to center her final project on sex trafficking in the Latin American country. But after interacting with the Central Única das Favelas (CUFA) organization, her focus shifted to the role of art within a culture and, in particular, a community’s reaction to both legal and illegal public displays of art.

“Where I come from, graffiti is seen negatively. It’s associated with gang activity, and people overlook the art, seeing it as a nuisance, something to be covered up or ignored,” said Holmes, a Chicago native.

Holmes and the other students watched in awe as a representative from CUFA demonstrated to residents of the City of God, one of Rio’s infamous slums, how to make the practice of graffiti an admired representation of local art.

“They hold classes and encourage the artists to explore graffiti as a way to make a living and avoid gang involvement. Business owners pay graffiti artists to decorate the sides of their buildings,” said Holmes.
They give back to their communities, they look for ways to help others, and they make the world a better place. The College of Human Sciences is proud to recognize these 12 young adults as this year’s student sensations for their contributions to expanding human potential and improving people’s lives.

2012 Student Sensations
By Aimee Inama

Hailey Boudreau
Dietetics
Hailey didn’t want to see any student go without food. Instead of sitting by and hoping someone else would help, Hailey co-created Students Helping Our Peers (SHOP), an on-campus pantry in the Food Sciences Building. She works tirelessly promoting the SHOP to obtain donations. Although Hailey’s duties as co-president of the SHOP keep her busy, she also volunteers as a student ambassador, answering prospective students’ questions and helping them locate resources and faculty advisors.

Lacie Corsaut
Elementary Education
For Lacie, teaching has endless benefits. She can share her knowledge, shape students’ futures, and learn something new from them as well. As a student working in the Center for Technology in Learning and Teaching, Lacie resolves classroom technology issues and refers students and instructors to experts who can help. Lacie stays up to date on new technologies so she can answer clients’ questions and continue to serve as a resource for others.

Melissa DeGraff
Kinesiology and Health
Melissa’s research may someday prevent injuries. For her honors project, she studied changes in torques at the ankle, knee, and hip, and she has assisted faculty and graduate students conducting research. Melissa is preparing to become a physical therapist so she can help people overcome injuries. Her excellent problem-solving skills led her to tutor struggling students. She also promotes healthy living by instructing a fitness class on campus.

Joan Furjanic
Elementary Education
Working at the Center for Technology in Learning and Teaching taught Joan the importance of helping others and understanding the latest educational technology. She models effective teaching methods with students and faculty, experience that has helped prepare Joan for her future career in elementary education. Joan also co-founded the Iowa State University Education Association, which unites education students from 15 different majors to collaborate on education issues.

Emma Grinde
Culinary Science
Emma’s creativity with food makes her desire to develop new recipes in a test kitchen a natural career choice. At Iowa State, she’s learned how different ingredients interact, and how to develop alternative recipes that cater to the needs of people with common food allergies. Emma gives back to the university community in her daily interactions by organizing ingredients in the MacKay food labs and supervising student employees at Conversations Dining.

Michelle Hunter
Child, Adult, and Family Services
Michelle is passionate about the College of Human Sciences. As a student ambassador and Cyclone Aide, she educates incoming students about the college’s and university’s programs, sharing the knowledge and wisdom she has gained at Iowa State. For her career path, Michelle wants to make the world a better place by helping students at the college level or educating lawmakers about social issues impacting families.
Crystal Matelski  
Elementary Education  
Crystal’s interest in social justice was the driving force that led her to become a founding member of ISU Leaders in Education and Diversity. She is studying to become an elementary teacher with an emphasis in special education. Crystal, a nontraditional student, serves as a student representative on several committees in the College of Human Sciences, such as the diversity committee. She also advocates on behalf of the student body.

Lori McAlpin  
Family and Consumer Sciences Education and Studies  
When someone needs help, whether it’s a student in her class or a child in Rwanda, Lori is there. As part of a service-learning group, she traveled to Rwanda, learned about the genocide there, and now educates others about it. That opportunity helped Lori realize the difference one person can make. As a teacher, she’s always researching family and consumer sciences issues to provide her students with the most current information.

