

envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Spring 2007

generosity
**GOES FULL
CIRCLE**



University of Idaho
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envision

Spring 2007

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Letter Policy

We welcome letters to the editor. Correspondence
should include the writer's full name, address and daytime
phone number. We reserve the right to edit letters for
purposes of clarity or space.



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Julie Magelky, Associate Director of
The Center on Disabilities and Human
Development and Larkin Seiler in background.

From the Dean

If you asked most people here at the University of Idaho what distinguishes the University of Idaho College of Education from other colleges of education, the most common answer would be, “Quality.” During the past 10 months as dean of the college I have talked extensively about the quality of our programs, the quality of our students, the quality of our faculty, and the quality of our alumni. I talk about it because I believe it is true and I think our claims of quality are real and not hollow bragging. However, we’ve moved into a climate that requires us to do more than claim quality (virtually every program I’ve known has made that claim); we must provide evidence of our quality.

When we’re asked to provide evidence of the quality of our programs, faculty, and students we frequently point to our national accreditations. The college currently is accredited by a number of national bodies including the National Council for the Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), the Commission on the Accreditation of Athletic Training Education (CAATE), and the National Recreation and Parks Association /American Association for Physical Activity and Recreation Council on Accreditation (NRPA/AAPAR). In addition we have program approval granted by the National Association of School Psychologists (NASP) and membership in the exclusive University Council for Workforce and Human Resource Education (UCWHRE). By having reviewers from other institutions examine and judge our programs we gain insights as to our strengths and areas for improvement. Based on the various criteria of these examiners, we also receive commendations for the quality of our work.

Another external review of quality is conducted by various groups and institutions that rate universities and their programs. The best known of these higher education rankers is *U.S. News and World Report*; however, there are dozens of other groups that rank universities. What’s interesting is these rankings can produce radically different results because they’re based on very different criteria that are weighted very differently. Criteria range from national reputation among other deans to web presence to faculty publications to admission selectivity. A new ranking tool allows the user to choose from a dozen criteria and decide what is important. This gets us back to a critical question about quality—what do we mean when we talk about our quality and how do we show it to others?

The theme of this issue of *Envision* is giving back. We recognize a variety of ways that our alumni and friends give to back to the College of Education and to society and although that theme may lead you to think that we’re about to ask you for money, we are more interested in ideas. In order to truly understand and convince others of our quality we need your ideas. We need you to tell us what constitutes a high quality college of education. We need you to help us tell others how the University of Idaho College of Education has provided and will continue to provide high quality education to its students. Please drop me a line at paulrowland@uidaho.edu to help answer the question: What criteria do you use to judge the quality of education at the University of Idaho College of Education? In advance, I want to thank you for your insights and reflection.



Best regards,

A handwritten signature in black ink that reads "Paul". The signature is written in a cursive, slightly stylized font.

Paul Rowland, Dean



FULL CIRCLE

Through the University of Idaho's TRIO program,
one grateful student reaches her dreams.

Robin Miller's destiny appeared entrenched in the farmland that surrounds her small hometown of Parma, Idaho. Many small farm communities count on family staying to help out, making it difficult to break never-ending cycles of poverty. Leaving home and attending college seemed like a dream to Robin—one she would never be able to reach, impeded by social and economic situations beyond her control.

"It's hard to get out of those communities because sometimes you can get a job right out of high school and it's more money than you've ever had before," Robin said. "It's hard to turn that down." Since these communities are tight-knit and rural, there is often a fear factor involved with leaving the nest because some children feel uncomfortable in urban settings.

In spite of Robin's environment and home life, she somehow aspired to attend college, even though her parents didn't have the means to send her. "My parents always pushed me to go to college," Robin said, "but they had no way to make it happen."

Because of that push, coupled with opportunities offered her through the University of Idaho, Robin did break the cycle of poverty in her family. She found a way out and is studying in the College of Education to become a teacher. Now she's looking for ways to give back to the people and programs that helped her so much by reaching out to students in similar situations as hers.

Up The TRIO Pipeline

Robin's parents divorced when she was 8 years old, and her father suffered from severe depression. Although there were some pretty low points in her life, Robin chooses to remember the good things. "When I was a little girl, my mom read to me all the time," she said. "Until I was 4 years old, our closest neighbor was 20 miles away. My mom just had me, so we read, cooked, and spent time together. She was always involved in my education and academics, even though she barely graduated from high school and had no support from her family." Her mother's positive outlook on life had a huge impact on Robin, who claims she never knew they were poor until she left home. Her dad also taught her how to think analytically by debating philosophy with her. He even got her tickets to listen to the Dali Lama. Consequently, she loved school, particularly math and science, and graduated high school with a 3.8 GPA in a class of 58 students.

In 2001 when she was 11 years old, Robin was put on an advanced math placement track in her school and became involved in Boise State University's Educational Talent Search program, a federally funded TRIO program. The program provides outreach and support to help low-income, first-generation college-bound students progress through the academic pipeline from middle school through entry to a baccalaureate program. TRIO is not an acronym, but represents the first three programs of the Higher Education Act of 1965.

"These are not minority programs, but economic opportunity projects designed to serve students from disadvantaged backgrounds," said Scott Clyde, director of the TRIO programs at the University of Idaho. "However, some of our programs target Native American reservations, and as a consequence we serve a high percentage of Native Americans. These projects address that population for which traditional education has failed," Scott continued. "We look at alternative models for education, and place a strong emphasis on hands-on, project-based learning."

While a few TRIO students have gone on to be high profile successes, such as actress Angela Bassett and astronaut Ronald McNair, who was killed in the Challenger explosion, for most TRIO students, graduating from high school and college are monumental successes. Robin knows that without TRIO's help, she wouldn't have been able to attend college, or even know how to fill out a FAFSA or a college application.

"That was where it all clicked for me. I saw what was out there, and I wanted it."

—Robin Miller

An Epiphany

There was one moment in time when Robin suddenly became aware of the world that existed outside her small hometown. When she was in the seventh grade she flew to a Seattle Seahawks game with several other Educational Talent Search students. "That was where it all clicked for me," said Robin. "I saw what was out there, and I wanted it."

Robin continued to attend the Educational Talent Search Project throughout her middle school years. Then, when she was a high school freshman, she applied for the TRIO Upward Bound Math Science program at the University of Idaho, geared specifically for high school students. "I was the first student from Parma to come to the program," Robin said. Now others have followed, including Robin's little brother, who is six years younger than her and who spent his first

summer at the program last year. “It totally changes your perspective to get away from the small town. Coming here helps students realize that there’s a whole other world that exists,” Robin said.

Amazing Opportunities

The summer Upward Bound program is like a typical school session. It involves classes in the morning, such as math, foreign language, forensic science, topography, or earth science, then lunch break, followed by afternoon classes. After-school activities include sports like volleyball or soccer—always something physically active. In the evenings there is a study table where students have access to teachers one-on-one and where they learn study skills. Weekends involve camping or field trips that always integrate hands-on learning activities into the event.

“At the end of my second Upward Bound summer program, the group took a week-long trip to Yellowstone,” Robin said. “We camped out the entire week and learned all about the area. That was a real hands-on experience.

We learned about trees, elevations, plants and animals. It was an earth science course. Yellowstone has so many oddities—it was a lot of fun.”

Robin spent her entire third Upward Bound session in Yellowstone, where 10 students lived outside the Park with the Park rangers. “We learned about fire safety, presented to the community, and had an in-depth experience for the full six weeks,” Robin said. There were 40 Upward Bound Math Science students on campus that summer, so when that group made its weeklong trip out to Yellowstone, the 10 who had been there for the summer taught the rest of the group. “That was a phenomenal experience,” Robin said. “That’s how you learn. If you can teach it, you really know it.”