Ashaun Moore  
Elementary Education  
Ashaun wants to advance diversity in education, which is why she helped create ISU Leaders in Education and Diversity. Her efforts help keep diversity promotion at the forefront of university discussions. Ashaun is also passionate about classroom technology integration to enhance educational experiences for students. Rather than waiting until she graduates, Ashaun is already tutoring students so they can succeed academically.

Josie Redman  
Kinesiology and Health, Pre-Health  
Helping people comes naturally to Josie. She already gives back to the community through extensive volunteer work, admitting patients to Mary Greeley Hospital and reading to older adults at Green Hills Assisted Living Center. Already a certified nursing assistant, Josie is preparing to become a doctor. She has assisted several faculty members with research projects and serves as a kinesiology student ambassador, helping potential students learn more about Iowa State.

William Terry  
Elementary Education  
William wants to bring diversity and higher-level thinking to elementary school classrooms. By serving as a positive black male role model, he hopes to teach students that the world has people of all backgrounds, colors, and ethnicities. Already a pioneer in education, William became the first American student in elementary education to teach in Indonesia, helped establish ISU Leaders in Education and Diversity, and presented at the 2011 Iowa State Conference on Race and Ethnicity.

Kelly Wagner  
Dietetics  
Kelly wants children undergoing cancer treatment to get the best possible nutrition. For her honors project at Iowa State, she made an impact on the healthcare field by creating a kid-friendly cookbook filled with recipes that meet young patients’ special dietary needs without sacrificing foods they love. Kelly, who has served both as a leader and a volunteer at Iowa State, is preparing for a career as a clinical dietitian specializing in child nutrition.
In case you haven’t noticed, distance education has been growing by leaps and bounds.

College student enrollment in online courses surged by another 21 percent – expanding at 10 times the rate of overall college enrollment – from 2008 to 2009, when nearly one-third of all students enrolled in a distance course, reported the nonprofit Sloan Consortium on distance education.

Although online learning makes higher education more accessible – especially for those who are bound to remote locales or are juggling families and full-time jobs – not every institution delivers a stellar learning environment.

Many for-profit colleges have come under scrutiny for putting earnings ahead of educational quality, effectively stemming the nation’s soaring growth in distance education.

Technology alone doesn’t negate the need for excellent educators who ensure learners stay on track, Crawford cautioned.

“The pedagogical approaches that are used with the technology – and how it connects to the content you are teaching – are still the basis for success,” Crawford said. “We stress that technology is not just a way years by increasing online programs – despite graduation rates that hover among the nation’s worst.

When done properly, however, online instruction really does deliver on its promises, experts say. The College of Human Sciences is making every effort to ensure Iowa State’s high standards are maintained – even exceeded – through its top-notch distance education offerings.

“We know from the research that students really do learn as much through online learning when the course is well-conceived and the instructor knows how to coach students through the technology and the learning process,” said Denise (Schmidt) Crawford, an ISU associate professor of education and director of the Center for Technology in Learning and Teaching.
Online courses of study
With 2,800 students enrolled in more than 260 courses annually, the College of Human Sciences offers Iowa State University’s largest collection of distance education classes, including the following online courses of study:

- Master of Education in Curriculum and Instructional Technology
- Master of Education in Educational Administration (Principal Preparation)
- Master of Family and Consumer Sciences
- Graduate Certificate in Literacy Coaching

to deliver a class; we model how to use technology to engage learners in deep learning experiences.

“We’re always looking for ways to make the distance learning experience more viable and interactive for the students so [that] they better learn the content,” said Crawford, who also applies technology to enrich the education of students she teaches face to face.

“Opportunities for connecting are endless,” Crawford said.

In the Learning Technologies in the PreK-6 Classroom (CI 201) course, Crawford uses Skype, an internet service that allows users to communicate with peers synchronously by voice, video, and instant messaging. With Skype, Crawford brings standout practitioners – teachers, principals, and area experts in education agencies – into the classroom to speak with her students.

“Last semester, one of our students knew Matt Hardy, a teacher in Minneapolis-St. Paul who co-founded Kidblog.org, a Web 2.0 educational blogging tool,” Crawford said. “So we used Skype to bring him into our discussion about educational blogs.”

Online CIT master’s program equips educators to leverage technology
By Aimee Inama

Erin McKinley’s job is to educate students about NASA through interactive distance education tools such as video conferencing and webcasts.