Robin’s fourth summer at the University of Idaho was spent as a Bridge student, preparing her to become a full-time college student the following fall. She took a college level ethics and history of science course and was able to focus and gain the confidence to move to the next level—a full-fledged college student. She is now studying math and science and plans to become certified to teach both at the high school level. “I

like high school age because that’s when you really start making important decisions in life. When you’re younger, you don’t have much of a choice about your circumstances. When you get into high school, you can start making choices that will break unhealthy cycles,” Robin said.

“Now that I look back, it all seems like so long ago. I was 11 years old when I started TRIO, so in two more years, I’ll have spent half my life in TRIO. My friends always joke, ‘why don’t you go get a tattoo, Robin!’”

Giving Back

In addition to her full time coursework, Robin works in the TRIO office as a project assistant in charge of student homework. After a student has attended the summer program, he or she is assigned homework for the school year. The students who do the best in their homework assignments will participate in field trips.



The Upward Bound Math Science and Educational Talent Search students recently went on a field trip to Portland to tour several colleges.

Robin keeps track of the students and their assignments, and if she hasn’t heard from them in awhile, will call to see how they’re doing.

“It’s just as much about the personal as the academic,” she said. “With our students, there are usually family things going on. I had a student call me the other day who said he was doing terrible. He was a good kid this summer, but now he’s in trouble with the law. We can’t just go and help them in person. He really wants to come back next summer, and our support is really meaningful. TRIO programs are an alternative to that life.”

Robin also has volunteered as a math tutor in the College Assistance Migrant Program (CAMP) office. "I loved my time there. That's how I know I have to work with students. The little bit of encouragement from someone outside the family means a lot to these students. I received that same encouragement from the Educational Talent Search and Upward Bound Math Science Projects. It's like the full circle. Like helping out with something that helped me."

"Sometimes students will say, 'That's just how it is,' but I tell them they can make a choice to change it," Robin said. "You don't have to sit and take what life delivers. I tell them that their perspective on the world makes all the difference. I've gotten food

"TRIO completely changed my life, and I want to have the opportunity to help others who are in my same situation. To know that you have a choice is the biggest thing I stress to students. The resources are available, and knowing they exist is so important. There is a way to get the job done. Sure, sometimes it will be difficult, but in the end, it will work out."

—Robin Miller

from food banks, worn hand-me-down clothes, and lived without phones and electricity. I've been there. I can be their role model and tell them it is totally possible."

Robin feels lucky to have found her passion early in life. "My mom has always loved art, and now she's going to school to be an art teacher. She's helping students paint art murals at the school, and she totally loves it,"

Robin said. Robin hopes she's been an inspiration to her mom, but also knows that without her mother's help and support throughout the years, Robin wouldn't be where she is now.

"TRIO completely changed my life, and I want to have the opportunity to help others who are in my same situation. To know that you have a choice is the biggest thing I stress to students. The resources are available, and knowing they exist is so important. There is a way to get the job done. Sure, sometimes it will be difficult, but in the end, it will work out." e

TRIO

The TRIO department at the University of Idaho has several different projects that are linked together and serve to facilitate a student's academic and personal success from middle school through college. In addition to the summer programs, there is academic service delivery during the year that provides additional learning opportunities for students, and provides a personal contact who can support them when needed. The TRIO staff at the University of Idaho strives to enrich the learning experience for all their students.

The University of Idaho is home to eight federal TRIO Programs:

Middle and high school programs include:

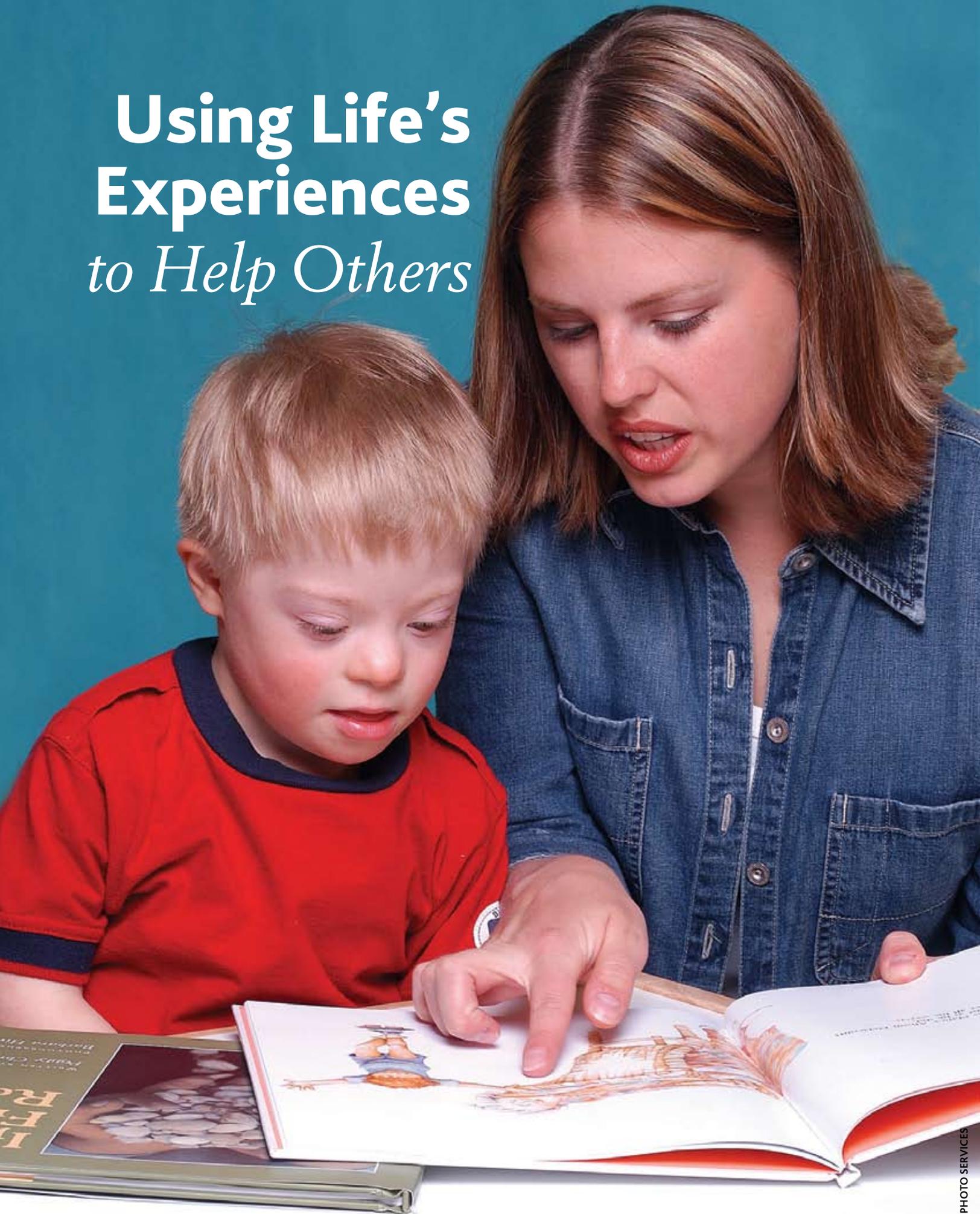
- Upward Bound
- Northwest Nations Upward Bound
- Educational Talent Search
- Regional Center for Math and Science

Post-secondary programs include:

- McNair
- Student Support Services
- Idaho Educational Opportunity Center
- Northwest Nations Educational Opportunity

For more information about the TRIO programs, visit www.trio.uidaho.edu/
Or call Scott Clyde, Director, 208-885-9098

Using Life's Experiences *to Help Others*



Julie Magelky, Associate Director of The Center on Disabilities and Human Development, finds ways to take what she's learned in life to help others.

Imagine raising a child who is both blind and deaf. Now triple that challenge and you might get a feel for what Liz, the mother of triplet daughters who are blind and deaf, faces in one 24-hour period. Liz was a recent guest on the Dr. Phil show, and is the mother of the only blind and deaf triplets in the world. As you might imagine, she often feels overwhelmed and exhausted by caring for her daughters. But now that her story has been exposed, thousands of people are stepping up to assist her financially and emotionally, offering her the much-needed assistance to survive her daunting daily tasks.

Families who care for children with disabilities sometimes don't know where to turn for help. Conflicting emotions of love, guilt, and frustration, coupled with financial difficulties, can sometimes push families to the brink of a break-up.

The College of Education's Center on Disabilities and Human Development understands these challenges and is available to help the approximately 199,000 persons with disabilities in Idaho find answers to the daily problems they encounter.

Julie Magelky, interim associate director of CDHD, feels fortunate to be in a job where she can help people who have faced some of the same challenges she's faced in life. Having raised a daughter with disabilities, Julie understands a lot of what families are going through, and is grateful for the opportunity to provide them with the support they desperately need.

"Being here is more than coming to work for the pay," Julie said. "For me, there's a deeper reason for why I'm here. CDHD involves itself in helping the whole life of a person—from the emotional to the occupational to the physical aspects of living with disabilities. Many people who work here do so because of their own life experiences with family or friends."

Julie grew up in Moscow, earned two college degrees in the area, and then moved to Olympia with her husband, where she taught school for 11 years.



PHOTO SERVICES

Julie Magelky, Associate Director of The Center on Disabilities and Human Development

In 2001 Julie and her family moved back to Moscow, where she was hired to manage CDHD's Family Support Project. In June she was appointed interim associate director of the Center, and is also pursuing her doctoral degree in the College of Education.

About CDHD

According to the National Survey of Children with Special Healthcare Needs conducted by the Child and Adolescent Health Measurement Initiative, 12.8 percent of the nation's children age 0-17 have special healthcare needs, and 20 percent of the nation's households have one or more children with special needs. In Idaho alone, about 15.9 percent of the population lives with some type of disability. The problem cannot be ignored.

The CDHD is a member of the Association of University Centers on Disabilities (AUCD), a network of 67 centers nationwide funded to assist and improve the lives of people with disabilities and their families. Nineteen years ago, the University of Idaho was designated by the Governor of Idaho as lead agency to build Idaho's University Center of Excellence in Developmental Disabilities, funded through the U.S. Administration on Developmental Disabilities. Lee Parks and then dean Dale Gentry were responsible for creating the center. Lee directed the center for 12 years. Since its inception, the Center has grown to become

In Idaho alone, about 15.9 percent of the population lives with some type of disability. The problem cannot be ignored.



The Tools for Life Conference provides transitioning high school students the tools to enter the community.

In 2005 the CDHD provided training and technical assistance to 41,830 people across Idaho and surrounding states, disseminated 68 products to over 74,257 people, and provided direct services to over 600 children, youth, and adults.

a major player in the lives of people with disabilities throughout the entire state of Idaho, managing 19 different projects, employing over 50 people, and operating \$6.5 million in grant funds per year. Dr. Julie Fodor, a faculty member in the College of Education, is the current director of the CDHD. She works collaboratively with professional faculty and staff to promote the CDHD mission and to foster partnerships with state agencies, non-profits, advocacy groups, and individuals across the state to positively impact the lives of people with disabilities and their families through each of four core functions:

- Pre-service and in-service training for an interdisciplinary workforce,
- Technical assistance with agencies, schools, people with disabilities, and their families,
- Research and policy analysis, and
- Dissemination of information.

“We train professionals to understand people with disabilities, including their lives from birth to death,” said Julie Magelky. CDHD faculty teaches undergraduate and graduate courses both within the college and across campus. Several faculty also teach courses at WSU. Much of the training is through workshops and other professional development activities. In 2005 the CDHD provided training and technical assistance to 41,830 people across Idaho and surrounding states, disseminated 68 products to over 74,257 people, and provided direct services to over 600 children, youth, and adults.

The Family Support Project that Julie Magelky oversees enhances support for families in Idaho. It has a three-pronged approach: a Web site with resources; a newsletter to get information to families; and a resource center where families can come and brainstorm with another person on how to solve problems.



The CDHD faculty and staff provide valuable resources to Idaho families.

PHOTO SERVICES

“Families know where to go if they need food stamps, or if they need therapy they can go into the development disability office,” Julie said. “But what if they are so over-frantic with their child’s behavior they’re considering placing the child in an institution? Families get so stressed they don’t know where to look for help. We offer the personal support that means so much, which helps families work together so they can stay a family. Sometimes when people call, all they need is someone to talk to. We can direct them to the right places.”

Tools for Life

One of the most recent ventures of the CDHD is the Tools for Life conference, which provides assistive tools to high school students who might be transitioning from school into the community. Located in Boise, the conference attracts high school students—

more than 200—from all over the state. Students are introduced to professionals, learn about different jobs and different adaptive technologies, plus they network with other teens. “It’s quite remarkable the connections they can make,” said Julie. “The conference has been very successful.” This March was the third annual conference. In addition to workshops and training sessions, the conference also provides entertainment, like a local comedian and a dance—something the teens really enjoy.

Other ways the CDHD assists Idaho communities are through the Assistive Technology Project, which increases the availability of assistive technology devices and services to persons with disabilities. CDHD can help a family locate equipment or find funding for equipment, or maybe find some kind of adaptive recreational piece. Maybe the family likes to bowl and their child is in a wheelchair. What about camping



PHOTO BY CDHD STAFF

Michelle Doty, co-organizer for Tools for Life and Sujeet Desai and LeDerick Horne, who were 2006 presenters.

with a child who has challenges—how do you do that? “We brainstorm ways we can help the situation, so the family remains a strong unit,” Julie said.

The Center also offers device demonstrations in their assistive technology model center, and allows individuals to borrow and test equipment before purchasing. Then there’s the used equipment program that allows Idahoans with disabilities to buy and sell needed equipment. Some of the equipment and services are provided at no cost.

The list of services goes on. “I know it would be a different world without the CDHD,” Julie said. And she’s right.

Giving Back

Julie’s reasons for working at the CDHD are about giving back and using her own life experiences to enhance those of others. She wants to offer the lessons she learned as a gift to struggling individuals and families who have a member with a disability. Like Liz, the mother of the deaf blind triplets, many people on the receiving end of support are overwhelmingly grateful for the generosity shown them and eventually search for ways to give back. The old saying, “what goes around comes around” doesn’t necessarily refer to a passive activity. Like Julie, generosity can be embraced as a lifestyle, paying forward good deeds and good works to enhance the lives of others.

For questions on any of the CDHD projects, call 208-885-3559, or visit www.idahocdhd.org. **e**

Mission

The University of Idaho Center on Disabilities and Human Development is improving lives for people with disabilities and their families through exemplary and innovative education, outreach, research, and service.