As a distance education guru, McKinley was drawn to Iowa State University’s online master’s program in curriculum and instructional technology (CIT), which prepares educators to integrate technology into lessons to improve learning.

“I’m involved in instructional technology and work at NASA’s Digital Learning Network,” McKinley said. “I’m in front of the camera, and I talk about NASA, engineering, and mathematics to students in kindergarten through 12th grade and at the university level. I enrolled in Iowa State’s program to continue learning about instructional technology and different ways to educate people.”

The three-year, online CIT program enables working professionals like McKinley to maintain their jobs while working toward an advanced degree.

In the blended online program, all courses are offered online, but each semester students are required to attend one to two synchronous meetings.

“For Iowa students, we highly suggest that they attend these meetings on campus, face to face, and non-Iowa students usually are connected via video conferencing,” said Clyciane Michelini, an instructional development coordinator who works with the program. “We notice students really enjoy coming to campus, as they get to interact with their instructors and classmates in person. Even some students from neighboring states have elected to come to campus for these meetings.”

The program, which began in 2004, starts a new cohort every two years. Since it began, cohorts have grown from eight to 26 students.

“When designing the program, CIT faculty felt that it was important to offer the same high-quality and rigorous graduate program that has always been offered on campus,” Michelini said.

“Each course is uniquely designed for the content being taught,” she said. “Our faculty is committed to making each of the online experiences learner-centered. Most students in the program would agree that the courses provide an environment with strong teacher-to-student and student-to-student interaction.”
By Aimee Inama

Teachers interested in preparing to become principals don’t have to give up their day jobs to accomplish their goals. A fully online master’s of education in educational administration is now available at Iowa State University, making it possible for educators throughout the state to become school leaders.

“The statewide program allows us to reach out to students we haven’t been able to reach before because of their location or their schedules,” said Jeff Brooks, associate professor of educational leadership and policy studies in the School of Education. “Teachers are extremely busy and work long hours, often into the evenings,” Brooks said. “This program is great for people who have families, who coach, and who have other commitments, because they can work it into their own schedules while still receiving the high-quality, rigorous education they’ve come to expect from Iowa State.”

The first cohort starts in the fall, with the second beginning either in the spring or next fall. The program will be delivered through the Blackboard Learn online course management system, along with an assortment of other technologies.

“We’re going to use blogs and videos, and make use of all kinds of different online resources,” Brooks said. “We’re going to have video clips with practicing administrators throughout Iowa and cutting-edge researchers who are doing their work all over the world. We will bring things to the classroom that we haven’t been able to offer before.”

Courses delve into topics such as leadership, educational research, and diverse learning needs.

Students complete 36 semester hours and can finish the program in two years. Graduates will receive a principal endorsement and an M.Ed. in educational administration.

“There’s also an internship experience embedded into the program, so you’re going to be working in the real world of schools as you’re working in your coursework,” Brooks said. “The program is strongly connected to the day-to-day activities teachers are doing in a school. It’s going to allow students to learn in a deeper way about their own workplaces, work on their own skills, and learn what it means to transition from being a teacher to an administrator.”

SOE offers richer opportunities

Officially established within the College of Human Sciences on July 1, the School of Education draws together long-established programs and boosts Iowa State’s potential to build more partnerships inside and outside the university.

The school unites academic programs, research, outreach, and services previously administered by the now-defunct curriculum and instruction (C&I) and educational leadership and policy studies (ELPS) academic departments, and the former university teacher education program office.

Now offering one-stop shopping for students who want to learn more about potential career paths in PreK-20 education, the school continues to deliver the rigorous, high-quality education for which Iowa State is known.

“The school is going to bring forth awareness of the options that are available, and it’s going to give students a wider understanding of education,” said Hina Patel, director of teacher education services.

Leaders say the program unification is already generating richer opportunities for students and education practitioners.

“In the online educational administration master’s program that kicks off in the fall, you’ll see collaboration across programs on a week-to-week basis, and different people involved than we’ve had in the past,” said Jeff Brooks, associate professor in the School of Education. “Our vision is that you’ll eventually see people from literacy, from mathematics, from science, and from other areas contributing through the online format. We haven’t had anything like that previously.”