Vision and Guiding Principles

People with disabilities and their families have the right to:

- Live, learn, work, and play in their own communities
- Access services that are centered on their strengths and abilities
- Make decisions, take risks, and define the quality of the life they choose
- Make a contribution to society

The Center currently has 19 projects:

- AgriAbility
- Assistive Technology Technical Assistance Program
- Behavior Consultation for Adults
- Child and Youth Study Center
- Emergent Literacy
- Even Start
- First Book Latah County
- Family Literacy Project
- Idaho Assistive Technology Project
- Idaho Assistive Technology Reutilization Project
- Idaho Family Support 360 Project
- Idaho Project for Children and Youth with Deaf-Blindness
- Idaho Training Clearinghouse
- Idaho Training Cooperative
- Idaho STARS Childcare Professional Development and Training
- Parents as Teachers
- Positive Behavior Supports for Students
- Wellness Across the Community
- Troy Preschool

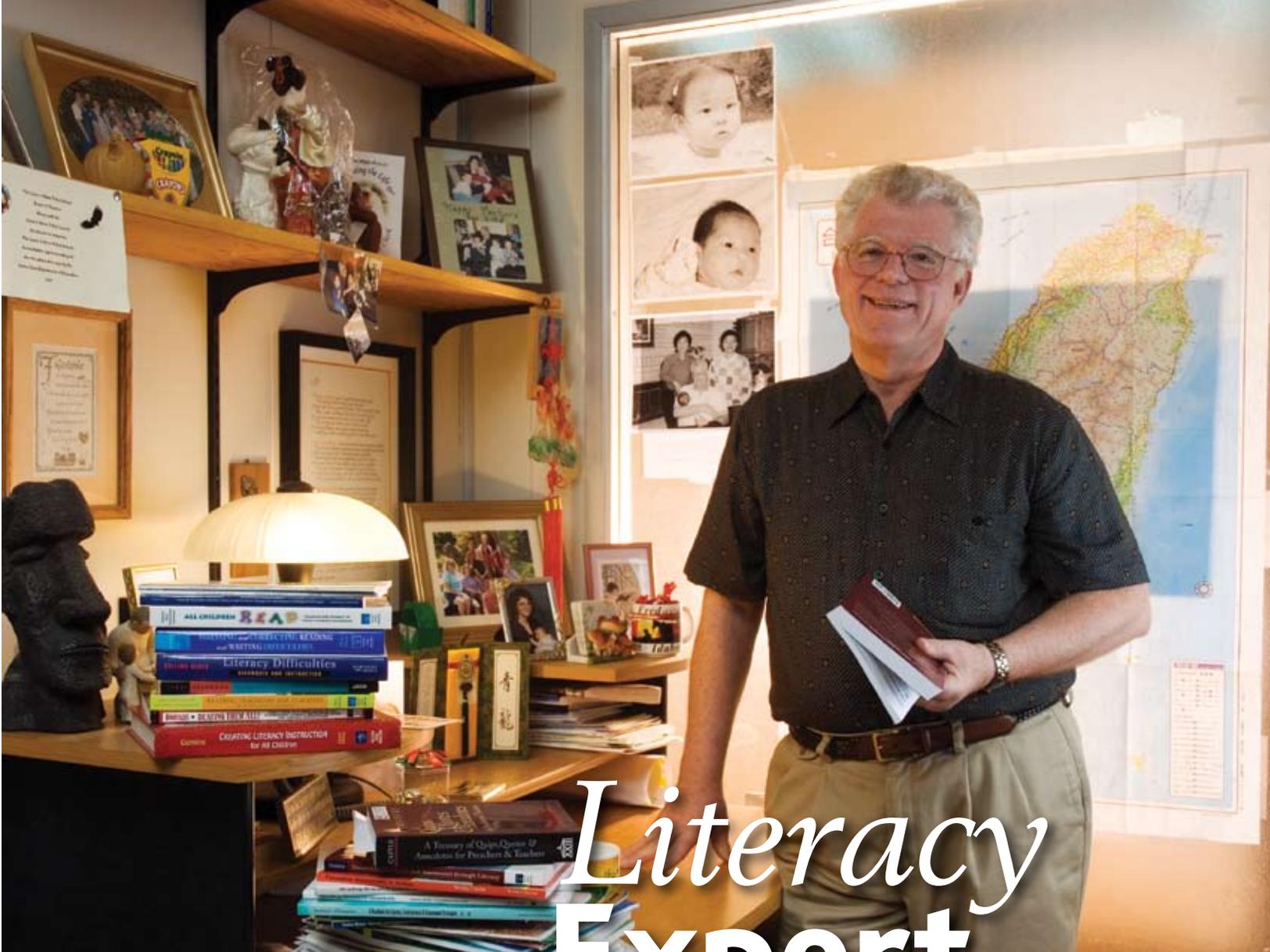


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Literacy Expert

George Canney Retires

Even though George Canney is retiring from teaching, he will continue his literacy research and be on-call as a mentor.

George Canney, professor of curriculum and instruction, will retire June 30, 2007, marking the conclusion of his 30-year teaching era at the University of Idaho. On the last day of the fall 2006 semester, George drove from Moscow to Coeur d'Alene—a road he'd driven weekly for many years—to teach the final class of his career there. This spring he will complete his teaching career here at the University of Idaho before moving on to

other ventures. But even though his teaching days are ending, his work in the College of Education is not. George plans to devote time to literacy research and mentoring junior faculty members from his new Emeritus Professor office in the College.

George looks forward to diving into the file cabinets filled with data he's collected over the years, and to publishing his research on literacy along with team members David Squires of Idaho State University and Michael Trevisan of Washington State University. To date two of their articles have been published; three more articles are in process, with yet more to come. He will step down as acting chair for the Idaho Comprehensive Literacy Assessment (ICLA) committee to assist with some grant proposals within the college. "Another thing I would like to do is assist new faculty



with research agendas,” George said. In addition to these responsibilities, George will be busy as a recently ordained Catholic deacon, a calling that flows from the beneficence he is known for in the College. He will also volunteer to tutor elementary students struggling in reading; these and other activities are sure to keep him busy on the homefront.

“George is a wonderful instructor and I hate to see him go,” said Maurene Schroeder, who studied under George for her master’s degree in Elementary Education and who has continued working with him on other projects. “The reading knowledge that he brings to the University’s College of Education is outstanding. His understanding of reading reflects a deep concern for each and every student. George gives teachers the skills necessary to teach students to read at grade level by the third grade.” George was Maurene’s major professor for her graduate program. His classes were demanding, pushing her to reach her full potential. “George had high expectation for his students, but he was fair,” she said. “I always went away from his classes with a wealth of new, applicable knowledge.”

George received the 2007 Outstanding Educator Award from the Omega Mu Chapter of Kappa Delta Pi International Honors Society in Education at Idaho State University. In addition, he has received 11 Alumni in Excellence Awards, the

College of Education Faculty Award for Service two times, and various recognitions from the Idaho Council of the International Reading Association.

In the Beginning

George came to the University of Idaho in August 1978 with a B.A. in Psychology from the University of California, Berkeley, an M.A. in Psychology from San Jose State College (now university), and a M.Ed. and Ph.D. from the University of Minnesota. He taught elementary school in St. Paul and Minneapolis, Minn., after completing the Teacher Corps IV program there. In 1974 he accepted a position at the University of Illinois, where he taught and conducted research for four years, before coming to the University of Idaho in 1978. At that time there was just one undergraduate reading course. So together with two colleagues, Dr. Lewis Smith and Professor Elinor Michel, George crafted that year a complete undergraduate, masters and doctoral literacy program, which ran successfully into the late 1980s.

But then with the promotion of graduate education in Boise and Coeur d’Alene, teacher attendance on campus in the summers declined. By degrees, fewer and fewer students entered into graduate literacy courses, while enrollments at the undergraduate level rose. A series of events over the years resulted in George’s teaching assignment evolving into full time at the undergraduate level. “My hope is that with new faculty hired in the College of Education this year, we’ll build our doctoral program, including in the Coeur d’Alene area,” George said. The department hired two new faculty last year, and will be hiring seven more tenure track faculty this year, to include three new literacy professors. The College of Education currently offers an Ed.D. and Ph.D. in Education, including an emphasis on curriculum and instruction.

George twice served as the interim director for the then Division of Teacher Education in the College.

His first year of service as Director was in 1991-92. He returned to the interim role in 2001-03, during the time when the University and the College were undergoing extreme budget reductions and restructuring. He reports that in the fall of 2003 he gladly returned to his professorial duties... his real passion.

George has taught numerous reading courses over the years, including Foundations of Literacy Development, Corrective Reading, Orchestrating the Classroom Literacy Program, the Idaho Comprehensive Literacy Course, Reading Comprehension Instruction, and graduate seminars on reading research. He’s also taught innumerable workshop courses, given many conference presentations and countless workshops related to reading instruction over the years. Needless to say, his expertise in the classroom will be missed.

The ICLA Venture

George’s future research will center on helping his six recent doctoral graduate students publish their dissertations on data gathered over the years from the development of the Idaho Comprehensive Literacy Assessment tests, and on two file cabinets of data on the reading performance of Idaho fourth grade students. His work on reading assessment began in 1997 when he served on the Idaho State Literacy Committee assigned to examine the literacy performance of students—from where the file cabinets filled with data sets in his office came. The committee’s work eventually developed into a legislative mandate in 1999, including a bill requiring the testing of pre-service teachers’ knowledge and application of research-based literacy practices. The test became mandatory for pre-service teachers in August 2002. The University of Idaho then dean, Dale Gentry, worked closely with George to lead in the creation of a committee of Idaho literacy faculty and outside consultants to develop the ICLA. This ICLA committee, comprised of faculty from all seven of Idaho’s teacher preparation

The ICLA addresses three distinct areas, or Standards:

| Standard | Section 1 | Section 2 | Section 3 |
|---|-------------|---|----------------------|
| Language learning and literacy development | Definitions | Phonological awareness; phonics and structural analysis; instructional strategies | Essay-like scenarios |
| Reading comprehension research and best practices | Definitions | Instructional strategies | Essay-like scenarios |
| Literacy assessment and intervention | Definitions | Instructional strategies | Essay-like scenarios |

Information taken from “Investigating Form Comparability in the Idaho Comprehensive Literacy Assessment: Matters of Fairness and Transparency,” by David Squires, Michael Trevisan and George Canney.

programs, continues to study its assessment outcomes, refine ICLA forms and content, and shape the preservice teacher literacy preparation programs statewide.

“It (ICLA project) has been an entirely democratic venture where the faculty have taken the legal mandate to develop an assessment to verify that pre-service teachers are competent to teach reading,” George said. “I don’t know of any other state that has had faculty develop the assessment collectively, as well as monitor, administer, and score it—without a dollar of state money.” Another unusual feature of this project was that all practicing elementary teachers and principals would have to pass a course that covers the content of the test in order to recertify—even if they have been certified for 30 years.

Compared with other states, Idaho’s standards in literacy are much more rigorous. Yet, the question remains as to whether or not faculty can continue to design, develop, operate and refine a high-stakes testing system and do it at least as well, or better, than outside vendors. George believes that the literacy faculty is the most competent group to develop the test.

“Working on the assessment committee has been highly rewarding,” states George. “This venture that has engaged the faculty from across the state has truly been an exciting opportunity,” he said. The committee meets five times a year in Boise to read the student essays that are a part of the ICLA, and to conduct business and address issues, such as areas where students are not performing as they should. “It’s a wonderful,



“I don’t know of any other state that has had faculty develop the assessment collectively, as well as monitor, administer, and score it—without a dollar of state money.”
—George Canney

on-going professional development opportunity,” George said. “We have a high sense of respect and regard for each other.”

Idaho has seen increases in student performance on the reading indicator since the ICLA became mandatory. Although drawing a direct causal relationship between the ICLA and the increase in reading performance may be difficult, the committee has seen Idaho teachers develop a common vernacular as a result of the ICLA. “No matter where a teacher graduates in the state, he or she will have the same understanding of literacy terms and the purpose behind research-based best practices,” George said. Other outcomes attributable to this project are much more anecdotal and personal, but we do hear from the schools that our graduates are coming out much more prepared. They know the professional standards for teachers, so they slide into the existing climate of schools with little or no difficulty. Our students have no trouble finding jobs,” George said.

Even though George Canney is ending his teaching career at the University of Idaho, his research and impact on literacy in the state continues. He may be stepping out of the classroom, but he is stepping into a larger arena as researcher, mentor, and expert in the important field of literacy. He’s excited about where the College of Education and the University of Idaho as a whole are headed. “What a great time to be at the University of Idaho,” George said.



JASON ABBOTT

ACTE Leadership Institute Members Meet with Idaho Senators

On March 5-7, the Adult, Career and Technology Education's (ACTE) Leadership Institute members attended a 2007 National Policy Seminar in Washington, DC. During the seminar, attendees learned about the policies that affect career and technical education, how to become advocates for these policies, and how to prepare and meet with state policymakers to discuss the policies.

The group, made up of cohorts six and seven of the Leadership Institute, represent teachers and leaders in education throughout the state of Idaho, and are selected for membership based on potential leadership qualities. Each person in the group is pursuing a graduate degree in education, and as a member of the Institute, has the opportunity to earn 12 credits by participating in different events throughout the 3-year curriculum.

The National Policy Seminar allows group members the opportunity to be immersed in the legislative process and become advocates for positive change in the field of technology education. Not only do they learn how to discuss important legislative issues with key leaders, they return to their communities and encourage others to become advocates as well, strengthening Idaho's voice in Congress. Two days of the four-day session are spent in the seminar learning about important issues that relate to professional technical (PT) education, and two days are spent putting that knowledge into action by dialoguing with state Legislators.

"The seminar provides a unique chance to study policy formation and how to work with legislators," said College of Education Associate Dean Jerry McMurtry, who accompanied the group. "The legislators work with so many different issues, its how you get your point across to them that is important—which is where the seminar helps. We help legislators understand how legislation impacts the people of Idaho."

Several important legislative issues were addressed in the seminar, but the Carl Perkins Act was the most pressing. Senator Carl D. Perkins was a strong supporter of professional technical education. The Perkins Act provides funds to states to operate PT education. Although the authorization for the funds is in place, the president has yet to allocate money to the budget. The national concern is that the right amount of dollars be attached to the legislation, since the president has cut Perkins funds in the last two years. Since costs have risen, the group advocated for increased funding as well as a few important language changes to the legislation.

"It was written into the Perkins Act that governors could take Perkins funds and use them for No Child Left Behind. That is dangerous, so that is one of the pieces of the language we hope gets changed. It was good to see eye-to-eye with our legislators," said Jerry.