Continued on page 14
Online certificate program prepares educators to improve student literacy

By Aimee Inama

Educators don’t have to travel to Iowa State University to learn new methods for improving literacy among students. Instead, Iowa State is coming to them.

The College of Human Sciences’ new online literacy coaching certificate program prepares teachers to improve instructional practices and student achievement.

The online program is one of the newest ways the college is partnering with educators and school districts to improve literacy in pre-K through 12th grades.

“We had many teachers who were interested in the program but couldn’t get to campus because they lived three hours away,” said Amy Hutchison, an assistant professor in the School of Education who directs certificate studies for the literacy coaching program. “There was no way they could continue their job as a teacher and come to campus for the coursework.”

The program’s first online cohort started coursework this summer and will finish at the end of the spring 2013 semester. College officials capped the first cohort at 15 students, but due to high demand, they are accepting another cohort to begin in the fall semester. The program will regularly accept students for a summer start.

Hutchison, who worked with other faculty members to convert existing courses to an online format, said participants learn how to impact their fellow educators.

As literacy coaches, they will observe what’s happening in the classroom, get additional background information, and then make research-based recommendations to their colleagues.

“A literacy coach acts as an advocate for advancing the literacy program in their schools,” Hutchison said. “They’re someone who can work side by side with a teacher and help them explore problems, issues, and challenges they may be having in their classroom.”

“When you enroll in this program, you’re getting the best of both worlds,” said Jeff Brooks, associate professor in the School of Education. “You get a rich content-based experience in literacy, and you also learn to be a leader. Teachers will learn to serve as a school-wide resource, even a district-wide resource.”

The graduate-level courses delve into topics such as literacy leadership, new media literacies, and leading school reform. There’s also a supervised literacy coaching practicum where educators work with instructors and apply what they’ve learned in real classroom situations. The certificate program also has the potential to help teachers meet new education reform standards, raise their students’ literacy rates, and prevent the need for summer remediation.

Reynolds named SOE director

Ralph Reynolds, the School of Education’s inaugural director, has served as an administrator at the university level for more than 20 years and led two other university education programs to national prominence. Learn more about Reynolds at www.hs.iastate.edu/hsmatters.
Financial planning program reaches far-flung professionals

By Scott Schrage

The realities of recession, debt and foreclosure have made financial planning an ever-growing priority for many families. The College of Human Sciences has gone to great lengths – literally – to ensure they have help securing their financial futures.

With the support of the multi-university Great Plains Interactive Distance Education Alliance (GP IDEA), Iowa State students are learning from some of the Midwest’s leading financial experts – often while residing hundreds or even thousands of miles from their instructors.

The fully online GP IDEA program offers both a master’s degree and graduate certificate in family financial planning, along with a certificate in financial and housing counseling. Students enroll in one institution, but faculty from eight universities teach in the program.

The program features courses on family economics, insurance, retirement, estate planning, and more.

Patricia Swanson, adjunct assistant professor in human development and family studies, has taught GP IDEA classes on investment, housing, and real estate since 2004. She’s worked with students from a variety of professional and personal backgrounds.

“Students may enter the program fresh from a bachelor’s degree; have many years of financial planning experience; or be thinking of a career transition,” said Swanson, who noted that the program’s convenience has stimulated enrollment. “We have such a varied mix of students in the program that they often learn from each other.”

Swanson aims to provide her students with practicum opportunities that suit their particular experiences, goals and, in certain cases, locations. While some have assisted fellow students through Iowa State’s Financial Counseling Clinic, for instance, others have gained experience in farther-flung locales.

“I’ve had students taking my courses while serving in Afghanistan or Iraq,” Swanson said.

Swanson observed that the program prepares graduates to earn highly sought professional certificates in the finance and housing fields. Graduates work in environments ranging from independent practices to financial firms to university extension offices.

“When candidates apply for admission to our program, they’ll often say, ‘The possibility of families losing their homes, the amount of debt individuals have – that’s something I can help people with,’” Swanson said they see the need.

Patricia Swanson, extension families specialist in human development and family studies, teaches financial planning courses. Photo by Kara Cipolloni.

Online Master of Family and Consumer Sciences

Through GP IDEA, Iowa State offers an online MFCS program with four areas of specialization:

- Comprehensive
- Dietetics
- Family Financial Planning
- Gerontology
- Youth Development