Other issues discussed in the seminar include:

- Fiscal Year 08 budget appropriations
- No Child Left Behind & high school reform
- Workforce Investment Act
- Higher Education Act
- Social Security Government Pension Offset/Windfall Elimination Provision Repeal
- American Competitiveness & Science, Technology, Engineering and Mathematics

The group was not all about work, however. Time was set aside to see sites and socialize as well. "We got to tour the White House and the Capitol, eat at an Ethiopian and a Moroccan Restaurant, and tour parts of the Smithsonian. Some of the high school teachers picked up materials to take back to their schools," said Jerry. "Overall, it was a really valuable experience for the Leadership Institute members." **e**

About the Leadership Institute

The Idaho Division of Professional-Technical Education funds and facilitates activities for the Idaho Professional-Technical Education Leadership Institute. The purpose of this Institute is to prepare the next generation of district and state professional-technical leaders. It is designed to produce forward-thinking and change-oriented leaders through a 27-month (2 years and 3 months) program of study. Three to six new prospective leaders are initiated into the Institute during the annual Professional-Technical Educators' Summer Conference.

National Policy Seminar Attendees

James F. Cupps,

Dehryl A. Dennis Professional-Technical Education Center
Susan Jenkins,

Dehryl A. Dennis Professional-Technical Education Center
Nancy Jones, Idaho Falls High School/Skyline High School
Jerry McMurtry, University of Idaho College of Education
Jeri Midgley, Project Coeur d'Alene Alternative School
Kathie O'Brien, North Idaho College of Education
Terry Patterson, College of Southern Idaho
Tom Schmitt, Cassia Regional Technical Center
Stacy Smith, Wood River High School
Tate Smith, Lewis-Clark State College
Irene Vogel, Idaho Medicaid

CASPEL

Department of Counseling and School Psychology, Special Education, and Educational Leadership

Vocational Rehabilitation Agency Donates \$8,000 in Video Conferencing Equipment

Two Council on Rehabilitation Education (CORE) accreditation reviewers, David Perry and Ron Spitznagel met in Professor Jerry Fischer's office on March 9 to view the new video conferencing equipment donated by the Idaho Division of Vocational Rehabilitation. The equipment IDVR donated to the College of Education, valued at about \$8,000, is part of an in-service grant, and will enable distance teaching and learning between the Department of Counseling and School Psychology, Educational Leadership and Special Education, and students at outlying branch campuses statewide. The CORE reviewers were conducting an on-site visit to the college as part of the accreditation process.

The new videoconferencing equipment is a big asset to the College of Education rehabilitation counseling program. "What a nice gift to be able to access our students," said Jerry. "It really talks about the collaboration between Vocational Rehabilitation and the University of Idaho."

IDVR works on behalf of Idaho residents, endeavoring to provide consumers, service providers, and others the opportunity to participate in constructive dialogue and public input to improve the quality of vocational rehabilitation services to residents of Idaho. The University of Idaho College

of Education works closely with IDVR in this process, educating counselors and teachers to work with individuals with disabilities.

But providing services to individuals in a sparsely populated state creates unique challenges. "What we're finding is how rural Idaho is," said Renee Smith, Program Development Manager for IDVR. "It was hard for us to access all our program participants, and still have some face-to-face contact." To combat the problem, IDVR has installed video conferencing equipment at 15 different sites in the state, including the University of Idaho. The high-quality connection enables students to receive instruction from specified sites instead of traveling hundreds of miles to attend class.

Jerry will teach the first class to three different sites via the new equipment this summer. "One of the other uses I make of the equipment is supervising student interns," said Jerry. "I have a student in Pocatello who is getting supervision, so I call her up and conduct the meetings face to face. I've been doing that for about five weeks now." Supervision for CASP graduate students is a requirement for their intern programs.

The voice-sensitive equipment broadcasts whoever within the conference is speaking at the time, allowing class participants face-to-face contact with students in the class from remote sites. Over time, the equipment is projected to save significant money and improve the efficiency for all Idaho entities involved. Vocational Rehabilitation will hold more regular staff meetings, and professors will have more accessibility to students. The time and expense for traveling to classes and meetings will be decreased, freeing up time and resources for other important activities.



Jerry Fischer

CORE

CORE accredits graduate programs in Rehabilitation Counselor Education (RCE), and also recognizes undergraduate programs in Rehabilitation and Disability Studies through the CORE Registry. The Registry includes programs that meet curriculum and outcome standards/guidelines for undergraduate programs in rehabilitation. The College of Education's Rehabilitation Counselor Education program has been CORE accredited for 11 years, and goes through the review process every 7 years.

CORE accreditation promotes:

- The effective delivery of rehabilitation services to individuals with disabilities;
- Continuing review and improvement of master's degree level RCE Programs;
- Program self-improvement rather than outside censure;
- Meeting the personnel needs of both public and private rehabilitation agencies.



Carolyn Keeler Receives Fulbright Scholarship

Carolyn Keeler, Professor in the College of Education's Educational Leadership program in Boise, has been awarded a J. William Fulbright Foreign Scholarship to Romania. As a representative of the U.S. in Romania, Carolyn will help fulfill the mission of the Fulbright program to increase mutual understanding between the people of the United States and other countries. Fulbright Scholars lecture and conduct research within their academic fields for the extent of their programs. Carolyn's research interests include statistical reasoning, statewide assessment, consequential validity, score reliability, and leadership issues in supervising for the improvement of learning through data use.

Student Jonathan David Poulos Wants to Give Back

In 2003, Jonathan David Poulos “JD” arrived at the University of Idaho to study technology education. He graduated in 2005, entered the M.Ed. program, and will graduate this spring. JD had a degree in construction from the University of Wisconsin-Stout before arriving at Idaho, and had worked construction for several years. But because of some experiences he had in his work, JD realized he was called to teach.

“Many of the professional-technical and technology education teachers I had growing up encouraged me to pursue a career in construction. This career led me to an opportunity to chaperone several church youth mission trips that changed my life. To date, I have chaperoned 14 trips that have taken me all over the U.S., Mexico, and Puerto Rico,” JD said.

“One of the trips included hurricane relief in New Orleans after hurricane Katrina hit. We helped several families there.



Jonathan David Poulos

Another trip included building homes in Tacate, Mexico for two deserving families. These houses are tiny by our standards, but meant so much to the families there. Their gratitude was beyond words.

“It was in doing these trips and others like them that I found I had the patience and desire to work with others and to teach what I had learned through the years. I decided to go back to school in 2003 to complete a degree in education. Now, as I near graduation of my master’s of education degree, I am excited to be able to give back to the schools what I feel they have given me. I owe much of my success to the great leaders I had growing up, and want to be able to provide that same feeling to others who enter my classroom.”

Eric Rimel and Dale Gentry Discover Karma

After several years in private business, Eric Rimel became a non-traditional undergraduate student in Technology Education at the University of Idaho, and was awarded the Dale Gentry Scholarship for highly qualified students. Although he greatly appreciated and benefited from the scholarship, he did not know Dale Gentry or that Dale was the former Dean of the College of Education. Eric completed his bachelor’s and master’s degrees and was hired by the Adult, Career and Technology Education department to teach full time during the 2006-07 school year.

Dr. Gentry is now retired, and in the past year has taken several courses from Eric. “When I phased out of teaching, I wanted to increase my knowledge of technology. I knew that



Eric Rimel and Dale Gentry

Eric was exceptionally knowledgeable and experienced, and I wanted to learn from him,” Dale said. “To my delight, he is an extraordinary teacher, and my expectations have been completely fulfilled. The courses I have taken from Eric have been among the most fulfilling in my entire life.”

Northwest Inland Writing Project Hosts Administrators’ Luncheon

The Annual NIWP Administrators’ Luncheon on March 21, 2007, provided a forum for sharing the successes of the program and voicing concerns for teaching writing.

“Writing may be the most important thing you do. Do it well.” While this slogan for the Northwest Inland Writing Project may sound simple, many teachers struggle with the “Do it well” part. The Northwest Inland Writing Project recognizes this challenge and works to help teachers improve their writing skills, the way they feel about writing, and how they go about teaching it in their classrooms.

The program has two major elements: a four-week summer institute and an academic-year program where teachers implement and teach what they’ve learned to other teachers and attend conferences. The summer institute stresses intensive writing, the theory and practice of writing instruction, and preparation for in-service programs in schools. During the academic-year program, NIWP teacher consultants then present in-service workshops for teachers within their own school districts and meet occasionally with other NIWP TCs to discuss the impact of the program and to share their writing and teaching experiences.

The annual Northwest Inland Writing Project’s Administrators’ Luncheon is geared toward familiarizing school administrators with the NIWP and its successes in school classrooms. A teacher who has benefited from NIWP accompanied most administrators. The support from school administrators is paramount to the success of the program within each district.

One by one, teachers stood and shared their experiences in the classroom since becoming involved in NIWP. As each story unfolded in the conference room at the Hill-Ray Plaza in Colfax, Wash., the impact that the NIWP has had on teachers and their students became clear.



Dean Paul Rowland, right, visits with teachers and administrators during the NIWP luncheon.

"I get so excited when I think of NIWP," said teacher April Niemala from Highland School District in Craigmont, Idaho. "It revolutionized the way I teach, and it revolutionized my students' motivation and interest. It impacted my confidence and helped me become a leader. NIWP has amply impacted my life in so many areas." Since her involvement, April, who is chair of the NIWP Advisory Board, has presented at the annual National Writing Project Directors' meeting, written a novel, and been instrumental in getting several of her students' writing pieces published.

April's testimony is the consensus among NIWP teachers. Before attending the summer institute, many were at a loss at how to teach writing and had no clear instructional plan for it. After attending the institute and creating their own writing workshops, teachers have developed their own writing skills and now serve as teacher consultants to disseminate successful approaches for improving the teaching of writing in their districts. And they now have clear lesson plans and an enthusiasm for writing that is infectious with their students.

The NIWP was started in 1981 by Elinor Michel, Curriculum and Instruction, and Ruth Windhover, a former University of Idaho English education professor, who were asked by the Idaho State Department of Education to begin a site in Moscow.

The College of Education, the Department of English Grace V. Nixon Endowment, and the National Writing Project now fund the program. Elinor has served as director of the program since its inception and shares the goal of the National Writing Project of providing all teachers the tools to become better writing instructors.

Carol Nelson of the Garfield-Palouse School District is in-service coordinator for the NIWP. At the luncheon, she presented an overview of the project for administrators, stressing the value of professional development for teachers as well as student improvement across the curriculum. Brenda Kneeshaw of the Colfax School District organized and helped host the luncheon. She shared that NIWP creates an enriching experience because of the collaboration among teachers. "We've facilitated discussions within our districts about curriculum, gone to national conferences, and become passionate about teaching writing," she said.

"I struggled with teaching my first graders to write," said Beverly Stubbers of Colfax. "NIWP helped. My students are now able to communicate with me about all subjects through their writing and are excited and want to write."

Led by Brenda Kneeshaw, administrators at the luncheon participated with teachers in a writing

assignment designed to stimulate thought and creativity. The activity provided a good example of how writing can be fun, contagious, and productive with an instructional plan and prompts for writing ideas.

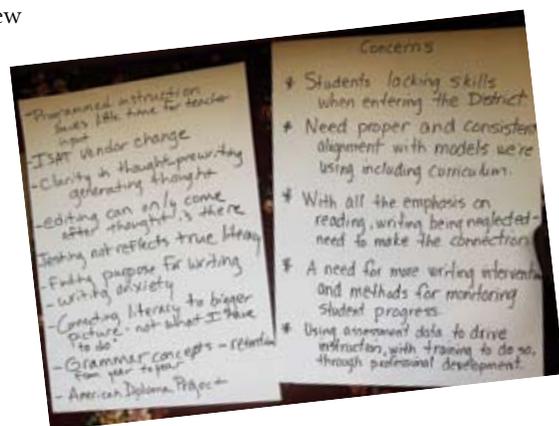
The group also had the opportunity to voice some of their concerns about writing instruction including:

- Students' lack of passion for writing
- The need for more teacher networking
- How to address writing anxiety
- Balance between reading and writing
- How to teach writing across the curriculum
- Testing does not reflect true literacy

In addition to the summer institute and in-service programs, the NIWP hosts a variety of events throughout the year aimed at assisting teachers, administrators, and students to become better writers.

Writers' Retreat

The NIWP hosts a writers' retreat in McCall each summer, which helps teachers and administrators relax, practice writing, and attend writing workshops. Reasons for attending the retreat need not be stated. As a matter of fact, some attend to finish their thesis, some to write letters to children, and some just to relax and get away.



Young Authors' Conference

The annual Young Authors' Conferences, also hosted by the NIWP, are a highlight for students in grades 6-12. Students from surrounding schools attend the Saturday event to write, share their writing, and attend workshops. A featured author also presents to the group. Ingrid Spence, English and drama teacher at Moscow Junior High, helps at the conference each year. "This is an opportunity for me to work with a new group of students from different areas," she said. "It's a real growing opportunity for me as a teacher."

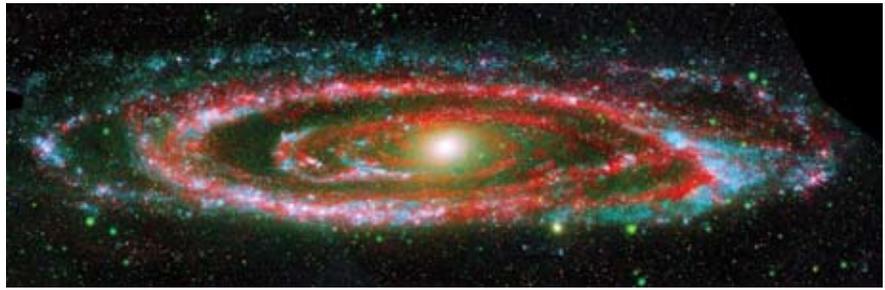
How to Become an NIWP Fellow

The summer institute supports 15 teachers per year and requires application materials that are available at www.niwp.org. The group meets six hours per day, five days a week for four weeks. However, an alternative schedule is being considered for this summer. Teachers earn six credits for the session and acquire preparation to become teacher consultants. Teachers write daily and share their writing with others, complete four written projects, adopt teaching methods they learn from the institute, make two in-service presentations during the following year, and participate in activities as needed. Scholarships are available that substantially defray the cost (about \$1000 for 2007).

For more information about the Northwest Inland Writing Project, visit the Web site, or e-mail elinor@uidaho.edu.

The National Writing Project Assumes:

- Teachers are the best teachers of teachers
- Summer institutes should involve teachers from all levels of instruction
- Writing is fundamental to learning across the curriculum
- Writing needs constant attention and repetition from early grades through university
- Teachers of writing should write
- Change in the classroom doesn't happen all at once
- There is no single "right" approach to teaching writing



IMTC

Instructional Materials & Technology Center is Idaho's NASA Center

The Instructional Materials Technology Center (IMTC) in the College of Education was established to provide a central location for a variety of current educational materials, equipment, and services for its faculty and students. The center's main function is to provide a facility where students can obtain materials to help them prepare for their future professions.

IMTC is a repository for the pre K-12 Idaho State Approved Textbooks. In addition to those textbooks it also houses the North Idaho Regional Special Education Library, the Northwest Inland Writing Project Library, Children's Trade Books, Assessments for Counseling & Special Education, Reserve Materials for COE classes, and the National Science Teacher's Association collection of science and math materials. It is also the site for the NASA Educators Resource Center, where educators will find NASA posters, lithographs, lesson plans, videos, slides, CD-ROMs, DVDs, and a computer dedicated to searching on-line for NASA resources.

In the early 1990s, NASA determined that every state should have a center to provide educational materials easily accessible to anyone interested. The Idaho NASA Educator Resource Center within the College of Education's IMTC welcomes all on-site visitors who are able to pick up free materials, and also have the opportunity to view the NASA CDs, DVDs and videos, which can be ordered from the IMTC. In addition, since the center lists its resources online at <http://isgc.uidaho.edu/nasaerc>, Idaho educators can view and request materials by e-mailing NASA ERC coordinator Stacey Crooks at nasaerc@uidaho.edu.

Jackie Rigg, Director of the IMTC, has seen the materials put to good use. "Last May I traveled to Priest River to visit their elementary school," she said. "Fourth grade teacher Chris Naccarato always transforms his whole classroom into a space center using our NASA materials. For the last 10-12 years, Chris has invited a former astronaut to come to his classroom. Parents became involved by sewing patches that represent the astronaut's launch onto jumpsuits that were purchased for students to wear during the visit. Last year students launched rockets, and a Black Hawk chopper pilot also gave a presentation."

In June 2007, Idaho educator Barbara Radding Morgan will be one of the astronauts assigned to the crew of the STS-118, an assembly mission to the International Space Station. Astronaut Morgan will also be presenting a lesson while in space, which will be broadcast back to earth via downlinks. Schools may want to contact their state's NASA ERC concerning the multi-downlink sites, as well as any other questions they may have about the mission.

For more information about the Instructional Materials & Technology Center, contact Jackie Rigg at 208-885-7257 or e-mail jrigg@uidaho.edu.

HPERD

Department of Health, P.E.,
Recreation and Dance

Dancers Drummers Dreamers

The 16th annual Dancers Drummers Dreamers performance titled “fun-e-motion” took place March 22-24 in Hartung Theatre on the University of Idaho campus. Greg Halloran, dance director for DDD, designed this year’s performance to be all about fun specifically geared toward families. Gauged by the number of children in the audience, the community looked forward to an evening of family entertainment. Each separate performance of the two-hour show was three to four minutes in length with easily-accessible themes.

“This was an ever-changing show with a mix of dance and original live music and different types of percussion and dance ensembles,” said Greg.

The original music composition and dance choreography for DDD

represents one of the few full collaborative efforts on campus between two departments. The dance and music departments work together on the production from conception to performance. The student talent showcased during DDD is phenomenal. This year, two of the music composers for the performance won top awards at the Lionel Hampton Jazz Festival.

“Dancing is all about motion, the show was all about fun, and the two elicit fun emotions, thus the title of this year’s show, Greg said.

Dancers Drummers Dreamers was founded in 1991 by Diane Walker and Dan Bukvich. The original intent of the show, to blend music sound and movement into a seamless whole, has continued. The evolution of percussion into the show accentuates the rhythmic body movements and vocals, creating a synergistic mix of fun and intrigue. Walker, who is now retired, dreamt up the idea of the show, and still works as executive

producer, along with music director Bukvich and dance director Halloran.

The production of DDD takes time and a huge commitment for the eight choreographers, 12 music composers, 36 dancers, and about 40 musicians. The cast spent at least 20 hours per week rehearsing since the beginning of the spring semester, and at least 40 hours in the theatre the week before the show. “We were often in the theatre until 2:00 to 3:00 a.m.,” said Greg. “The performers get to know each other really well, but they love it.”

Dancers Drummers Dreamers hopes to go on the road in the future. “There is no other show like this in the Northwest, or in the nation as far as I know,” said Halloran. “It would be great to hold day-long workshops at different schools, then perform for the community in the evening.”

CDHD

Center for Disabilities and
Human Development

Matthew Wappett to Present Research in London

Matthew Wappett, an assistant professor at the University of Idaho Center on Disabilities and Human Development, has been invited to present his research on the geography of teacher preparation in U.S. universities at the Royal Geographic Society’s 2007 Annual International Conference in London.

“I thought my research was a long-shot for such a large, prestigious body of scholars ... but their interest in hearing my research on the intellectual and ‘geographic’ barriers that exist in U.S. teacher training programs shows the importance of this issue,” Matthew said.

Matthew’s research addresses the divisions between elementary and special education teacher training programs in the U.S. Despite past and current legislation, children with

disabilities in U.S. schools continue to find themselves largely segregated from the general education classroom and separated from their peers. Although there is a large body of research that supports breaking down these literal and figurative barriers to the general education classroom, teachers in the U.S. school system have not fully embraced the idea and practice of inclusive education. Inclusion is a concept that has not been fully embraced by teachers precisely because the concept of inclusion has not been fully embraced by the institutions of higher education that train our teachers.

“Teachers are seeing more and more students with disabilities in their classrooms, but they are not receiving the training they need to effectively educate and include them,” Matthew said. He goes on to explain “the root of this problem lies within our institutions of higher education that, for the most part, still segregate teacher preparation programs for general education and special education teachers. Higher

education is an arena where there is a pervasive tendency to segregate and compartmentalize university programs that specialize in disability-related content.”

Matthew came to the Center on Disabilities and Human Development one year ago from the University of Alaska Anchorage.

The Royal Geographic Society was founded in 1830 and is best known for supporting some of most influential explorers of the past 150 years, including David Livingstone, Henry Morton Stanley, Ernest Shackleton, Robert F. Scott, and Sir Edmund Hillary. The Royal Geographic Society bills itself as “the largest and most active scholarly geographic society in the world,” and continues to promote new scholarship and exploration that helps define the physical and intellectual geography of our world. The 2007 Annual Conference is August 28-31 and will be held at the headquarters of the Royal Geographic Society in London.

Looking back...

1947 Summer School Regulations

The cost of attending Summer School at the University of Idaho is very reasonable. The amount needed for books depends, of course, upon the work taken. Incidental expenses can best be estimated by the student to fit his individual needs.

The fee for the Summer School is \$16.00 for the six-week term and \$24.00 for the nine-week term. There is no out-of-state tuition.

Students whose registration is not completed on the scheduled registration day will be charged a late registration fee of \$2.00 for the first day and \$1.00 additional each day, up to a maximum of \$5.00.



Education's First Graduates

The first graduates of the School of Education received their degrees in June of 1920. There were four members of the class.

The University of Idaho engaged in teacher preparation from its inception, but until 1920 the teacher education program was located in the College of Letters and Sciences. In 1915 the program gained departmental status, but remained in CALS until 1920. On June 7, 1920, the Board of Regents appointed Dr. J.F. Messenger as Professor of Education and Dean of the School of Education. On October 8, 1920, a Curriculum Committee recommended approval of the proposed curriculum for the new school.



We Want to Hear from You!

Name: _____

Class Year: _____

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Address: _____

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State: _____ Zip: _____

Telephone: _____

Tell Us What's New

*Please send to: University of Idaho, College of Education,
P.O. Box 443080, Moscow, ID 83844-3080*

or you can send an e-mail to: cdudley@uidaho.edu

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